

The majority leader has asked me to make some concluding remarks.

---

EXECUTIVE SESSION

---

EXECUTIVE CALENDAR

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senate proceed to executive session for the en bloc consideration of the following nominations: Executive Calendar Nos. 588, 589, 642, 677, 678, 679, 680, and 681.

The PRESIDING OFFICER. Without objection, it is so ordered.

The clerk will report the nominations en bloc.

The senior assistant legislative clerk read the nominations of Joseph D. Brown, of Texas, to be United States Attorney for the Eastern District of Texas for the term of four years; Matthew D. Krueger, of Wisconsin, to be United States Attorney for the Eastern District of Wisconsin for the term of four years; John H. Durham, of Connecticut, to be United States Attorney for the District of Connecticut for the term of four years; John C. Anderson, of New Mexico, to be United States Attorney for the District of New Mexico for the term of four years; Brandon J. Fremin, of Louisiana, to be United States Attorney for the Middle District of Louisiana for the term of four years; Joseph P. Kelly, of Nebraska, to be United States Attorney for the District of Nebraska for the term of four years; Scott W. Murray, of New Hampshire, to be United States Attorney for the District of New Hampshire for the term of four years; and David C. Weiss, of Delaware, to be United States Attorney for the District of Delaware for the term of four years.

Thereupon, the Senate proceeded to consider the nominations en bloc.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senate vote on the nominations en bloc with no intervening action or debate; that if confirmed, the motions to reconsider be considered made and laid upon the table en bloc; that the President be immediately notified of the Senate's action; that no further motions be in order; and that any statements relating to the nominations be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The question is, Will the Senate advise and consent to the Brown, Krueger, Durham, Anderson, Fremin, Kelly, Murray, and Weiss nominations en bloc?

The nominations were confirmed en bloc.

---

LEGISLATIVE SESSION

---

MORNING BUSINESS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senate resume legislative session for a pe-

riod of morning business, with Senators permitted to speak therein for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

---

FORCED SEPARATION AT THE BORDER

Mr. LEAHY. Mr. President, the actions by the Trump administration regarding undocumented immigrants in this country have been ineffective and nothing short of heartless. Their priorities have abandoned long-held practices such as the need to focus limited enforcement resources on those who actually present a public safety risk.

These changes are being felt by families across the country. Last fall, Rosa Maria Hernandez, a 10-year-old girl with cerebral palsy who was taken to the hospital for urgent surgery was forcibly taken into custody by ICE when she was discharged, instead of being released into the care of her parents as recommended by her doctors. A few months ago, Jose Fuentes who was fleeing El Salvador with his 1-year-old son, Mateo, was detained at the border and transferred to a facility in San Diego while Mateo was held in Texas. These actions are appalling and run counter to the time honored values in this country. No child should be separated from their parents in this way. The effect of such a traumatic experience and disrupted attachments on children, adolescents and families is longlasting. The cost of these failed policies will not be fully realized for years to come.

Under current policy, families are supposed to be kept intact while awaiting a decision on whether they will be deported and held in special family detention centers or released with a court date. The Trump administration's proposed policy change sends parents to adult detention facilities, while their children would be placed in shelters designed for juveniles or with a relative in the United States.

Wendy Smith recently wrote an article in the Chronicle of Social Change on the Trump administration's proposed policy of separating immigrant children from parents entering the United States illegally, as a means of deterring immigrant families from coming to the United States. I ask unanimous consent that this January 29, 2018, article entitled "Separating Families at the Border Will Multiply Child Trauma" be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

[From the Chronicle of Social Change, Jan. 29, 2018]

SEPARATING FAMILIES AT THE BORDER WILL MULTIPLY CHILD TRAUMA

(By Wendy Smith)

Parents do not uproot their children to make a long and dangerous journey to an uncertain future in the U.S. unless the circumstances in their home country are so

threatening that the risks of migration pale in comparison to more certain risks at home. They leave their homes, other family members, schools, churches and familiar communities because they feel they must.

In December 2017, the Trump Administration proposed a new policy of separating immigrant children from parents entering the U.S. illegally, as a means of discouraging or deterring immigrant families from Central America and other countries from coming to the U.S.

Although the administration has already engaged in this practice in some cases, this policy would alter the current standard, which has attempted to keep families intact while asylum issues are considered and addressed.

As a former psychotherapist, I saw firsthand the long-lasting effects of traumatic experience and disrupted attachments on children, adolescents and families. Having taught courses in child development, I know that development of the brain and the child are inextricably linked to environmental opportunities and dangers, and to the continuing presence of important relationships to mediate the environment.

Recovery from trauma and attachment loss is possible, but requires enormous time, effort and care. This knowledge tells me that a policy of separating families should sound an alarm for us all.

Advocates, immigration experts, academics and lawyers have voiced concerns regarding the issues of constitutionality, deterrence, negative effects and unanticipated consequences, alongside the undermining of the core American value of family unity.

The United Nations Convention on the Rights of the Child—ratified by every country on the planet except Somalia, Sudan and the United States—specifies that children, including immigrant and refugee children, should be treated with dignity and respect and should not be exposed to conditions that may harm or traumatize them.

Family unity and reunification is one of the primary stated goals of the U.S. immigration system, found in many sections of the Immigration and Nationality Act (INA) of 1952. It is also a central theme of American identity. In *Moore v. City of East Cleveland*, the Supreme Court held that "the Constitution protects the sanctity of the family precisely because the institution of the family is deeply rooted in this nation's history and tradition."

The constitution does not allow the government to detain one asylum-seeking family for the sole purpose of deterring that action on the part of other families. And finally, through both United Nations conventions and protocols and U.S. law, migrants have rights not to be returned where their life or freedom would be threatened on the basis of race, religion, nationality, social group or opinion. If these factors exist, migrants can seek asylum if they can show "well-founded" fear of persecution.

The impact of such policies on children is severe. Stress is defined as the result of events or circumstances in which physical or psychological demands exceed our ability to cope. A critical buffer to the detrimental effects of stress is a protective relationship, such as with a parent who can provide comfort and a sense of safety.

Prolonged exposure to stress in the absence of a protective relationship causes the human stress response system to remain activated, preventing rest and recovery of the coping system, and the child's ability to manage or regain the sense of safety necessary to move forward in life is severely compromised.

Trauma, the most extreme form of toxic stress, is the occurrence of events or situations in which one's physical or psychological integrity is threatened (such as a

natural disaster, an assault, or the violent or sudden loss of a loved one).

Leaving home, making a difficult journey, and arriving in a new country are circumstances that profoundly affect children. Separation from parents on the heels of these overwhelming experiences can be terrifying, and may have long-lasting effects.

Trauma exposure and disrupted attachment can have similar negative outcomes; when the two are combined, the negative effects on children's development and functioning may be compounded.

Adversity early in life is associated with deficits in such important functions as cognitive performance, executive functions, and the processing of social and emotional stimuli, among others. The nature and severity of deficits is related to the nature of the trauma, the presence or absence of protective relationships, and the age and vulnerability of the child.

A 2010 study that examined effects of immigration raids on children ages 0–17—during the first six months after the enforcement activities, and again after nine months— noted problems with basic functions such as eating and sleeping, constant crying, and widespread changes to behavior, school performance, and developmental reversal, or loss of developmental milestones that had been achieved prior to the separation from parents. In other words, the sudden and unexpected loss of parents not only impeded forward development, but sent children backwards on the developmental trajectory.

Traumatized and suffering children, disrupted or delayed development, long-term educational and behavioral problems—these are neither reasonable nor morally acceptable trade-offs for the unproven possibility that future families will be persuaded not to enter our country illegally.

The policy of separating families at the border must be abandoned in favor of alternatives that are humane, constitutional and supportive of family unity.

#### TRIBUTE TO BARBARA TENNIEN MURPHY

Mr. LEAHY. Mr. President, the University of Vermont's College of Nursing has so much of which to be proud. My wife, Marcelle, who serves on the college's advisory board, recently showed me a touching article about Barbara Tennien Murphy. It speaks so much to the value of nurses and the education they received in Vermont, just as Marcelle did. I ask unanimous consent that this article, which was published on the university's website last year, be printed in the RECORD.

There being no objection, the material was ordered to be printed in the Record, as follows:

##### UVM NURSING THROUGH THE DECADES: 1940s

Taking the Lead: Barbara Tennien Murphy '47

In June 1947, the first students to achieve a bachelor's degree in nursing from the University of Vermont crossed the lawn in front of the Waterman Building to accept their diplomas. Of the 267 students graduating UVM that day, only two were in the new five-year nursing program: Ruby Sanderson of Winsted, Connecticut and Barbara Tennien, of Pittsford, Vermont. At 92 years old, in the year of her 70th college reunion, Barbara Tennien Murphy '47 reflected on her time at UVM with fondness and gratitude for being part of something important.

Few women attended college in the 1940s and most nurses lacked academic degrees.

"You didn't even need a high school diploma to become a nurse. A bachelor's degree for nursing was very new," Murphy said. "Getting a degree wasn't a big deal to me, but there weren't a lot of choices (for women). I liked math and was pretty good at it."

Murphy comes from a family full of UVM graduates and working professionals: Her father, Jerome Tennien '15, majored in agriculture and served on the UVM student council. He managed a U.S. government farm in Panama before settling on his family farm in Pittsford, Vermont, where he taught agriculture at the local high school. Uncles Jim Tennian '10 and Bill Tennian '17 studied engineering. Murphy's brother, Jim '43, a mechanical engineer at Wright Field in Ohio, died in a test flight crash shortly after graduating. Her mother, Mary, was a nurse, and sister, Mary, attended the College of St. Rose and taught high school in Windsor, Vermont.

Murphy entered UVM in 1942, before UVM offered a nursing degree. "I started in home economics. I was not in love with it. The next year the nursing program began. I immediately knew that was what I wanted," she recalled. "I wanted to use my brain to make my hands work, and they very nicely opened the doors to a degree in nursing. I felt very comfortable with it, I felt complete."

##### COMPASSION AND FOCUS

Murphy admired her mother, who went on medical calls in Pittsford with the town doctor and occasionally cared for patients in the Tennien home. One patient, a little girl about six years old, affected her deeply.

"Her leg had been cut off by a mowing machine on a farm. They hacked it off and gave her a metal prosthesis to wear on her leg. I was 17, and I felt that I wanted to take care of her," Murphy remembered. "It was a compassion, for her and for others who needed people to care for them. My mother cared for people. She went to the neighbors and took care of things for them. Nobody talked about it, it's just what we did. It was what I wanted."

While at UVM, Murphy participated in the All Sports Club and lettered in Rifle, an activity taught by an army sergeant at a firing range on campus. "I liked shooting," she explained. "I also played badminton and bowled. The university had bowling allies with duckpins."

World War II was underway, and most young American men were off to war, so UVM students were predominantly female. The men's dormitories became sorority housing. Murphy lived in Slade Hall. The workload was intense, she said, so she had little time for sororities.

"That first year, you didn't get credit for nursing classes, and so you had to take a lot of classes. One year I carried 22 credit hours, which was completely insane. But if you wanted to do it, that's what you had to do. We were the first class, they were experimenting on us," she quipped. "I liked the work at school, and I liked the work at the hospital."

Murphy did her nursing clinicals at Mary Fletcher Hospital, a predecessor to the University of Vermont Medical Center. With the war in progress, most of the male staff and hospital supplies had gone to the front lines.

"It was war time, and all the porters and help were in the army, so we did everything. We did the cooking of the baby's formulas, scraping the meat of gristle for baby food and washing the linens. We made sure the babies, children and old people taken care of. We washed diapers and bed pans."

She believes that the hard work and long days helped her become a better nurse.

"I finished my 8 hours and then at 7:00 when we went off-duty, we mopped the floors

after because we didn't have anyone else to do it. The head nurse was mopping beside you. Everyone worked together to accomplish what needs to be done," she recalled. "Some of the time it was boring, but we learned what you do when you don't have what you need, and how to do it if a lot of stuff is not available. It makes for an excellent adult life. I know my responsibility to my patients."

##### SHOWING GRATITUDE

Murphy passed the Vermont Board of Nurse Registration exam to become an R.N. in 1947. She received a gold seal and second highest honors with 94 points, just one point less than Ruby Sanderson. "I didn't mind. Ruby was a nice person and a hard worker," Murphy said.

After graduating, Murphy taught nursing at Barre City Hospital, a forerunner to Central Vermont Medical Center, and then worked at the Boston Children's Hospital. In this period, she experienced an event that shaped her outlook on life and informed her future relationships.

The polio epidemic was in full swing in the late 1940s, and the young nurse Tennien was assigned to manage the hospital's polio ward. Her unit included the infectious disease laboratory where microbiologist John Franklin Enders cultivated poliovirus for vaccine development (for which he received the 1954 Nobel Prize for Medicine). He grew the virus in human cells—fecal matter—and it was Nurse Tennien's job to collect stool specimens, prepare them properly and send them to the lab.

"One day, someone bumped into me in the hall—I thought it was one of the underlings," she recalled. "He said, 'I know who you are Miss T. I couldn't do my job if you didn't do yours so well.' It was John Enders!" His praise resonated with the young nurse, and she never forgot that feeling.

"He admitted that other people under him doing the scut work are equally important because they keep him going. It wasn't an inspiring thing to do, collecting smelly stools, but he couldn't have grown the polio virus without me. I've always tried to make sure the people under me knew they were appreciated."

She married William Murphy, an aircraft engineer she met on a blind date arranged by her assistant head nurse. Eventually they settled in Connecticut where Bill worked at Pratt & Whitney, and together they raised five children, a girl followed by four boys.

She attended graduate school at Boston University, studying for a Masters degree in nursing. She completed all of the coursework, but never wrote her thesis. "I had all the knowledge and I always worked, but I never tried to establish a big career because I had six others I was taking care of."

Murphy worked in a nursing home at night so she could care for her children during the day. "People would say to me, 'How do you take care of an eight-room house and five kids and volunteer in the school library and work nights in a nursing home?' Well, you put one foot in front of the other and keep slogging along—it's all good," she said.

##### A FULL HEART

Working with elders in a nursing home amplified Murphy's great appreciation for the power of love in healing. She recalled, "We had two old ladies in adjoining beds. One was dying, and the woman in the bed next to her said, 'Move that bureau so that I can be next to her.' Margaret held her hand all night and pulled her through it. She didn't die. We gave her the oxygen, and she gave her the love."

Murphy also taught math at Saint Francis School of Nursing in Hartford, Connecticut, teaching students how to calculate percentages for solutions and medications. "In those