
Biennial Meeting

Leading experts present critical research on issues involving children and families.

Neuroscientists

Psychologists

Social Policy Experts

Educators

Child and Family Scholars

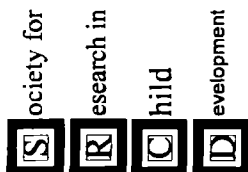
Meeting Location

WASHINGTON, DC
SHERATON WASHINGTON
AND OMNI SHOREHAM HOTELS

For additional information
and media registration, contact:

Melissa Ludtke
617/354-1728
e-mail: mml19@mail.idt.net

***Awaiting schedule
confirmation from the
Office of The First Lady.**



The University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406

Society for
Research in
Child
Development

BIENNIAL MEETING
APRIL 3 - 6, 1997

Special Guest Speakers*

Hillary Rodham Clinton

Marian Wright Edelman

William Julius Wilson

**CONFERENCE
MEDIA INFORMATION**

MEDIA INFORMATION ENCLOSED

Symposiums ~ Debates

Addresses ~ Poster Sessions

Infants

Toddlers

Children

Adolescents

Adults

Child Development ~ Adoption ~ Neuroscience ~ *Exposure to Violence* ~ Parenting ~ **Academic Achievement** ~ Friendship ~ **Adolescent Romantic Relationships** ~ Television's Impact on Children ~ Teenage Pregnancy ~ *Child Care* ~ Marital Conflict and Divorce ~ **Infant Knowledge** ~ Foster Care ~ Attachment ~ Children and Testimony ~ Head Start ~ *Gender Issues* ~ Prenatal Drug Exposure ~ **Children's Health** ~ Racial and Ethnic Identity ~ **Social Policy** ~ Families on Welfare ~ Literacy ~ **Fathers** ~ Depression ~ *Learning Disabilities* ~ **Family Structure** ~ **Antisocial Behavior** ~ Child Abuse ~ Neighborhood Impacts on Children ~ Peer Victimization

Topics Interest

Thursday

- Emotion and Emotional Competence in Childhood
- Topics in Early Childhood Policy: Day Care, Head Start, and Television
- Friends and Friendship
- Effects of Violence on Youth

Friday

- Attachment Through the Lifespan
- Effects of Welfare Reform on Children and Families
- Stress and Resilience in Adolescence
- Results of the NICHD Study: Cognitive Outcomes Associated with Early Child Care

Saturday

- The Changing Policy Landscape for Children
- Video Games and Computers
- Infant Temperament
- Early Intervention and Prevention
- The Role of Men in the Lives of Minority Children and Adolescents

Sunday

- Peer Networks, Deviant Peer Influences and Anti-Social Behavior
- Marital Conflict and Child Outcomes
- Social Factors in Reading and Literacy
- Adolescent Sexuality, Pregnancy and Parenthood

REMINDER TO JOURNALISTS

If you are unable to attend this meeting, please note that the Society for Research in Child Development remains a useful resource for information on research regarding families and children, from infancy to adulthood.

Society for Research in Child Development
The University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
313/998-6578

About

The Society is a multidisciplinary, not-for-profit professional association with an international membership of approximately 5,000 researchers, practitioners, and human development professionals. The Society seeks to foster the exchange of information among scientists and other professionals, and to encourage application of research findings.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 3, 1997

REMARKS BY THE FIRST LADY
TO THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT
The Sheraton Washington

MRS. CLINTON: -- I want to thank Dr. Elder and thank all of you for the expertise and leadership you bring to the field of child development. The work you do is vitally important, not only in promoting a greater understanding of our children and how they develop but in strengthening our understanding and the connection between research, public policy, and people's everyday lives.

I've had a chance to look through the book that has been produced for this biannual conference -- and I know you haven't been in Washington, D.C., since, I believe, the 1930s -- but given the number of topics and presenters, it seems like you are more than making up for the fact that you have not been here for some time. The range of topics that you are addressing and the research that you are discussing touches on every aspect of children and families and the environments in which they grow and develop.

Many years ago, it seems to me now, when I was in law school, I had the chance to study children at the Yale Child Study Center in New Haven, Connecticut. I was privileged to work with many experts in the field of psychiatry and psychology and development and social work and medicine. And I was particularly privileged to work with one of the pioneers in the field of infant behavior, Dr. Sally Provence. I still have vivid memories of the gentle and subtle ways that Dr. Provence would elicit information from parents and infants to help establish better patterns of relating to children. And I would stand sometimes behind the one-way mirror, watching her work, thinking to myself, how can we know so much about these babies? How can we draw from their gestures and their patterns of relationships such lessons? That was before I myself was a mother.

Later on in the work that I have done with children's organizations, such as the Carnegie Council on Children and others, I have been interested in watching how experts, such as yourselves, have applied the knowledge that you have learned from research to public policy, and that has become one of my abiding interests. How do we take what you have developed through research and apply it in the public policy arena? I think that that is a question that certainly should be on the minds of anyone who takes seriously Dr. Elder's challenge about the

state of children in our country. We have made a lot of progress in many areas.

Certainly, if you look at the progress that has been made in infant mortality -- eradicating childhood diseases like measles or polio, developing and releasing new drugs and therapies, making it better known to the general public what are the conditions of child rearing that are more likely than not to benefit a child's development -- one can see a very clear nexus between medical science and research and policy. I don't know that we could have made as much progress in our understanding of certain hazards that affect the lives of children -- whether those hazards be lead or tobacco or alcohol or illegal drugs -- without basic research. We are also beginning to understand how violence is a public health epidemic, and the steps that need to be taken to try to protect our children from it.

In so many areas the research that you and your colleagues do every day enhances our teaching methods for children with learning disabilities; outlines the benefits of everything from educational television programming to friendship to nutrition; gives us new tools for devising care and services for infants, toddlers, young children, adolescents; helps us strengthen programs, whether they be child care or Head Start or school programs, aimed at providing better conditions toward a child's development.

In short, science and research need social policy. And social policy needs science and research, and needs scientists and researchers. There has to be a relationship so that the work that you do and that you report at this conference doesn't just stay in a room like this but is able to inform public debate far beyond these walls.

I have seen for myself in the programs that I've worked with how using the benefits of science and research can make a difference. Dr. Elder mentioned one program that I've been involved with called the Home Instruction Program for Pre-School Youngsters -- the acronym HIPPY -- which I always get a kick out of saying. (Laughter.) Some of you may know that it's a program which started with research at Hebrew University in Israel. And using data from research on immigrants to Israel who were exposed to many of the same social conditions as those who had lived there longer but were not progressing as well in school, researchers devised a program to begin to work with the parents of such youngsters to increase the confidence of parents, primarily mothers, in their capacity to be their child's first teacher, to begin to lay the foundation for the acquisition of academic skills. And in country after country we've seen that programs like this, if properly administered, can make a difference not only in the preparation of a child but in the increased competence of a parent.

There are many such efforts that we could mention that researchers have devised that have helped to improve the quality of life for our children, our families and our communities. So I thank you and commend you for building on the rich legacy of the SRCD and providing this opportunity to showcase some of the latest advances in children's research. What I hope is that this work will continue to inform scientists, decision-makers, child care providers, individual parents as we seek to create more promising conditions for the growth and development of our children.

We do face many challenges. On the one hand, there have been advances and greater understanding in how a child develops. On the other hand, we know that, given the necessary prerequisites for healthy development, we are falling short in many respects, in many communities. And we must have a united effort that involves every level of society in addressing the needs of children and putting to use the information that we have.

I think it's especially important that we continue with the federal government's historic support of basic research. (Applause.) All too often skeptics wonder why the government should invest in research instead of leaving research to the private sector. Yet we know that government support is essential to the kind of progress that we have already made and that we must continue to make on behalf of children, both in the scientific and public policy arenas.

This is especially important when we talk about the issues that you are concerned with. The federal government contributes more than 90 percent of the funding for children's research in this country. Since 1993, funding for children's health research has increased by 25 percent from the federal government. And we have seen some fruits already of that investment. Without federal support we simply would not be where we are today in terms of our understanding of child development.

As unfashionable as it is in some quarters today to suggest that government has any virtues at all -- (laughter) -- I believe that government, and in particular the federal government, can be instrumental in funding research that leads to better understanding of children's needs and in adopting policies shaped by that scientific knowledge. I also believe that the government can help people apply your research in practical ways that better their lives.

Research, for example, now confirms what many of our own parents and grandparents knew intuitively all along -- that hugging a baby and reading to a child or singing and talking to a child has an impact on that child's well-being. What our parents and grandparents and the vast majority of us did not know until recently is just how great an impact those activities have on actual brain development. Clearly, the latest research from neuroscience is a very exciting step in our understanding of how children grow in their earliest years.

But the information coming from our laboratories and our clinical studies is essentially useless if parents and caregivers and teachers and doctors and lawmakers and others who have an impact on children don't have any clue about that basic information nor what to do with it.

As some of you may know, the President and I will host a conference at the White House later this month on early childhood development and learning. Our goal is to help spread the word about new research on the development of the brain in the earliest years. And to take this extraordinary information and explore how we translate it into our everyday actions affecting children.

The White House conference will bring together leading neuroscientists, pediatricians, and child development specialists --including some of you in this room -- with child care providers, business and religious leaders and others who are putting this knowledge to practice.

It is an important starting point, a first step. But much work will have to be done to ensure that parents and caregivers who need this information actually get it and know how to make use of it.

I am still constantly surprised, when I speak with people that I meet as I travel around the country about their young infants, how many of them still do not know that reading to an infant, singing to an infant, talking to an infant -- all of that is feeding that young child's development. I still have people say to me, well, why would I talk to him? He can't talk back. And it's not that the person who says that is in any way resistant to helping a child; it's that that is not something that they've ever been told. So we will do our best to tell as many people as possible about why what many of us did because we liked doing it and thought it was good for our children turned out after all to be essential.

But we have to be vigilant about how this information is used, because for all the good ideas that new research brings, it is always subject to manipulation, oversimplification, and misinterpretation. One of my great fears, for example, about this research concerning the brain is that parents who are doing their best to raise children, often under difficult circumstances, will feel even more guilt and anxiety because they aren't sure if they are doing everything that the research should ask them to do.

I am reminded of a man I know who became so obsessed after reading in a popular magazine about how synapses develop that he determined he would read two books to his young son every night -- and he raced through the material without ever giving the child a chance to look at the pictures or ask questions about the story and couldn't understand why his son was not enjoying this experience at all. (Laughter.) And speaking with some of us, as he described what had turned into a forced march toward reading, and we asked him questions about what it was he was hoping to get out of this experience with his son, it became clear that instead of a loving, nurturing, stimulating experience, it had become a tense obligation for them both.

So there is one anecdotal piece of evidence of someone who heard about brain development, applied what he thought would be the appropriate approach, and learned quickly that that is not what we're talking about.

It's very important that, as exciting as new discoveries about early brain development are, that the early years are not seen as the only important time in a child's life. We know, from your research and from reading various reports like the excellent Carnegie Foundation Reports "Starting Points" and "Years of Promise" and "Great Transitions," that children do not exist in a vacuum of time.

Many of you in your own research have shown that children need interaction, engagement, and stimulation every day and every year of their lives, and that they can profit from that. It will do our children little good if we only care about promoting cognitive development until the age of three and then pretend that all learning is over and done with. To fully understand a child's development, we must explore the dynamics of development during each stage of life -- from birth, through adolescence, and on to adulthood. And we should be willing

to invest in young people at every step of their development.

I was reminded of that forcefully during my recent trip to Africa, when I was privileged to spend time with President Mandela on Robben Island, where he had been imprisoned for 27 years. He talked to me about how the political prisoners who were educated would take time to teach prisoners who were not. They would all work in a lime quarry from early in the morning until sundown and, because they were working they had more freedom than when they were in their cells or eating or taking exercise. So they would be using the opportunity of the sand and the quarry to be showing these other prisoners letters, and then to be talking with them about learning. And so many of the prisoners who came into the prison illiterate left literate, including one man who now holds a high position in the government.

Clearly, learning doesn't stop, and all of us have an opportunity to continue to promote learning. And even with our emphasis on early childhood, we need to make clear that all people deserve a chance to learn and develop, and that although we should put more resources and attention on the earliest years, that should not be the only place that we place emphasis. I imagine that there will be some people who upon hearing about the importance of reading and talking to infants and toddlers will wonder whether mothers and fathers should immediately quit their jobs to stay home with their children and read to them all day. Some parents may, I'm sure, begin to second-guess their own personal and professional choices.

Here again, a combination of research and common sense ought to be our guide. As we will learn tomorrow from the results of the National Institute of Child Health and Human Development Study about child care, it does make a difference to the cognitive development of children if they are in a nurturing, stimulating child care environment.

But what does this mean in practice? It means that all children need love, attention, stimulation, and discipline no matter what settings they are in, whether it's with their own parents, babysitters, caregivers, preschool teachers, neighbors, or relatives. I have seen examples, as I'm sure many of you have over the years, of parents who work full-time and sometimes double-time and still manage to give their children the love and support they need for healthy development. And I've seen parents who stay home all day and are uninvolved, inattentive, and emotionally divorced from the children they are raising.

The same can be said for child care. There is a huge chasm of quality among child care providers, from the most nurturing and stimulating caregivers to those who fall far short of the mark.

So I hope that rather than further confusing parents on these sensitive issues, we will help them by using this new research in ways that are sensible and appropriate to their own family circumstances. There is so much we can do together by taking the results of your work, translating it into language that average parents can understand, making sure it is disseminated widely to people who have responsibility for children, and challenging decision-makers in business and government, academia, religion, every aspect of our life together, to apply what we know helps children's development in all that we do.

I know that among those participating in this conference are many established veterans of children's research, as well as some of you who are just embarking on careers. To those of you who have devoted your lifetimes to expanding our understanding of children, we are grateful for your ongoing commitment and for the wisdom and expertise you continue to lend us. And to those of you who are new to the profession, we are encouraged by your decision to commit yourselves to this important field, and we eagerly await your contributions in the years ahead.

The child development research community is making a profound contribution to the future well-being of our country. Just as your work has inspired me and many others who have watched it and followed it from outside the profession, you can't open new vistas for people everywhere. And as you gather to discuss your research in all its rich, technical complexity, please consider too its implications for public policy and the everyday lives of families. It is not always easy to take research and apply it to the public policy arena. And certainly the complexity of what you study and the results that you achieve may not always fit into a sound bite for the nightly TV news.

But I hope that you will continue to search for ways to translate your work into information that is readily available and usable in many different venues. We need that now as much as ever. I think there is a greater attention to the needs of children than there has been. We are embarking in our country on many changes -- welfare reform being but one that I could mention -- that will have profound implications on how children develop. We need your expertise; we need your early warning signals; we need your advice.

And so I would ask you not only to continue your research for the sake of developing the body of knowledge that is available to experts but to do whatever you can to make sure that information is available to all of us. This is, I believe, a moment in time to intensify our commitment to understanding child development as deeply as possible and to use that emerging knowledge to the benefit of all of our children.

It is an exciting time to be studying development with all of the breakthroughs in research that have already occurred and that are on the brink of occurring. And it will be a great test of our political will, of our humanity, of our understanding of how we are all inextricably connected to see whether or not we take what we know works for children and apply it, and that we make sure that it is not just the children of people like us who benefit from the information that is available, but that we work to make society more attentive to the needs of children and parents who might otherwise be left behind.

The two weeks that I just spent in Africa was exhilarating, challenging, exciting, sometimes depressing, but I felt at the end of that trip that it wasn't only in our country or in advanced countries that people were beginning to focus on the next generation in a way that perhaps we hadn't for the last couple of decades. Whether I was in a classroom in Soweto with young boys and girls who were learning English; or in a school in Kampala, Uganda, with 74 eight-year-olds in a classroom because the country has committed itself to increasing school

enrollment, and in the space of less than a year has increased enrollment by more than 2 million; or whether I was in the newest country in Africa, Eritrea, talking with men and women who had spent 30 years fighting for their independence, and hearing how what their doing is investing in education and health care for children -- I felt that there was a commitment to what is really important among many of the people I had a chance to meet.

I feel the same when I travel in our own country: that there are many people who look at what is happening in the economy, who look at the changes that have gone on in the family, who understand the challenges that we are facing socially, and who are committed to making it possible for more children to be productive and successful in their development.

And what we have to do -- those of you who care about the work you have committed yourselves to and those of us who want to translate your work into practical application -- is to be relentless in speaking about and standing up for the needs of children, and doing all we can to take what works and spread it as widely as possible.

As we move toward this new century -- my husband is very fond of saying we do not have a person to waste -- and we must believe that, we must act on it. And you can provide an enormous amount of inspiration and information to make sure that we do.

Thank you for what you're doing on behalf of children. And please make sure that what you know is broadly known so that all the rest of us can try to make sure we leave no child behind. Thank you very much. (Applause.)

END

April 2, 1997

REMARKS TO THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT

DATE:	Thursday, April 3
TIME:	8:00 pm - 8:30 pm
LOCATION:	Sheraton Washington Hotel Washington, D.C.
FROM:	Brenda Costello

I. PURPOSE

To address the Society for Research in Child Development's Biennial Meeting, acknowledging the vital role of researchers in our understanding of public policy issues affecting children, and as a curtain-raiser to the White House Conference on Early Learning.

II. BACKGROUND

Overview

On Thursday evening you will address the Society for Research in Child Development's (SRCD) Biennial Meeting in Washington, D.C. This year's meeting will take place at the Sheraton Washington Hotel April 3-6, and is expected to draw over 2,000 experts in child development and specifically those individuals doing research related to children, including neuroscientists, social policy experts, educators, psychologists and children and family scholars. The Biennial Meeting examines what role science should play in social policy, and corresponding to the SRCD's future agenda, seeks to facilitate the coordination and integration among the various disciplines in child development as well as to disseminate research findings.

You've been invited to speak as a result of your interest in applying research on children to social policy. Members are interested in exploring what research is currently most needed to help inform policy makers, as well as the process by which basic research is used and can be used better to mold public opinion and governmental actions which affect children.

Biennial Meeting

This four-day Biennial Meeting, the SRCD's first Washington meeting since the 1930's, will explore critical research on issues involving children and families in a series of debates, symposiums, and addresses. The meetings will showcase the latest advances in children's research, and present a broad spectrum of work, spanning from infancy to adulthood and touching every facet of development. Topics of interest include adoption, parenting, television's impact on children, attachment, gender issues, fathers, child abuse, marital conflict, adolescent sexuality, and the effects of welfare reform on children and families. Thursday's agenda will focus on Emotion and Emotional Competence in Childhood; Topics in Early Childhood Policy; Friends and Friendship; and Effects of Violence on Youth.

Other special guest speakers include William Julius Wilson, who will discuss *Challenges Facing Families and Children in the Inner City* on Friday, and Marian Wright Edelman, addressing *Children, Families and Public Policy* on Saturday. A Press Briefing will take place Friday morning with J. Lawrence Aber, Director of the National Center for Children in Poverty at Columbia University, Aletha Huston, who will present findings of the NICHD Study of Early Child Care, and several others to examine development at all stages -- infancy, childhood, and adolescence.

Note: April is Child Abuse and Neglect Prevention Month.

NICHD Study

Results of the National Institute of Child Health and Human Development's (NICHD) study on Early Child Care and its effects on children's development will be presented at the Biennial Meeting on Friday afternoon. The Study results are embargoed until 6pm Thursday, the first time most of the audience will have heard results of the study, with the exception of those who worked on the study. (Press release attached).

Background on NICHD funding will be forwarded.

Society for Research in Child Development (SRCD)

A not-for-profit professional organization, SRCD's mission is to advance research in child development, to foster the exchange of information among scientists and other professionals, and to encourage the application of research findings. Their social policy objective is to apply research results to the formulation of public policy affecting children and families and is pursued through their Government Fellows Program in Child Development. This program places Fellows in federal agencies to translate research to applied issues, and is part of a larger program administered by the American Association for the Advancement of Science.

Established in 1933 as a by-product of the Committee in Child Development at the National Academy of Sciences, SRCD's current membership is comprised of approximately 6,000 researchers and human development professionals, including psychologists, sociologists, anthropologists, pediatricians and related disciplines. International membership is nearly 20 percent, representing 50 countries around the world. Membership is open to any individual actively engaged in research or teaching in human development or otherwise promoting the goals of the Society.

Format

You will deliver your remarks on Thursday evening at a special evening session. Dr. Glen Elder, President of the SRCD will introduce you. Prior to your remarks you will participate in a brief meet and greet with current and incoming officers of the Society.

III. PARTICIPANTS

Meet and Greet

-Dr. John Hagen, Executive Officer, Society for Research in Child Development (SRCD);

Professor of Psychology, University of Michigan

-Dr. Glen Elder, President of SRCD; Professor of Sociology, University of North Carolina

-Mrs. Karen Elder, Spouse

-Dr. Frances Horowitz, Incoming President, SRCD; President, Graduate Center, City University of New York

-Dr. Willard Hartup, Past President of SRCD; Professor of Psychology, University of Minnesota

-Dr. Linda Acredolo, Secretary of SRCD; Professor of Psychology, University of California - Davis

-Dr. Michael Rutter, President-Elect, SRCD; Professor of Psychology and Pediatrics, University of London

-Dr. Andrew Collins, Secretary-Elect, SRCD; Professor of Child Development, University of Minnesota

-Dr. Bennet Bertenthal, Assistant Director of the Behavioral Science Directorate, National Science Foundation

-Dr. Nova Newcombe, Professor of Psychology, Temple University

-Dr. Lorraine Glidden, Professor of Psychology, St. Mary's College of Maryland

-Ms. Patricia Settimi, Administrator and Conference Planner, SRCD Executive Office

-Ms. Melissa Ludtke, SRCD Media Consultant

Speaking program

-HRC

-Dr. Glen Elder, President, Society for Research in Child Development

IV. SEQUENCE OF EVENTS

- HRC is greeted by 13 person receiving line backstage.
- HRC is announced on stage and enters stage left.
- Dr. Elder introduces HRC.
- HRC makes remarks.
- HRC has option of working ropeline right to left.
- HRC departs

V. PRESS

Open press.

VI. REMARKS

Provided by Lissa Muscatine.

Glen H. Elder, Jr. is Howard W. Odum Distinguished Professor of Sociology and Research Professor of Psychology at the University of North Carolina at Chapel Hill, where he co-directs the Carolina Consortium on Human Development and manages a research program on life course studies. He has also served on the faculties of the University of California (Berkeley) and Cornell University. His books (authored, co-authored, edited) include Children of the Great Depression (1974), Adolescence in the Life Cycle (1975), Family Structure and Socialization (1980), Life Course Dynamics (1985), Children in Time and Place (1993), Families in Troubled Times (1994), and Developmental Science (1996). He received a Guggenheim Fellowship in 1983, a Research Scientist Award from NIMH in 1985-2000, and the Cooley-Mead Award in 1993. A member of the American Academy of Arts and Sciences (1988), Elder has served as Vice-President of the American Sociological Association (1988-1989) and is currently President of the Society for Research in Child Development (1995-97).

Glen H. Elder, Jr. is currently involved in a long-term panel study of economic decline and population decline in the north central region of Iowa with a research team at Iowa State University. The panel includes 550 rural households, farm and nonfarm. The sample includes two children from each household as well as the surviving members of the grandparent generation. Longitudinal studies have assessed the affects of economic decline on the emotional health of the parents and children, with attention to both mediational and moderating factors. Current studies are investigating the long-term effects of socioeconomic change in the life histories, social support, and health of the grandparents.

Social Psychology Quarterly
1994, Vol. 57, No. 1, 1-3

Introduction of Glen H. Elder Jr. for the Cooley-Mead Award

WILLIAM A. CORSARO
Indiana University, Bloomington

I have the pleasure of introducing Glen H. Elder Jr., the 1993 recipient of the Cooley-Mead Award. The Cooley-Mead Award is given annually by the Section on Social Psychology to recognize lifetime contributions to the intellectual and scientific advancement of sociological social psychology. Glen Elder epitomizes this criterion.

Glen's exposure to the Great Depression as a young child in Cleveland, his experiences in the mass mobilization of World War II, and his adjustment to a radical change in family residence from metropolis to the dairy country of northwest Pennsylvania at the beginning of high school fostered a deep sensitivity to, and interest in, large-scale drastic social change on people's lives.

Glen received a BS degree at Pennsylvania State University in 1957, an MA at Kent State University in 1958, and his PhD at the University of North Carolina, Chapel Hill in 1961. His first academic appointment was as an assistant professor at the University of California, Berkeley (1962) and as a research associate at Berkeley's Institute of Human Development. Glen returned to North Carolina in the late 1960s and was advanced to full professor in 1971. In 1977 he accepted a short research appointment at Boys Town, Nebraska to obtain the research time required by the heavy demands of longitudinal research. In 1979 Glen moved to a teaching and research position at Cornell. In 1984 he returned once again to North Carolina where at present he is Howard W. Odum Distinguished Professor of Sociology, research professor of psychology, and research fellow at the Carolina Population Center.

In a recent article Elder noted that nearly every one of his mentors was trained at the University of Chicago. Working first with Charles Bowerman at North Carolina and later with John Chansins and Harold Wilensky at Berkeley, Glen came to embrace many of the distinctive features of the early Chicago

School, such as awareness of contextual influences, an emphasis on empirical research into people and groups in their natural ecology, attention to the historical perspective, and focus on the concrete problems of a rapidly changing society.

Although issues of social change and influence were prominent in Elder's early work on adolescent development, the large cross-sectional survey of families and youths that focused the basis for these studies severely restricted attention to temporal considerations (both historical and lifetime). Glen challenged and altered these limitations during his appointment at Berkeley's Institute of Human Development. There he worked with longitudinal studies covering 30 years, all within a dramatically changing world.

Glen's pioneering work with these longitudinal data led to the publication of his groundbreaking monograph, *Children of the Great Depression* (Elder 1974). Strongly influenced by Thomas and Znaniecki's (1918-1920) *The Polish Peasant in Europe and America*, he constructed a concept of the family as a dynamic household economy and as a link between the macroscopic change of the Great Depression and the life experience of children.

The findings of the study and the response of scholars to the work as a whole led to two important developments in Elder's research. First, through interchange with social scientists and historians, Glen undertook a programmatic effort to refine and articulate the life course perspective and its relation to social change. In this perspective the individual is brought into focus according to three different meanings of *age development*, which refers to the position of individuals in the aging process; *social*, which concerns the social timing and structure of lives; and *historical*, which places people in historical context through membership in specific birth cohorts (see Elder 1981). Although the individual is the

unit of analysis, life course theorists hold that all "lives are lived interdependently, and this connectedness defines a medium through which historical change plays out its influence over time" (Elder and Caspi 1990, p. 221).

Second, *Children of the Great Depression* inspired a new agenda of life course studies in the work of Elder and others. Especially important in this regard is the initiation of comparative cohort studies. The results of such research can be seen in much of Glen's recent work, especially in his studies of aging of the effects of military service on the life course, and of survival strategies of Iowa farm families during the recent economic crisis.

Glen's many previous awards include an invitation to the Center for Advanced Studies, the Ernest Burgess Award from the National Council on Family Relations, a Guggenheim Fellowship, a NIMH Senior Research Scientists Award, a Japan Fellowship, the position of Elected Fellow of the American Psychological Association and the American Academy of Sciences, a Distinguished Alumni Fellowship from Pennsylvania State University, and the Richard A. Kalish Award from the Gerontological Society of America. His contributions to professional organizations are far too numerous to list here. I will name only a few: chair of the Social Psychology and Family Studies Sections of the ASA; vice-president of the ASA; elected chair, Section on Aging of the ASA; and president-elect, Society for Research in Child Development. The interdisciplinary breadth of these honors and services is truly extraordinary.

In conclusion, I want to say some things about Glen as a person and to have a bit of fun at his expense. Glen's personality and demeanor are not captured easily with simple adjectives. "Laid-back" certainly doesn't work, but "relaxed" also misses the mark. I think "hard-working," "dedicated," and "straight" fit best. In fact, "Clack Kent" was one of the nicknames for Glen when I was a graduate student at North Carolina. Glen's dedication to a thorough documentation of knowledge in his various research areas is legendary. There is some debate about whether his dissertation at North Carolina was two or three volumes long, depending on how one counts the volume of tables. As I was rereading Glen's

early work and catching up on some of his recent publications in preparation for this introduction, I experienced a bit of *déjà vu* from being in his classes: the expression "no stone goes unturned" echoed in my mind.

In a most serious vein, the many stories Glen has turned have created a path, a "life course," that has contributed greatly to social psychology and more generally to a community of scholars of social life. Glen has contributed continually to what Bellah and his colleagues (1985), in *Habits of the Heart*, refer to as a "community of memory." Whereas some scholars pay scant attention to their predecessor's work, criticize it thoughtlessly, or dismiss it outright, Glen embraces his intellectual heritage. In his writing and, I believe, even more in personal conversations, Glen persuasively constructed what Bellah et al. call "conservative narratives, which 'offer examples of the men and women who have embodied and exemplified the meaning' of our intellectual community (1985, p. 153).

This is surely not to say that Glen poisons the work of others poisonousness or that he is an indiscriminate name dropper. On the contrary, few scholars escape his constructive criticism. In his testimonials, a reference to W.I. Thomas or George Herbert Mead may be followed quickly by a reference to the author of a recent PhD dissertation. It is Glen Elder's contributions to our community of memory that I have tried most to emulate in my own career, believing that in this area sensitivity, thoughtfulness, and a dedication to scholarship are as important as talent, or more so. I have found it a very difficult act to follow, however. That is why today, I am very fortunate that I was able to go first. I am greatly honored to present to you Glen H. Elder Jr., the 1993 recipient of the Cooley-Mead Award.

REFERENCES

- Bellah, Robert N., Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton. 1981. *Habits of the Heart: Individualism and Commitment in American Life*. Berkeley: University of California Press.
- Elder, Glen H., Jr. 1974. *Children of the Great Depression*. Chicago: University of Chicago Press.
- . 1981. "Memory and the Family: The Discovery of Consistency." *Journal of Marriage and the Family* 43:489-515.
- Elder, Glen H., Jr. and Avshalom Caspi. 1990. "Studying Lives in a Changing Society: Sociological and Psychological Explorations." Pp. 201-27 in

GLEN H. ELDER, JR.

3

Studying Persons and Lives, edited by A.J. Robin. Dordrecht, W.J. and K. Zinsfeld. 1976-1980. *The Politics of Social Change*, edited by Robert A. Zucker, and Susan Frank. New York: Oxford University Press.

William A. Corsaro is Professor and Chair of the Department of Sociology at Indiana University, Bloomington. His current research includes a three year study of cultural values, child care policy, and children's peer cultures in the United States and Italy.

Thursday: 12:30-Saturday: 2:20 PM

Exhibit Hall C Electronic Publishing Activities with the Society for Research in Child Development

Thursday: 12:30-2:20 PM

SHERATON

Washington Ballroom *When Cognition and Developmental Theories Meet Classrooms and Communities: The "Great Beginnings" Project
 North *Conditions that Facilitate the Well Being of Minority Children around the World
 South Possible Iatrogenic Effects through Aggregating High Risk Youth
 Cotillion North Theory of Mind Ten Years After
 Cotillion South Social, Cultural, and Developmental Change in Adolescents' Values and Attitudes
 Virginia Social Relations: Children, Parents, Friends
 Maryland A Attachment and the Evolution of the Self
 Maryland B • *New Symposium: Should We Not Revisit the Issue of "Is" and "Ought"? Or Are There Plural Paths and Norms of "Development?"*
Chair: Frank Kessel
 Can You Be a Pluralist and a Developmentalist at the Same Time? *Richard A. Shweder*
 Why Children Ought to Develop to Fit Their Culture *Alan P. Fiske*
 A Correct Moral Standpoint Is Neither Impartial Nor Universalizable *Diana Baumrind*
 Delaware A The Impact of Trauma and Adversity on Behavioral and Physiological Development: Clarifying the Issues
 Delaware B A Revitalized Head Start Research Agenda: How Head Start Has Responded to the Changing Needs of Children and Families in Poverty
 Marshall Different Theoretical Perspectives on Language Development
 Maryland C A Quarter Century of Memory Development Research
 Holmes Creating Naturalistic Laboratory Methods to Observe Peer Relations and Emotion Expression
 Warren Multiple Explanations of Object Permanence during Infancy
 Kansas Comparing Three Modern Approaches to Longitudinal Data Analysis: An Examination of a Single Developmental Sample

Calvert Mother-Child Relations in the Context of Contrasting Programs for Welfare Families
 Woodley Effects of Family Violence on Children's Adjustment in the School Environment
 Wisconsin Attachment Representation and "Inner Working Models": A Perspective on Future Approaches in Research and Clinical Practice

OMNI

Palladian What Develops in Emotional Development
 Empire Principles of Developmental Psychopathology: Illustrations from Contemporary Research
 Diplomat Culture, Development and Cognition
 Executive Children's Sleep, Care Giving and Early Development
 Congress Cognitive Functioning in Williams Syndrome: Contributions to Theoretical Controversies in Child Development

POSTER SESSIONS

Pod 5 • Spatial Cognition
Withdrawn: [6] The Emergence of Sex Differences in Spatial Ability in Young Children *Adela M. Langrock*
 Pod 21 • Family Relations and Childrearing
Additional Author: [7] Children's Reactions to their Parents Low Mood in a Normal Population Sample of Finnish 12-Year-Olds *Tytti S. Solantaus, William R. Beardslee*

Thursday, 2:30-4:20 PM

SHERATON

Washington Ballroom *Emotion and Emotional Competence in Childhood
 North *Diverging Viewpoints—An Invited Debate: Infant Cognition
 South Parents' Work and Children's Family Experiences: Using Daily Diaries to Examine the Linkages
 Cotillion North Children Born to Lesbian Mothers: Studies from Europe and the United States
 Cotillion South Outcome Measurement in Child Abuse Prevention Programs for At-Risk Mothers
 Virginia Factors in the Development of Children in Welfare Families: An Ecological Perspective
 Maryland A Methods in the Study of Cognitive Development
 Maryland B Giving Child Development Knowledge Away: Dissemination of Child Development Research

Delaware A	Influence of Maternal Factors on Fetal Neurobehavioral Development
Delaware B	Beyond Single Predictors of Memory Performance
Marshall	Private Speech and Self Regulation of Children with and without Special Needs
Maryland C	Children's Beliefs about Illness Causality
Holmes	Multiple Perspectives on Children's Understanding, Evaluation, and Resolution of Conflict
Warren	Beyond Philippe Aries: New Historical and Interdisciplinary Research on Children
Wisconsin	Innovative Methods for Research with Street Children
Kansas	American Sign Language Knowledge and English Literacy: What Is the Relationship?
Calvert	The Cultural Organization of Early Childhood: Perspectives from Africa, Europe, and the U.S.
Woodley	Contexts and Consequences of Exposure to Violence for Children and Adolescents
OMNI	
Palladian	The Longest Street in the World: Research and Content Development for International Coproductions of "Sesame Street"
Empire *	<i>New Discussion Hour: Developing and Enhancing a National Network of Institutes for Children, Youth, and Families: Role of Applied Developmental Science</i> <i>Laurence B. Schiamberg, Celia B. Fisher, P. Lindsay Chase-Lansdale, Richard M. Lerner, Robert B. McCall, Craig T. Ramsey, Diane Scott-Jones, Margaret Beale Spencer, Brian L. Wilcox</i>
Diplomat	Mapping the Developmental Relationships of the Social, Communicative and Repetitive Impairments in Young Preschoolers with Autism
Executive *	Pursuing Competence, Excellence, and Flow <i>Change in Author Order: [1] An Exploration of Involvement in Athletics and the Arts: Tracing Talent Development across Time Jennifer A. Fredricks, Corinne Alfeld-Liro, Helen Patrick, Allison M. Ryan, Rachel J. Heiman</i> <i>Additional Authors: [2] "I Don't Want to Play Anymore": When Do Talented Adolescents Drop Out of Competitive Athletics? Bonnie L. Barber, Kristen Jacobson, Melanie Horn</i>
Congress	Developmental Trajectories of Alcohol and Drug Use from Childhood through Adulthood: Insights from Latent Growth Modeling

POSTER SESSIONS

Pod 24 *

Infant Crying

Moved from Thursday, "Infant Distress and Crying," Pod 3: [1] The Cry as a Multiply Specified Signal of Distress
Julia R. Irwin

Thursday, 4:30-6:20 PM

SHERATON

Washington Ballroom	*Cognitive Neuroscience and the Development of Attention
South	*Child Development, Pediatrics, and Social Policy: Three Cultures in Search of a Shared Mission
North	Parenting and the Socialization of Values: New Directions
Cotillion North	Individual Differences in Children's Memory and Suggestibility: New Research Findings and Directions
Cotillion South	What Everyday Conversations Reveal about Conceptual Development: New Evidence for Developmental and Sociocultural Differences
Virginia	The Use of Twin and Adoptee Designs to Study Environmental Risk Mediation
Maryland A	Concepts and Theories of Development
Maryland B	A Short History of Dialectical Thought and Soviet Theory in America
Delaware A *	The PSID Child Development Project: New Opportunities for Researchers and Policy Makers <i>Author Correction: [3] Time Diary Measures of Children Zero to Twelve Martha Hill replaces Frank P. Stafford</i>
Delaware B	The Reliability and Validity of the Separation Anxiety Test (SAT) as a Measure of Attachment for Young Adolescents
Marshall	Cultural Pathways to Early Socio-Emotional Development: Interdisciplinary Perspectives
Maryland C	Child and Family Literacy in the Context of Intervention Programs
Holmes	Life Course Studies of Schooling: The Crucible Years
Warren	Socialization of Individual Differences in Achievement Motivation
Wisconsin	*Child and Adolescent Research as a Priority at the National Institute on Drug Abuse (NIDA): Opportunities and Application Planning
Kansas	Gender Construction in Cross-Cultural Perspective: Views from Children's Same-Sex and Mixed-Sex Peer Interactions

Calvert
Woodley Sisters and Brothers and How We Assess Their Relationships
The Social Ecology of Affiliative Relations: Networks
Constraints on Children's Social Adaptation

OMNI
Palladian Neighborhoods: Important but Ignored Influences on
Family Practices and Children's Development
Empire Social Foundations of Language Development: Theoretical
Issues
Diplomat New Directions in the Communication of Emotion
Executive Issues in Studying Diverse Populations
Congress • Diversity within Poverty: Intergenerational and Ecological
Influences on Academic Achievement
Author Correction: [1] A Structural and Functional
Typology for Families Living in Poverty *Craig T. Ramey*,
not Sharon Landesman Ramey

POSTER SESSIONS

Pod 1 • Infant Mathematical Skills
Moved to Saturday, "Mathematical Development," Pod
6: [4] Numerical Discrimination in Toddlers? Don't
Count on It *Murie C. Rodriguez*
Moved [5] to [4]: Infants' Individuation and Enumeration
of Action Sequences *Tanya Sharon, Karen Wynn*
Moved [6] to [5]: Behavioral Responses to Familiar and
Novel Auditory Stimuli by 5-Month-Old Infants *David G.*
Thomas, Jamelyn M. Andrews, Sherry Overton, Kyle E.
Chambers, Margaret R. Letterman, Vickie M. Little
Moved [7] to [6]: Processing Advantages for Unequal-
Interval Scales in Infancy *E. Glenn Schellenberg, Stuart B.*
Kamenetsky
Moved [8] to [7]: Infant Preferences for Women's or
Children's Songs *Sandra E. Trehub, Klara Fellegi*
Moved [9] to [8]: Infants' Perception of Melodies with
"Good" or "Bad" Rhythms *Sandra E. Trehub, David S.*
Hill, Stuart B. Kamenetsky

Pod 5 • Influences on Theory of Mind
Withdrawn: Conceptual Perspective - Taking Develop-
ment in 3- to 5-Year-Olds *Diane L. Szarkowicz*

Pod 17 • Peer Relations and Psychological Adjustment
Omitted Author: [5] The Effects of Affective Bias on
Preadolescent Girls' Reactions to Aggressive and
Prosocial Behavior *Nancy R. Sullivan, Sharon L. Foster*



NATIONAL INSTITUTES OF HEALTH

National Institute of Child Health
and Human Development

Embargoed until April 3, 1997
6 p.m. E.S.T.

Contact: Robin Peth-Pierce
(301) 496-5136

Results of NICHD Study of Early Child Care Reported at Society for Research in Child Development Meeting

New research being released this week indicates that the quality of child care for very young children does matter for their cognitive development and their use of language. In addition, quality child care in the early years, meaning care with a high degree of positive interaction between caregivers and children, can also lead to better mother-child interaction, the study finds.

The findings come from a longitudinal study on the effects of early child care supported by the National Institute of Child Health and Human Development (NICHD). They will be presented at the biennial meeting of the Society for Research in Child Development on April 4, 1997, at 4:30 p.m. at the Sheraton Washington Hotel in Washington, D.C.

"The most striking aspect of these results from the early child care study is that children are not being placed at a disadvantage in terms of cognitive development if they have high quality day care in their first three years," said NICHD's Director, Duane Alexander, M.D. "It's very important to study these issues as they are of such importance to American families."

A major way in which the NICHD Study of Early Child Care contributes to understanding the effects of child care is by moving beyond the global questions about whether child care is good or bad for children. Instead, it focuses on how the different aspects of child care, such as quantity and quality of care, are associated with children's cognitive and language development and mother-child interaction patterns over the first three years of life.

Just as important, the NICHD Study of Early Child Care examines effects of child care after taking into consideration other factors that shape children's development and their relationships with their mothers. These factors include family economic status, mother's psychological well being and intelligence, child sex and infant temperament. This study design makes it more likely that the effects discerned are truly due to child care, and not a function of other factors.

[Handwritten mark] The study is clarifying the association between child care and children's cognitive development, as well as the association between child care and the mother-child relationship, two issues that are of deep concern to the over 50 million working mothers and their families in this country. Child care is becoming an ever increasing fact of life as more women stay in the work force after pregnancy and many more women are single parents. In 1980, according to U.S. census data, 38% of mothers, ages 18-44, with infants under one year of age, worked outside the home. By 1990, this percentage climbed to 50, a rate close to where it stands now. Most of these women return to work in their child's first three to five months.

Evidence is emerging from the study that across a wide range of child care settings, quality child care, as defined by positive caregiving and language stimulation given in the child care environment, are positively related to early cognitive and language development. While the quality of child care had a small but statistically significant relation to children's cognitive and linguistic outcomes, the combination of family income, maternal vocabulary, home environment, and maternal cognitive stimulation were stronger predictors of children's cognitive development.

[Handwritten mark] "In this study, we found that the amount of language that is directed at the child in child care is an important component of quality provider-child interaction," said Dr. Sarah Friedman, NICHD coordinator of the study and one of its investigators. "This language input is predictive of children's acquisition of cognitive and language skills, which are the bedrock of school readiness."

Language stimulation was assessed by measuring how often caregivers spoke to children, asked them questions, and responded to their vocalizations. To assess children's cognitive development, researchers used standardized tests, including the Bayley Scales of Infant Development, the Bracken-Scale-of-Basic-Concepts school-readiness subtest, the MacArthur Communicative Development Inventory, and the Reynell Developmental Language Scale.

The small but consistent findings indicate that the higher the quality of child care in the first three years of life the greater the child's language abilities at 15, 24, and 36 months, the better the child's performance on the Bayley Scales of Infant Development at age two, and the more school readiness the child showed at age three.

Among children in care for more than 10 hours per week, those in center care, and to a lesser extent, those in child care homes, performed better on cognitive and language measures when the quality of the caregiver-child interaction was taken into account.

In addition to the cognitive findings, researchers also found that quality and amount of child care had a small but statistically significant association with the quality of the mother-child interaction. Again, a combination of other variables, including family environment, maternal education, and family income, were more influential in determining the quality of the mother-child interaction.

Researchers found that the amount of nonmaternal child care was weakly associated with less sensitive and engaged mother-child interactions. The more time infants and toddlers spent in non-maternal child-care arrangements, the less sensitive and positively involved were mothers with their infants at 6 months of age, the more negative they were with them at 15 months of age, the less positively affectionate the child was toward the mother at 24 and 36 months of age, and the less sensitive mothers were to their toddlers at the 36 month point.

Where effects of quality on mother-child interaction were found, higher quality of provider-child interaction in the child care setting predicted greater maternal involvement-sensitivity (at 15 and 36 months) and greater child positive engagement at 36 months.

Mother-child interaction was evaluated by videotaping mother and child together during play and observing mother's behavior toward the child to see how attentive, responsive, positively affectionate or restrictive the mother was when faced with multiple competing tasks (i.e., monitoring child, talking with interviewer).

In sum, what is happening at home and in families appears to be a powerful predictor of both cognitive outcomes and mother-child interaction. Still, with the family, maternal, and child care characteristics considered, the child care variables studied provided additional, significant prediction of children's cognitive and language outcomes and mother-child interaction.

In 1991, the NICHD Study of Early Child Care enrolled more than 1,300 families and their children from 10 locales throughout the country. The children, who were one month old or less at enrollment, their families, and their child-care arrangements are being followed through the child's seventh year of life. The families are diverse in terms of race, maternal education, family income, family structure (single-parent families are included), maternal employment status, type and quality of child care, and the number of hours that children spend in non-maternal care arrangements. Arrangements included father care, grandparent care, care by a non-relative in the child's home, child care homes, and center-based care.

The child care variables used in the analysis included information about the type of care, the amount of care, and the quality of care. Higher quality care was defined in terms of the interactions of child care providers with the study children. Interactions expected to promote positive affect, better social adjustment and greater cognitive and language skill were considered of higher quality.

Initiated and conducted by NICHD and investigators at 14 universities

nationwide, the study was spurred by many questions from parents, developmental psychologists, and policy makers about the effects of early child care on children's development. Among the investigators' core interests have been how these child-care experiences affect children's cognitive and language development and the way in which parents relate to children who are in child care. These are important study foci because early cognitive and language development predicts future school achievement and performance on intelligence tests and because patterns of mother-child interaction predict future social, emotional, and cognitive development.

Last April, study investigators released data which evaluated the infants up to the 15 month point. They found that child care, in and of itself, neither adversely affects, nor promotes, the security of children's attachment to their mothers at the 15 month age point, provided the children were already receiving relatively sensitive care from their mothers.

For more information about the study, contact NICHD's Public Information and Communications Branch at (301) 496-5133. The NICHD is part of the National Institutes of Health, the biomedical research arm of the Federal government. Since its inception in 1962, the Institute has become a world leader in promoting research on development before and after birth; maternal, child, and family health; reproductive biology and population issues; and medical rehabilitation.

####

Investigators participating in the NICHD Early Child Care Study:

Mark Appelbaum
University of California at San Diego
(619) 534-7959
(619) 534-7190 fax

Robert Bradley
University of Arkansas at Little Rock
(501) 569-3423
(501) 569-8503 fax

Dee Ann Batten
Vanderbilt University
(615) 343-1476
(615) 343-1100 fax

Celia Brownell
University of Pittsburgh
(412) 624-4510
(412) 624-4428 fax

Jay Belsky
Pennsylvania State University
(814) 865-1447
(814) 863-6207 fax

Peg Burchinal
Research Triangle Institute
(919) 966-5059
(919) 962-5771

Kimberly Boller*
Mathematica Policy Institute
(609) 275-2341

Bettye Caldwell
Arkansas Children's Hospital,
Department of Pediatrics
(501) 320-3333
(501) 320-1552 fax

Cathryn Booth
University of Washington at Seattle
(206) 543-8074
(206) 685-3349 fax

Susan Campbell
University of Pittsburgh

(412) 624-8792
(412) 624-5407 fax

Alison Clarke-Stewart
University of California at Irvine
(714) 824-7191
(714) 824-3002 fax

Martha Cox
University of North Carolina at Chapel Hill
(919) 966-2622
(919) 966-7532 fax

Sarah L. Friedman
National Institute of Child Health and Human Development
(301) 496-9849
(301) 480-7773 fax

Kathryn Hirsh-Pasek
Temple University
(215) 204-5243
(215) 204-5539 fax

Aletha Huston
University of Texas at Austin
(512) 471-0753
(512) 471-5844 fax

Elizabeth Jaeger
Temple University
(215) 204-7894
(215) 204-5539 fax

Bonnie Knoke
Research Triangle Institute
(919) 541-7075
(919) 541-5966 fax

Nancy Marshall
Wellesley College
(617) 283-2551
(617) 283-2504 fax

Kathleen McCartney
University of New Hampshire
(603) 862-3168
(603) 862-4986 fax

Marion O'Brien
University of Kansas

(913) 864-4801
(913) 864-5202 fax

Margaret Tresch Owen
University of Texas at Dallas
(972) 883-6876
(214) 883-2491 fax

Chris Payne
Western Carolina Center
(704) 438-6532
(704) 438-6531 fax

Deborah Phillips
National Academy of Sciences
(202) 334-1935
(202) 334-3768 fax

Robert Pianta
University of Virginia at Charlottesville
(804) 243-5483
(804) 243-5480 fax

Henry Ricciuti*
Cornell University
(607) 255-0844
(607) 255-9856

Susan Spieker
University of Washington at Seattle
(206) 543-8453
(206) 324-7261 fax

Deborah Lowe Vandell
University of Wisconsin at Madison
(608) 263-1902
(608) 263-6448 fax

Kathleen Wallner-Allen*
Research Triangle Institute
(301) 496-9849
(301) 480-7773

Marsha Weinraub
Temple University
(215) 204-7183
(215) 204-5539 fax

**Affiliated with the NICHD during the course of the Early Child Care Study.*

HHS NEWS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

FOR IMMEDIATE RELEASE
Tuesday, March 25, 1997

Contact: Michael Kharfen
(202) 401-9215

HEAD START EXPANSION INITIATIVE WILL HELP CHILDREN LEARN, PARENTS EARN

HHS Secretary Donna E. Shalala today announced a new Head Start initiative that will expand Head Start services for children while also helping parents on welfare move to work.

Under the initiative announced today, Head Start expansion funds will be used for the first time to build partnerships with child care providers to deliver full-day and full-year Head Start services. Full-day and full-year services, in turn, can help parents attain full-time work.

Through the Head Start-child care partnerships, Head Start and child care agencies combine staff and funds to provide high quality services. Children stay in one place all day, rather than attending Head Start for half a day and then moving to child care for the remainder of the day. In addition, the expansion funds will provide for increased Head Start slots for children. By the end of FY 1997, some 800,000 children are expected to be enrolled in Head Start, an increase of 50,000 from the beginning of the fiscal year.

Head Start programs provide early education and development, as well as health services, for children in low-income families.

"Head Start has historically had the goal of involving the family as a whole. It has sought not only to help the children in low-income families, but also to help the parents achieve self-sufficiency," said Secretary Shalala.

"Today, when welfare reform has made the move to work a national commitment, Head Start's twin goals are more important than ever," she added. "We need to give our children the start in life they deserve - and we need to support parents who are moving to work. Our expansion grants can build new partnerships that will make these twin goals a reality for more families."

Congress approved President Clinton's full request to increase the Head Start budget by over \$411 million for FY 1997. In addition to expanding total Head Start enrollment, the enhanced funding will also increase the number of infants and toddlers in the new Early Head Start program.

- MORE -

HHS designed the initiative announced today to build on the successes of dozens of local Head Start-child care partnerships, including the Full Start project of KCMC Child Development Corporation in Kansas City; the Settlement House Initiative in New York City; and the family child care network efforts of Puget Sound Educational Service District in Seattle.

"No longer will families have to choose between Head Start and a job," said Olivia Golden, principal deputy assistant secretary for children and families. "This is an extraordinary opportunity to use Head Start expansion funds in a timely, innovative and practical way to support healthy development and learning for young children and help families attain or maintain work."

The HHS Head Start Bureau will manage a national competition among local Head Start programs for the additional funds. Two additional open competitions will be held for new Early Head Start programs and to establish Head Start programs in previously unserved areas of the country. Other portions of the expanded Head Start funds will be used for statutorily mandated cost of living increases, quality improvement funds and expanded training and technical assistance.

Under the Clinton administration, funding for Head Start has grown \$1.8 billion over the past five years, from \$2.2 in FY 1992 to nearly \$4 billion in FY 1997, an increase of more than 80 percent. These additional funds have enabled Head Start to serve 180,000 more children and their families, enhance the quality of Head Start services, launch a new initiative to serve infants and toddlers, and improve program research. President Clinton proposes continued investments to allow Head Start to grow to serve over one million children by the year 2002. Additional details about the Head Start expansion initiative are available on the internet at: www.acf.dhhs.gov/news/press/hsexpand.htm.

###

Note: HHS press releases are available on the World Wide Web at: <http://www.dhhs.gov>.

CHILDREN AND FAMILIES

"Our first challenge is to cherish our children and to strengthen America's families. Family is the foundation of American life. If we have stronger families, we will have a stronger America."

President Bill Clinton
January 23, 1996

Strong families are vital to our children, our communities and our nation. President Clinton is meeting the challenge to strengthen our families by providing tax relief to working families, investing in our children's education, reducing crime and helping families move from welfare to work. The Clinton Administration is committed to protecting children, improving their quality of health, encouraging companies to adopt family-friendly practices and strengthening parents' capacity to nurture healthy families.

A RECORD OF ACCOMPLISHMENT IN PROTECTING AMERICA'S CHILDREN:

- **Strengthening Families:** The President signed the Family and Medical Leave Act to enable workers to take up to 12 weeks of unpaid leave to care for family members without fear of losing their jobs. President Clinton also proposed expanding the law to cover more family obligations, such as 24 hours of leave each year to meet additional specified family obligations, including attending parent-teacher conferences, and accompanying a child, spouse or elderly parent for routine medical and dental care. President Clinton also provided tax relief for 15 million working families by increasing the Earned Income Tax Credit (EITC) to allow more families to qualify for tax rebates.
- **Keeping America's Families Healthy and Strong:** Signed legislation requiring insurance companies to allow all new mothers and babies to stay in the hospital for at least 48 hours following most normal deliveries.
- **Reforming Health Care:** Signed into law meaningful health insurance reform that allows people to keep coverage when they change or lose their jobs and prevents insurance companies from denying coverage to preexisting conditions
- **Protecting Children from TV Violence:** President Clinton gave parents greater control over what their children watch on television by requiring the installation of anti-violence screening chips ("V-chips") in all new televisions. In addition, the President announced a breakthrough agreement with the media and entertainment industry to implement a television ratings system.

- **Protecting our Children's Health:** President Clinton proposed targeted measures to cut off children's access to tobacco products and to reduce their appeal to children. The President also established a Childhood Immunization Initiative to ensure vaccinations and healthy futures for all children. In 1995, the immunization rate for children reached 75%, an historic high. In addition, President Clinton is committed to protecting Medicaid, which covers two-thirds of pregnant women and children.
- **Enforcing Child Support:** A record \$11 billion in child support was collected in 1995 through tougher enforcement, an almost 40% increase over 1992. President Clinton also issued an Executive Order to help track down federal workers who fail to pay child support.
- **Expanding Head Start:** President Clinton has made expanding and improving Head Start a priority of his Administration. With bipartisan support, the President appointed the Head Start Advisory Commission to examine and recommend improvements to the program. These recommendations formed the basis of the reauthorization of Head Start with major quality improvements in 1994. Since taking office, the President has increased funding for Head Start by almost \$800 million to serve tens of thousands of additional children.
- **Investing in Education:** Through Goals 2000, President Clinton supported the development of standards of excellence for students while encouraging grass-roots local reforms to improve our schools. In addition, the President gave schools greater flexibility to use federal aid and develop effective teaching innovations to help economically disadvantaged students achieve their full potential. The President also proposed a \$2 billion Technology Literacy Challenge Fund to help communities and the private sector ensure that every student is equipped with the computer literacy skills needed for the 21st century.
- **Promoting Literacy:** President Clinton launched the "America Reads" Initiative to mobilize an army of reading tutors across America.
- **Opening the Door to College:** President Clinton reformed the student loan program, making college more affordable this year for more than 5 million students and saving taxpayers billions of dollars by cutting red tape and providing loans with flexible repayment options, including pay-as-you-earn plans. The President also enabled 45,000 volunteers to earn money for college by serving their communities and their country in the AmeriCorps program. Finally, President Clinton has called for new America's Hope scholarships to make fourteen years of education -- at least two years of college -- the standard for all Americans. This will include a \$1,500 tax cut for college tuition, a \$10,000 tax deduction for all education-and-training and Pell Grant scholarship increases for lower-income students.

- **Empowering Parents and Teachers:** President Clinton supports recommendations on promoting excellence and accountability in teaching, and new financial support for charter schools, to empower parents and teachers to create new choices within public education.
- **Making our Communities and Schools Safer:** President Clinton won passage of the toughest, smartest Crime Bill ever which puts 100,000 more police officers on the street. The President stood up to the gun lobby and won passage of the Brady Bill and, as a result, more than 60,000 fugitives, felons and other criminals have been blocked from buying handguns. President Clinton also enacted the Gun-Free Schools Act, which requires the immediate expulsion for one year of any student who brings a gun to school, to keep dangerous weapons out of our children's classrooms. In addition, the President provided funding for enhanced school security, drug prevention programs and counseling through the Safe and Drug-Free Schools Act.
- **Helping Families Move From Welfare to Work:** Since 1993, the Clinton Administration has granted 77 waivers to 43 states to give states the freedom to reform the welfare system at the local level, including setting time limits on benefits, requiring recipients to work or stay in school, providing child care and giving employers incentives to hire welfare recipients.
- **Ensuring There Are Job Opportunities for Welfare Participants:** President Clinton proposed a Welfare-to-Work Jobs Challenge to ensure that there are job opportunities for welfare participants. The three components of the Welfare-to-Work Jobs Challenge are: a targeted Welfare-to-Work Tax Credit, tax incentives to increase investment in distressed areas, and a Welfare-to-Work Jobs Initiative to help communities move one million of the hardest-to-employ welfare recipients into jobs by the year 2000.
- **Breaking the Cycle of Dependency:** The Clinton Administration took executive action in May 1996 to require teenage mothers to stay in school and sign personal responsibility contracts or lose their welfare benefits. Having a baby should not be the ticket to leaving home and dropping out of school.
- **Preventing Teen Pregnancy:** President Clinton's Administration launched the National Strategy to Prevent Teen Pregnancy, a comprehensive new plan to prevent teen pregnancies and support and encourage adolescents to remain abstinent.
- **Preserving Critical Programs:** The President has stood firm throughout the budget debate to protect funds for Medicare, Medicaid, education, the environment, adoption and foster care.
- **Increased Funding for Child Care:** Every budget submitted by President Clinton has included increases to improve and expand child care services.

- **Improved Coordination:** The Clinton Administration has worked to make child care programs more consistent and coordinated. By streamlining the management of four major child care programs into a single Child Care Bureau, the Administration has linked services and programs, reduced red tape, improved quality and given states more flexibility.
- **Promoted Quality:** The Clinton Administration has revamped and strengthened technical assistance to states, territories and tribes to ensure they have access to the best available information on child care quality issues, particularly health and safety. In addition, the Administration has launched a National Child Care Information Center for policy makers and the public and highlighted solutions for including children with disabilities in child care through technical assistance to states.
- **Launched New Partnerships for Quality Services:** The Clinton Administration launched the Healthy Child Care Campaign to create partnerships between the health care and child care communities to ensure safe and healthy environments for children.
- **Removing Barriers to Adoption:** The Clinton Administration is working to encourage adoption, including adoption of children with special needs, and to reduce the amount of time children spend in foster care. President Clinton strongly supports the adoption tax credit in the Adoption Promotion and Stability Act of 1996. The tax credit is a step towards meeting the challenge of removing barriers to adoption by making it easier for families for whom adoption may be prohibitively expensive. In addition, the President enacted the Multiethnic Placement Act, which helps increase the number of adoptions by prohibiting discrimination based on race or ethnicity. The Clinton Administration has also provided every state with technical assistance to speed the adoption of children in foster care. During this Administration, there has been a 60% increase in the number of children with special needs adopted with federal assistance.
- **Improving Court Operations:** The Administration is working with 48 state court systems to improve operations so that children spend less time in foster care unnecessarily.
- **Focusing on Outcomes and Accountability:** The Administration is shifting the federal government's role from a focus on how well forms are filled out to a focus on how well children are doing. The Administration is providing states with flexibility and technical assistance so that they can reform their children's welfare systems and working with 48 states to automate their children's welfare systems and reduce the paperwork burden on caseworkers.
- **Increased Funding for Nutrition:** The President's FY98 budget requests about \$39 billion for nutrition assistance outlays, down from \$41 billion allotted in FY97.
- **Reaching Full Participation in WIC:** The Clinton Administration is committed to full participation in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), reaching 7.5 million participants by the end of FY97. This program

works: Every dollar invested in WIC has been proven to save up to \$4.25 in preventive health-care costs. The President's FY98 budget provides \$4 billion in funding for WIC.

- **Reforming the School Lunch Program:** This Administration's School Meals Initiative for Healthy Children is a comprehensive plan to ensure healthy school meals. USDA's Team Nutrition -- a network of public-private partnerships -- improves the health of children by promoting food choices for a healthy diet through schools, families, communities and the media. There are now more than 6,000 Team Nutrition Schools across the nation, building local coalitions to improve meals and providing nutrition information to children and their families.

THE CHALLENGES AHEAD:

America is moving in the right direction. The crime rate is down, welfare rolls and food stamp participation are falling and the teen pregnancy rate has dropped. But we still have more work to do to ensure the health, safety and futures of our children and families. That is why President Clinton:

- Has pledged to fix some provisions of the welfare reform legislation which he believes go too far, such as the cap on excess shelter deduction and provisions that will hurt legal immigrants who work hard for their families, pay taxes and serve in our military.
- Will continue to work to protect Medicare, Medicaid, education and the environment.
- Is committed to providing families with a \$500 per child tax credit.
- Challenged the media and entertainment industry to create movies, CD's and television shows more suitable for children.
- Is committed to expanding the accessibility of child care information and services to parents, expanding child care funding available to low-income working families and to working with states to improve the quality of services.
- Will continue to champion programs that break down barriers to adoption through recruitment of adoptive and foster care parents; support the placement of special needs children; and reduce the amount of time children spend in foster care.
- Will work to ensure that children are protected in any legislative proposals affecting child safety.
- Extend health coverage to half of the 10 million children without health insurance.
- Guarantee that a woman can stay in the hospital for 48 hours after a mastectomy.

REVISED 4/17/97

**FIRST LADY HILLARY RODHAM CLINTON
WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT
THE EAST ROOM
WASHINGTON, D.C.
APRIL 17, 1997**

Welcome to the White House Conference on Early Childhood Development and Learning.

Welcome to those who are here with us in the East Room today, and to the thousands who are joining us via satellite from universities, hospitals, and schools around the country.

Nearly 100 sites in 37 states.

At first glance, it may seem odd to hold a conference here at the White House devoted to talking about babytalk.

But that discussion has never been more important. Because science, as we will hear from the experts who are with us today, has now confirmed what many parents have instinctively known all along: That the song a father sings to his child in the morning, a story a mother reads to her child before bed, help lay the foundation for a child's life. And, in turn, for our nation's future.

So the President has convened this conference with a clear mission: To give the leading experts in the field of early child development -- scientists, pediatricians, researchers, and others -- the opportunity to explain their discoveries and to put this invaluable body of knowledge at the service of America's families.

But not America's families alone. This information is crucial for anyone in the position of leaving an impression on a child's growing mind: Day-care workers. Teachers. Doctors and nurses. Television writers and producers. Business leaders. Government policy-makers. All of us.

It is astonishing what we now know about the young brain and about how children develop. Just how far we have come is chronicled in a report being issued today by the Families and Work Institute entitled Rethinking the Brain. Fifteen years ago, we thought that a baby's brain structure was virtually complete at birth. Now we understand that it is a work in progress -- and that everything we do with a child has a good or bad physical influence on the rapidly forming brain.

A child's earliest experiences -- their relationships with parents and care-givers, the sights, sounds, smells and feelings they encounter, the challenges they meet -- determine how their brains are wired. The brain shapes itself through repeated experience. The more something is repeated, the stronger the neuro-circuitry becomes. The connections, in turn, can be permanent. In this way, the seemingly trivial events of our earliest months that we cannot later recall -- hearing a song, getting a hug after falling down, knowing when to expect a smile -- are anything but.

For the first 3 years of their lives, children are laying down the fundamental circuitry in their brains that will last them for as long as they breathe. They will learn to soothe themselves when they are upset, to empathize, to get along. These experiences can determine whether children will grow up to be peaceful or violent citizens; focused or undisciplined workers; attentive or detached parents themselves.

We have reached the point where our understanding of a child's mind is catching up with our understanding of a child's body. During the first part of the 20th century, science built a strong foundation for the physical health of our children: Clean water and safe food; vaccines for polio and measles; a knowledge of nutrition; a score of other remarkable, life-saving achievements. The last years of this century are yielding similar breakthroughs, but for the brain. We are completing the job of primary prevention. We are coming closer to the day when we will be able to ensure the well-being of children in **every** domain -- physical, social, intellectual, and emotional.

I have very high hopes for this conference. There are, however, two things I hope it will **not** do.

The first is to burden or overwhelm parents. Parenting is the hardest job in the world. The information we offer today is meant to help parents, not to imprison them in a set of rules. If you forget to read to your child one night, it's okay. There won't be any scars. Think of this conference as a map. And like any good map, it shows you lots of different ways to get where you need to go.

I should add that many American parents have been asking for just such a map. A new survey from Zero to Three, the National Center for Infants, Toddlers, and Families, shows a real hunger, on the part of parents, for knowledge on how they can play a positive role in their child's early development. I hope this conference will answer their call.

The second is to create the impression that once that third birthday rolls around, the important work is over. **The early years are not the only years.** The brain is the last organ to become fully mature anatomically. The neurological circuitry for many emotions isn't completed until a child reaches 15. This, I think, is reason for tremendous hope. It means that there is always something loving, concerned adults can do for a child. And it has special relevance for adoption: adoptive parents can make an enormous difference -- even for older children.

That said, here's what I hope this conference **will** accomplish.

I hope it will get across the revolutionary idea that the activities that are the easiest, cheapest and most fun to do with your child are also the best for his or her development: Singing, playing games, reading, story-telling, just talking -- and listening. Some of my best memories are of reading to Chelsea -- even if I fell asleep in the middle of Goodnight Moon. Reading to her when she was young was a joy for Bill and me. We think it was a joy for her. But we had no idea that it was literally turning on the power in her brain, firing up the connections that would enable her to speak and then to read.

I hope the science presented in this conference will ease the minds of parents whose children are in day care. Good care is **good** care -- whether that care is given at home or at a day-care center. This conference will offer guidance for what that care looks like, ensuring that even more young children get the right kind of attention they need for healthy development.

I hope, too, that this conference will drive home a simple message -- one supported, in great detail, by a report being issued today by the President's Council of Economic Advisers: If we commit ourselves now to modest investments in the sound development of our children -- including our very youngest children -- we will lay the groundwork for an American future with increased prosperity, better health, fewer social ills, and ever-greater opportunities for our citizens to lead fulfilling lives in a strong country.

There's a quote I particularly like from the Chilean poet Gabriela Mistral that reminds us: "Many things we need can wait. The child cannot. Now is the time his bones are being formed; his blood is being made; his mind is being developed. To him we cannot say tomorrow. His name is today." We knew this instinctively -- even poetically. Now we know it scientifically.

I am pleased to introduce someone who has been saying this for a long time -- maybe not in poetry, but certainly expressing the sentiment. And who, as President of the United States, has acted on these beliefs -- putting the well-being of children at the very center of national policy. My husband. President Bill Clinton.