

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	re: Yvonne Marx [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)
002. bio	re: Teresa Hollis [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)
003. bio	re: Dotsy Penn [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)
004. bio	re: Lucy Claravella [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)
005. bio	re: Richard Robinson [Personally Identifiable Information] [partial] (1 page)	n.d.	b(6)
006. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	04/17/1997	b(6)

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Education #4 [Binder] [3]

2013-0534-S
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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**PHOTOCOPY
PRESERVATION**

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

The National Institute of Child Health and Human Development conducts basic, clinical, and epidemiological research in five major components, which include: the Center for Research for Mothers and Children, Center for Population Research, National Center for Medical Rehabilitation Research, Division of Intramural Research, and the Division of Epidemiology, Statistics and Prevention Research.

Funding over the past five years for the NICHD:

Year	NICHD Appropriation	Early Child Development Research
1992	\$518,577,000	\$92,744,000
1993	\$527,761,000	\$89,758,000
1994	\$554,836,000	\$88,413,000
1995	\$570,309,000	\$93,708,000*
1996	\$592,971,000	\$92,614,000

Early Child Development Research funding includes children ages 0-5 that are involved as either a major or minor part of the research study.

*The large increase in Early Child Development research funding between 1994 and 1995 was largely due to additional SIDS (Sudden Infant Death Syndrome) funding.

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).

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 dramatic 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 Bowdman 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 formed 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

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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 offspring 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 "animated" also misses the mark. I think "hard-working," "dedicated," and "straight" fit best. In fact, "Clark 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 *deja vu* from being in his classes: the expression "no stone goes unturned" echoed in my mind.

In a more 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 "constructive 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 praises the work of others promiscuously 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 David M. Tipton. 1985. *Habits of the Heart: Individuation 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. "History and the Family: The Discovery of Complexity." *Journal of Marriage and the Family* 43:509-515.
- Elder, Glen H., Jr. and Avshalom Caspi. 1990. "Studying Lives in a Changing Society: Sociological and Psychological Explorations." Pp. 301-37 in

GLEN H. ELDER, JR.

3

Destiny Person and Lives, edited by A.I. Rubin,
Robert A. Zucker, and Susan Frank. New York:
Springer.

*Doctors, W.I. and K. Zinsfeldt. 1918-1920. The Polish
Passport in Europe and America. New York: Oregon
Books.*

*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.*

03-26-1997 03:45PM

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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:</i> Developing and Enhancing a National Network of Institutes for Children, Youth, and Families: Role of Applied Developmental Science <i>Lawrence B. Schiamberg, Celia B. Fisher, P. Lindsay Chase-Lansdale, Richard M. Lerner, Robert B. McCall, Craig T. Ramey, 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:</i> [1] An Exploration of Involvement in Athletics and the Arts: Tracing Talent Development across Time <i>Jennifer A. Fredricks, Corinne Alfeld-Liro, Helen Patrick, Allison M. Ryan, Rachel J. Heiman</i> <i>Additional Authors:</i> [2] "I Don't Want to Play Anymore": When Do Talented Adolescents Drop Out of Competitive Athletics? <i>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

Delaware B

Author Correction: [3] Time Diary Measures of Children Zero to Twelve *Martha Hill* replaces *Frank P. Stafford*

Marshall

The Reliability and Validity of the Separation Anxiety Test (SAT) as a Measure of Attachment for Young Adolescents

Maryland C

Cultural Pathways to Early Socio-Emotional Development: Interdisciplinary Perspectives

Holmes

Child and Family Literacy in the Context of Intervention Programs

Warren

Life Course Studies of Schooling: The Crucible Years

Wisconsin

Socialization of Individual Differences in Achievement Motivation

Kansas

*Child and Adolescent Research as a Priority at the National Institute on Drug Abuse (NIDA): Opportunities and Application Planning

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
Empire
Diplomat
Executive
Congress •
Neighborhoods: Important but Ignored Influences on
Family Practices and Children's Development
Social Foundations of Language Development: Theoretical
Issues
New Directions in the Communication of Emotion
Issues in Studying Diverse Populations
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 *Marie 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 Development in 3- to 5-Year-Olds *Diane L. Starkowicz*
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*



NIH NEWS ALERT

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.

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.

"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.

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HHS NEWS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

FOR IMMEDIATE RELEASE
Tuesday, March 25, 1997

Contact: Michael Kharfen
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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 -

- 2 -

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.

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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.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE SOCIETY OF RESEARCH IN CHILD DEVELOPMENT
WASHINGTON, DC
APRIL 3, 1997

Thank you, Dr. Elder. And thanks to 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 of the connection between research, public policy and people's every day lives.

Many years ago, when I was in law school, I had the chance to study children at the Yale Child Study Center in New Haven. I was privileged to work with one of the pioneers in the field of infant behavior, Dr. Sally Provence. And today I still have vivid memories of the gentle and subtle ways that Dr. Provence would elicit information from parents and help them establish better patterns of relating to their children.

Later on, in my work with children's organizations such as the Carnegie Council on Children, I watched many dedicated men and women work to apply current scientific knowledge and research in the public policy arena. All of these experiences reinforced my belief in the mutuality of research and policy. We simply can't have one without the other.

One need only look at the progress we have made -- and how we have made it -- in areas affecting children to appreciate the connection. Could we have lowered the rate of infant mortality, eradicated childhood diseases like measles and polio, or developed and released new drugs and therapies without a nexus between medical science and policy?

Could we have protected children from the hazards of lead, tobacco and illegal drugs without basic research? The research that you and your colleagues do every day has enhanced our teaching methods for children with learning disabilities and outlined the benefits of educational television programming. It has given us new tools for devising care and services for infants, toddlers and adolescents, and has helped us strengthen Head Start and other childhood programs.

In short: Science needs social policy. And social policy needs science.

I have seen this for myself in a program called Home Instruction for Parents of Preschool Youngsters -- or HIPPY -- which, as many of you know, began in Israel and we later brought to Arkansas. Using the latest research on child development, the program took mothers from our state who lacked confidence in their own academic skills and trained them to teach their preschool children. Not only did their children become better prepared for kindergarten, the mothers were motivated to learn on their own.

These are but a few of the ways that your efforts as researchers have improved 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 for providing this opportunity to showcase some of the latest advances in children's research. I know your work will continue to inform scientists, decision-makers, child care providers and individual parents as we seek to create more promising conditions for the growth and development of our children.

Let me also say that, for this reason alone, we cannot renege on the federal government's historic support of basic research. All too often, skeptics wonder why the government should invest in research instead of leaving it to the private sector. Yet we know that government support is essential to the kind of progress I have just mentioned -- both in the scientific and public policy arenas.

This is particularly so when it comes to children. The federal government contributes more than 90 percent of the funding for children's research in this country. Since 1993, funding for children's research has increased by 23 percent -- and I think we all appreciate the fruits of that investment. Without federal support, we simply would not be where we are today in terms of our understanding of child development.

And one more thing: As unfashionable as it these days to suggest that government has any virtues at all, I believe that government can be instrumental in adopting policies shaped by scientific knowledge. I also believe it can help people to 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 child, reading to a child, singing and talking to a child, has an impact on that child's well-being. What our parents, grandparents and the vast majority of us didn't know until recently is just how great an impact those activities have on actual brain development.

Clearly, this is a very exciting step in our understanding of how children grow in the earliest years. But the information is essentially useless if parents, caregivers, teachers, doctors, lawmakers and others who have an impact on children don't have any clue about what to do with it.

As many of you 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 these extraordinary breakthroughs and explore how we can translate them into our everyday actions and activities involving 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.

We also have to be vigilant about how the information is used. For all the good ideas that new research brings, it is always subject to manipulation and misinterpretation. One of my great fears is that parents who are doing their best to raise children -- often under difficult circumstances -- will feel more guilt and anxiety because they aren't sure if they are doing everything that the research is telling them to do.

I am reminded of a man I know who became so obsessed with reading two books to his son every night that he raced through the material without ever giving the child a chance to look at the pictures or ask questions about the story. Instead of loving, nurturing, stimulating experience, it became a tense obligation for them both.

The President and I also want to be clear that, as exciting as the new discoveries about early brain development are, the early years are not the only important time in a child's life. We know from reading the various Carnegie Reports, Starting Points, 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.

It will do our children little good if we only care about promoting cognitive development until age three, and then pretend that all the learning is over and done with. To fully understand a child's evolution, we must explore the dynamics of development during each stage of life, from birth through adolescence and on to adulthood.

You are also aware that, as much as new findings about the brain are clarifying certain aspects of child development, they are also bound to raise questions about activities within our own families and the institutions we charge with caring for our children.

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 kids and read to them all day. Some parents may even begin to second-guess their 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? It means that all children need love, attention, stimulation and discipline no matter what setting they are in: whether it is with their own parents, babysitters, caregivers, pre-school teachers, neighbors or relatives. I have seen examples over the years of parents who work full-time and still manage to give their children boundless love and support. And I have seen parents who stay at 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 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 confuse parents on these very sensitive issues, we will help them use the new research in ways that are sensible and appropriate to their own family circumstances.

I know that among those participating in this conference are many established veterans of children's research, as well as some who are just embarking on careers. To those 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. To those 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 -- and indeed of all humanity. Just as your work has inspired me, it can open new vistas for people everywhere. 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.

This is the moment to intensify our commitment to understand child development as deeply as possible -- and to use emerging knowledge for the benefit of all our children.

Thank you very much.

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The Associated Press

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April 4, 1997, Friday, PM cycle

SECTION: Washington Dateline

LENGTH: 279 words

HEADLINE: Child development researchers urged to develop link to public

BYLINE: By EUN-KYUNG KIM, Associated Press Writer

DATELINE: WASHINGTON

BODY:

Research on childhood development continues to grow, along with the federal government's support, **Hillary Rodham Clinton** told a group of researchers.

"The latest research in neuroscience is a very exciting step in our understanding of how children grow in their earliest years," the first lady said Thursday.

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

More than 90 percent of funding for children's research comes from the federal government, Mrs. Clinton told the Society for **Research in Child Development**, a group of psychologists, sociologists, pediatricians and other professionals committed to children's issues.

Federal funding for children's research has increased by 25 percent since 1993, Mrs. Clinton noted. But she told the researchers they need to focus more on ways to "translate their research into language that average parents can understand."

"Rather than further confusing parents on sensitive issues, we should help them by using this new research in ways that are sensible and appropriate to their own family circumstances," she said.

Mrs. Clinton encouraged her audience to stretch the limits set by science, religion, government and corporations so "that what you do and what you see at this conference doesn't just stay in a room like this but is able to inform public debate far beyond these walls."

"We need your expertise, we need your early warning signs, we need your advice," she said.

LANGUAGE: ENGLISH

LOAD-DATE: April 4, 1997

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To narrow this search, please enter a word or phrase:

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, APRIL 11, 1997
FINAL

WASHINGTON, D.C.

CARDOZO H.S.	CHERI STOCKHAM	
LEAD ADVANCE:	202/387-5811	HOME
	WHCA PAGER	#4143
PRESS ADVANCE:	DORI SALCIDO	
	WHCA PAGER	#4844
SCHEDULER:	JAYCEE PRIBULSKY	
	202/456-2922	OFFICE
	202/456-5340	FAX
	202/544-4123	HOME
	WHCA PAGER	#4797

PREV RON The White House

9:45am **DEPART** South Portico
 EN ROUTE Cardozo High School
 [drive time: 10 minutes]

9:55am **ARRIVE** Cardozo High School

Greeters (on arrival):

- General Julius Becton, CEO, D.C. Public Schools
- Barbara Childs, Assistant Principal, Cardozo High School
- Arthur Linder, Assistant Principal, Cardozo High School
- Polly Brown, Assistant Principal, Cardozo High School
- Major Carlos Rosario, Assistant Principal, Cardozo High School

Greeter (outside classroom 206):

-Mr. Spencer Salas, ESL Teacher

Greeter (inside classroom 206):

-Mrs. Scott, Teacher

10:00am- **VISIT LEARN and SERVE PROJECT at CARDOZO H.S.**

10:10am Classroom 206, Cardozo High School
 13th and Clifton Streets, N.W.
 Washington, D.C.
 HRC Hold: Assistant Principal's Office, Room 101
 Phone: 202/673-7376
 Fax: 202/673-2232
 OPEN PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON
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PAGE 2

FORMAT:

- HRC, accompanied by Mr. Salas and Assistant Principal Childs, enters Classroom 206 and proceeds to chair in the front of the room.
NOTE: HRC is seated next to two elementary school children.
NOTE: HRC will wear a lavalier mic.
- xxx, elementary school student, reads a story to Jose Sorto, ESL student.
- Sonia Medrano, ESL student, reads a story to an elementary school student.
NOTE: HRC follows along in a copy of the book and participates in interactive discussion with students.
- Upon conclusion of the stories, HRC holds in classroom.
NOTE: HRC will greet representatives from Covington & Burling immediately before entering the Library to allow the press to pre-position. Please see briefing book for names.

PARTICIPANTS: Approx. 30 children to attend.

Greeter (outside the Library):

-Harris Wofford, CEO, Corporation for National Service

10:15am-
10:30am

REMARKS at CARDOZO HIGH SCHOOL

Library, Cardoza High School
13th and Clifton Streets, N.W.
Washington, D.C.
HRC Hold: Assistant Principal's Office, Room 101
Phone: 202/673-7376
Fax: 202/673-2232
OPEN PRESS

FORMAT:

- HRC, accompanied by Assistant Principal Childs and Harris Wofford, CEO, Corporation for National Service, enters the Library and proceeds to chair, stage left of podium.

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, APRIL 11, 1997

PAGE 3

- Assistant Principal Childs delivers welcoming remarks and introduces Harris Wofford.
- Harris Wofford delivers brief remarks and introduces HRC.
- HRC delivers remarks.
- Upon conclusion of remarks, HRC proceeds right.

PARTICIPANTS: Approx. 65 people to attend.

10:30am-

11:15am

ROUNDTABLE DISCUSSION

Library, Cardozo High School
13th and Clifton Streets, N.W.
Washington, D.C.

HRC Hold: Assistant Principal's Office, Room 101

Phone: 202/673-7376

Fax: 202/673-2232

OPEN PRESS

FORMAT:

- HRC proceeds to chair.
NOTE: HRC is seated next to Mr. Salas and Ada Garcia, ESL student.
- April Copes, moderator, opens the program.
- Each discussion participant delivers brief remarks.
- April Copes moderates an open discussion.
- HRC delivers brief closing remarks.
- Upon conclusion of remarks, HRC departs.

DISCUSSION PARTICIPANTS:

- Karin Cordell, Director of Curriculum
- April Copes, Cardozo Community Service Coor.
- Ada Garcia, ESL student
- Guillermo Medrano, ESL student
- Kristen Kainer, VISTA Volunteer
- Spencer Salas, ESL Teacher
- Dr. Marilyn Smith, Learn and Serve Director

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, APRIL 11, 1997

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NOTE: A group of Americorps Volunteers will be pre-positioned for a photo with HRC on departure.

11:20am **DEPART** Cardozo High School
 EN ROUTE The White House
 [drive time: 10 minutes]

11:30am **ARRIVE** South Portico

12:00pm- **SCHEDULING MEETING**
2:00pm Residence
 CLOSED PRESS/NO WH PHOTO

3:00pm- **PRIVATE MEETING**
3:15pm Map Room
 CLOSED PRESS/WH PHOTO ONLY

3:15pm- **DROP-BY**
3:30pm Diplomatic Reception Room
 CLOSED PRESS/WH PHOTO ONLY

RON The White House

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Partly cloudy becoming mostly cloudy with a chance of rain or rain showers late in the evening. Wind east-southeast at 10 to 15 knots. Low 40. High 61.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

4/7/97 Roundtable Discussion on Reading Recovery

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

FINAL

WASHINGTON, D.C./TALLAHASSEE, FL/WASHINGTON, D.C.

TRAVELING PARTY: HRC
 ALSWANG
 BERRY
 MARSHALL
 KLEIN

TALLAHASSEE ROB ROSEN RM#612
LEAD ADVANCE: RADISSON HOTEL
 904/224-6000 PHONE
 904/224-6000 FAX
 1800SKY8888 #204-8357
 202/395-1839 CELL

SITE ADVANCE: STEPHEN LAMB RM#625
 RON MEYER

PRESS LEAD: IAN ALBERG RM#616
 1800SKY8888 #216-8143

SCHEDULER: JAYCEE PRIBULSKY
 202/456-2922 OFFICE
 202/456-5340 FAX
 202/544-4123 HOME
 WHCA PAGER #4797

PREV RON The White House

8:45am- PRIVATE MEETING
9:00am Map Room
 CLOSED PRESS/NO WH PHOTO

9:00am DEPART South Portico
 EN ROUTE Andrews Air Force Base
 [drive time: 25 minutes]

9:25am ARRIVE Andrews Air Force Base

9:30am WHEELS UP Andrews Air Force Base

FLIGHT TIME: 2 HOURS (NC)

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

PAGE 2

11:30am **WHEELS DOWN** Tallahassee, Florida
Tallahassee Regional Airport
FBO: Flightline Group, Inc.
Phone: 904/574-4444
Fax: 904/576-8473
CLOSED PRESS

NOTE: Rob Rosen will meet HRC on arrival.

Greeters:

- Buzz Ritchie, House Democratic Leader
- Scott Maddox, Mayor, Tallahassee
- Gary Yordon, Leon County Commission Chair
- Marjorie Turnbell, State Representative

11:45pm **DEPART** Tallahassee Regional Airport
EN ROUTE Kate Sullivan Elementary School
[drive time: 15 minutes]

12:00pm **ARRIVE** Kate Sullivan Elementary School

Greeters:

- Governor Lawton Chiles
- Yvonne Marks, Principal

12:10pm- **VIEW Reading Recovery Program**
12:20pm Kate Sullivan Elementary School
927 Miccosukee Road
First Grade Classroom
HRC Hold: Teacher's Lounge
Phone: 904/487-1216
Fax: 904/487-3005
CLOSED PRESS

FORMAT:

-- HRC, accompanied by Governor Chiles and
Yvonne Marks, proceeds to hold.

-- HRC holds briefly.

-- HRC, accompanied by Governor Chiles and
Yvonne Marks, proceeds to the First Grade
Classroom on the first floor.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

PAGE 3

-- HRC watches a teacher and student participating in the Reading Recovery Program.

NOTE: HRC has the opportunity to ask questions and view Reading Recovery materials.

-- HRC, accompanied by Governor Chiles and Yvonne Marks, proceeds to the Media Center on the second floor.

12:25pm-
1:30pm

ROUNDTABLE DISCUSSION on Reading Recovery

Kate Sullivan Elementary School
927 Miccosukee Road
Media Center
HRC Hold: Teacher's Lounge
Phone: 904/487-1216
Fax: 904/487-3005
OPEN PRESS

FORMAT:

-- HRC, accompanied by Governor Chiles and Yvonne Marks, enters the Media Center and greets the program participants.

-- HRC proceeds to her chair.

NOTE: HRC is seated next to Governor Chiles and Yvonne Marks.

-- Yvonne Marks, moderator, opens the program and introduces each program participant.

-- Yvonne Marks introduces Governor Chiles.

-- Governor Chiles makes brief remarks and introduces HRC.

-- HRC makes brief remarks.

-- Yvonne Marks moderates an open discussion.

-- Upon conclusion of the discussion, 8 children present HRC with a T-shirt.

-- HRC departs.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

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NOTE: On departure, the student body will be outside the elementary school. HRC will have the opportunity to wave to the children.

PARTICIPANTS: Approx. 50 people to attend.

NOTE: Please see briefing book for roundtable participants.

1:30pm **DEPART** Kate Sullivan Elementary School
 EN ROUTE Tallahassee Civic Center
 [drive time: 10 minutes]

1:40pm **ARRIVE** Tallahassee Civic Center

Greeters (in hallway):

- Jack Levine, Director, Florida Center for Youth
- Ted Granger, President, United Way of Florida
- Susan Munchow, Director, Florida Children's Forum
- Kathy Cohn, Florida Healthy Mothers, Healthy Babies

1:45pm- **ADDRESS Advocacy Training Session**
2:45pm **Children's Week 1997-" One Voice for Children**
Day"

Tallahassee Civic Center
505 West Pensacola Street
HRC Hold: Visiting Player's Locker Room
Phone: 904/487-1691
Fax: n/a
OPEN PRESS

PROGRAM:

- Off-stage announcement of HRC, accompanied by Governor Chiles.
- HRC proceeds to chair stage left.
NOTE: HRC is seated next to Susan Munchow.
- Governor Chiles delivers opening remarks and intros HRC.
- HRC delivers remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

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-- Upon conclusion of remarks, Susan Munchow proceeds to the podium and presents HRC with a gift.

-- HRC, accompanied by Governor Chiles, exits stage right.

-- HRC works a ropeline from right to left.

-- HRC, accompanied by Governor Chiles, poses for a group photo w/ Jack Levine, Ted Granger, Susan Munchow, and Kathy Cohn.

-- Upon conclusion of the photo, HRC departs.

PARTICIPANTS: Approx. 375 people to attend.

2:50pm **DEPART** Tallahassee Civic Center
EN ROUTE Governor's Club
[drive time: 5 minutes]

2:55pm **ARRIVE** Governor's Club

Greeters:

-No Greeters on arrival

3:00pm- **FLORIDA STATE PARTY FUNDRAISER**
3:40pm Reception Room
Governor's Club
HRC Hold: Private Dining Room
Phone: 904/224-0650
Fax: 904/681-6957
OPEN PRESS

FORMAT:

-- HRC proceeds to hold on third floor.

-- HRC, accompanied by Governor Chiles and State Party Chair Terrie Brady, proceeds to the reception room.

-- HRC, accompanied by Governor Chiles and State Party Chair Terrie Brady, proceeds to the podium.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

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-- State Party Chair Terrie Brady delivers brief remarks and intros Governor Chiles.

-- Governor Chiles delivers brief remarks and intros HRC.

-- HRC delivers very brief remarks.

-- Upon conclusion of remarks, HRC greets guests in a photo receiving lines from left to right.

NOTE: The photo receiving line is closed press.

PARTICIPANTS: Approx. 55 people to attend.

3:50pm **DEPART** Governor's Club
EN ROUTE The Governor's Mansion
[drive time: 10 minutes]

4:00pm **ARRIVE** Governor's Mansion

Greeters:

-Mrs. Rhea Chiles

4:05pm- **DOWN TIME**
4:30pm Governor's Mansion
HRC Hold: VIP Bedroom
Staff Hold: Cabana
Phone: 904/488-4661
Fax: 904/921-8118
CLOSED PRESS

4:30pm- **DINNER**
6:30pm Governor's Mansion
HRC Hold: VIP Bedroom
Staff Hold: Cabana
Phone: 904/488-4661
Fax: 904/921-8118
CLOSED PRESS

6:30pm **DEPART** Governor's Mansion
EN ROUTE Tallahassee Regional Airport
[drive time: 15 minutes]

6:40pm **ARRIVE** Tallahassee Regional Airport

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 7, 1997

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6:45pm **WHEELS UP** Tallahassee, Florida

FLIGHT TIME: 1 HOUR 40 MINUTES (NC)
--

8:25pm **WHEELS DOWN** Andrews Air Force Base

8:30pm **DEPART** Andrews Air Force Base
 EN ROUTE The White House
 [drive time: 20 minutes]

8:50pm **ARRIVE** South Portico

RON The White House

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Mostly cloudy with rain and rain showers turning partly cloudy.
Wind southwest to northwest 10 to 15 knots. Low 48. High 66.

WEATHER FORECAST FOR TALLAHASSEE, FL:

-Rain. High 76. Low 52.

**FIRST LADY HILLARY RODHAM CLINTON
ROUNDTABLE DISCUSSION ON READING RECOVERY
KATE SULLIVAN ELEMENTARY SCHOOL**

Talking Points

Acknowledgments: Yvonne Marks (Principal), Governor Lawton Chiles

- There is no more important or urgent task than the one we gathered here to discuss-- the education and literacy of our children.
- Today, we live in a new and exciting Information Age when children are presented with boundless opportunities and unprecedented challenges. Yet, 40 percent of our children are lacking fundamental skills to compete in the global economy and prosper in the 21st century. Forty percent of fourth graders cannot read a book on their own.
- The ability to read is the foundation for all learning. Study after study has shown that students who are unable to read well by the end of the third grade are more likely to become school dropouts and truants.
- Reading Recovery recognizes that the best time to make sure a child is on the path to reading success is in the first grade, early in his or her school career. The program recognizes that the best way to help a child who comes to school unprepared to learn is through an investment of time, elbow grease and personal attention.
- It will take all of us, working together, to help our children learn to read.
- We need to help parents understand that the literacy and learning process can begin long before a child enters the classroom. In fact, the preparation for the challenges of school can begin as soon as a child is born.
- Today, thanks to advances in science, we know much more about the importance of intellectual and emotional stimulation for children in the first three years of life. We know how critical it is for infants and toddlers to hear words, listen to stories, and develop their imaginations in the company of adults who love and care for them.
- Later this month, the President and I will host a White House conference on early childhood learning and development that will help sort through these new discoveries and help parents and teachers make the most of this new knowledge.
- Few efforts can make a more dramatic difference for the future of our country than to persuade parents of all backgrounds to read and talk to their babies.
- Thank you all for your commitment to progress in education and for your commitment to children.

April 4, 1997

ROUNDTABLE DISCUSSION ON READING RECOVERY

DATE:	Monday, April 7
TIME:	12:10 pm - 1:30 pm
LOCATION:	Kate Sullivan Elementary School Tallahassee, Florida
FROM:	Brenda Costello

I. PURPOSE

To participate in a roundtable discussion with Governor Lawton Chiles, teachers and parents highlighting the importance of early learning and programs such as *Reading Recovery*.

II. BACKGROUND

On Monday afternoon you will participate in a roundtable discussion on the *Reading Recovery* program with Florida Governor Lawton Chiles at Kate Sullivan Elementary School in Tallahassee, Florida. Also participating in the discussion will be the school's Principal, Yvonne Marx, and teachers and parents involved in the Reading Recovery program.

Kate Sullivan Elementary School

Kate Sullivan Elementary is an urban grade school Leon County, Florida, serving approximately 770 students in grades K-5. The student body is comprised of approximately 71 percent white and 29 percent minority students (24 percent African American, 3 percent Asian and 2 percent Hispanic), 25 percent of whom receive free or reduced cost lunch. Based on test scores, Kate Sullivan Elementary School placed in the top fifteen percent of schools in Leon County, Florida in the 1995-96 school year. The school offers many programs to assist students with their special needs; such as Gifted, Mildly Disabled, Moderately/Severely Disabled, Compensatory Education, ESOL, and Drop-out Prevention.

Sullivan Elementary places a strong emphasis on the arts, and both school and teachers have received numerous awards and recognitions for programs such as their Discipline-Based Art Education (DBAE) approach. This approach recognizes connections between the arts and traditional math, language and social studies curricula -- ie., students can increase their understanding of geometry by studying sculpture and architecture. In addition, Principal Yvonne Marx was the recipient of the 1996 Jo Glick Memorial Award for Outstanding Administrator, given by the Leon Classroom Teachers Association.

Kate Sullivan Elementary was recently selected as one of 36 Arts Partner Schools to participate in a nationwide experiment to reform education by the Annenberg Foundation, Getty Education Institute for the Arts, and the National Arts Education Consortium. The five-year, \$15 million effort will implement a comprehensive approach to improve student achievement by linking arts

education to whole school reform strategies. The grants from the Annenberg Foundation, Getty Education Institute and other private sources will provide for professional; development, implementation of arts curricula and school reform strategies, and the measurement of student achievement.

Reading Recovery

This early intervention program for young readers experiencing difficulties in their first year of school has program sites operating in 49 states and the District of Columbia, as well as 5 Canadian Provinces. Over 300,000 children have entered a Reading Recovery (RR) program since its U.S. introduction in 1985, although the number of children who actually completed the program is approximately 235,000 - with a reported 81 percent success rate. To date, over 14,000 teachers have been trained nationwide. As you know, parental involvement is an integral part of the success of this reading program. Suggested strategies and materials to be used at home are provided to parents by the RR teacher.

Reading Recovery Program in Florida

Sullivan elementary is one of only two schools in Tallahassee with a *Reading Recovery (RR)* program. Governor Chiles has earmarked \$4 million as state matching grant funds to implement the initial phase of the *Reading Recovery* program, and has requested an additional \$10 million in his supplementary budget for *Reading Recovery*. These would be the first state dollars committed to the program. Funding for RR programs around the state is currently by the local school systems through grants.

According to the Governors office, there appears to be good support in the legislature for this funding. Governor Chiles met with Orlando area school children participating in the *Reading Recovery* program last month, and urged the legislature to implement RR programs in all Florida school districts.

There are currently three *Reading Recovery* sites in Florida -- Daytona Beach, Jacksonville, and Orlando -- and training for a new program in Palm Beach. So far the *Reading Recovery* program has trained 107 teachers in these areas in 49 schools since 1993-94. More than 1,200 children have been served in RR programs, 77 percent (926) of whom successfully completed the program (moving into grade appropriate reading groups).

Format

You will first proceed with Gov. Chiles and Principal Marx to observe a student and teacher participating in the Reading Recovery program. You will then proceed to the Media Center for the discussion with the Governor, Principal, two teachers who are training as Reading Recovery teachers, and two parents of students in the RR program. Principal Marx will act as moderator. The audience will be comprised of approximately 30 teachers and parents.

III. PARTICIPANTS

Roundtable

- HRC
- Governor Chiles
- Yvonne Marx, Principal (will moderate)
- Teresa Brewer Hollis, first grade teacher
- Dotsy Penn, first grade teacher
- Lucy Claravella, parent
- Dianne Carr, parent

IV. SEQUENCE OF EVENTS

- HRC, accompanied by Governor Chiles and Yvonne Marks, proceeds to hold
- HRC holds briefly
- HRC accompanied by Governor Chiles and Yvonne Marks proceeds to First Grade classroom on the first floor
- HRC observes teacher and student in Reading Recovery program.
- HRC accompanied by Gov. Chiles and Yvonne Marks proceeds to the Media Center on the second floor
- HRC accompanied by Governor Chiles and Yvonne Marks, greets the program participants
- HRC proceeds to her chair, seated next to Gov. Chiles and Yvonne Marx
- Y. Marx opens program and introduces each participant
- Y. Marx intros Gov. Chiles
- Gov. Chiles makes brief remarks and intros HRC
- HRC makes brief remarks
- Y. Marx moderates an open discussion
- Upon conclusion of discussion, 8 children present HRC with a T-shirt
- HRC departs

V. PRESS

Open press.

VI. REMARKS

Talking points provided by Carrie Greenstein.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	re: Yvonne Marx [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #4 [Binder] [3]

2013-0534-S

rc1804

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Biography of Yvonne Marx

Yvonne Robertson Marx was born in (b)(6) She is the [001] oldest of two daughters born to Jim and Barbara Robertson. Early years involved moves throughout the Southeast with the family settling in Kentucky in 1963. She graduated from Carroll County High School in Carrollton, Kentucky in 1973 and received a Bachelors Degree with a double major in Exceptional Student Education for all ages and Elementary Education in 1977. After teaching in her hometown for several years, she moved to Florida and continued her teaching career. At this time, she completed an endorsement in Middle School Education and began implementing technology in the classroom. Excitement over the enormous potential that the use of technology in education held for students led to pursuit of more training as well as self-education with computers and other electronic media. During her career span she has had the opportunity to teach at all grade levels, 1-12, including adult education for those seeking their GED. She received a Masters Degree in Educational Leadership from the University of South Florida in 1988. Yvonne has been an active member of the Florida Association of Computers in Education (FACE) and served as a state officer, which gave her many opportunities to visit schools all over Florida. She has been at Kate Sullivan since 1988 and has served as a third grade teacher, fifth grade teacher, technology facilitator, and assistant principal. She has been the principal at Kate Sullivan for the past three years and is very excited about the faculty's goal to have every student reading on grade level within the next two years. During the past year, the first of the three year plan, the focus has been on developmental levels of children, exploring how the brain learns, and pursuing a variety of strategies to help children achieve academically.

Ms. Marx is married to Jim Marx and they have a son, Andrew (8), and two daughters, Nicole (7) and Simone (2). Andrew is a third grader and Nicole is a first grader at Kate Sullivan. Simone attends Hartsfield Elementary in Tallahassee, one of Kate Sullivan's sister schools which serves children from age one through fifth grade.

Yvonne's interest in the education of children stems from a strong belief that children are our greatest natural resource and truly are our future. To quote Whitney Houston, "teach them well and let them lead the way."

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. bio	re: Teresa Hollis [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #4 [Binder] [3]

2013-0534-S

rc1804

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Biography of TERESA BREWER HOLLIS

Mrs. Hollis was born [REDACTED] (b)(6) She has lived in [REDACTED] 00027 Tallahassee over thirty years, where her parents and most of her four siblings and their families also live. Married to Randy Hollis, a local businessman, she has one daughter, Amanda, who is a freshman at Leon High School. Mrs. Hollis received her B.S. degree in Elementary and Early Childhood Education, and her M.S. degree in Reading from Florida State University. She has taught in Florida elementary and middle schools for 15 years, including the last 10 years at Kate Sullivan Elementary. She has a strong interest in literacy. Presently, she is teaching first grade and training as a Reading Recovery teacher.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. bio	re: Dotsy Penn [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #4 [Binder] [3]

2013-0534-S
rc1804

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Biography of Dotsy Penn

Dorothy "Dotsy" Paquin Penn was born in

(b)(6)

[003]

(b)(6) The second child of 5, born to Rita and Rene Paquin. The family moved to Florida in 1956. Dotsy graduated from high school in 1968, and attended Miami-Dade Junior College. She came to FSU as a transfer student in the fall of 1970, and graduated with a degree in elementary education in 1972. She earned a masters degree in reading and language arts from FSU in 1979. At that time, she also became certified in early childhood education. After working for the Department of Education and substitute teaching in Leon County schools, she had her first classroom teaching experience in 1974 at St. John's elementary school, which is a part of neighboring Gadsden County public school system. She taught there until June 1980 and in the fall of 1980 she came to Kate Sullivan Elementary as a classroom teacher. Presently she is team teaching first grade with Mrs. Hollis and both are training as Reading Recovery teachers.

Mrs. Penn is married to William Penn, Jr. and has two sons, William Penn III, who is 18 and a senior at Lincoln High, and Joseph Penn, who is 12 and a 6th grader at Cobb Middle School.

Dotsy's interest in teaching and, in particular, helping children to become life-long readers developed due to the fact that she never enjoyed reading as a child. Her goal is to help children learn that reading is a pleasure and can open exciting doors for them.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. bio	re: Lucy Claravella [Personally Identifiable Information] [partial] (1 page)	04/05/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #4 [Binder] [3]

2013-0534-S
rc1804

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Biographies

Lucy Claravella was born on [REDACTED] (b)(6) She is a registered nurse, and is married with two children (ages 4 and 5). Her son, Joseph participates in the Reading Recovery Program. [004]

Dianne Carr was born on May 6, 1973 in Monticello, Florida. She graduated from the Teenage Pregnancy Program which helps pregnant students complete their education by providing childcare and other assistance. Dianne is single and has three children (ages 1 mo., 5, and 7). Her daughter Katesia participates in the Reading Recovery Program.

anticipation that much will be demanded of them when they reach school. Too often, however, expectations are undermined by a piecemeal approach to educational change. Nearly every problem in education, including the plague of low expectations, has been tackled successfully somewhere. Leading education reformers like James Comer, TheodoreSizer, Ernest L. Boyer, and Deborah Meier have diagnosed our ills, prescribed strategies for recovery, and put them to work. They usually boil down to a few crucial ingredients: clear expectations that all children can and should learn; manageable school and class size; an orderly classroom environment; the close personal involvement of at least one teacher with each child; a commitment to tailoring instruction to how different children learn; active parental participation. Reciting this wish list is easy. Figuring out how to put it into practice in the face of bureaucratic opposition, parental qualms, some teacher resistance, and the host of other obstacles reform faces is another story.

I once spoke to a group of school superintendents about model programs that had been effective in transforming poorly performing students into motivated achievers. I asked if anyone in my audience had visited any of the programs I mentioned. A long silence fell over the room. Finally, one superintendent confessed that he couldn't see himself explaining to his school board that a nearby school was solving a problem that had stumped him. There wasn't anything new in education anyway, he added, so he couldn't see the sense in getting worked up about some "experiments."

That superintendent would doubtless brush off as "experimental" Reading Recovery, a program started in New Zealand, which is considered among the most

literate countries in the world. Reading Recovery has demonstrated consistent success in getting nearly nine out of ten first graders who read poorly to grade level in a few months. In 1984, a group of educators at Ohio State University's College of Education launched a Reading Recovery pilot in selected Columbus, Ohio, public schools. The program was astonishingly successful, and gradually it won widespread support. Reading Recovery teachers are now being trained in school districts in forty-seven states. Yet many schools continue to pursue remedial reading methods that are not nearly as effective. Why?

The first problem is money, especially in urban school districts, which generally have less money to begin with and more students in need of help. Even though children move through the Reading Recovery program quickly and, after leaving it, usually do not need additional help, saving money in the long term, a front-end investment is needed to train teachers in the strategies that make the program a success: one-on-one tutoring, with an emphasis on phonics and language skills. The failure to make a sufficient initial investment creates a self-fulfilling prophecy: When large numbers of first graders still can't read at the end of the year, the program will be judged a failure.

Concerns about career advancement sometimes work against innovative programs, too. The success of a program like Reading Recovery may not be enough to outweigh the preconceptions of teachers and administrators who have long affiliated themselves with other approaches or are intent on preserving their budgets, staff, and political clout.

Such misplaced adult priorities divert our efforts and energies from where they are most productively spent—on paying attention to how children learn and doing our

best to personalize the learning process so that each of them can meet high standards.

It is precisely this concern that motivated social psychologist Jeff Howard to create the Efficacy Institute in Lexington, Massachusetts. The Institute has trained twenty thousand teachers in school districts throughout this country to rethink their assumptions about children's intelligence. In Tacoma, Washington, where two thirds of the teachers in the district have gone through Efficacy training during the past three years, results of this new approach are already visible. On standardized tests, the scores of fourth and eighth graders rose significantly in just two years. Part of the reason for this increase in achievement is that teachers go back into the classroom and share their new knowledge about learning with the students, explaining to them how important it is for them to work hard so they can "get smart." Students absorb the message that smart is not something you simply are, but something you can become.

Another innovator who has pioneered a more effective approach to learning is Bob Moses, who is revered for his efforts to mobilize black voters in the South during the civil rights movement. Thirty years later, he has brought the same passionate commitment to a different kind of work.

Helping his own daughter to struggle with her algebra homework in the early 1980s, Moses, who had been a teacher before he became a civil rights leader, began volunteering at her school, trying to get students to be comfortable with numbers and more engaged in the process of problem solving. He knew that without strong math skills poor children would be at a disadvantage in the highly competitive world of higher learning. His deter-

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January 27, 1997

SECTION: National Issue; Pg. A1

LENGTH: 1416 words

HEADLINE: WILL THIS HELP JOHNNY TO READ?

BYLINE: By Matthew Robinson, Investor's Daily

BODY:

What could make more sense than tutoring kids who have reading problems? The idea's simple and attractive: Correct children's early reading problems by giving them intensive one-on-one help.

One program, known as Reading Recovery, seeks to do just that. It's increasingly popular within the educational establishment. But many experts say it's costly and delivers mixed results. What's more, they say, it wouldn't be needed if educators focused more on basic teaching, not on failed fads.

Started in New Zealand in the 1970s, Reading Recovery aims to accelerate learning to bring kids up to average reading levels. Fans say it works. They point to data advocates have compiled that show 82% of the children who complete the one-to-one tutoring reach the average reading level for their grade.

The founder of the Reading Recovery movement, researcher Marie Clay, saw that the reading instruction method known as "whole language" was failing. Anywhere from "30% to 50% . . . will not be making good progress at the end of their first year of (whole-language) instruction," she wrote.

The whole-language method equates learning to read with learning to speak. Spelling and grammar rules are not taught systematically under whole language.

Reading Recovery may be the only way, say some, to reverse two decades of reading mediocrity. Doing away with whole language should help too, say others. But doing nothing will doom another generation of kids to low-paying jobs, time in prison and the welfare rolls.

In Reading Recovery, children are tutored for up to 60 half-hour lessons over a 12- to 20-week period. The program targets the bottom 10% to 20% of a reading class.

Since its U.S. introduction in 1984, RR has spread quickly. The program is now in 49 states and the District of Columbia, even Canada. Reading Recovery training is offered in more than 2,500 North American school districts.

It also has support from high places. President Clinton calls it a model program in his America Reads Initiative. And first lady Hillary Clinton touts the program in her book, "It Takes A Village."

Reading Recovery boasts a strong network. Teacher leaders are trained at one of 23 university sites nationwide in a year-long, full-time program.

All these factors have led to the rapid spread of Reading Recovery. But some reading specialists say its results aren't as cut-and-dried as supporters make them out to be.

What's beyond debate is that Reading Recovery works in the first grade. But it's expensive and its long-term benefits are unclear.

Reading Recovery has a high initial price tag, even by its backers' estimates. Massachusetts principal Philip C. Dyer calculates the cost to be \$ 2,063 per student. That's on top of regular student funding.

Dyer's 1992 study is considered the definitive study of RR costs. Total costs for one 16-student RR class: \$ 33,008, not including teacher-training costs.

RR supporters say it's worth it. By not having to send kids into special education or holding them back a grade, a RR class saves \$ 57,304, estimates Dyer.

But independent researchers say Dyer makes some dubious assumptions: that he assumes more kids are tutored than usually are, that RR always works and that other programs are ineffective.

Other studies put the RR price tag even higher. The Wake County, N.C., public school system, from 1993 to 1994, spent \$ 2,947 per student for all students served by RR. Adding in the costs of regular instruction brings the total cost per-RR student to roughly \$ 7,700.

But the cost goes higher if one only considers the program's successful students. The cost then jumps to \$ 9,211 a student.

Part of the cost of the program is the extensive teacher training.

According to an audit by the California attorney general, the training costs are approximately \$ 18,300. That does not include conferences, travel and the teacher's salary for the year of absence. For those teachers taught at the local level, the cost is less: \$ 8,000.

A 1995 study by education professors Timothy Shanahan and Rebecca Barr puts the final cost at more than \$ 46,000 a teacher.

And its record may be more claimed than real.

Much of RR's success hinges on information collected by supporters.

Wake County Public Schools found that in reports to the government "RR staff focused only on those RR students who received a full program and who were successful in reaching first-grade reading levels." (Emphasis in original.)

Other researchers found that the in-house data collection fails to count children who are eligible but are never served or who drop out of the program.

A study of Ohio schools found that RR resulted in 67% success rate for students in RR. But add in all those who took part but dropped out and that number falls to 34%.

"Reading Recovery has done a masterful job of defining itself as something not subject to the usual conventions of experimental evaluation," said Doug Carnine, director of the National Center to Improve the Tools of Educators at the University of Oregon.

"Where else can you do research where you get to drop out failures from data," he added. "It's inconceivable. Could you imagine the FDA doing that? Everybody who died from a new drug excluded from the data?"

Other researchers have problems with the data too. "There have been some concerns that the data has been almost totally controlled by Ohio State RR developers," said Steven Ross, professor of educational psychology and research at the University of Memphis. "They haven't always been forthcoming." Still, Ross thinks the research points out that Reading Recovery works.

RR's biggest flaw may be that it fails to change what critics say is a faulty curriculum.

DeFord says Reading Recovery is a "balanced approach" combining some phonics with whole language.

If so, the whole language theory may be dragging the RR results down. When systematic phonics instruction was added to Reading Recovery sessions, one study found that students were able to reach grade level more quickly than when whole language was stressed in these sessions.

The National Institute of Child Health and Human Development found that a change from whole language to explicit instruction in phonics was more effective than tutorial programs such as Reading Recovery.

Oregon's Carnine suggests that revamping reading curriculum completely may be a better and cheaper method of dealing with the problem.

"It is ironic, but Reading Recovery is getting a lot of business because of the failures of whole language," he added.

There are also real questions about how long RR's effects last. The University of Memphis' Ross said, "They just haven't been able to show long-term effects."

A 1995 study in Reading Research Quarterly found that RR students' reading progress slows in second grade and returns to untutored levels in the third.

Skeptics say these education fads -Reading Recovery and whole language - have held kids back. No skill, they say, is more important to continued development than reading.

The clear evidence is that America's literacy efforts have stagnated. According to the 1994 National Assessment of Educational Progress, 40% of fourth graders failed to attain the "basic" level of reading. And 70% failed to attain the "proficient" level.

"The problems with reading have been longstanding," said Robert Slavin of Johns Hopkins University, who is codirector for Research and Education of Students Placed at Risk.

Fans of RR believe that the main problem is that children simply are not coming to school "ready to learn."

Many educators point to social forces and family disintegration as factors that undercut the child's ability to learn. President Clinton is trying to reverse this trend. Last year he proposed "America Reads" - a \$ 2.75 billion initiative to increase literacy. And Congress will be holding hearings in the next few months.

"The solution is, Congress needs to ask tough questions," said Robert Sweet, president of the National Right to Read Foundation. "We've spent a half-trillion dollars to address literacy and things have gotten worse. We need to come up with answers before experience ends up proving these methods wrong too."

LANGUAGE: ENGLISH

LOAD-DATE: January 27, 1997

America Reads Challenge

"We ought to commit ourselves as a country to say by the year 2000, 8-year-olds in America will be able to pick up an appropriate book and say, 'I read this all by myself.'"

- President Clinton, Fresno, CA, September 12, 1996

On August 28, 1996, President Clinton announced the *America Reads Challenge*. Working with teachers and parents, this unprecedented initiative calls on all Americans - schools, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders and senior citizens -- to ensure that every American child can read well and independently by the end of 3rd grade. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. The America Reads Challenge will give students the extra help after school they need to be better learners inside the classroom.

- ▶ *America Reads Challenge* recognizes that 40% of America's fourth graders cannot read as well as they should for today's and tomorrow's jobs. Research demonstrates that if students cannot read well by the end of third grade, their chances for success are significantly diminished, including a greater likelihood of dropping out and increased delinquent behaviors.
- ▶ *America Reads Challenge* is a public commitment to helping our children read. Teachers, principals, and librarians play a key role by strengthening reading in school and extending learning through after-school, summer, and weekend programs. Research shows that parents and other concerned individuals in local communities and the private sector can also be valuable as tutors and mentors.
- ▶ *America Reads Challenge* is a challenge for concerned citizens and the private sector to work with schools and libraries. Parents, business, and non-profit groups will be actively encouraged to be a part of the *America Reads Challenge* and its READ*WRITE*NOW! summer initiative.
- ▶ *America Reads Challenge* builds on groundwork being laid by classroom teachers, librarians and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The reading challenge also takes advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout America.

The *America Reads* legislation and additional funding consists of:

NEW LEGISLATION AND ACCOMPANYING FUNDING

- ▶ **America's Reading Corps** is the heart of the legislation which will fund 30,000 reading specialists and coordinators to mobilize 1 million volunteer reading tutors over five years. Almost \$1.5 billion in new education investments from the new legislation will fund after-school reading specialists to train and supervise tutors, and \$1 billion from proposed increases in appropriations for the Corporation for National Service will help recruit and organize tutors. The tutors, coordinating with the in-school reading program, will provide individualized after-school, weekend, and summer reading tutoring for approximately 3 million children a year in grades K-3 who want and need the extra help.
- ▶ **Parents as First Teachers Challenge Grants.** \$300 million in grants over five years will foster effective programs to provide assistance for interested parents to help their children become successful readers by the end of 3rd grade. This money will be available to national and regional groups, as well as local communities and organizations.

REQUESTED INCREASES IN OTHER APPROPRIATIONS TO SUPPORT THIS IMPORTANT EFFORT

- ▶ **College Work Study Expansion.** President Clinton has also asked college presidents to allocate half of all their new work-study slots to college students to become "America Reads" tutors. The goal is to give 100,000 college work study students the opportunity to help children learn to read better. The local fund match for these slots would be waived if the work study students are involved in tutoring.
- ▶ **Head Start Expansion.** One million 3- and 4-year-olds will be reached through the expansion of Head Start programs, already a part of the President's balanced budget.
- ▶ **Title I/Even Start Strengthening and Expansion.** Additional investments are included in the President's balanced budget plan to expand efforts to strengthen the teaching of reading.

Clinton Presidential Records Digital Records Marker

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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**4/16/97 Prescription
For Reading**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, APRIL 16, 1997
FINAL
WASHINGTON, D.C.

LEAD ADVANCE:	DAVID NESLEN	
ADOPTION EVENT	WHCA	4101
PRESS ADVANCE:	SAM MYERS, JR	
ADOPTION EVENT	703/591-0333	Home
SCHEDULER:	JOHN FUNDERBURK	
	202/456-5315	Office
	202/456-5340	Fax
	202/244-7969	Home
	WHCA	4461

PREV RON	The White House
1:30 pm -	PRIVATE MEETING
1:50 pm	Map Room
	CLOSED PRESS\NO WH PHOTO
2:00 pm -	PRIVATE MEETING
2:30 pm	Map Room
	CLOSED PRESS\NO WH PHOTO
3:00 pm -	PRESCRIPTION FOR READING EVENT
3:30 pm	Roosevelt Room
	OPEN PRESS\NETWORK POOL

FORMAT:

- HRC opens and introduces Dr. Robert Hannemann (President, Academy of Pediatrics)
- Dr. Robert Hannemann makes brief remarks and introduces Barry Zuckerman (Founder, Reach Out & Read)
- Barry Zuckerman makes brief remarks and introduces Dick Robinson (Scholastic Representative)
- Dick Robinson makes brief remarks and closes.

3:40 pm - -- HRC departs.
4:15 pm **PRIVATE MEETING**
Residence
CLOSED PRESS\NO WH PHOTO

4:25 pm **PROCEED** to Old Executive Office Building

4:30 pm- **COUNCIL FOR JEWISH FEDERATION EVENT**
4:45 pm Room 450, OEOB
CLOSED PRESS\WH PHOTO ONLY

FORMAT:

-- Lynn Lyss, Chairperson, National Jewish
Community Relations Advisory Council,
introduces HRC.

-- HRC makes brief remarks from podium.

-- Following remarks, HRC departs.

PARTICIPANTS: Approximately 200 Federation Leaders

5:00 pm **BRIEFING**
5:30 pm Map Room
CLOSED PRESS

5:30 pm - **BRIEFING**
6:00 pm Map Room
CLOSED PRESS

7:25 pm **DEPART** South Portico
EN ROUTE Korean Ambassador's Residence
4801 Glenbrook Road, NW
[drive time: 15 minutes]

7:40 pm **ARRIVE** Korean Ambassador's Residence

Greeters:

- Ambassador Park Kun-Woo
- Mrs. Park
- Al Hunt
- Bill Pierce, President, National Council for Adoption

7:45 pm - **NATIONAL COUNCIL FOR ADOPTION DINNER**
8:05 pm Korean Ambassador's Residence
OPEN PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, APRIL 16, 1997
PAGE 3

FORMAT:

- Al Hunt will open and introduce Mrs. Lou Davidson.
- Mrs. Lou Davidson makes brief remarks, introduces HRC and presents HRC with the ❖ Bully Pulpit Award❖.
- HRC makes remarks.
- Following remarks, HRC departs.

8:10 pm **DEPART** Korean Ambassador's Residence
 EN ROUTE The White House
 [drive time: 15 minutes]

8:25 pm **ARRIVE** South Portico

RON The White House

WASHINGTON, D.C. EVENTS:

KENNEDY CENTER

- Shear Madness
- The King and I
- Kennedy Center American College Theater Festival

ARENA STAGE

- Sunday in the Park with George

FORD'S THEATER

- Paper Moon

NATIONAL THEATER:

- Chicago

WEATHER FORECAST FOR WASHINGTON, D.C.

- Increasing clouds with a chance for rain showers by evening.
Wind south at 10 to 18 knots. Low 46 High 68.

FIRST LADY HILLARY RODHAM CLINTON
PRESCRIPTION FOR READING ANNOUNCEMENT
THE WHITE HOUSE
APRIL 16, 1997

I am delighted to welcome each of you to the White House. Today, I am pleased to announce the Prescription for Reading Partnership, a new national effort which we believe will make an important difference in the lives of children and families all across our country. Through this partnership, pediatricians, hospitals, health centers, book publishers, libraries and literacy organizations, many of whom are represented in this room, have pledged to work together to encourage and enable more parents across our country read to their children regularly.

As many of you know, this is a crucial task. New research has shown that talking and reading to infants and toddlers is vital to their neurological, intellectual, and emotional development. Time spent sharing a favorite book with a child -- even a newborn -- strengthens the bond between a parent and child, prepares him or her for reading, and literally helps a baby's brain grow.

Unfortunately, too many children are still missing this early stimulation. Over the years I have heard parents -- parents who clearly want to do everything they can for their children -- tell me they never really talked to their babies because they thought the infants were too young to understand what they were saying. I've met parents who believed that they could not read well enough to read a book to a child.

We have to help parents understand that, no matter their educational level or reading ability, they can stimulate their children's emotional and intellectual growth by talking to and reading to their children, even when they stumble over a few words here or there. Most likely, their children won't even notice. But they *will* notice the power of reading and books to take them on fascinating adventures and introduce them to interesting ideas.

Today's initiative was inspired by the national Reach Out and Read program and the American Library Association's Born to Read program. Both efforts recognized the vital role the medical community could play in encouraging parents to read to their infants and toddlers. Doctors are often the first professionals our children see on a regular basis. While parents may not take a child to a library or a preschool program until he or she is three, they will most likely take a child to a doctor or a nurse for vaccinations and checkups. These regular visits present medical professionals with important opportunities to instill good reading and learning habits -- along with good health habits -- in parents and children.

So it makes sense for our doctors and health professionals to use their authority and influence -- yes, those white uniforms and stethoscopes -- to "prescribe" daily reading to young patients and their parents during every visit. Research has shown that these prescriptions are followed: Parents and children who are given books by their doctors are more likely to read

aloud at home.

When I first heard about these efforts to “prescribe” reading and provide books to low-income families, I was very impressed. I realized that it was an idea that could easily be brought to many more children and parents in communities all across our country. So I wrote about it in my book and in Time magazine, talked about it in visits to hospitals, and, earlier this year, invited representatives from the health, library and publishing communities to come to the White House to discuss ways to make this a truly national effort.

The national Prescription for Reading Partnership is the result of these discussions. With the leadership of Reach Out and Read, Scholastic, Inc. and First Book, as well as the hard work of so many others represented here, we have built a diverse coalition of organizations who have pledged to make this idea a reality in doctors’ offices, hospitals and health clinics across the country.

These commitments come from the worlds of publishing, medicine, health, and even, television. And I’d like to take a few moments to highlight some of them:

- The American Academy of Pediatrics will formally recommend to its 53,000 members that they make prescribing reading part of standard pediatric care and well-child visits. They have also agreed to provide their members with specially-designed reading prescription pads -- slightly smaller versions of the one in this room.
- The Reach Out and Read National Training Center at Boston Medical Center will train 10,000 pediatricians and pediatric residents by the year 2000 to implement the program in their communities. Under the Reach Out and Read program, volunteers read to children in waiting rooms while health care providers prescribe reading, use books in well-child exams, and give books to children at the end of each visit.
- The National Association of Community Health Centers’ 950 members will implement Reach Out and Read programs in centers serving a total of one million parents and children by the year 2000. In a similar effort, the National Association of Children’s Hospitals and Related Institutions will challenge its members to triple the number of hospitals using Reach Out And Read.
- Scholastic, Inc., has promised to contribute 100,000 new books to health care professionals and clinics participating in the Reach Out and Read or the Born to Read programs. Scholastic’s pledge is part of its already-announced commitment to provide one million books to the President’s America Reads challenge. The company has also promised to match new donations to the Partnership with additional books.
- In addition to working tirelessly to bring all of today’s groups together, First Book, a non-profit organization dedicated to providing disadvantaged children with their own

books, has also donated 100,000 books to the effort.

- Another publishing company, Random House, will contribute 5,000 books **a month** for twelve months to Reach Out and Read
- The American Library Association will work with the nation's 16,000 public libraries to establish Born to Read programs with health professionals in their communities. And let me add my own call to our country's health clinics and libraries to work together to make sure every child has books to read and people to read to them.
- The National Association of Chain Drug Stores and the National Community Pharmacists Association will distribute reading tips and suggested book titles to parents who visit their pharmacies.
- I'd also like to thank the Association of American Publishers, The American Booksellers Association, The Annie E. Casey Foundation, Irving Harris and the Harris Foundation of Chicago, Mellon Trust, the Dreyfus Corporation, Reading Is Fundamental and ABC Television for their individual commitments to the Partnership.

These commitments are just the beginning. I have no doubt the Partnership, which seems to be growing everyday, will also help our children grow and develop their full potential to learn, to feel, to communicate and relate to others. It will also bring us a giant step closer to answering the President's America Reads challenge to make sure that every child can read independently by the end of third grade. Early reading at home, in the comfort of a parent's lap, is some of the most important preparation a child can have for reading in school. That's why the President has made the Parents as First Teachers Grants a vital part of the America Reads Challenge proposal.

But let's remember that it won't take just parents, but all of us to make sure every child reaches his or her full potential. I thank all of you for recognizing the important roles you could play in bringing books into more homes, preparing children for the future and serving your communities.

Tomorrow, leading neuroscientists, pediatricians, child development specialists, child care providers, business and religious leaders from across the country will be gathering here to discuss the new and exciting scientific discoveries about the brain and early childhood development. One of the primary goals of the White House Conference is to find ways to put the research to practical use, and to call upon all sectors of society to make sure our children benefit from this new knowledge. I believe that the Prescription for Reading Partnership is one of the best answers to that call. It is a wonderful way to begin our conference.

Now I'd like to introduce Dr. Robert Hanneman, President of the American Academy of Pediatrics.

###

April 15, 1997

PRESCRIPTION FOR READING PARTNERSHIP ANNOUNCEMENT

DATE:	April 16, 1997
TIME:	3:00-3:30 pm
LOCATION:	Roosevelt Room
FROM:	Pauline Abernathy

I. PURPOSE

To announce the formation of a new national partnership involving pediatricians, hospitals, health centers, book publishers, and libraries to prescribe reading to infants and toddlers and to make sure that children have access to books and are read to regularly.

II. BACKGROUND

This announcement of a national partnership to prescribe reading to infants and toddlers and ensure that children who visit the doctor have access to books is in direct response to your call for such an effort and to the President's America Reads Challenge. You first called for this effort in January at Georgetown Medical Center with Maurice Sendak, then again in your TIME Magazine column, and then in February you kicked off a Reach Out and Read program at Children's Mercy Hospital in Kansas City. You subsequently held a meeting in the Map Room to develop this partnership with most of the members of the Partnership.

Your briefing book contains a 1-page fact sheet announcing the Partnership, and a document from the Partnership detailing the individual commitments of books, health centers, hospitals, and training for doctors and the call for local libraries to partner with local health care providers to encourage reading. The Partnership will replicate and build on Reach Out and Read, and help build a community network around each Reach Out and Read program. Scholastic, Reach Out and Read, and First Book -- an organization dedicated to giving low-income children their first books -- have led the group and secured and coordinated the commitments by the different parties.

There is no formal federal role at this point, although many of the partners receive federal funding, such as the libraries and health centers, and AmeriCorps members who work at the health centers could help recruit volunteers and tutor parents. In addition, the Partnership could be eligible for funding under the America Reads Parents as First Teachers Challenge Grants. [We will likely hold an event next week to transmit the America Reads legislation to the Hill.]

As you may know, Scholastic donated 1 million books to America Reads under the rubric of the Philadelphia Summit. Scholastic agreed to allocate 100,000 of the 1 million to this Partnership, and to match cash contributions to Reach Out and Read or First Book with additional books over and above the 1 million donated to America Reads. Scholastic and Carol Rasco have not yet determined where the other 900,000 of the 1 million books will go.

The group will not form a new 501(c)(3), but have instead formed a steering committee to coordinate its different members activities, and will develop a strategic plan over the next month. For now, they are calling themselves the Prescription for Reading Partnership.

III. PARTICIPANTS

Remarks:

- HRC
- Dr. Robert Hannemann, President, American Academy of Pediatrics
- Dr. Barry Zuckerman, Founder, Reach Out and Read,
- Dick Robinson, Chairman of Scholastic, Inc.

Audience:

Almost 40 people, most of whom are members of the partnership who have made specific commitments to the partnership. Attached is the list of people in the audience, including health care providers, book publishers, libraries, book sellers, foundations, and banks.

IV. SEQUENCE

- HRC opens and makes remarks, and introduces Dr. Hannemann
- Dr. Hannemann makes brief remarks and introduces Dr. Zuckerman
- Dr. Zuckerman makes brief remarks and introduces Mr. Robinson
- Mr. Robinson makes brief remarks
- HRC closes and departs

V. PRESS

Open press.

VI. REMARKS

Prepared by June Shih.

BIOGRAPHICAL SKETCH

Barry Zuckerman, M.D.

Barry Zuckerman, M.D., is Professor of Pediatrics and Public Health, and Associate Dean for Clinical Affairs at Boston University School of Medicine, and Chief of Pediatrics and Medical Director at Boston Medical Center. His major interests are in promoting the health and development of children through generating information, training child professionals from all disciplines and establishing more effective services. Dr. Zuckerman developed and implemented special programs for children in Boston, some of which are being disseminated nationally. These programs emphasize prevention, and go beyond traditional medical care. The Reach Out and Read Program (ROR) which is being replicated nationally, promotes literacy for young children in primary care settings by having pediatricians give a book to each child at every health supervision visit, starting at six months. The Pediatric Pathways to Success Program is a primary care program that expands access to needed basic services and child development and parenting information and services. This program serves as the model for The Healthy Steps Program; a multi-site national trial of similar expanded pediatric services. The program content was developed by and the training is provided by Dr. Zuckerman and colleagues. The Family Advocacy Program provides individuals legal advocacy, staff, housing and policy work to ensure that families have their basic needs (health care, food, housing, safety, etc.) met to improve the effectiveness of pediatric care. The Women and Infant's Program provides addiction counseling in a pediatric setting and served as a model for federal legislation. The Boston Training Center for Infants trains clinicians (doctors, nurses, social workers), educators, graduate students, and others who work with young children and their parents by disseminating knowledge regarding the "whole child - whole family" approach to care.

Dr. Zuckerman is an author of more than 120 scientific publications emphasizing the relationship and impact of biological, social, health services and psychological factors on children's health and development. He is an editor of four books, including a Spanish version (Behavioral and Developmental Pediatrics: Handbook for Primary Care). He played a significant role in the development of American Academy of Pediatrics Child Health Supervision Guidelines and the government sponsored Bright Futures Guidelines For Preventive Health Care. He has been a Visiting Professor and named lecturer at thirteen medical schools, and an invited lecturer to seven countries. Dr. Zuckerman serves on four editorial boards. He has received a National Leadership Award from the Children's Defense Fund, an Honorary Degree in Education (Ed.D.) from Wheelock College, Boston and has served as a member of special national groups, including The National Commission on Children, NIH Consensus Development Conference, The Carnegie Commission on Meeting the Needs of Young Children, Institute of Medicine Task Force NIH Review Committee and others. He has also served on state and local boards and task forces.

He has been past Chairman of the Section of Developmental and Behavioral Pediatrics, a member of the Committee on Psychosocial Aspects of Child and Family Health for the American Academy of Pediatrics, a Board Member of Zero to Three - National Center for Infants and Toddlers, and National Center for Children and Poverty. He has made numerous presentations to professional societies, United States Congress, Commonwealth of Massachusetts Legislature, National Academy of Sciences, and parent groups.



ROBERT E. HANNEMANN, MD, FAAP
1996-97 President
American Academy of Pediatrics

Robert Hannemann, MD, FAAP, of Lafayette, Indiana is the president of the American Academy of Pediatrics (AAP).

Dr. Hannemann currently practices general pediatrics at a multispecialty clinic in Lafayette, Indiana. He also holds visiting professorships in chemical engineering and child psychology at Purdue University and is an assistant in pediatrics at Indiana University Medical Center.

Dr. Hannemann is currently a member of the AAP Board of Directors and has served as Indiana chapter president and alternate district chairperson for AAP District V. He also has been active in many Academy committees and programs, including the Task Force on Promotion of Pediatrics, the selection committee for the Ronald McDonald Children's Charities Medical Award of Excellence and the Graduate Medical Education Advisory Committee.

Dr. Hannemann is a member of the AAP sections on Perinatology, Adolescent Medicine and Community Pediatrics. He also is associate medical editor of the AAP book, *Caring for Your Baby and Young Child: Birth to Age 5* (Bantam).

A graduate of Indiana University's medical school, Dr. Hannemann served a rotating Internship at Indianapolis Methodist Hospital. His pediatric subspecialty training was at Riley Hospital for Children in Indianapolis. In 1964, he was certified by the American Board of Pediatrics and became a member of the Academy.

The American Academy of Pediatrics is an organization of 51,000 pediatricians dedicated to the health, safety and well-being of infants, children, adolescents and young adults.

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RICHARD ROBINSON
Chairman of the Board, President
and Chief Executive Officer
Scholastic Corp.

RICHARD ROBINSON, Chairman of the Board, President, and Chief Executive Officer of Scholastic Inc., who began his career as a high school English teacher in Evanston, Illinois, joined Scholastic in 1962 as an Assistant Editor of Literary Cavalcade magazine and then Editor of Scholastic's Literature Units. In 1964, he founded the company's most successful periodical, Scope, a high-interest English reading magazine, for which he served as Editor until 1966, when he became Editorial Director for Scholastic's English and Language Arts Department, including four magazines, text programs, and book clubs.

In April, 1971, he became Vice President and Publisher for Scholastic's School Division, comprising 80% of the company's business and was elected the company's President in 1974 and Chief Executive Officer in March, 1975. After the death of his father, M.R. Robinson, the company's founder in 1920, he was elected to the additional position of Chairman of the Board in March, 1982.

Since 1980, under Mr. Robinson's direction, Scholastic has moved substantially into the new technologies in education. The company now publishes two magazines in the computer field, *Electronic Learning* for educators and *Home Office Computing*, published for users of personal computers at home. The company is also the largest publisher of classroom magazines and children's books in the English-speaking world, as well as a leading publisher of supplementary texts and sponsored educational materials.

Born in (b)(6) Mr. Robinson is a magna cum laude/Phi [0083]
Beta Kappa graduate of Harvard College and studied at St. Catherine's College, Cambridge University, England and Teachers College, Columbia.

Most Trusted Name in Learning

SCHOLASTIC



Remarks of Dick Robinson
Chairman of Scholastic
To be Given at the White House
Prescription for Reading Partnership
April 16, 1997

It is a great pleasure and honor to be invited to participate in this important program.

I want to thank the First Lady for providing the leadership on this critical issue. The White House's Conference on Early Childhood Development and Learning, which is to start tomorrow, is an important step not only in drawing attention to the advances in science and our understanding of how children develop intellectually, but what each of us can do to help. Mrs. Clinton, I want to commend you and thank you for your strong leadership in making literacy an important part of every young child's life.

Also take a moment to single out Dr. Barry Zuckerman and Dr. Peri Klass for having recognized in 1989 not only how important it is for parents to read to children, but the critical role pediatricians can take in helping parents by prescribing reading and providing books.

We've been a supporter of Reach Out and Read for many years. In fact, here is a photo from our involvement at Bellevue Hospital in New York. We look forward to helping even more in the years to come.

When the First Lady's office called and asked if we might allocate some of the 1 million books we've committed to the President's America Reads Challenge, it was an easy decision.

One reason it was so easy to say yes is that we have long shared the belief that reading to young children can be one of the most important actions a parent can take to stimulate a child's learning capacity.

It is also one of the most pleasurable activities parents and children can share. Although my 10 year old son Ben loves to read on his own, there is wonderful magic that comes from sharing a book together, which Helen and I will soon be sharing with our eight month old, Reece.

So, when the First Lady asked if Scholastic would participate in the Prescription for Reading Partnership, it was with both a sense of shared responsibility and personal joy that I said yes.

In addition to the 100,000 books that Scholastic is committing and the challenge grant we have put forth, I'd like to share with you one piece we're very excited about. We're very proud to have here today the renowned children's author and illustrator, Rosemary Wells.

Rosemary recently made time in her unbelievably busy schedule -- I believe her project schedule is fully booked until 2003 -- to write a book called Read to Your Bunny.

I'd like to share the book with you because I think it captures the spirit, the tone, and the importance of what the Prescription for Reading partnership is all about.

Read to Your Bunny

I am very happy to say that we are committed to see this new book provided free to parents participating in the Prescription to Read Partnership. And we expect to announce the underwriting of the free copies within two weeks.

Again, my thanks and congratulations to the First Lady, and to the marvelous Partnership she has put together is support of this critical goal. We look forward to working with you to make it a reality.

DRAFT -- DRAFT

Oral remarks for Dr. Robert Hannemann, president, American Academy of Pediatrics
Wednesday, April 16 -- 3 p.m.

"It's a wonderful day in the neighborhood," to quote one of the honorary members of the Academy, Fred Rogers. This impressive gathering of community leaders has come together at the White House to combine our expertise, talents and resources on behalf of children.

Early childhood development has always been a cornerstone of pediatric practice, but it lacked the science needed to give it medical value and purpose. Parents intuitively understood that visual and verbal stimulation were necessary for their child's own development, and made time for it when possible. We were never sure if this became a routine.

Reading daily to your child should part of the evening routine of brushing teeth, putting on pajamas and settling down for bed.

The American Academy of Pediatrics recommends that pediatricians prescribe reading activities along with the other instructions given to parents at the time of well-child visits. As president of the Academy, I will promote, stimulate and encourage our members to heighten these activities in their practices and/or teaching responsibilities so that they can increasingly become part of the standard of quality, comprehensive care for our children. For pediatricians, reading is being incorporated into our guidelines for health supervision and for parents, we're developing a checklist to measure growth and development of their child.

The Academy is committed to this effort for the long-term. It is just as important for today's children as it is for tomorrow's child.

Prescription For Reading
Wednesday April 16, 1997
Roosevelt Room

List of Participants

Daniel R. Hawkins, Jr.
Vice President, Government Relations, National Association of Community Health Centers
Washington, D.C.

Marilyn H. Gaston
Director, Bureau of Primary Health Care
Department of Health and Human Services
Washington, D.C.

Jeanne Simon
United States National Commission on Libraries and Information Science
Washington, D.C.

Robert S. Willard
United States National Commission on Libraries and Information Science
Washington, D.C.

Trude A. Haecker, M.D.
Medical Director and Pediatrician
Philadelphia, PA

Lisa M. Tate
Vice President, Public Affairs, National Association of Children's Hospitals
Alexandria, VA

Mr. Richard Robinson
Chairman & CEO, Scholastic Inc.
New York, NY

Steve Cohen
Managing Director, Scholastic Inc.
New York, NY

Dr. Ernest Fleishman
Senior Vice President, Director of Education, Scholastic Inc.
Old Greenwich, CT

Betty King
Vice President, Annie E. Casey Foundation
Baltimore, Maryland

J. David Officer
President, Mellon Trust
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Joanne Y. Jaxtimer
Vice President of Corporate Affairs, Mellon Trust
Boston, MA

Christopher M. Condrón
President and Chief Executive Officer, The Dreyfus Corporation
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Vice President, Corporate Communications, The Dreyfus Corporation
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Barry S. Zuckerman, M.D.
Boston Medical Center
Boston, MA

Perri Klass, M.D.
Boston Medical Center
Boston, MA

Dr. Robert Needleman
Rainbow Babies and Children's Hospital
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Elaine Grossman
Department of Pediatrics, Boston Medical Center
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Executive Director, Association for Library Service to Children
American Library Association
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Maria Salvadore
D.C. Public Library
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Oren J. Teicher
American Booksellers Association
Tarrytown, NY

Robert Hannemann M.D.
President, American Academy of Pediatrics
Lafayette, IN

Peter Gold
Chairman of the Board, First Book
Washington, D.C.

Kyle Zimmer
President, First Book
Washington, D.C.

Christine Benero
Chief Executive Officer, First Book
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Joan Abramowitz
Division Vice President of Marketing, Random House Children's Publishing
New York, NY

Kelly Grunther
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Michael Levine, Ph.D.
Carnegie Corporation of New York
New York, NY

Ruth Graves
President, Reading is Fundamental, Inc.
Washington, D.C.

James Wendorf
Director of Programs and Planning, Reading is Fundamental, Inc.
Washington, D.C.

Todd Dankmyer
Senior Vice President, Communications, National Community Pharmacists Association
Alexandria, Virginia

Kathryn Kuhn
Vice President, Professional Affairs, National Community Pharmacists Association
Alexandria, Virginia

Margaret D. Garikes
American Medical Association
Washington, D.C.

Patricia Goodrich
Director, Corporate Initiatives, ABC Television
New York, NY

Linda DuRoss
Junior League
Washington, D.C.

Amy Littlefield
Junior League
Washington, D.C.

Judith Platt
Director, Communication, Association of American Publishers
Washington, D.C.

Rosemary Wells
Author, Illustrator for Children
Briarcliffe Manor, NY

Marjorie Kaplan
Executive Vice President, Lancit Media Entertainment
New York, NY

Diane B. Frankel
Director, Institute of Museums and Libraries
Washington, D.C.

Sandra Cuzzi, M.D.
Pediatrician
Washington, D.C.

Phillip L. Schneider
Vice President for Public Affairs, National Assistant of Chain Drug Stores
Alexandria, VA

Elizabeth J. Noyes
Executive Director, American Academy of Pediatrics
Washington, D.C.

Irving B. Harris
Chairman, Harris Foundation
Chicago, IL

Paula Quint
President, Children's Book Council

Carolyn Stalley
National Institute for Literacy
Washington, DC

First Lady Announces National Partnership to Prescribe Reading to Infants and Toddlers

April 16, 1997

"There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young babies seriously."

-- First Lady Hillary Rodham Clinton, January 10, 1997

New Partnership to Prescribe Reading and Ensure That Children Who Come to the Doctor Have Access to Books. The First Lady is pleased to announce that a new partnership has been created to prescribe reading to infants and toddlers. Pediatricians, hospitals, health centers, book publishers, libraries and others are coming together to make sure that infants and toddlers who come to the doctor have access to books and are read to regularly.

The New Partnership Has Already Secured:

- More than 250,000 books to be distributed through health clinics and centers around the country;
- Commitments to train 10,000 pediatricians and 950 community health centers to prescribe reading and provide books to children by the year 2000.

The Partnership, Led by Scholastic Inc., First Book, and Reach Out and Read, includes the American Academy of Pediatrics, National Association of Community Health Centers, National Association of Children's Hospitals and Related Institutions, American Library Association, Random House, Irving Harris and the Harris Foundation, Annie E. Casey Foundation, American Booksellers Association, Association of American Publishers, Mellon Trust, Dreyfus Corporation, ABC Television, Reading Is Fundamental, National Association of Chain Drug Stores, and the National Community Pharmacists Association, and seeks additional partners.

Reach Out and Read is already being used in more than 80 health centers and hospitals around the country. Through this model program, health care professionals are prescribing reading, using books in well-visits, and giving books to children.

Call to Ensure That Every Child Under Age Five Is Read to Regularly by the Year 2000. The First Lady is calling for every community to come together using its local library in partnership with local health providers to help encourage reading to young children and ensure that every child under age five is read to regularly by the year 2000. Today, only 39% of parents with children under three read to their children daily [Commonwealth Fund, 1996]. Research shows that when doctors prescribe reading and give books to low-income parents and their children, these parents are *four times* more likely to report reading to their children [AMA, AJDC, 8/91].

Response to the President's America Reads Challenge and the First Lady's Call for a National Effort to Prescribe Reading to Infants and Toddlers. Today's announcement is in direct response to the First Lady's call in January for a national effort to build on the existing efforts to prescribe reading -- by programs such as Reach Out and Read and the American Library Association's Born to Read -- and to the President's America Reads Challenge to help parents be their children's first teacher and ensure that every child can read well by the end of third grade.

The White House Conference on Early Childhood Development and Learning Will Underscore the Importance of Reading to Infants and Toddlers. *The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children* will explore new research that shows that reading to children in their first few years actually helps their brain to grow in addition to enhancing their emotional and social development and laying the groundwork for vocabulary and later reading success. As a result, the American Academy of Pediatrics is recommending that pediatricians prescribe reading to infants and toddlers as part of standard pediatric care.

Prescription for Reading

Background

The scientific evidence is now clear and compelling: babies' brains are not "prewired" before birth. Like their physical development which requires nurturing, human brains also need food to grow -- stimulation from parents and caregivers. We know that brain growth during the early years is very rapid and has a profound impact on a child's healthy development and school readiness.

Not surprisingly, we also know that reading to children can be one of the most important actions a parent can take to stimulate a child's learning capacity.

The Need

Unfortunately, far too many parents are unaware of the tremendous opportunity that reading on a regular basis to their young children can provide. According to "Starting Points," the 1994 report of the Carnegie Corporation of New York, fewer than half of American parents read to their infants and toddlers on a regular basis.

This tendency is most concentrated among families with lower incomes, thereby increasing the risk of illiteracy, failure in school, and dependency. But the problem of parents not reading to children crosses the entire socio-economic spectrum, with researchers estimating that several million children under the age of six are not read to on a regular basis.

With a quarter of children being born into homes below the poverty level, there are nearly 1 million newborns -- and almost 6 million children under the age of 6 -- who are most at-risk.

The Opportunity

There is now a very real opportunity to break this pattern of inadequate reading and to establish a new pattern: a pattern of more parents reading more regularly to children. This opportunity is based on several proven and promising programs developed by doctors and early childhood experts, and focuses on early intervention by pediatricians.

Pediatricians have a strong and trusting relationship with parents of young children. By making reading a medical "standard of appropriate care" -- just as immunizations, a healthy diet, and child safety are standards of care -- pediatricians have found that they can help establish strong motivation for reading among families who will benefit the most. And working with libraries and other literacy partners, they have found that they can help build a habit and tradition of reading among at-risk families.

By tying new pediatric practices and access to high quality, developmentally appropriate books, researchers have documented that parents are more likely to read to young children. Such early reading stimulates the brain and increases the likelihood of literacy and success.

Recognizing this confluence of forces, the First Lady brought together representatives from more than two dozen organizations. In the winter and early spring of 1997, she challenged them to come up with a workable, sustainable program that uses doctors to reach these youngest children -- and their parents -- and help lay the foundation for school success and life-long learning.

This challenge has come together as the "Prescription for Reading Partnership."

The Goal

By the year 2000:

- Reading and books will be recognized as an integral part of a healthy childhood, and will be formally integrated into the pediatric "standard of care" for all children, and into the residency training of all pediatricians.
- Every child under the age of six will receive a "prescription for daily reading" from their pediatrician during every well-child check-up. That prescription will reinforce parents' daily reading to children, the importance of helping children grow up with books, and will be accompanied by advice and support from the doctor about ways to stimulate their child's healthy growth and development.
- All children -- and parents -- will have access to books via local libraries, pre-natal clinics, and other agencies, and those 6 million most at-risk children will receive books from pediatricians during every well-child check-up.

The Strategy

The Prescription for Reading initiative will employ a simple, single-minded strategy:

- It will expand a proven program. The Reach Out and Read model developed by the Boston Medical Center will be extended to as many hospitals and community health centers as possible.
- It will extend the ROR approach through other community-based, literacy-and-health-care programs such as the American Library Association's Born to Read effort.

- It will further reinforce the importance of parents reading to children through on-going public service announcements, flyers in children's prescription bags, point of sale materials in pharmacies, book stores, and other vehicles that reach parents of young children.
- Funding for this effort will come from a combination of contributions from foundations, corporations, associations, and when appropriate, government sources.

A Proven Program That Can Be Replicated

In 1989, a collaboration of pediatricians and early childhood educators developed a program called Reach Out and Read (ROR) to make early literacy a standard part of pediatric primary care. ROR doctors "prescribe" reading aloud as part of the advice they give parents at all well-child check-ups from six months of age to five years. After special training, pediatricians provide age-appropriate tips and encouragement to parents. And, whenever possible, the doctor gives the child a new children's book to take home and keep.

This program began at Boston City Hospital -- which serves a very large proportion of children growing up in poverty -- and has grown to more than 80 sites around the nation serving some 175,000 children.

The core of the Prescription for Reading Partnership is the extension of the ROR model.

A Coalition of Community-Based Support Programs

The success of the Prescription for Reading Partnership is dependent upon other local initiatives which support the ROR physician-based model.

For example, since 1993, the Born to Read Project of the Association for Library Service to Children has promoted partnerships between librarians and health care professionals to reach out to parents less likely to read to their new babies. These very special programs, offered at libraries and prenatal clinics, teach parents how to stimulate their children's minds and pave the way for reading by sharing books, stories, fingerplay, and other fun activities.

First Book is a national nonprofit organization committed to giving disadvantaged children their own new books to read and to keep. First Book works with existing community-based family literacy, tutoring and mentoring programs, such as Reach Out and Read and Born to Read, reaching the hardest to reach children. In 1997 First Book will deliver nearly two million new books to children who need them the most.

Similarly, the Association of American Publishers has provided training materials for ROR. Scholastic and Reading is Fundamental (RIF), the nation's oldest and largest literacy organization, have supported ROR with book donations and discounts.

The challenge to the Prescription for Reading Partnership is to ensure that these and other community-based groups continue to work in concert, thereby leveraging limited assets and maximizing effectiveness. To ensure that, all of the parties who have made initial commitments have agreed to participate in an on-going Prescription for Reading steering committee.

The Initial Commitments

The following list of pledges reflects an initial, minimum set of commitments.

- As part of their commitment to America Reads, Scholastic Inc. and their partner First Book will fill the prescription of 200,000 new books through a partnership with pediatricians and health care professionals participating in Reach Out and Read and Born to Read programs;

For every \$100,000 raised in the support of Prescription for Reading, Scholastic will contribute an additional 5,000 books; for every \$500,000 contributed, an additional 35,000 books; and for every \$1 million, 100,000 new books;

- The American Academy of Pediatrics will provide its 53,000 members with a specially designed prescription pad to promote daily reading and age-appropriate activities to stimulate a child's early learning. It will also distribute to its membership checklists for parents and developmental milestones so that they can measure their child's growth and development.
- The Reach Out and Read National Training Center at Boston Medical Center will train 10,000 pediatricians and pediatric residents by the year 2000 to implement Reach Out and Read programs in their local communities;
- Mellon Trust in Boston has announced a \$100,000 grant to Reach Out and Read, and issues a challenge to other companies to match its \$100,000 contribution.
- The National Association of Community Health Centers' 950 member health centers will implement Reach Out and Read programs reaching one million parents and children by the year 2000;

- The National Association of Chain Drug Stores, and the National Community Pharmacists Association, representing the nation's nearly 60,000 community retail pharmacies, will distribute reading tips for parents and suggested book titles to parents coming to the pharmacy to obtain medicines for their children;
- The National Association of Children's Hospitals and Related Institutions will challenge its 150 member hospitals to serve as training sites for Reach Out and Read programs, and is setting a goal of tripling the number of early reading programs currently operating in children's hospitals across the country by the year 2000. NACHRI will also disseminate information through its children's hospital members to parents about the importance of daily reading;
- Random House Inc. will contribute 5,000 books a month for twelve months, totaling 60,000 new books to pediatric Reach Out and Read programs;
- The American Library Association will work with the nation's 16,000 public libraries to establish Born to Read programs, promoting partnerships between librarians and health care professionals teaching the critical importance of reading and pre-school learning to parents of the 4 million babies born each year;
- Reading Is Fundamental, the nation's oldest and largest children's literacy organization, will reach nearly 4 million children this year ensuring that each receives at least three new books of their own. Among those served are many of the nation's youngest and neediest children in health clinics, immunization programs, hospitals, and Reach Out and Read programs.

- The American Booksellers Association -- through its 3,700 member bookstores across the country -- will recruit 50,000 reading tutors and other volunteers for the America Reads Challenge, linking volunteers to health care professionals working with early reading and literacy programs. The recruitment drive will be launched at BookExpo America at the end of May. Additionally, any new children's books remaining following the BookExpo convention will be distributed through First Book to Reach Out and Read Programs;
- The Association of American Publishers will provide the Reach Out and Read Training Manual and other ancillary materials used in ROR programs across the country. AAP is also making an initial contribution to help fund the start-up of a statewide Reach Out and Read initiative starting up in Texas.
- The Annie E. Casey Foundation has committed to a grant of \$150,000 to the Reach Out and Read National Training Center, bringing Casey's long term support to \$600,000. Original funding from the Casey Foundation was used to create the Reach Out and Read National Training Center to support the programs' expansion beyond Boston.
- Irving Harris and the Harris Foundation of Chicago are committed to a minimum of \$100,000 in grants to initiate a city-wide implementation of a ROR program in Chicago by 2000.
- The Dreyfus Corporation in New York City has announced a \$50,000 grant to Reach Out and Read for New York City programs.
- ABC Television will produce and air a special Children First public service announcement highlighting the importance of reading to children on a daily basis.

An On-Going Challenge -- and Commitment

To ensure the success of the Prescription for Reading Partnership, the organizations, associations, and corporations which have made the initial commitments to the Partnership:

- Call on business leaders, publishers, health care providers, pharmacies, literacy programs, publishers, and others to join in creating a healthy future for our youngest citizens;
- Agree to draft -- within four weeks -- a strategic plan for the initiative;
- Will participate on a steering committee dedicated to achieving the stated goals by the year 2000.

**For more information
about how to support the Partnership
call 1-800-905-4363**

American
Academy of
Pediatrics



11 Thirteenth Street, N.W.
Suite 900 North
Washington, D.C. 20005

April 16, 1997
3 p.m. (EST)

Marjorie Tharp
202/347-8600
800/336-5475

PRESS STATEMENT
on
PRESCRIPTION FOR READING

The American Academy of Pediatrics (AAP) recommends that pediatricians prescribe reading activities along with the other instructions given to parents at the time of well-child visits.

Pediatricians are uniquely educated and positioned, through regular health supervision visits with infants and children, to advise parents on ways to stimulate and support their child's cognitive growth and to evaluate their progress over time.

The American Academy of Pediatrics is pleased to join with First Lady Hillary Rodham Clinton and other key organizations in promoting reading skills as one of the building blocks to early childhood development (birth to age three). These are just a few of the ways the AAP will join the effort:

- * providing a prototype prescription pad for AAP members that prescribes daily reading to children beginning at six months of age;
- * providing models of community outreach programs, such as Reach Out and Read, whereby pediatricians can either distribute books or provide vouchers for books to families as appropriate;
- * developing checklists for parents on developmental milestones so that they too, can measure growth and development of their child.
- * encouraging pediatricians to heighten activities in their practice and/or teaching responsibilities so that they can increasingly become part of the standard of quality comprehensive care for our children.

-more-

PRESCRIPTION FOR READING 2-2-2

- * assuring that pediatricians are provided with current research and educational materials as it becomes available.

Normally, children visit their pediatricians or other provider for checkups at least 12 times during the first three years of life. Each of these office visits give pediatricians an important opportunity to consider the child's total health and well-being. Examining a child's vision, hearing, emotional and physical growth are extremely important developmental parameters to measure during these visits. Pediatricians can also advise parents on optimal parent-child interaction and other elements integral to a child's intellectual and personality development such as: nutrition; developmentally stimulating activities like reading; early identification of developmental problems; and a positive environment.

Parents of children older than 3 should also remember that opportunities abound throughout childhood to impact positively on their development and well-being, and that regular assessment of progress is essential.

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The American Academy of Pediatrics is an organization of 53,000 pediatricians dedicated to the health, safety and well-being of infants, children, adolescents and young adults.

For Immediate Release

PRESS INFORMATION

Contact: Jonathan S. Renes
212-343-6940

SCHOLASTIC INC.
555 Broadway
New York, NY
10012-3999

(212) 343-6898

SCHOLASTIC INC. EXTENDS CHALLENGE GRANT
IN SUPPORT OF FIRST LADY'S
PRESCRIPTION FOR READING PARTNERSHIP

White House Ceremony Announces Book Donation and Challenge Grant

Washington, D.C. -- April 16, 1997 -- First Lady Hillary Rodham Clinton, in order to ensure that every child under the age of five is being read to regularly by the year 2000, announced in an afternoon press conference at the White House, a partnership with the medical community, literacy organizations and publishers for a new early literacy initiative "*Prescription for Reading.*" Scholastic was named one of the three leaders of the initiative, along with the literacy organization First Book and the pediatrician group Reach Out and Read.

In support of the *Prescription for Reading* partnership, Scholastic has announced:

- o The contribution of 100,000 books to be distributed to children via pediatricians participating in the Reach Out and Read Program.
- o A challenge grant of 100,000 additional books for every \$1 million contributed to Reach Out and Read.
- o A commitment to see the new Rosemary Wells book, *Read to Your Bunny*, provided free to every parent participating in the *Prescription for Reading* partnership. Scholastic expects to announce underwriting for the first quarter-million copies in the coming weeks.

"Scholastic is honored to have been chosen as a partner in the *Prescription for Reading* program," said Richard Robinson, President & CEO, Scholastic, Inc. "Scholastic's mission has always been to improve and support literacy for children and parents. We are pleased and honored to support the First Lady in meeting her literacy goals for the entire nation."

The *Prescription for Reading* partnership is a coalition of groups dedicated to extending the highly successful Reach Out and Read model to all children under the age of six. Pediatricians will have the resources available to prescribe reading to all children who visit their doctor, ensuring stimulation of the brain and increased growth while preventing illiteracy, failure in school and dependency.

For more than 75 years, Scholastic has been committed to creating quality educational materials for students, teachers and families. The company is one of the leading publishers and distributors of children's books, classroom and professional magazines and core curriculum materials. Scholastic also publishes educational software and produces children's and family-oriented video and television programming. The company's international operations include Australia, Canada, France, Mexico, New Zealand and the United Kingdom.

#



National Association of
Community Health Centers, Inc.®

FOR RELEASE APRIL 16, 1997

CONTACT: DAN HAWKINS
(202) 659-8008

**COMMUNITY HEALTH CENTERS PLEDGE TO BRING
EARLY READING PROGRAMS TO 1 MILLION CHILDREN
IN NEEDY INNER-CITY, RURAL COMMUNITIES**

WASHINGTON, DC. -- The National Association of Community Health Centers (NACHC) announced today that its member Health Centers throughout the country will work in partnership with other key literacy and health care organizations to establish Reach Out and Read programs reaching at least 1 million parents and children by the year 2000.

"It is crystal clear to us," said NACHC Policy Director Dan Hawkins, "that because of where Health Centers are located and whom they serve, their communities - and the children they care for - have the most to gain from early reading programs." Mr. Hawkins noted that 950 Community Health Centers serve nearly 10 million low income children and adults living in medically underserved urban and rural communities in every state and the District of Columbia. More than 2 million of their patients are pre-school children -- the target population for the President's *America Reads* challenge.

"The evidence is compelling that having parents read to infants and toddlers can make a huge difference in their intellectual development," stated Dr. Thomas Curtin, MD, Director of Health Professions and Clinical Affairs for NACHC, "and making this an integral part of our pediatric patient care makes eminent sense." Health Centers already use interdisciplinary teams of physicians, other health professionals, and community residents to offer a wide range of primary and preventive medical and dental care, as well as health education, community outreach, transportation, and support programs (including literacy and other educational programs) in collaboration with other organizations and agencies like schools, Head Start programs, and homeless shelters.

"We applaud the President and First Lady for their leadership in this vital undertaking," said NACHC National Chairman James Couch of Atlanta, "and we pledge to do all we can to make this an overwhelming success. We do so especially because it is the right thing to do, for our children and our communities." Mr. Couch added that Health Centers contribute to the strength and well being of their communities in several ways, keeping children healthy and in school and helping adults to remain productive at work. They employ more than 50,000 persons, many of whom are community residents, and help to retain other local businesses and stabilize neighborhoods by stimulating community and economic development. And they make a difference in the health of the people they serve, with studies crediting them for reducing infant mortality, improving immunization and prenatal care rates, and increasing the use of preventive health services among their patients.

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ALA American Library Association

NEWS

April 16, 1997

Contact: Joyce Kelly/Linda Wallace
312-280-5043/5042

American Library Association applauds White House focus on early childhood learning; pledges support

The president of the American Library Association (ALA) says the new focus on preschool learning announced by President Clinton today could make a difference in the lives of millions of children.

"We greatly appreciate the President and First Lady's leadership in recognizing what librarians have been saying for a long time -- it's never too soon to start reading to your child," said ALA President Mary R. Somerville.

She cited the "Born to Read" demonstration project administered by the Association for Library Service to Children as an example of how librarians teach parents how to share stories, songs and word play with young children to stimulate their mental development.

The association has set a goal of establishing "Born to Read" projects at all 16,000 public libraries to reach out to parents of the 4 million babies born each year. Launched in 1993 with a grant from the Prudential Foundation, the "Born to Read" project promotes partnerships between libraries and health care providers to help new parents raise children who are healthy in body and

-more-

mind. First Lady Hillary Rodham Clinton is honorary chair.

Somerville noted that public libraries have had preschool story hours and children's rooms for more than a century. Many librarians also offer special collections, recommended book lists and classes to help parents share books with their children.

"All parents can give their children a head start on life and learning at the library," said Somerville. "All it takes is a library card."

Somerville said the American Library Association has received countless letters from people of all ages and backgrounds who credit childhood experiences in the library for helping them to develop a lifelong love of reading and to further their education outside the classroom.

The American Library Association is the oldest and largest library association in the world with 58,000 members. Based in Chicago, its mission is to promote the highest quality library services and to ensure that Americans of all ages have books and other resources they need to live, learn, work and govern.

The Association for Library Service to Children is a division of the American Library Association. For information about Born to Read, tips on how to raise a reader and recommended books for children, see the ALSC Web page at <http://www.ala.org/alsc> or call 800-545-2433, ext. 1398.

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For Release: Wednesday, April 16, 1997

Contact: Oren J. Teicher
Director, Government Affairs
American Booksellers Association
914 591-2665, ext. 267
914 591-2716 - fax
oteich@bookweb.org - email

ABA JOINS PRESCRIPTION FOR READING EFFORT

The American Booksellers Association, the national trade association of the retail book business, announced today that it will recruit 50,000 reading tutors and other volunteers for the AMERICA READS CHALLENGE, linking volunteers to health care professionals and other literacy programs that emphasize the critical importance of early childhood reading.

The recruitment drive will be launched in conjunction with BookExpo America, to be held in Chicago, May 30th-June 2nd, 1997. Book Expo America, known formerly as the ABA Convention & Trade Exhibit, is the largest annual gathering of book industry personnel in the United States - attracting as many as 25,000 people. Additionally, any new children's books remaining after the closing of BookExpo America will be donated to Reach Out and Read Program.

The tutors and volunteers will be recruited from the employees and customers of ABA's 3700 member bookstores all across the country. Recruitment material is being developed through the cooperation of Scholastic, Inc., the Association of American Publishers, and BookExpo America.

"Participation in this effort is a logical follow-up on our earlier joint program with the Association of Booksellers For Children (ABC), *The Most Important Twenty Minutes of Your Day*, which was designed to encourage parents and guardians to read to their children" said Valerie Lewis, a former ABC officer, current ABA Board Member, and co-owner of Hickabee's Children's Bookstore in San Jose, Ca.

Additionally, in conjunction with the regional office of the Department of Health and Human Services in Federal Region #2, the ABA offices in Tarrytown, NY will be one of the sites for the "downlink" of the "White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children" on Thursday, April 17th.

Founded in 1900, The American Booksellers Association represents the broad interests of book retailers. A central part of it's mission is to promote "the benefits of reading and universal literacy." ABA is governed by a Board of twenty volunteer booksellers from all across the country, has a staff of 45, and is headquartered in Tarrytown, New York.



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NEW YORK, NY 10022

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news

Random House
Children's Publishing

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Books for Young Readers

RANDOM HOUSE CHILDREN'S PUBLISHING

Random House Children's Publishing, the preeminent publisher of books for children in America today, has announced that it will donate 60,000 books to Reach Out and Read, a pediatrician outreach program that encourages parents to read to their children.

Pediatricians agree that reading to a child is a critical aspect in cognitive development and that the earlier it starts the better. It is the hope of Random House Children's Publishing that this donation will help Reach Out and Read move closer to having each and every parent and child have access to books at an early age, thereby fostering a life-long love and joy of reading.

Mellon Trust

Mellon Trust has a long history in Boston, tracing its roots to 1875 when its Boston Safe Deposit and Trust Company unit was founded. Since then, the financial services firm has invested in the community by supporting hundreds of nonprofit organizations in Greater Boston.

Mellon Trust has consistently channeled its philanthropic resources and those of its 43 charitable trusts to education. The firm's community donations have included several aspects of education, including early childhood development, public education and cultural access for low-income students.

The company first supported the Reach Out and Read program in 1995. In keeping with Mellon Trust's tradition of forming partnerships with the organizations it supports, Mellon Trust employees have volunteered their time by reading to children who visit the pediatric ward at Boston Medical Center, located in the city's South End and serving primarily low-income residents of Boston. Mellon Trust has also provided financial support to the program.

Leveraging its strength as a well capitalized financial institution, Mellon Trust provides equity investments in affordable housing, originates mortgages for low- and moderate-income individuals, and sponsors community credit education programs.

Mellon Trust is the investment services arm of Pittsburgh-based Mellon Bank Corporation, a leading financial services company which shares a long tradition of charitable support for the communities it serves. Mellon Trust's primary areas of business are private and institutional asset management, jumbo mortgage lending, and institutional trust and custody. With over \$1 trillion in assets under administration and \$153 billion in assets under management, Mellon Trust is a major provider of trust and investment management services.

**The Prescription for Reading Initiative
From Carnegie Corporation of New York
Michael Levine**

The research on early learning is clear and compelling. Parents and other caregivers who read and tell stories to young children on a regular basis, beginning during infancy and throughout the preschool years, are providing a firm foundation for school readiness and long-term academic success. The "Prescription for Reading" plan that will use trusted health professionals to encourage early reading at home and in community programs is very promising. The connection between young children's health care and their education is inextricable, but often ignored. The multi-sector partnership announced today will help forge new and important ties.

READING IS FUNDAMENTAL, INC.

SMITHSONIAN INSTITUTION
600 MARYLAND AVENUE, S.W., SUITE 600
WASHINGTON, DC 20024-2569

TL (202) 287-3371
L (202) 287-3196



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FOR MORE INFORMATION CONTACT:
Rachael Walker (202) 287-3371

Statement of Ruth Graves, President, Reading Is Fundamental

Reading Is Fundamental (RIF), the nation's oldest and largest children's literacy organization, will reach nearly 4 million children this year ensuring that each receives at least three new books of their own. Among those served are tens of thousands of America's youngest and neediest children in health clinics, immunization programs, hospitals, and Reach Out and Read programs.

"Prescription for Reading" naturally complements the work of RIF's dedicated force of 219,000 community volunteers. As a collaborative effort of existing literacy programs, pediatricians, librarians, booksellers, parents and business leaders, "Prescription for Reading" will play a positive role in making reading a family priority.

RIF is committed to helping all children grow up reading and pledges that by the end of the year 2000, RIF will provide its reading program and books to an additional 200,000 of America's youngest children.

REACH OUT AND READ (ROR)

THE PROBLEM

- **Children who live in print-rich environments and are read to in their preschool years are much more likely to learn to read on schedule**
- **Parents of children living in poverty may lack the money to buy books, may not have easy access to good children's books, and may not themselves have been read to as children**
- **Reading problems may mean school failure, which increases the risk of absenteeism, dropping out, juvenile delinquency, substance abuse, and teenage pregnancy--all of which perpetuate the cycles of poverty and dependency**

PROGRAM DESCRIPTION

- **Reach Out and Read is a program that makes early literacy part of pediatric primary care**
- **Pediatricians encourage parents to read aloud to their young children and give their patients books to take home at all pediatric check-ups from six months to five years of age**
- **Through Reach Out and Read, every child starts school with a home library of at least ten beautiful children's books, and parents understand that reading aloud is the most important thing they can do to help their children learn to love books**

HOW ROR WORKS--PROGRAM COMPONENTS

- **Volunteer readers in the clinic waiting room read aloud to children as they wait for their appointments, showing parents and children the pleasures and techniques of looking at books with children**
- **Pediatricians are trained to counsel parents about the importance of reading with young children, offering age-appropriate tips and encouragement**
- **The doctor gives the child a new developmentally and culturally appropriate children's book to take home and keep at every check-up from six months to five years of age**

PROGRAM BACKGROUND

- **Reach Out and Read was developed at Boston City Hospital in 1989 by a collaboration of pediatricians and early childhood educators**
- **In collaboration with the Association of American Publishers, ROR has developed a Program Manual, handouts for doctors and parents, prescription pads to help doctors "prescribe" reading aloud, and many other unique materials to encourage literacy in pediatric practice**
- **With generous support from the Annie E. Casey Foundation, the program has been replicated in sites around the country; with further support from the William T. Grant Foundation, Robert Wood Johnson Foundation, Boston Company, there are now over 80 Reach Out and Read sites in clinics and pediatric practices in 34 states**

FOR MORE INFORMATION:

Please contact the Reach Out and Read office by phone (617)534-5701 or fax (617)534-7557 or write to Reach Out and Read National Training Center, Boston Medical Center, One BMC Place, Dowling 5 South, Boston, MA 02118.

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hrc/invite/reading 030797

March 3, 1997

Mr. John M. Doe
Address Line 1
Address Line 2
City, State 20001-Zip

Dear John:

We have long known the importance of reading to children for their emotional and intellectual development. For years I have explored various ways to encourage parents to read to their children. Recent research makes clear that reading to an infant or young child actually helps the brain to grow. Research by Dr. Barry Zuckerman and others shows that low-income parents who were given a book by a medical professional are four times more likely to report reading to their children.

As a mother, I know first hand the power of a medical professional's advice. I believe America's youngest children would benefit from a national effort to put books into the hands of parents when they bring their young children to the doctor. This national effort would involve encouraging medical professionals to "prescribe" reading, finding ways to put books into the hands of parents and children who visit a medical professional or purchase a medical prescription at a drug store, and ensuring that this "prescription for reading" reaches all parents of young children.

I recently discussed the importance of such a national effort when I visited Georgetown University's Medical Center with Maurice Sendak, the renowned children's author and illustrator, along with representatives of the American Academy of Pediatrics, American Booksellers Association, American Library Association, and Reach Out and Read. Each of these organizations is already involved in programs in which medical professionals "prescribe" reading to young children, and on which we can build our national effort. I addressed this initiative in the attached *TIME* Magazine column and the President referred to the initiative in his State of the Union's *Call to Action for American Education*.

I would like to invite you to join with me for a private working session with a small number of people, who represent health care providers, book publishers, book sellers, libraries, drug stores, and other potential partners, to discuss how we can build on existing efforts to make this

national effort a reality. The meeting will be held at the White House on Friday, March 7, 1997 from 2:30 p.m. - 4 p.m. I encourage you to come with specific ideas, suggestions, and ways in which your organization might participate.

Please contact Pauline Abernathy on my staff to confirm your attendance or to answer any questions you may have. She can be reached at (202) 456-5374. I look forward to seeing you on March 7.

With best wishes, I am

Sincerely yours,

Hillary Rodham Clinton

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

January 10, 1997

REMARKS BY THE FIRST LADY
AT CHILD DEVELOPMENT EVENT

Georgetown University Medical Center
Washington, D.C.

MRS. CLINTON: Thank you. I am so pleased to see all of you here and I'm delighted to be back at Georgetown University Medical Center, where I have visited before, because I think that the work that is being done here and the announcement today is among the most important efforts that are going on right now in our Capital City, because if we were able to make it clear to every parent in Washington, D.C. and beyond that reading to one's child between birth and three is one of the most important jobs that a parent can do, I think we would all see remarkable progress being made in school readiness, in school performance, in relationships between parents and children.

I want to thank Dr. Rennert for his remarks and for his leadership as the Professor and Chair of the Department of Pediatrics. I want to ask Dr. Battle to convey to the Academy of Pediatrics our deep appreciation because of their support of this effort and so many other good works that the Academy does on behalf of children. I also want to acknowledge a few other people who are in the audience.

I want to acknowledge my friend, Leo O'Donovan, the President of Georgetown, who has been very supportive of efforts concerning education and literacy not only here at the university, but around Washington.

I also want to thank Jewell Stoddard, who is representing the Association of Book Sellers for Children and is the owner of the Cheshire Cat Bookstore in Washington, D.C., one of the nation's oldest children's bookstores.

In my book, *It Takes a Village*, I mention the Association's program called "The Most Important Twenty Minutes

of Your Day -- Read to a Child." I think for many people that was originally thought to refer to older children -- children in kindergarten or even grade school. What we are trying to do and what the Association for Book Sellers is attempting to do is to convey clearly the message that we want reading to children to start at birth, but particularly during those first three years of life.

I also want to acknowledge and thank Steven Herb and Susan Roman, president and executive director respectively of the Association for Library Services to Children, a division of the American Library Association. I also mentioned their national demonstration program in my book, "Born To Read," and actually contributed some of the book proceeds recently to that, because this three-year national demonstration project, which builds partnerships between libraries and health care providers such as Dr. Rennert and Dr. Battle, is helping low-income parents and others with poor literacy skills to understand the importance of reading to their children.

And finally, I want to thank Dr. Tina Chang and Dr. Sandra Cuzzi who are part of "Reach Out and Read" here in Washington. This is a program that inspired me greatly when I first heard about it, and I know Dr. Cuzzi has just this week received a \$3,000 grant to buy books to start "Reach Out and Read" at Washington Children's Medical Center. This is a program that really exemplifies what we are talking about here today.

We know, and as Dr. Battle said, that most parents come into contact with a pediatrician -- they may not take their child to a library, they may not take that child to a preschool program until the child is over three, but they will in all likelihood come into contact with a health care provider. If that doctor or nurse who is administering the well-baby checkup or the vaccination will prescribe reading, and then take it a step further -- not merely prescribe reading, but hand that parent and child a book -- we know that in most cases the parents will try to follow through on the doctor's prescription.

So that is what we are kicking off here, and so many groups have come together to be part of this.

I'm also pleased to be here today and to be in the company of a very special guest. Yesterday the President honored some of America's finest artists, writers, and thinkers with the National Medal of Arts and the Charles Frankel Prizes. One of them, Maurice Sendak, rearranged his busy schedule so that he could stay one more day and meet with some of Washington's youngest citizens, which we will do after this presentation.

As many of you know who have read to your children,

as my husband and I have, Maurice Sendak is one of our country's most beloved authors and illustrators of children's books. His stories and characters have captured and stimulated the imaginations of generations of children and, as my husband said yesterday, imaginations of countless parents as well.

When Chelsea was little, Bill and I would take turns reading "Where The Wild Things Are," and many of Mr. Sendak's other stories as well. Soon she was able to read along with us, and before long, she was able to read that story to others on her own. Like many parents, we owe Mr. Sendak a debt of gratitude for helping us to spur our daughter's imagination and reading skills. And later some of the children here at the Medical Center will have a chance to hear him do it in person.

I'm also grateful to his publisher, Harper Collins, for donating 75 of his books to the Medical Center, and I would hope other publishers of children's books would join hands with the pediatricians around our country to do the same.

I want to emphasize just a few points that Dr. Rennert and Dr. Battle made, because I noticed some quizzical looks in the eyes of some of the people who are here covering this event. We have known for a long time that reading to children is a nice thing to do. It is a way to create a quiet time between an adult and a child. We have even known that, because of recent research, reading in those early years does lay the groundwork for vocabulary and later reading success. What we have not known until recently -- and because of advances in neurobiology and other medical sciences, we now do know -- is that talking with one's child in those first three years and reading to that child actually helps make the brain grow.

Now, I want to emphasize that because it sounds almost hard to believe. But we now understand that, as Dr. Rennert was explaining, that the connections between brain cells and the opportunities for the brain to do more complex work are enhanced because of time spent talking with and reading to very young children.

Now, there are many people, and we all know them, who think that children really don't learn much until they can learn to talk. Well, in fact, the work that is being done in the brain of a child from birth to three is so profoundly significant that if we do not recognize its importance, then we will not have helped that child develop to his or her fullest potential. The earlier we expose our children to hearing stories and listening to adults talk, the better off they are.

And I want to add that the evidence so far shows that television is not a substitute. The words that come across

the television screen do not have the same effect on creating that growth in a child's awareness that reading to a child and talking to a child, person to person, does. So you cannot make up for this by putting the child in front of the television set and expecting that child to have the same opportunities that reading and talking provide.

We feel so strongly about this that it is one of the reasons the President is accelerating the administration's efforts to strengthen early education and raise awareness about the importance of developing children's brains in the first years of life. There will be a number of programs in these next few months that we hope will bring to broader public attention what scientists now know about brain development.

Many parents, I think, will be very surprised when they see some of the television specials, some of the magazine specials that will be coming out in the next several months, because for me as well as for many others of my generation, this is all new.

The President is challenging Americans to become involved in helping children to read on their own by third grade. But in order for that to be successful we not only need to mentor and help our children and our teachers in schools, we need to help parents know that they are a child's first teacher.

Over the years I have met many parents who told me they never really talked to their babies because they didn't think that it made any difference. I remember the first time this happened, and I recounted in my book when I was making conversation with a group of women with some toddlers. And I said, you must be having a great time reading and talking to your babies. And they looked at me with such quizzical looks because they said, why would we do that, they can't talk back. So from that point, I have made it my mission, when I see young parents with babies to ask them if they're talking and reading, and to try to stimulate that as something they want to do.

Sometimes parents say back to me that they don't read very well themselves. And my response to that is, your baby won't know any different. Hold the book, turn the pages, make the story up, and try to get your own literacy skills to improve as well. But you can hardly embarrass a one-year-old when you're reading nearly anything to that child.

So I hope that we're going to be able to get this message out. There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young

babies seriously.

I hope that all who are part of this effort today will be joining with the President and others of us to spread this message very broadly. As many of you know, I have been doing some work here in the District and meeting with people who are involved in the District's affairs. There are many things that we need to do here in our Capital City, but I would put reaching out to parents and educating parents and prescribing reading as this prescription does do, at the very top of the list as to what if we did and stayed with that effort over a number of years could make a significant difference in this city and in every city around our country.

Thank you all for being part of this new effort.
(Applause.)

Now we get to go read "Where The Wild Things Are."
So thank you all.

Q Might you have time for a quick question, Mrs. Clinton?

MRS. CLINTON: Sure.

Q I noticed and I just would ask you, you have stressed a very important and worthwhile theme. Is there anything else you can tell us about what you might be doing for the District of Columbia in this regard, or anything you might wish to add at this point in time?

MRS. CLINTON: Not right at this time. But I think that in the next few weeks some of the administration's plans and commitments will be unveiled and we hope that there will be, as I sense there is -- and I appreciate your close attention to this over the years, because you've been very significant in bringing attention to what's going on here in the District -- I think there will be a series of efforts at partnership, to bring people together around the District's problems. And as I have said on other occasions, there is no quick fix, there is no magic wand, there is no individual who can change and fix a lot of the problems that the District has been suffering with over the years. But I believe that a concerted, carefully planned effort that enlists people of good faith from around the country -- not only just the District, because I believe strongly that this is our Nation's Capital, every American has a stake in the success of the people who live here in the District -- but I believe that kind of effort is going to take place. And if we are patient and persistent I think we will see results.

And I think you can only point to other cities around our country that were written off in the '70s and the

'80s. I was recently in Cleveland and I can remember the kinds of things that were said about Cleveland not so very long ago. And going there is such an uplifting experience now because the business community, the religious community, the community leadership, individuals from every walk of life joined together to really rebuild that city. And not just in the visible way that we see with new construction, but really at the grass-roots level in reaching out to people.

So I'm very optimistic, although I'm realistic as well, I think.

Thank you all.

Q This is our "Born To Read" diaper bag. We don't get to give diaper bags to the First Lady -- (laughter.) And a little T-shirt maybe Socks could wear.

MRS. CLINTON: That is so cute. Thank you. Nobody thinks I'm trying it on. (Laughter.) Thank you very much.

END

Hillary Rodham Clinton

Comfort and Joy

The First Mom suggests reading as an easy way to help a baby's brain grow

THE NIGHT AFTER THE INAUGURAL, BILL AND I GATHERED with our family in the solarium on the third floor of the White House. After dinner our toddler nephews Tyler and Zachary climbed up on the couch with their Uncle Bill to hear him read a story. They accompanied him with words, sounds, pointed fingers and a few tussles over who would hold the book. As I watched them, I thought of all the times Bill and I used to take turns reading stories to Chelsea. Every night one of us (and occasionally both) would stretch out on her bed, hold her in our arms, and either read or make up new tales about imaginary characters who embarked on improbable but breathtaking adventures.

Bill and I did not know about brain cells or synapses or the newest discoveries in neuroscience. Reading to Chelsea became a daily ritual because it's what our own parents and grandparents had done with us, and because we wanted to spend quiet time with her every day. Bill's grandmother thought that reading to him would help him develop a strong vocabulary and the language skills he would need later on in school. My mother and father placed a similar premium on reading, and to this day I remember the feelings of security and comfort that I felt sitting in my grandfather's lap when he read stories to my brothers and me.

Today, thanks to advances in brain research, we know that reading with a child has intellectual, emotional and physical benefits that can enhance the child's development. The intimacy of sharing books and stories strengthens the emotional bonds between a parent and child, helps a child learn words and concepts, and actually stimulates the growth of a baby's brain.

As I discussed in my book, *It Takes a Village*, scientists have discovered that children whose parents read and talk to them during the first three years of life create a stronger foundation for future reading success. In other words, what our parents and grandparents knew instinctively is now backed up by hard scientific evidence.

That's why doctors and nurses are starting to prescribe reading to babies along with regular checkups and vaccinations. Recently I went to Georgetown University's Medical Center with Maurice Sendak, the renowned children's author and illustrator. His book *Where the Wild Things Are* was one of Chelsea's—and Bill's—favorites. Mr. Sendak read the story to children, and I announced, along with representatives of the American Academy of Pediatrics, the American Booksellers Associ-

ation and the American Library Association, a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. My husband and I will be discussing this and other activities to follow up on the latest findings about the brain at a White House conference in the spring.

It's important that we take to heart what the neuroscientists are telling us—without losing the heart of the reading experience. In today's high-tech world of E-mail and microchips, it is easy to forget the importance of human connections in our daily activities. Technology has brought many welcome conveniences to our lives. But it has the potential to create feelings of distance, detachment and isolation among us.

Reading to a child while touching, hugging and holding him or her can be a wonderful antidote to the im-

personal tendencies of the information age—for both the adult and the child. While critical to building brains, reading is equally important to building trusting and close relationships. That's why many of us remember the warm embrace or the comfortable lap that cradled us when we read books as children. And that's why reading should not be viewed solely as an intellectual proposition, particularly in the era in which we now live.

If Americans take away only one lesson from these

exciting scientific discoveries, I hope it's that reading to children is easy, affordable and feasible for parents no matter what their level of education or economic station in life. Children's books are available for free at public libraries in every community and can be found at reasonable prices in many bookstores. Doctors, librarians, teachers, book publishers, business leaders and the news media can help make books available to families and educate parents about the vital role that reading plays in our children's lives.

It isn't very often that we have before us such a simple, inexpensive and pleasurable way to improve our children's health and development and raise their prospects for a brighter future. Whether you lie down together on the rug, sit together in an old rocking chair or cuddle on your child's bed the way Bill and I used to with Chelsea, there is no better way to spend time than reading to your child.

And now we also know that there are few better ways to help your baby's brain grow.



Mrs. Clinton with her daughter in the crucial first three years

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Conference on Early
Child Development**

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SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 17, 1997

SCHEDULER:

EVAN RYAN

202/456-6751

OFFICE

202/456-5340

FAX

202/822-6562

HOME

WHCA PAGER

#4223

PREV RON

The White House

6:15 am

6:30 am

(b)(6)

[006]

7:45 am-

BRIEFING

8:00 am

Map Room

Contact: Marsha Berry
456-2960

8:08 am-

TODAY SHOW INTERVIEW

8:15 am

Diplomatic Reception Room

FORMAT:

--Opening video on language development.

--Katie Couric will interview HRC and Dr.
Patricia Kuhl by remote.

Contact: Marsha Berry
456-2960

10:00 am-

BRIEFING W/POTUS

10:30 am

Map Room

CLOSED PRESS

10:35 am-

GREET PANEL PARTICIPANTS

10:45 am

Blue Room

CLOSED PRESS/WH PHOTO ONLY

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 17, 1997

- HRC and POTUS greet panel participants.
- Participants are announced into East Room.
- HRC and POTUS are announced into East Room.

10:50 am-
1:00 pm

**SESSION I OF THE WHITE HOUSE CONFERENCE ON
EARLY CHILDHOOD DEVELOPMENT & LEARNING**

East Room
OPEN PRESS

PROGRAM:

- 10:50 am --HRC delivers remarks and introduces POTUS.
- 11:00 am --POTUS delivers remarks.
- 11:15 am --Dr. David Hamburg delivers brief remarks.
- 11:20 am --Presentations by:

Dr. Donald Cohen, Director, Yale Child
Study Center
Dr. Carla Shatz, Univ. Of CA, Berkeley
Dr. Patricia Kuhl, Univ. Of Washington

12:00 pm

- Q&A Session with:
Dr. Ezra Davidson, Drew Univ. Of
Medicine
Dr. T. Berry Brazelton, Harvard Univ.
Dr. Deborah Phillips, National Research
Council

12:45 pm

- HRC and POTUS make closing remarks

1:00 pm

- HRC and POTUS depart East Room

1:20 pm-
2:30 pm

LUNCH
State Dining Room
CLOSED PRESS/WH PHOTO ONLY

- HRC proceeds to table.
- Lunch is served.
- At the conclusion of lunch, HRC departs
State Dining Room.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 17, 1997

2:45 pm **GREET PANEL PARTICIPANTS FOR SESSION II**
Blue Room
CLOSED PRESS/WH PHOTO ONLY

FORMAT:

- HRC and POTUS greet panel participants
- Panelists are announced into East Room.
- HRC and POTUS are announced into East Room.

3:00 pm- **SESSION II OF THE WHITE HOUSE CONFERENCE**
4:30 pm **ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING**
East Room
OPEN PRESS

PROGRAM:

3:00 pm --Opening remarks

3:10 pm --HRC makes remarks and moderates Q&A
session.

4:15 pm --HRC and POTUS make closing remarks.

4:30 pm --HRC and POTUS exit East Room and proceed
to Residence.

5:15 pm- (TBD) **WH CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT**
5:45 pm **& LEARNING RECEPTION**
South Lawn
CLOSED PRESS/WH PHOTO ONLY

FORMAT:

- HRC and POTUS are announced onto South Lawn
and proceed to stage in tent.
- HRC makes remarks and introduces POTUS.
- POTUS makes remarks.
- POTUS and HRC depart.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, APRIL 17, 1997

**PRESS BRIEFING ON WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD
DEVELOPMENT AND LEARNING
APRIL 14, 1997**

HRC: We are, this week, going to have a conference about the latest on brain development in young children and implications of that for every sector of society; starting with parents and family members, including educators, community leaders, political and business leaders, and the like. This is an issue that we believe has absolutely profound implications for how we view and treat our youngest children. And it certainly has such implications for how families perceive [inaudible] of their babies, and what it must mean, we hope, for them in terms of the parenting that goes on. But it also has implications, for the larger society, in terms of public policy grounds.

At the conference on Thursday, you'll be hearing from only a few of the experts and leaders in this field as well as people from various organizations that are attempting to implement what this research means for young children. We are fortunate to have two experts with us today, who have been involved in this research and the policy implications of it for many years, and will be speaking to that.

Dr. Alexander is the Director of the National Institute of Child Health, it is, I think fair to say, Dr. Alexander, the premier institution in the world for research into child development. It is a federal government agency, funded by the federal government, without which it would not exist, could not have done the ground-breaking work that has flowed from the years of investment in this kind of work. And Dr. Alexander is one of the members of a broad committee that has put together a report that you're getting an advance copy of, in the material in front of you, called 'Rethinking the Brain'. There's just an enormous amount of information in here that you'll get a chance, at least to review, later.

Dr. David Hamburg is the current President of the Carnegie Foundation, he's a psychologist [?], he started his career at the National Institute of Child Health and Development. He has served on the faculties of premier universities in our nation. He has been a leader in the effort to try to take what medicine and scientific research tells us, and put it into practice. Most recently, through his leadership at the Carnegie Corporation, he has been sounding the alarm, if you will, but also providing the data, about what we need to do for our youngest children. In your material also, you'll have a copy of the Carnegie Corporation's report called 'Starting Points', which I believe is one of the best explanations of this material for lay people, like me, that there is anywhere in the country.

Dr. Hamburg: Thank you very much. From my background in biomedical research and education and patient care over many decades, with a boost coming from NIH in the 1950's, and stints on the faculties of Stanford and Harvard, I increasingly came to feel that it's very, very important, in a democracy, for people to understand very broadly, what is the latest, up to date, scientific information with respect to any important issue that affects people's lives, as far as healthy child and adolescent development, education, getting a good start on life.

So, when I came to be President of the Carnegie Foundation, technically called the Carnegie Corporation in New York, because Andrew Carnegie ran out of names by the time he got to the Foundation, but anyway, I felt that one of the main things we could do, would be to prepare from time to time, an intelligible, credible census on our knowledge of each phase of child and adolescent development. That is to look at the emerging scientific and professional consensus. What do we know about the essential requirements for healthy development in early childhood, middle childhood and early adolescence and later adolescence? So, I hoped, in my time, that we could cover the first two decades of life, in a reasonably systematic way. These [inaudible] were meant to be credible because they were based on the scientific research to the maximum extent possible. And also on community innovations that tried to put the knowledge to use for the benefit of children on a wide scale. And that they would be intelligible, because we would try and translate them from technical language to the language that would be meaningful to educated readers.

That's what we've tried to do with a series of reports, each of which is prepared by a distinguished body that's composed in the following way: About half are experts on the subject matter, albeit in different disciplines and backgrounds, and the remainder are from powerful sectors of the society that had a stake in the problem, or a reason to be concerned about it, even though they are not technically experts on the subject matter. People from business and from media, and from various other sectors of the society, the military and what not. They're carefully vetted and reviewed, these reports are, before they come out. There have been a series which we're trying to oppose now, they wanted to take it chronologically, the one on 0-3 is called Starting Points, and what we claim for it is that it has the most attractive picture of a baby on the cover as any of these. There's a little competition going between Time and Newsweek and Carnegie and the brain research report about who has the best picture of a baby on the cover. Aside from that, our Foundation has been very actively cooperating with all of these efforts to build public understanding of what the research says. The kind of thing coming out of Dr. Alexander's institute and other institutes around the world.

First of all, you get the facts straight, and then to try and consider what it might mean for parents and for community organizations. The way of structuring the problem in this developmental strategy, from conception through adolescence, is to ask what it is that people need to understand, to get the facts straight, and then to say, well, who could do something about that. Who could put that knowledge to use? And so we come to look at a set of pivotal institutions, sort of front line institutions, who everyday, have an impact, for better or for worse, on child development. That starts with the centers on strengthening families, but it also has to include the schools, in this case, early childhood education, pre-school schools, and it includes community organizations, including religious ones, it includes the media, whose impact, everyday, on parents and children, is very significant. Of course, it includes the health care system.

Surrounding that set of front-line institutions, are other, powerful institutions in society, that can make their job easier or harder. I mean by that, government at all levels, business, scientific community, various relevant professions. So, we're saying that it takes a village and then some, really the whole society, as a set of institutions that bear on child development, whether we like it or not, they do have that bearing. We've tried to ask, how can each institution strengthen it's

contribution to health child development? That is the framework we used on the case of Starting Points. First we looked at, which came out just three years ago this month by the way, that report looks at brain development, but it looks at the development of the whole child. The brain is a very important part of the child, and it looks at it from conception on up. It's a very dramatic time from development from just two cells, to a zillion cells in utero, and the transition from being in utero, to being outside and then the first human attachments which are the underpinnings for decent human relationships throughout the life span. And that fantastic exploratory curiosity which needs to be nurtured if you're going to look toward life long learning. So, it's a very dramatic period, perhaps the most dramatic period, that 0-3.

We try to lay out what science has to say in an intelligible fashion, and then, we took four thrusts to try to make use of the knowledge for the benefit of children everywhere. One thrust has to do with preparation for responsible parenting. That is not only after pregnancy, but before pregnancy, we lay out a whole array of possibilities, ways in which people can be ready for responsible parenting. The second thrust is in health care, and primarily comprehensive prenatal care, and comprehensive primary care. We try to spell out how preparation for responsible parenting can be done, how comprehensive prenatal and primary health care can be done. The third thrust is on child care, early childhood education. What constitutes quality child care? How do you recognize it when you see it? How can quality be strengthened, and quality care made available throughout the country. It certainly is not at the present time. There is a new study on this from the NICHE released just last week. The fourth thrust of Starting Points is on community mobilization. That is the community, the village, how do you get the resources of decent, well meaning people, parents and community organizations, media and business in a community, coming together to assess what our needs are with respect to young children. And, how can we mobilize in this community to meet those needs? There are a lot of different ways of doing it all across the country. My last point would be that although these four thrusts of making use of the knowledge are subject to evaluative research so we can tell what works from whom under what conditions, that's not always the case, evaluative research lags behind. You have to make the best judgement you can about what's the best set of measures to take. The thrust of it is to pool our strengths and share the burdens in communities to provide the necessary conditions for healthy childhood development to stimulate brain and other development in the most constructive ways.

There are working models around the country. We tried to evaluate the working models as best we can. We tried not to just stick with hypothetical ideals. Wouldn't it be nice if you could do so and so. That can be useful but we tried to say, here are communities in which working models exist. For example, in which community organizations are reaching out to their families and young children in ways that get poor children taken care of better than we've done in the past. The many, many examples scattered all through Starting Points, we tend to put in boxes. It's all about taking the research, as it evolves, and trying to understand it, have it largely understood, and putting it to use for the larger benefit of children everywhere.

Dr. Alexander: Thank you. I'm going to talk primarily about research, and I do this from the perspective of a developmental pediatrician whose entire career has been at the National Institute of Child Health and Development at the National Institutes of Health. It's been my good fortune for the last ten years to serve as Director of that institute. Research is really the underpinning for

this conference. It's in recognition of the importance of research, of what it's contributing, and what it's telling us, that has really been the impetus for this White House conference. The Carnegie Corporation has done an enormous service by bringing together this research and pointing out how important it is for public policy. What we're trying to do with this conference is give increased visibility and enhanced attention to the importance of what that research is telling us.

That research has largely been funded by the federal government, mainly through the National Institutes of Health. Research in other areas, such as transportation or the environment, is funded more by the private sector than by the government. Even research on adult health is funded 50/50 by the government and the private sector. When you get to research on children, the government is almost the only game in town. Probably 95% of the research on children, child health, their development, their education, justice issues, and so forth, is funded by the federal government, and the importance of that work to the Clinton Administration is evident by the increase in funding that research has received in the last four years. Most of the research that you're going to be hearing about at this conference on Thursday has been funded by various institutes of the NIH. Lots of it will be reporting on discoveries from the last 20 years, during which time we have learned more about the brain and it's development than all previous time put together.

Much of this research has policy implications. Some of it, unfortunately, is ignored by policy makers at the government level, but it's also often unknown by parents, by educators and others. It's important for us to be reaching all of those audiences with that information. The conference really focuses on the convergence of two areas of science. First is basic studies of the anatomy and physiology of brain development, and second is basic behavioral studies of child development. If we look at these behavioral studies, it's amazing what we've had to learn, and sometimes unlearn in what we thought was the case. For example, we thought that newborn babies couldn't see, and we have discovered that in fact they do see, and they see quite well. And in fact, within a few weeks, they're able to differentiate between their mothers face and a strangers face. We thought they couldn't hear very well, and we've found that is also incorrect. Within a very short time, babies are able to discriminate their mothers voice from the voice of someone else. We thought that they were not able to feel pain, but in fact they do feel pain. They are able to experience emotion and show that in ways other than just crying. They learn very quickly, especially in the first three years.

Their positive or negative experience in the environment that provides stimulation to them is extremely important, and, in fact, their may be critical periods for particular stimuli to have occurred or they do not make particular gains in development. We've [inaudible] a critical period from animal research, it's not so clear in human studies, it may be more like prime times rather than critical periods, but it is an important concept for us to understand. We have also learned that stimulation children receive in their first three years is so important, that children that receive that stimulation do better in the long term than those who do not.

Now, what have we learned from brain studies that relates to this. What really gets people excited in this area is not only what we've learned, but what we've been able to see from our studies of brain development. We can actually see the difference that environmental stimulation

makes in brain development, physiologically and anatomically. The human is unique in the amount of brain development that occurs after birth. If you consider animals, I don't know how many of you have ever witnessed the birth of an animal like the horse, the birth process is pretty incredible. But what is absolutely mind boggling is that within 15-30 minutes, that horse is standing up, walking around, and within an hour or so it's trotting. It takes humans 5 months to sit up and 6-8 months to crawl, and 12 months to be able to walk. So, we're so different from the rest of the animal kingdom in the amount of development that occurs after birth.

It's an extremely important time. Much of this development occurs in the first three years of life. By age 3, the brain has reached 80% of its adult weight, compared to 20% or 25% of the child's overall weight being the portion of the adult. We have also learned that we are not born with all the nerve cells we will ever have. Some multiplication of nerve cells continues after birth, but the most important process is that of pruning of nerve cells, that is a selective loss, or selective dying off of nerve cells, and the ones that are stimulated are the ones that are maintained. The process after birth more than the process that involves nerve growth, is the process of proliferation of connections between the different nerve cells. These connections are what's so important for our physical mobility, for our learning, for our memory, for emotional function, for basic bodily function. It is this proliferation of connections that you can actually see. And, you can tell the difference between an animal that's been placed in a stimulating environment, and one that has not, by the number of connections that develop, and the ways in which they are developed and maintained.

What we have learned from these studies is that this proliferation occurs in response to stimulation. The unstimulated animal, whether it's an intact animal or whether we use human tissue nerve cells in culture, develops far less of these connections that are so important, than the stimulated animal does. We have also learned that these connections are maintained in response to stimulation. It's important that not all of these connections are maintained. Like an apple tree that has too many branches for its healthy production of apples, the brain cells develop far more connections than they actually need. So there is a very active pruning process, much of which occurs in the first three years of life, that eliminates, selectively, some of these connections. The ones that are maintained, again, are the ones that tend to be stimulated. These connections then become the basis for facilitated action. Motor skills, speech, language and communication skills, emotional responses, memory skills, sensory skills, whatever. It's also important to understand that 0-3 is time of the most rapid pruning that occurs at any time throughout life. We can develop, and do develop, more of these connections during a lifetime, and this is probably the basis of further physical training, memory development, and so forth. But, it's less easy to develop these after the first three years of life. That's the basic message I think you're going to hear from the neuroscientists that will be speaking at the conference on Thursday.

This information does, obviously, have some policy implications. First of all, it tells us that the ages of 0-3 are critical in child development, with life long implications. Now, this isn't the only important time, so parents can't sit back after they've made it to age three and relax from there on. Nor should they feel that if there wasn't maximum stimulation during this time, that the game's over. The game goes on. Obviously middle childhood, adolescence, are times of important developmental processes as well. But there is never again a time that this learning is as rapid and

there is as great an opportunity as there is in those first three years of life.

The primary policy implications here are for parents. We often don't think that parents are policy makers or implementers but they are. And the implication is that their interactions with and stimulation with their child is extremely important during this period of time. So most of their activities that relate to this children and much of the thrust of the conference is to get this message to parents. That their interaction with the child in the first three years of life is extremely important, the twig is bent early.

This also holds for care givers other than parents. It holds for grandparents, for baby sitters, for day care providers or whoever else is interacting with the child during that time. Now, just one word about day care. Mrs. Clinton made reference to the study of day care that was released just over a week ago by the National Child and Human Development, here at the Society for Research and Child Development meeting in Washington. Lots of press attention was paid to that story at the time, and I think it reflected the enormous interest and impact on American families that information has.

What that study showed was that the greatest influence by far, in a child's cognitive and language development, is the family and the home environment. There is no substitute for that. Day care did play a significant role, but it was a smaller role. Good quality day care had a positive impact, not a negative impact, and it was an add-on impact, if anything. Now, the policy here, is that increased emphasis on the quality of the home environment is extremely important. Day care, even when good, is not a substitute, but it may well add on to the impact of the home environment. The time that is sufficient for child development and stimulation in home in the evening is at least equal and greater in importance than the day care environment during the day outside the home.

It also emphasizes the need for that day care to be good quality. There's an opportunity for it to play an enriching and supplementary impact in child development above and beyond what is provided at home. And this holds whatever level of functioning the mother and family have. It also suggest the need for quality standards for day care and the importance of early Head Start types of programs in child development. I think these are the kinds of messages that you are going to get from the scientists who make presentations at the conference on Thursday. And I think that you'll enjoy attending that and the messages that they have provided in far greater detail and amplication than I've done in this short time.

HRC: Thank you Dr. Alexander. Well, one of the best examples we have recently of early stimulation is Tiger Woods' father putting a putty in his crib. He apparently didn't need neuroscience to do that but the results speak for themselves. And I hope that we are able through a concerted effort certainly using the media and every other means of communication to get these messages out to parents, because as I point out in chapter of the book that I wrote, I've often in the past, and still do today run into parents who have not yet learned what Dr. Alexander was saying about what babies actually know and are capable of doing. So they will say to me when I say I bet you are having a good time talking to that baby in a quizzical voice the parent might

respond "Why would I talk to her, she can't talk back?" And so we are not yet at a point where we have even conveyed this information to a critical majority of the parents in the United States and certainly around the world, I'd think you'd find it even at a smaller percentage.

So as both Dr. Alexander and Dr. Hamburg said our primary audience for this conference happens to be parents both because we think that what parents will do and can do is the most significant form of early stimulation. And also because we believe that educated parents, informed parents will be more likely to demand the kind of policy changes that influence quality child care, adequate pre-school education and all of the other issues that will help to supplement their efforts in their own homes. So with that, we'd love to throw it open.

Q: . . . assume that the earliest childhood development conference, you know within this to age period, maybe up to 5?

MAN: I think that we've often believe that was an extremely important period of life. What we have now is reinforcement of that concept both from the behavioral sciences area and then the neural sciences area. We can document anatomically the importance for brain development of what happens to the child during those years.

Q: What do you see, do you see an enhanced government role in this issue? and if so what are some of the things that . . .

HRC: Well Rita, I think that's the really challenging question for those of us who believe there is a reason for bringing the entire community to awareness to support parents and family. Let me just mention a few things that I think should be looked at more closely.

If we believe that the home environment is the most important influence in this early stimulation and as the research shows and as common sense would suggest. Then what does that say for something like Family Leave? Don't we want there to be an opportunity for mothers and so far as possible fathers to have the time to really spend in those early months connecting with that new baby. One of the interesting findings from the research on child care that came out a little over a week ago is how when children are put into care at a very age, there does seem to be some weakening of the bond between the mother and the child. So that if you're a working mother, and you are told you have to go back to work at two weeks as so many women in our country are, how do you emotionally prepare yourself for that kind of separation? Well one of the things I think, and this is not from the research, this is my personal observation and opinion. I think you have to in a sense emotionally distance yourself from that baby in order to deal with the feelings that are created as you drop that child off at whatever substitute care setting is available to you. We now know that leads to a weakening of the interaction between the mother and the child. I mean, if you have to steal yourself day after day to drop your baby off as you go back to punch the clock or work at the computer or whatever your allowable leave has been. Then, you may be creating a situation, albeit unknowingly in our society where we have large numbers of parents who are less engaged because they don't get to spend the time with their children, than is best for the child, and is best, I would argue, for society, by creating more engaged, stimulated, effective youngsters. So, that's just one area that I think this research, perhaps, is going to cause us to

review, the relationship between family leave and the impact on children in those early years. The President, on Saturday, in his radio address, extended the definition of family leave to federal employees to try to keep creating opportunities for more stimulation and attachment.

Q: Are you saying that women shouldn't work?

HRC: No, that's not what we're saying. Let me ask Dr. Hamburg if he wanted to say something, then we'll respond.

Dr. Hamburg: The Starting Points panel looked at this question about family leave and basically expressed a view similar to what Mrs. Clinton has just expressed and said that 3 months, which has become sort of the norm, is useful, that probably double that would be much better, as is done in most European countries. They recognize that there are a lot of questions about that, economic questions, management questions, as well as interpersonal relationships. They lay out in that report, some options for handling how you would get from here to there. They also, in the child care piece of the report, basically talk about the complementarity of care outside the home and inside the home. Care by the parents, and care by others, it is the same essential properties of what goes into good child care, whether it's the biological mother or not the biological mother, an initial stranger, whoever it is, on the basic problems of responsive care so you're really trying to get around the adequate contours of adequate care during the full span of time. Some of that at home, and some of it outside the home, typically today. We have to bear in mind as a practical matter, that over half of mothers are working, even with infants and toddlers, it's a revolutionary change, it's a very recent change historically. And I think we, as a nation, are still groping with how to deal with that kind of transformation. But, one of the things we have to consider is, can we work out a more time for one or both parents to be at home early on and be a better conjunction of what they do at home with what happens in child care settings outside the home.

Q: The question that I was going to ask originally was not so much directed at the middle class, but we know that most of the children in our country now are being born into poverty, we know that we have this explosion of teenage births and we know that most of these people have almost no resources to help them with anything. And I wondered whether that's been a cause of doing this research sort of suggests that there is a need for the government to offer some kind of help in terms of education, some kind of help in terms of care, I mean, or do you just say, well we are going to hope these media messages are getting to the 16 year old girls having the babies. The same medium that was sending out the messages to them not having the babies in the first place when they were 16?

Dr. Hamburg: Yeah, well I think that is a very fundamental question. Let's put it this way. It is certainly a national problem, not a federal government problem alone. Although the federal government just can't cop out. As I was saying before, the home approach of the Carnegie developmental strategy has been through these various panelists to find ways in which different institutions can play a part. The federal government is certainly a part of that. But I think we as a society have got to consider that. And I do believe your immediate coverage is essential to getting a serious thoughtful discussion about how we can meet these fundamental needs. The fact is that these young babies have to have a great deal of nurtureance, protection, the right kind of

stimulation. The nature of the scope of the stimulation is very important. They have to begin to get the skills of language and even the skills of coping with adversity. All that comes in the first few years of life. Not finished, but it comes very importantly there and it is a big demand. It's a big care taking demand. And somehow or other some set of people will have to meet those demands, otherwise we're going to be turning out larger and larger numbers of people with shattered and empty lives and no prospects. That is a fact. I mean, it's just an empirical fact. And somehow or other we've got to meet those needs.

What that says about what the federal government should do and what other institutions should do is wide open for public discussion and obviously the configuration of response is different in this country than it is in Western Europe.

HRC: Let me just follow up on that, and then Dr. Alexander wants to as well. There are lots of things that we know work, as effective interventions. One of the frustrating aspects of being involved in this field for many years is that we don't take what we know works and adequately implement it on a broader scale. Now one of the things that this whole research on the brain will demonstrate, throughout the next several weeks over a variety of settings, there will also be congressional hearings, there will also be a big tv special we have already had the Newsweek and the Time publications. And in each of those there will be examples about what works... and the examples are not all uniformly cut from one mold. I think the television show that Rob Reiner is producing

young parents...to try and get the message across Rita that you are referring to. So they have a variety of strategies... other communities have adopted other ways of intervening such as home visitors...something I believe in strongly...you know one of the main reasons I was so supportive of the maternity stays in hospitals wasn't just for physical reasons... but to try to encourage more hospitals...HMO's, community groups to take that time when you've got a new mother - whether she's 16 or 40 and get somebody in there to talk to her and try to make a connection...and then sending people out...home visitors...visiting nurses... a concept used widely in western Europe... and we just have to acknowledge that there are certain kinds of investments that will save us money. If we invested on the front end in some of these early intervention strategies..I honestly believe we would not be spending so much money on prisons on mental health and drug abuse treatment and some of the other symptoms of the breakdown of this development that we are trying to maximize. So what are trying to say is there is not one over-arching federal government solution -- that is not what any of us is advocating... but this is a national problem as Dr. Hamburg said, and there are potential national solutions that can be implemented at the local level, the private sector, not for profit, business, -- there are a lot of things that can be done that would work.

RON.... Given the political and fiscal constraints CLINTON Administration has ... what can the CLINTON Administration do other than making it easy for people to take time off without pay.

HRC: Well I think that there are a number of things that the president and the administration are

trying to do that can make a difference and let me just mention a couple cause I believe they are important

- The early Head Start that was program that was passed in the first term and is now being implemented is really a very significant change -- you know we started Head Start in the 1960's when the best research we had was that ...we could really make a difference working with four and five year olds... well we know that if we could find a way to work with 0 to 3 year olds, we could make an even BIGGER impact... so starting in the first term we started putting resources in the early Head Start and we now have some model programs out there working. So that will give us, I hope, some information about how to intervene in this very important early stage. We've been working to increase the child care money available particularly to those coming off welfare and for those who are the working poor coming off of subsidies, and we will have to look very closely about what is the quality of that child care and how we use those federal funds to leverage good child care.

When I was in Florida with Governor Lawton Chiles speaking at an advocacy week program that was put on for children issues - both of us made that point that the states now have this huge responsibility for child care -- so how can the federal government through the research of people like Dr. Alexander who accumulates it - get that information out to the states so the states and the federal government can be partners in creating better quality child care.

So those are two things that are already ongoing that I hope this research can make a convincing case to members of Congress and others that we need to be working on.

Q: So far, we've been talking about applying the research to solve existing problems [inaudible]. Given the explosion of information about the brain that you've been talking about, and the rapid pace, knowing more in the last 20 years than in all previous times, if we continue to learn about the brain at that pace and find effective ways to turn the research into policy, we are talking about a future generation of children that are like no other, because we will have learned ways to stimulate, and ways to get through to the, and ways to nurture them that could potentially be a huge break with the past. Or, are we really only learning things that our great grandmothers knew, and we'd forgotten some of that?

Dr. Alexander: I think we have the capability, as we learn more about how people learn and how early we are capable of learning, of having a greater proportion of the population more capable than it has ever been before. If we take advantage of the knowledge that we are acquiring. We are also probably going to learn how to provide that stimulation in a more effective way than we ever have done it before. But the basic things that we're talking about, learning, nurturing, caring, are probably nothing that different from what we thought from our grandmothers, and experienced from our grandmothers. What we're probably going to be capable of, is greater intellectual growth and stimulation that we've had in the past.

HRC: You know, I think that's a really interesting question because a lot of what science is now proven many parents and grandparents going on back kind of instinctively knew, but many others didn't. What makes that division? Why do some people, and even people who two generations

ago were in impoverished conditions somehow the magic happens, and through stimulation and encouragement of learning or whatever the combination of factors might be, they grow up to be parents who stimulate their own child. You know, my mother as I write in my book, had no stimulation to speak up from her own parents. I mean, she was born to a 15 year old mother and a 17 year old father who were totally neglectful. Now, she had some other adults around her always through her life who did whatever one does to create the conditions for somebody to love learning and to love language and then to be able to pass it on to her own children. But if you had looked at her profile, of when she was born, you would have said, "well you know, destined to be kind of not very affective, not very successful". You don't want to get to the point where we say that there's only one way of doing this because we know too much about human nature, and we know too much about examples that defy our expectations to do that. But what we want to do is sort of increase the odds so that no matter who that child is, and who the parents of that child may be, anywhere in America, we are going to try to increase the odds of that child's God-given potential will be stimulated so that he or she can develop. And that is really what we are talking about. You know, a lot of people will just continue to do what their grandparents did and other adults will intervene where necessary to help out and to provide support for a child who might not get it from the parents. But we want to increase the odds to even more children will have that opportunity.

Q: Mrs. Clinton could you talk about how this conference fits in with your own attempt to define an agenda in a vision for what you're going to be doing in the second Clinton term?

HRC: It's just the same thing I've done for 25 years and that I am going to keep doing because I think these issues that we're talking about here today, and that I've tried to talk about concerning children and families, need to be on the forefront of the political agenda. They are not marginal issues, they are not issues that should be left to science or educators, or people who already have an existing interest in them. They ought to be in the forefront of our national debate because they, more than so much of what is talked about here in Washington, will determine the quality of life we have in our country. I think that there is a growing awareness of that. I've made a speech that some of you have heard on several occasions, where I put it in context of the '96 presidential election, because a lot of what the President talked about, leading up to that election, and during the campaign, was the stuff of how we live our life. And, it was part of his vision how together we can really change how we perceive our own possibilities, how we treat each other, how we live with one another, and most importantly, how we raise our children. I think, initially, there were some who thought, "What on earth does family leave or uniforms in schools or curfews or brain research have to do with a presidential campaign?" That's not what we should be talking about. And, I've tried to say, repeatedly, is that there is an element of politics that has always been there and in some ways is more determinative as to how people feel about themselves and their country than the big macro issues that dominate political discourse. And if you want to think about it in those terms, think about how those of us who have followed politics, who have been students of political science, we have talked often about realpolitik. You know, the relationships between nations and those are essential, I mean it's critical. You know we have a strong defense and an engaged foreign policy and that the big issues are dealt with. But, there's also what I call real life politic, "how do we live our lives?" How do we maximize the opportunity for each child born in the United States to be successful in school, be an effective, functioning citizen. That's

what I hear a lot about as I travel around the country, these sort of "kitchen table" issues. And that's what I've been concerned about ever since I became interested in these issues many, many years ago. So this is a continuation of my own personal concern, but also of the President's understanding of what it's going to take to create our political life. And to keep our democracy going. David Hamburg has done as much work on this issue as he has on these others. Maybe, before we go on, you'd like to add something David.

DH: I do think it's absolutely fundamental in the future of a democracy, that these issues be awfully well understood. There's been some tradition in the scientific community, of not talking to the public. To some degree, one of the worst charges you could make against a scientist 30 or 40 years ago, was that he was a "popularizer". I think Carl Sagan is a case in point. That was considered to be a bad thing to do. It just seems to me, if we're really serious about democracy, that it's just terribly important to have increasingly reliable methods for translating all this archaic stuff that goes on under Dr. Alexander's auspices, into language that everybody can understand.

Q: Inaudible. . . paid maternity leave. Dr. Hamburg has said that the average is 6 months, and that's because they get subsidized maternity leave, I mean is it because it's not really realistic, or because it really wouldn't make a difference?

HRC: Well, speaking just personally, not for the Administration, I think it's because people believe that in our current political climate, and given the characteristics that mark the American political character, that it's not realistic. We fought for 8 years to get unpaid leave for people who worked in employment settings of 50 or more, and that left out a huge number of people who are not even eligible for unpaid family leave. But, I think that, it was huge step forward for our country to adopt family leave legislation at all. And, what I'm hoping, is that over time, more and more business and political leaders will understand how it is in our long term, and I would argue, medium and short term, interest to support family leave and eventually paid family leave for as many workers as that's economically feasible. I think it's a kind of horse and cart issue, we have to make the case and part of what this brain research is doing, I believe, is making the case of the importance of those years because then over time, we could make the case that if we're hoping to produce effective citizens and employees, we need to start where it starts, which is in those early years. And we need to make sure that parents have the supports they need to be as fully engaged with their children as possible. [inaudible] Of course I'd be for it if it were feasible. If it were economically and politically feasible, though I don't know what the terms or the specific, or the contours of it would be, but I think it's the kind of policy that would make it possible for many more parents to take time to become attached to their child early on and to do some of the work in stimulation in child care that they know their child needs.

Q: Mrs. Clinton, what would HRC's five tips for stimulation be?

HRC: Besides reading and singing and talking, well, those are really important. I'll just tell you what I believe, and then I'll let the expert, Dr. Alexander chime in. The time spent, verbally, in a positive tone of voice, interacting with a baby, is time spent building those nerve cell connections called synapses, and that can be done in a lot of different ways. Some of the easiest ways are singing to a child, even if you have a terrible voice, sing until they know any better, I mean,

Chelsea stopped me singing when she realized I couldn't sing. I can remember that day like it was yesterday. . . . I used to sing to her every single night, and when she was about 18 months old, she reached up, put her hand on my mouth and said "no sing mommy". Now, her father kept singing because he wasn't tone deaf.

Reading to a child, even if you're not a good reader. I've visited lots of GED programs, welfare reform employment training programs, and I've urged the parents there, predominantly mothers, to read to their children, often times, they'll say, well I'm not a good reader, and I'll say, before the age of three, your child doesn't know if you are a good reader. Hold the book, and tell a story. Just make sure it's the same story you tell, every time, holding the book, because the child will remember what the story is. I think that making up stories for a child is very stimulating.

Doing all those old fashioned games that again, parents and grandparents did, peek-a-boo games, the itty bitty spider game, all of that is not just some way to be engaged with your child, it really does stimulate brain growth. I think exposing your child to the out-of-doors, I mean taking your child outside and just pointing out the things that you see. Putting the child in the basket in the supermarket, and talking as you go down, pointing out what you see, I mean, there's so many opportunities that don't cost anything, that don't require you to go very far from home, that you can do, just within your own environment that will make the difference.

It is something to stress again, that it doesn't break down if you are a person who works outside the home, or inside the home, to get back to Helen's point, because as Dr. Alexander says, as a report that I write about in my book called Meaningful Differences says, you can be a terrifically engaged, stimulating parent staying home all day, or going to work, and coming home. And you can be an unstimulating, depressed, uninvolved parent staying home all day, or going out to work all day. That is not the determinative criterion. It is what you do, and how you engage with that child, our attentiveness, and awareness of what your child needs, picking up the messages and signals that your own child sends you, that really determine the quality of your parenting. Let Dr. Alexander respond, too.

Dr. Alexander: Those sound like 5 pretty good ones to me. Just a couple things I might add, we have also learned from research, the importance of physical movement kinds of stimulation. Whether it's swinging or tossing or interacting with a toy, whatever, so the physical movement kinds of stimulation are important. And any other just, close body contact. You never outgrow your need for hugs. And, the more, the better, and that kind of physical contact, is certainly important, from mother, father, anyone.

Q: Could somebody look at this data and say, 'gosh, I really should stay home for the first three years.' I've always thought my thing would be to go out in the work world, but now I've changed my mind because of this data, would that be a reasonable conclusion?

HRC: Yes, I think that a person could draw that conclusion. And a person could also draw the conclusion that I don't need to stay home for the first three years of life an attentive involved parent, and that requires that I do the following things with my child. I think that we have to be careful not to send any sort of uniform, cookie - cutter, one size fits all message because parents

come in all sizes, shapes, and experiences, so do babies. And I started out in my work years and years ago when I was in law school. And I saw so many different settings of parent - child interaction.

Let me just give you just two quick examples. I can remember working with Doctor Sally Province who was one of the early pioneers in the work of infant behavior. And she could look at a little infant interacting with her mother or her father and tell you so much about how those two people spend time together. And then she could help the parent understand what they were doing either right or wrong, because usually the only kids she saw were kids who were being under stimulated with some kind of presenting problem. And so often, you know, you hear from the mother this anguished voice: "I'm with her all day. I do everything I think I'm supposed to do. But it just isn't working." So that mother needed some help. She thought she was doing the right thing. She was home all day. Maybe that wasn't the right thing for that parent and that child. That there were some other strategies that were going to be workable.

On the other hand, you've got a lot of parents who need to work. They should not be made to feel any more guilt about their need to work and their child-rearing, than the society already puts on them. What they need to be given is some useful tips about how they can make sure they're the best parent they can be. And that includes looking for what makes good child care, because a lot of parents still don't know what it is that they want to find when they go into that child care center. Knowing what they can do with their child when they are at home, understanding this research. And so there's just a lot of different elements to this and I don't think that what would be a reasonable conclusion for one parent to draw, should then be generalized so that every parent should do this. I think we have to be much more thoughtful I how we approach this. David, were you going to say something?

DH: Basically, the Starting Points panel looked at this in terms of options, and it is certainly an option that ought to be preserved. It should in no way be discouraged for the mother, or by the way, the father. One of the things the Starting Points panel looked at to some extent was the issue of cooperation and the extent to which fathers are compensating for time now not being spent at home by mothers. The answer is not much so far, but maybe there's a little trend in that direction, with both parents involved as care givers. But in any case, that option of doing it yourself at home to the extent you possibly can, is an option that ought to be preserved. Although realistically, the panel had to face the fact that in over half the cases, both parents are out working, and therefore, you simply have to come to terms with that reality as best you can, and, as Mrs. Clinton said, adopt an array of strategies that will meet different kinds of situations.

Q: We're not saying that women should necessarily stay at home, or not stay home or whatever, probably the other one biggest policy other than family leave that's affected a lot of young mothers, is the welfare bill that was signed last year which had the effect of making a lot of women who don't necessarily want to leave their homes, [inaudible], put them into child care. How is that consistent?

HRC: I've thought a lot about this Peter. I mean, I think this is a very fair question, and if I can just sort of relate how I've thought about it. First of all, as Dr. Hamburg said, most women are

now in the work force, even mothers of infants and toddlers. So there are a lot of women in minimum wage jobs, low paying jobs, working as hard as they can to either help supplement their husbands salaries, or as a single parent, being the sole support of their children. They are now coping with all of these challenges in how they raise their children. I have never understood or thought it was fair that those women would get themselves into the work world, do the best they can, while we would support other women to stay at home when the women in the work world didn't have that choice.

I think everybody who has to work to support themselves should be on the same playing field in the sense that everybody should have to be responsible and do their part for themselves. But, that doesn't answer what we're going to do with these millions of women coming off of welfare and into the work world. And I think there are a number of strategies that the states are developing, and the federal government is encouraging. One is to train some of these women to be child care workers. There is a shortage of quality child care, I would like to see a significant effort undertaken so that we could create more effective child care settings using the money that's in the welfare reform bill and the child care appropriations to help fund that kind of training and to find subsidies so that families can afford those subsidies. There are a lot of job opportunities in this field if it is seen as a priority. Also, I think that all parents of any kind of economic background right now can use this information to be better parents. And so, the fact that welfare mothers are being encouraged, and then will be eventually required to seek work, should not be the determining factor in the quality of their parenting. Just like women who have worked have had to make the trade-offs and understand how to be the best parent possible while you work in the home and outside the home. These women will also have to face up to that, and it has been my experience in many years of working with and talking with women on welfare that there is a sense of pride and accomplishment which accompanies moving off of welfare, becoming self-sufficient--which is a very good message to send to children. I mean, one of the results, and I'd like Dr. Alexander just to say a word about this, one of the results of the child care study which reinforces everything we know about child development is that a depressed, lethargic, uninvolved mother, whether she is living in a housing project or in a palace, has a detrimental effect on the quality of parenting and interaction with her child. And so we have to be more, we have to be more thoughtful about this. There have been many women on welfare who have done a terrific job raising their children against unbelievable odds. And there are those who have not. Just like in any zip code with the highest income in America, you can find mothers who have done a terrific job and those who have had problems. So what we are trying to do is to look at strategies and solutions and not point fingers and say, well, if you stay home, you're this, and if you go to work, you're that, and if you're poor, you're this, and if you're rich, you're that. Because so many of those characteristics in individual cases don't explain what's going on. Dr. Alexander, [inaudible]

Dr. Alexander: Yeah, the day care study looked particularly at the maternal-child relationship and mother-child interaction. The former at fifteen months of age and the latter at twenty-four and thirty-six months of age. In relation to the day care experience as well as to the home environment. As direct observations of the interactions between mother and child at home and in a laboratory setting as well as the day care environment. The study at fifteen months show that the day care environment had not, did not have a negative impact on [inaudible], the day care experience did not have a negative impact on the mother-child, uh, relationship, uh, as long as the

mother-child relationship was good at home. And the governing factor really was the kind of interaction that the mother and the child had at home, not whether the child was in day care or not. Similarly, at twenty-four and thirty-six months, we looked at interactions with the mother and the child. And again the key factor was, as long as the day care quality was satisfactory, the governing factor was the interaction between the mother and the child at home. And whether the mother was passive, depressed, whatever. This is what had a negative impact on that interaction, not the day care situation.

Q: Two questions. One is for Dr. Alexander and one is for Mrs. Clinton. I can't remember whether you discussed this in your book but what did you do when Chelsea was born. Were you working? Did you take a lot of time off? Was it a hard and fast decision? And the other question is just, we've been talking a lot about mothers and children, I'm wondering if in all of the research it shows that, is that bond between a mother and a child more important than a father if the father is the primary care giver, does it have the same effect?

Dr. Alexander: Okay, we unfortunately don't have the answer to the father question yet. That's data that has been collected but not yet analyzed. So I wish I could answer that but I can't based on the data from the study. Sorry, we will have that.

HRC: Uh, I took a four month leave and because I was a partner in a law firm, my compensation wasn't effected because at the end of the year, I mean I got my salary and then I got whatever of my percentage of the income I was due was. So I didn't have the same issues. And one thing I have worked hard for was to make sure that leave was available, not only for lawyers, but for staff people and the like. And it is a very tough case to make in any kind of employment setting. Unpaid leave or paid leave, there are just so many economic considerations that people felt are controlling. And then there are also some sort of cultural considerations as well. My personal experience was that nobody that I worked with would talk to me about the fact that I was pregnant. This was seventeen years ago and I just kept on getting bigger and bigger and bigger. And they kept averting their eyes and not dealing with it. And so there was never any discussion and there was no policy. And so therefore after I had Chelsea, I just said well I'm going to take some time off. And they didn't know how to deal with it. And so they said, well alright. You know. And it was just kind of the way we backed into those decisions those days. And it has gotten better in many settings because at least there are policies and there is a sense of predictability and people can plan. But there is still this cultural resistance to the idea of leave in our society. And there is still is, I think, this very strong sense that pregnant women and women with small babies shouldn't be at work anyway. So maybe if we don't deal with it, we don't confront it, we'll kind of, by attrition, change the demographics. And of course, that overlooks all the single women who are supporting themselves and small children. And it overlooks women who have to work otherwise out of economic necessity. And it overlooks women who choose to work for the vast number of reasons that women like us around this table have chosen to work. So I think that we're kind of in one of those cultural limbos. And whenever Dr. Hamburg raises the point about how Western Europe or Canada or Japan and other countries that have leave and including paid leave deal with these issues, the response always comes back, oh, but they have ten percent unemployment, twelve percent unemployment. Their growth rate is down and all of that. But if you look at economic indicators solely and you don't look at costs associated with the

economic choices that a society makes, you get a distorted picture. And that's one of my arguments, about how we should start thinking about a much broader definition about what our investments of our country should be and what the costs that we are paying should be. I refer to a book in my book that a conservative, kind of economist observer named Edward Litwack (sp?), I think is his name, has written about turbo-charged capitalism. And he said you know, we in America seem to only look at the bottom line and we don't fully define the bottom line. And he gives an example. He said, you know, you can go to some countries and they have leave and they have this and they have that. And American business and American political leaders say, "oh my gosh, that's such a drag on the economy. That's so expensive. They have smaller, cheaper prisons. They have smaller, cheaper mental health and drug abuse loads." You know, you just kind of go down the list. And if we were honest with ourselves and if we really tally up what we spend for social costs that are preventable. There will always be people that will have to go to prison. There will always be people who are socially and personally destructive. Human nature being what it is. But cutting the numbers of people who end up causing trouble for themselves or others, is a smart way to be thinking about where we, as a society, would like to end up, both socially and economically. I think that part of what I hope this research is going to cause people to be stimulated to discuss is different ways of evaluating our success as a nation. And if we do that, then I think we can be sensible in coming up with some solutions. You looked poised to say something, David?

DH: The prevention, if you're talking about if you either pay now or you pay later, there are a number of studies. There is a new one, which I haven't seen but I've heard about, from Rann (sp?) which you may associate with defense studies, correct me but they have now taken on domestic problems as well, that looks at what you get from this dollar invested in these zero to three interventions down the road. And there have been a variety of studies on that. And it always runs somewhere in the neighborhood of five or ten dollars saved down the road. We have defined these things in terms of the health care system, the education system, the prison system, whatever name you apply to it, there are a whole bunch of rotten outcomes that to a considerable extent can be prevented, even in the light of present knowledge and will be much more so with the research in the next ten, twenty years. So we have to really think much harder about the whole approach of prevention, identifying major risk factors and how you can deal with those risk factors. In a way now, I guess that we've changed our behavior with respect to smoking. Nobody in medicine, hardly anybody thought that would happen when I was a medical student, but it's happened big time. It happened more in this country than in most other countries. So, I think that kind of thinking in terms of prevention and early investment for good outcomes is an important thing to do across the board.

HRC: I just want to end by saying that one of the responses to that, whenever I make the argument, is that, you know, it's too expensive, it's too interventionist, and it won't work. And that what we need to do is get back to a time when each individual was responsible for him or herself and each family was an island unto itself. And nobody needs any help from anybody else. And certainly not from the federal government.

And part of the reason I wrote my book was to make what I think is a common sense argument, which is that we are all in this together. Whether we like it or not. And when we think about

ways of being helpful to each other, we don't have to think only in one way. You know, we have moved considerably from the idea that top-down, one size fits all, solutions are the way we should go. But we have not yet really accepted, I think, the evidence that is around us. That there are many strategies that do work. That if we spend a little money and a little time implementing would have big pay-offs. And that certainly focusing on the individual and particularly on the individual parent and thinking what could we do as a society that would help maximize good parenting and better child outcomes. And if we thought like that, then, yes, there might be some government programs.

But there would also be some things business would do and that there would be some things that the media would do on a regular basis, not a one shot deal, continuing, and there would be different ways schools would be organized and community groups would take a different look and have a different responsibility, certainly the health care system, starting with prenatal care but moving through the child's development would be thinking differently and organizing differently, and it wouldn't necessarily be more expensive. But, it would be different, and I guess that's part of what we hope this research will stimulate. That people will start to say to themselves, "Is what we are doing, more likely than not, to increase the chances that parents and children will have more of a chance to be successful together."

NOT OFFICIAL
PREPARED BY WILLIAMS & CONNOLLY

DATELINE NBC
April 15, 1997

Announcer: April 15, 1997. Tonight. He was once proud to call himself a friend of Bill's. Now James McDougal, a key to Whitewater, is aiding the investigation of his former friend and changing his story.

McDougal: I just got sick and tired of lying for the fellow.

Announcer: He faced more than 80 years in prison. He was sentenced to three. What bargain did he strike with prosecutors, and can he link Whitewater to the White House?

Phillips: Is it fair to say that what you now have to say about that meeting could spell trouble for the President?

Announcer: James McDougal talks. A Dateline exclusive.

Announcer: From Studio 3B in New York. Here is Jane Pauly.

Pauly: Good evening. Tonight an exclusive interview with a man who has had everyone guessing for months. Stone.

Phillips: Jane, its one thing to cut a deal with prosecutors and talk. It's another thing when the people you are talking about are the President and the First Lady. That's exactly what James McDougal is doing. Yesterday the former Clinton confidant, convicted on 18 counts of fraud and conspiracy in the Whitewater investigation, was given a reduced sentence for cooperating with authorities. McDougal got the leniency he wanted. The question is what did Whitewater prosecutors get in exchange.

Phillips: You were facing more than 80 years in prison, you got three years in a federal medical facility and you'll probably only serve about half of that. Are you relieved?

McDougal: Oh yes. Very much.

Phillips: Not once but twice today in court, Whitewater prosecutor Kenneth Starr came over to you and very

warmly shook your hand, obviously very impressed with the new information he says you've been providing.

McDougal: He's a good fellow for a Republican, really.

Phillips: And you've been doing your best to cooperate?

McDougal: Yes, actually, I've cooperated with the government as fully and thoroughly as I can.

Announcer: In the words of independent counsel, Kenneth Starr, Jim McDougal is at the epicenter of the political earthquake called Whitewater. The failed Arkansas real estate deal that led to the convictions of McDougal and his ex-wife Susan and continues to raise serious questions about the roles of their former business partners, Bill and Hillary Clinton. We sat down with McDougal yesterday just after his sentencing in Little Rock.

Phillips: Last spring, you were calling Kenneth Starr and the Whitewater prosecutors Republican gangsters on a political witch hunt. Why did you decide to cooperate with them?

McDougal: First of all, we were engaged in a life-and-death struggle. It's sort of like football, you're trying to do everything you can to hurt the other fellow. And uh . . .

Phillips: And you were on opposing sides.

McDougal: We were on opposing sides. And certain facts that I can't discuss now came to me after the trial. I did wait until the 11th hour to reach an agreement to cooperate and it was just a, a judgment I made based on the facts that I knew after the trial.

Phillips: Did you feel abandoned by the President when he did not offer a pardon?

McDougal: Uh, I wasn't so much concerned he had abandoned me, I felt he had abandoned Susan.

Phillips: Your ex-wife.

McDougal: I really thought he would pardon her. That was a big factor in my decision.

Phillips: And if the President wasn't going to protect an old friend, you weren't going to protect him?

McDougal: I just got sick and tired of lying for the fellow, you know.

Phillips: Is that what you were doing?

McDougal: Yes.

Announcer: At issue is whether Bill Clinton joined McDougal in an illegal scheme to cover their losses in the Whitewater deal. Until now, this man has been the government star witness: David Hale, a one time judge, now an admitted felon, said under oath that in 1986, then Governor Bill Clinton encouraged him to make what turned out to be an illegal \$300,000 loan. The check went to Susan McDougal; the money ostensibly for a marketing company she claimed to be forming. But some of that money actually wound up being diverted to pay bills for Whitewater.

Voice: Did you ever pressure David Hale to provide loans for your friends, the McDougal's?

BClinton: No.

Phillips: President Clinton has flatly denied Hale's story. And for years, so did Jim McDougal.

McDougal: It's a lie. I always saw David as sort of a recreational liar, he just enjoys lying.

Phillips: The reports are that you've changed your story about a crucial meeting here in Little Rock in 1986 and about the crucial question: Did Bill Clinton know about and encourage an illegal loan? Has your story changed?

McDougal: I'm not at liberty to comment on that. I really, really wish I could.

Phillips: During his testimony, David Hale says there was a meeting, Clinton was there, the three of you discussed a loan to Susan McDougal, and that Bill Clinton said something to the effect, my name cannot be on this.

McDougal: I don't remember, uh, his saying that.

Phillips: Was Bill Clinton there?

McDougal: We were together at Castle Grande, yes.

Phillips: There with David Hale?

McDougal: Yes.

Phillips: Talking about a loan?

McDougal: Yes.

Phillips: For Susan McDougal?

McDougal: Yes.

Phillips: Do you believe that he knew that this wasn't all above-board?

McDougal: I have no idea.

Phillips: Did you know it wasn't above-board?

McDougal: Yes.

Phillips: Did David Hale?

McDougal: I don't know. I, I just can't project to other people. I, I can only take the blame for what I've done.

Phillips: The President has been asked about all of this under oath, in the videotaped testimony in your trial, and he denies all of it. He says he wasn't at that meeting, didn't know anything about this loan.

McDougal: My agreement with the, uh, special counsel won't permit me to discuss the President's testimony. I'm sorry.

Phillips: Is it fair to say that what you now have to say about that meeting could spell trouble for the President?

McDougal: I think that they should be deeply concerned.

Phillips: Is it true that when you were agreeing with the President's version of events, that you failed repeated lie detector tests?

McDougal: Well, I took lie detector tests actually concerning my guilt or innocence in the question of had I engaged in a conspiracy. I passed that. Then, we also had placed into question, to try to exonerate the President, but unfortunately on five separate

occasions, I failed. When I attempted to defend him, I failed to pass the test.

Phillips: With regard to this meeting and this loan?

McDougal: Uh, to his knowledge of this loan, yes.

Phillips: And you failed it?

McDougal: Yes.

Phillips: So let me get this straight. You're saying that because you flunked a lie detector test before, it proves that you're telling the truth now?

McDougal: No, the question was does, uh, does Bill Clinton know about the, did he know about this meeting? That's the question the public record examiners put, and my answer was no. But, in five separate occasions it showed up that that was a deceptive answer. And it was, in fact, a deceptive answer.

Phillips: You've changed your story.

McDougal: Yes. I was trying my best to protect him.

Phillips: If you've lied about it before, why should we believe you now? How, how do we know that you are not telling the prosecutors what you think they want to hear, in order to have gotten this lenient sentence?

McDougal: You have every right to, uh, be suspicious and to think that perhaps I'm doing that.

Phillips: If this meeting really did take place -- the President was there and knew about this loan -- why is Susan McDougal, your ex-wife, sitting in prison saying it's all a lie?

McDougal: Susan's in prison because she refused to answer a question before the grand jury.

Announcer: Susan McDougal, jailed for refusing to testify, even after a grant of immunity. She's accused Whitewater prosecutor Kenneth Starr of conducting a witch hunt to get the President, a charge she leveled again in a jailhouse interview with NBC News.

SMcDougal It is a political vendetta. It is simply structured to hurt the President.

Phillips: She says she won't lie for leniency, and says that's exactly what you are doing.

McDougal: Right. And the question Susan couldn't answer or wouldn't answer was, did Bill Clinton testify truthfully at your trial? She won't answer that question. Therefore, she's in contempt. But to speak to the issue of Susan generally, I feel that anything that she was charged with was in fact my responsibility. That what she was convicted on was, uh, uh, something relating to a loan document, into a loan request. She didn't do that. I prepared those loan requests. She is totally innocent of that.

Phillips: She says that you are a sick man, heart problems, manic depression, and that you are being manipulated by the prosecutors.

McDougal: Well, as to whether I'm subject to manipulation would be something that, uh, people who've watch me over the years could make their own decision.

Phillips: You don't think so.

McDougal: I'm not very easily pushed.

Phillips: Because you've changed your story, your testimony is tainted.

McDougal: Yes.

Phillips: Written documents, written records would speak for themselves. Have you led prosecutors to financial records they didn't know about in this case?

McDougal: Yes. As they said in court, I have.

Announcer: In fact, as the Whitewater prosecutor left the courthouse yesterday, he praised McDougal, saying the President's former partner had helped uncover important records investigators hadn't even known about before. Starr was tight-lipped about what's in the documents, but he hinted that Jim McDougal has opened up a new line of investigation.

Starr: He's led us to both documents and he has led us to witnesses.

Announcer: Meanwhile, McDougal says he still wonders what happened to some of the original financial records from Whitewater. He says he'd been trying to get

them back from Vince Foster, Hilary Clinton's close friend and former law partner in Arkansas, when the White House aide was found dead in an apparent suicide. Only later was it revealed that records had been removed from Foster's White House office.

Phillips: Just before Vince Foster's suicide, you were calling his office at the White House trying to get records promised to you.

McDougal: Yes, at the time I bought the Clinton's stock in December 1992, uh, Vince has contracted that he would have those papers to me within 90 days, and after 180 days, I called him and left word with his secretary that they weren't forthcoming.

Phillips: Did you ever get them?

McDougal: Well, I got what was allegedly the records, but all the important papers, the bank statements, the check stubs and the cancelled checks, uh, and the partners' drawing accounts had all been left out. So I never truly received back the substantive records of the corporation.

Phillips: To your knowledge, have those ever surfaced?

McDougal: No.

Phillips: To this day?

McDougal: That's right.

Phillips: Vince Foster was holding them. Do you, do you believe, or are you suggesting he was hiding them?

McDougal: I have no suggestion to make on it. I just know I didn't get them.

Announcer: And what about those billing records that mysteriously turned up in the private quarters of the White House and prompted prosecutors to call Hilary Clinton before a grand jury. They were for work done at the Rose Law Firm for Jim McDougal Savings & Loan. And they involved a series of questionable real estate deals. Not the Whitewater property in this case, but another development called Castle Grande.

Phillips: How much work did Hillary Clinton do for you on the Castle Grande project?

McDougal: I don't recall Hillary doing anything on the Castle Grande project except making one phone call.

Phillips: So why all these, these billings?

McDougal: I'm amazed. Webb Hubbell did the work as far as I knew.

Announcer: Webb Hubbell worked with Hillary at the Rose Law Firm. Went on to hold a top post at the Justice Department, and wound up in prison, because it turns out he had billed Rose clients out of hundreds of thousands of dollars.

Phillips: So this is part of Webb Hubbell's uh, handiwork with his billing practices?

McDougal: Creative bookkeeping.

Phillips: And when the First Lady says she had little or no involvement in, in that . . .

McDougal: She's telling the truth.

Phillips: She's telling the truth?

McDougal: Yes.

Phillips: Bill and Hillary Clinton were once good friends of yours.

McDougal: Yes.

Phillips: Have you betrayed them?

McDougal: Well, I don't think so. I think the Clintons are really sort of like tornadoes moving through people's lives that -- I'm just one of the people left in the wake of their passing by in there, but I have no whining or complaining to do, because I have lots of company.

Announcer: The White House declined to comment on the interview. McDougal says that for the past six months, his cooperation with the Independent Counsel has been a full time job, answering questions, reviewing documents, testifying before the grand jury. He has been ordered to begin serving his sentence in mid-June, but the Whitewater prosecutors want that postponed so McDougal is readily available as the investigation continues.

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT & LEARNING
April 17, 1997

THE PRESIDENT & MRS. CLINTON
THE VICE PRESIDENT & MRS. GORE

Dr. John Lawrence Aber
Director, National Center for Children in Poverty

Dr. Duane F. Alexander
Director, National Institute of Child Health & Human Development

Ms. Sheila Pegues Amaning
Co-Chair, Early Childhood PTA

Ms. Carolyn Becraft
Deputy Assistant Secretary of Defense for Personnel Support, Families
and Education

Ms. Helen Benham
Scholastic, Inc.

Mrs. Carol Berman
Zero to Three National Center

Ms. Julie Bernas-Pierce
Blind Babies Foundation

Hon. Sheldon C. Bilchik
Administrator, Office of Juvenile Justice & Delinquency Prevention
Department of Justice

Ms. Barbara "Bobbi" Blok
Executive Director, Washington Child Development Council

Dr. Thomas Berry Brazelton
Professor of Pediatrics, Harvard Medical School

Mr. David V.B. Britt
President & CEO, Children's Television Workshop

Mr. James Larry Brown
Director, Center on Hunger, Poverty & Nutrition Policy, Tufts University

Dr. John Bruer
President, James S. McConnell Foundation

Mr. Shannon Romandos Bryant
Student Team Leader, Jumpstart

Mr. Patrick Butler
Vice President, The Washington Post Company

Hon. Jane L. Campbell
Cuyahoga County Commissioner

Rev. (Dr.) Joan Brown Campbell
General Secretary, National Council of Churches

Ms. Joy Carlson
Director, Children's Environmental Health Network

Hon. (Gov.) Lawton M. Chiles
Governor of Florida

Dr. Harry T. Chugani
Director, PET Center, Children's Hospital of Michigan

Dr. Donald Cohen
Director, Yale University Child Study Center

Dr. Jordan J. Cohen
President, Academy of American Medical Colleges

Encl. 4/17
Conf.

THE WHITE HOUSE

WASHINGTON

April 12, 1997

✓
TO: Lissa, Brenda

FROM: Pam *Pam*

I am attaching a recent letter HRC received from Dr. Jerome Kagan about the brain conference which she wanted both of you to have. She would like it to go in her briefing book for the conference. She would also like to use it in some way in her speech, but Lissa will have to talk directly to her about usage.

Attachment

(Nicole is preparing response)

HARVARD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

JEROME KAGAN
Daniel and Amy Starch
Professor of Psychology

WILLIAM JAMES HALL
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OFFICE: 617-495-3870
FAX: 617-495-3728

March 17, 1997

Ms. Hilary Rodham Clinton
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20599

Dear Ms. Clinton:

I learned today through a conversation with a television journalist and an article in this week's New Yorker magazine that you and the President are planning a meeting in late April on the brain and education. I am a developmental psychologist who has studied children for over 40 years and hope that the following comments, which will be brief, will be helpful to you as you plan the meeting.

There is no question that the brain sciences have made dramatic advances over the last several decades. My colleagues and I celebrate these scientific victories. However, it is still far from clear that this new knowledge has obvious implications for the vast majority of American infants. There is no question that a proportion of American infants -- probably no more than 10 to 15 percent -- are not receiving the proper amount of play, stimulation, and predictability necessary for healthy development in contemporary American society. I applaud the administration's efforts to correct this very undesirable state of affairs.

However, it is less clear that the vast majority of American infants are deprived of the proper amount of stimulation and play necessary for healthy growth. I fear that a White House conference that adopted the position taken by the February 3 issue of Time magazine would be dangerous and create a great deal of worry and guilt in perfectly adequate mothers. The vast majority of American mothers are loving and provide their young children with sufficient stimulation and nurture for their healthy development. It would be undesirable if the prestige of the White House was used to imply that these mothers could do even more to help their infant's growth. Consider an analogy with vitamin C. If a child is not receiving the minimum daily requirement of vitamin C, the child's health is compromised. However, for the vast majority of children who are receiving adequate amounts of vitamin C, further administration of vitamin

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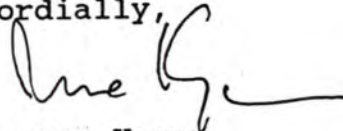
Ms. Hilary Rodham Clinton
March 17, 1997

C is of no benefit. The reporter who wrote the Time magazine article was exaggerating in a major way by suggesting that every time a mother looked at her infant a synapse closed and the baby's brain moved a little bit closer to perfection.

You and the President are well aware of the fact that the major problem in the United States is the increasing gap between the children of the poor and the children of the middle class. That gap must be closed if our society is to prosper and avoid future difficulties. That goal is not enhanced by causing middle-class mothers to worry that they are not providing their young children with enough stimulation. Middle-class mothers will take that advice seriously; the uneducated mothers living in poverty will not and our efforts must be directed at this latter group.

I have been and continue to be a supporter of the Democratic Party and a fan of both the President and yourself. I applaud your efforts to heal our society and hope that these comments will be helpful as you plan the April meeting.

Cordially,

A handwritten signature in dark ink, appearing to read "Jerome Kagan", with a long horizontal flourish extending to the right.

Jerome Kagan

JK:pcm

THE WHITE HOUSE AT WORK:**Thursday, April 17, 1997****TODAY: PRESIDENT AND FIRST LADY HOLD EARLY CHILDHOOD DEVELOPMENT CONFERENCE**

Today at the White House, the President and First Lady host "The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children."

- The President said in his State of the Union address, "learning begins in the first days of life...scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants."
- Today's Conference brings together esteemed scientists, doctors, sociologists, parents and other experts to examine how we can use this new research in practical ways -- to be better parents and care-givers, and to raise stronger families.
- Participants at the White House will be joined by satellite by thousands of people at more than 80 sites around the country.

This morning, the President announces new actions to improve the early development of America's children:

- The President asks the Defense Department -- which runs a model child care program -- to "adopt" civilian child care centers, helping them improve quality and become accredited, sharing information on how to operate successfully, and working with state and local government training programs to help people moving off welfare to become child care workers.
- The President announces an upcoming White House Conference on Child Care.
- The President expands Early Head Start enrollment by one-third for next year; and to help parents and care givers teach the very young, a new "Ready, Set, Read" Early Childhood Development Activity Kit will go out to early childhood programs across the country as part of the President's America Reads challenge.
- The President announces new Child Victims of Violence Initiative, to train police, prosecutors, probation and parole officers and mental health

professionals in child development, so they are better able to help young children who are victims of violence.

- The President calls for his Children's Health Initiative, to extend health care to as many as 5 million uninsured children by 2000.



Remarks by The First Lady at The White House Conference on Early Childhood Development and Learning



THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release
April 17, 1997

The East Room

4:54 P.M. EDT

MRS. CLINTON: Well, that was a wonderful way to end this remarkable day. I want to thank everyone who participated in the panels this morning and this afternoon. I want to thank all of you who were here as members of the audience, both here in the East Room and in the Old Executive Office Building and out around the country.

When Rob was talking about his commitment to these issues of 20, 25 years, I couldn't help but look out and see Bernice and Barry and Ed Zigler and think it's about 50 or 60 years for some of the people in this audience. (Laughter.) And we are grateful for that pioneering commitment and work that you have brought to this issue. And we are finally catching up to what you have been advocating for a very long time.

Now it's time for us to leave this table and consider all of the ways that each of us can carry on the mission of enhancing the development of our children. Many of you are on the front lines doing that every day. On this panel, we have Harriet Meyer, and we have Sheila Amaning, and we have Chief Wearing, and we have Gloria Rodriguez who are out there day in and day out working with children and families. And those are the people that the rest of us have to support because, for all of the concern and caring that we may bring to this issue, it is these people and the people they work with who will actually be in those homes putting together those programs, making those connections.

And we also, I think, are blessed to have with us today business leaders like Mr. Langbo who understand that there really isn't any more important bottom line than what we do as parents of our own children and what we do as citizens of our society to enhance the potential of all children as future citizens and as future employees. And that kind of enlightened leadership and enlightened self-interest is critical to how we see the next steps in this effort to bring attention to this important set of issues, and then to act on what we now know.

We're also blessed to have public officials here, starting with the Vice President and Mrs. Gore and Governor Miller and Governor Chiles, and we have members of Congress and members of the Cabinet who also appreciate the significance of this new information. And I hope that we will be able to think of good arguments and effective ways of communicating why this is important and why it should go far beyond partisan politics and become an American issue, not an issue of any political party or ideology, as to how we try to enhance the raising of our children.

And then we have members of the media who we are all reliant upon to convey this information not just for a week, not just for one show, but as Rob has eloquently expressed,

to really make it an ongoing commitment. I said this morning that there are people in the world who ask, how are the children, and all of us, I hope, will begin asking that as well, because we have so many opportunities now. As Governor Chiles said at lunch, the information and research that science is giving us provides a hook that we have not had before. And it is up to us to figure out ways of using that in our respective positions.

I hope that this conference has laid the groundwork for all of us coming together to be more committed and more effective in that commitment on behalf of American children. I thank all of you for being part of what I hope will be looked back on as a part of a historic moment that involves the research that has been done, the dissemination and communication of it, and then the follow-up. And I thank you all and invite you to join us and others who will be arriving at a reception in the tent in the back yard.

And, really, I hope you will go away from this event at the White House as inspired and fired up as Rob Reiner is. (Laughter.) Thank you all very much. (Applause.)

END

4:59 P.M. EDT



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View Related Topics

April 17, 1997, Thursday, Final Edition

SECTION: A SECTION; Pg. A03

LENGTH: 910 words

HEADLINE: Addressing a Conflict Raised By Families, Women's Careers; **Hillary Clinton** Hosts Conference on Early Childhood

BYLINE: Peter Baker, Washington Post Staff Writer

BODY:

No matter how obvious her pregnancy became, **Hillary** Rodham **Clinton** noticed that her partners at a Little Rock law firm did everything they could to avoid raising the subject. "I just kept on getting bigger and bigger and bigger and they kept averting their eyes and not dealing with it," she recalled the other day.

So in the absence of any formal policy or even much discussion, the future first lady took it upon herself to decide she would take four months of maternity leave after the birth of her daughter.

More than 17 years later, Chelsea Clinton has grown up and is getting ready for college, but her mother is still trying to force issues to the table that defy easy answers, even for her. This time, however, she can use the power of the White House to force others to pay attention.

As she hosts a day-long conference on early childhood in the East Room today, **Hillary Clinton** hopes to focus more attention on new research on the importance of the first three years of life to a child's brain development. Yet her latest project exposes a subtle tension for the nation's most prominent working mother: how to encourage parents to be more attentive to their toddlers without seeming to betray her feminist ideals by urging career women to stay home.

"That's the real challenge they face," said Douglas J. Besharov, a scholar at the American Enterprise Institute and editor of a recent book on early childhood. "They've got to somehow present this in a way that doesn't make women who either have to work for financial reasons or emotional reasons or because that's what they want to do feel too guilty about it."

Today's event, informally referred to as the "**brain conference**" around the White House, will include President Clinton and a plethora of scientists, pediatricians, religious leaders and others and will be broadcast by satellite across the country. The assemblage will examine recent studies on child development and explore their implications on public policy and private behavior.

In many cases, the lessons drawn from the research surely will be met with universal agreement. Just yesterday, as part of the buildup for the conference, **Hillary Clinton** announced a national partnership aimed at getting children's doctors to "prescribe reading" aloud for parents of infants and toddlers.

However, the underlying message of the conference touches on the larger societal anguish over finding the proper balance between family and work in an age when 57 percent of mothers of children under age 3 work outside the home. It's a conflict that the first lady acknowledges even as she tries to tiptoe around it.

During a briefing for reporters earlier this week, Clinton endorsed the idea of six months of

government-mandated paid maternity leave, but then immediately dismissed it as politically impossible. Asked if the latest scientific data should persuade new mothers to stay home for three years, she reflected the ambivalence felt by many young parents.

"I think that a person could draw that conclusion -- and a person could also draw the conclusion that I don't need to stay home for the first three years of life to be an attentive, involved parent," Clinton said. "We have to be careful not to send any sort of uniform, cookie-cutter, one-size-fits-all message because parents come in all sizes, shapes and experiences, and so do babies."

To some extent, her thinking underscores the evolution of the gender revolution, according to some scholars. Frances K. Goldscheider, a sociology professor at Brown University who has written extensively on families, said the first half of the revolution was effectively anti-family because women were "trying to be like men." Now, she said, society is entering a new stage in which she hopes the rules will not be so rigid and women and men can stay home without jeopardizing their careers.

"I'm comfortable with having lots of parents around the first year," Goldscheider said. "I think it's insane for young mother attorneys to try to get back to the office within the first two weeks. . . . It's taken me a while to come around to this, as a feminist for 30 years, but families are just too important."

Even without input from her colleagues, of course, **Hillary Clinton's** choice all those years ago was far easier than those confronting many young mothers today. At the time, she was living in the Arkansas governor's mansion, remained a partner at the Rose Law Firm and still received her compensation at the end of the year.

For hundreds of thousands of women on welfare, on the other hand, the Clinton administration essentially made the choice for them. Legislation signed last year to overhaul welfare will force many mothers to work, an issue that troubled the first lady, as she made clear during this week's briefing.

But she said that after much thought, she came to the conclusion that it is unfair for the government to "support other women to stay at home when [many of] the women in the work world didn't have that choice."

Besides, she stressed, the responsibilities of child rearing should not fall entirely to women, and the amount of time spent with a child is only one factor. "A depressed, lethargic, uninvolved mother, whether she is living in a housing project or in a palace, has a detrimental effect on the quality of parenting and interaction with her child," she said. "And so we have to be more thoughtful about this."

LANGUAGE: ENGLISH

LOAD-DATE: April 17, 1997

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April 17, 1997, Thursday, Final Edition

SECTION: Part A; NATION; Pg. A6

LENGTH: 941 words

HEADLINE: Attention sought on brains of fetuses;
White House aims agenda at children

BYLINE: Paul Bedard; THE WASHINGTON TIMES

BODY:

Congressional and pro-life critics of the Clinton administration are attacking today's White House conference on early childhood learning for snubbing the unborn by largely ignoring fetal brain development.

"If you want to have healthy, vibrant children, brain development starts before birth, that's when it begins," said Rep. Christopher H. Smith, New Jersey Republican.

"Not to focus on that is a dereliction of science. It underscores this administration's schizophrenic mentality against the unborn," he said of the White House Conference on Early Childhood Development and Learning.

"The leaders of this conference truly do not see the pre-born as a child, and that comes through very clear," said Carmen Pate, vice president of Concerned Women for America.

Doug Johnson, legislative director of the National Right to Life Committee, noted the irony of the conference's attention to youth brain development and President Clinton's veto of the ban on partial-birth abortion, in which the unborn child is partially delivered, then has its brain sucked out.

"That veto seems inconsistent with his expressed desire for child brain development," he said.

Other critics have raised concerns that the session will lead to broad government rules aimed at changing how parents raise their children.

The conference, the brainchild of first lady **Hillary Rodham Clinton**, will explore how a child's mind develops and what changes in environment should take place to help a child grow up healthy.

Mrs. Clinton, who plans to pick up on former first lady Barbara Bush's book-reading campaign, said that helping develop a young mind "can have more importance for what kind of country we have than much of what passes for news."

She has invited several leading medical, social and entertainment-industry authorities on sparking mental activity in young children, including Hollywood producer Rob Reiner, who is promoting the I Am Your Child campaign to look at the media's role in influencing child development.

Only one of the 12 participants in today's conference is a doctor with prenatal experience, but many are experts in pediatrics or social policy, such as police-community relations.

Much of the new medical and White House focus on young brains comes from neurobiologists, including conference participant Carla Shatz, who have determined that brain activity begins in the womb.

"To many people's surprise, we have found that the fetal and newborn brain is not just a miniature version of the adult brain. Rather, it is constantly changing, first in response to internal events, and later in response to sensory input," Dr. Shatz said.

The lack of doctors or topics devoted to prenatal care and Mrs. Clinton's comment this week that she would like to see a federal effort to train or inform parents of new childhood brain-development techniques have irked pro-life groups and small-government advocates.

At Mr. Smith's urging, House Republican leaders, including Speaker Newt Gingrich and Majority Leader Dick Armey, this week demanded that the White House devote a third of its full-day conference to prenatal care and efforts to stimulate development in fetal brains.

"Brain development in children does not begin at birth, but is part of a continuum that originates at conception. What we learn about the prenatal child will not only help in the promotion of good prenatal care and prevention, but may also provide guidance to parents and doctors about brain plasticity in young children and compensation for brain damage," said a letter signed by nine Republicans.

"If we are to benefit from current knowledge about children's physiological development, specifically the near-miraculous formation of the human brain in the first years of life, we need to begin with the unborn child in the womb. To ignore or give short shrift to this stage of children's development would be undervaluing the most important time in every human person's life."

****BOX

BRAIN CONFERENCE

The White House has invited 12 experts to speak at its Conference on Early Childhood Development and Learning.

- * Dr. David Hamburg, the president of the Carnegie Corp., will serve as moderator.
- * Dr. David Cohen of Yale University will discuss how children's behavior helps parents understand their cognitive, emotional and social development.
- * Dr. Carla Shatz of the University of California at Berkeley will explain how children's brains grow and develop in the earliest years of life.
- * Dr. Patricia Kuhl of the University of Wisconsin will discuss how children learn language.
- * Dr. Ezra Davidson of Drew University will discuss the importance of prenatal and perinatal services.
- * Dr. T. Berry Brazelton of Harvard University will talk about the pediatrician's role in early childhood development.
- * Dr. Deborah Phillips of the Institute of Medicine will discuss how child care can affect early development.
- * Dr. Gloria Rodriguez of San Antonio will discuss family support in Hispanic communities.
- * Harriet Meyer of Chicago will discuss the Ounce of Prevention program to test early childhood development.
- * Police Chief Melvin Wearing of New Haven, Conn., will talk about how officers use child-development principles in their work.
- * Arnold Langbo of the Kellogg Co. will discuss his company's community program to provide

information on early brain development to Battle Creek, Mich., parents.

* Rob Reiner of CastleRock Entertainment will talk about the firm's I Am Your Child program and the media's role in making information on early childhood development available.

GRAPHIC: Box, **BRAIN CONFERENCE**, By The Washington Times

LANGUAGE: ENGLISH

LOAD-DATE: April 17, 1997

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Search: General News;Brain conference and hillary w/2 clinton

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8TH STORY of Level 1 printed in FULL format.

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April 30, 1997; WEDNESDAY; ALL EDITIONS

SECTION: OPINION; Pg. L11

LENGTH: 832 words

HEADLINE: IT'S NEVER TOO EARLY ;
BRAIN FOOD FOR BABIES: TALK

BYLINE: JAMES AHEARN

BODY:

THE YEAR is only one-third over, but I have a nomination already for most significant event of 1997. It is not the mass suicide in California, nor the bloody episode in Peru. No, this event concerns life, not death, and it concerns the very first months of life at that.

Here's the scoop: Scientists have discovered that mothers matter.

To which most of us would reply, "So what else is new?" Of course they matter. We have always known that. Ah, but it was only common sense and personal experience that told us so. Now the experts have weighed in.

New research shows that competent mothers talk to their babies a lot. The babies respond. Their brains develop faster and better than the brains of babies that don't receive such attention.

News stories about the research use the gender-neutral term "parent" rather than "mother," but I would submit that it is the female parent who is most directly involved in the care of newborns and toddlers.

The key discovery was made by Betty Hart of the University of Kansas and Todd Ridley of the University of Alaska. They studied 42 children born to professional, working-class, and welfare families. The scientists spent an hour a month in each home, recording every spoken word and parent-child interaction. The observations continued for the first 2 1/2 years of the children's lives.

The differences among the three groups were striking. A child of professional parents heard, on average, 2,100 words an hour. Children of working-class parents heard 1,200 words, children of welfare parents only 600 words.

Further, the quality of the interaction differed. Children in professional families got positive feedback 30 times an hour, twice as often as children in working-class families and five times as often as in welfare families.

The tone of voice differed from one group to another, and so did the nature of the conversation. Some parents limited themselves to "Stop that!" and "Come here." Others would say, more invitingly, "What did we do yesterday? What did we see?" By the time the children were 2 years old, parents in all three groups were talking more to them, but by then the pattern of thinking in each child was set. At age 3, the children were given standard tests.

The children of professional parents scored highest, and spoken language was the key variable.

This is really thought-provoking. The neurological foundations for rational thinking, problem solving, and general reasoning seem to be established by age 1. Before birth, the baby's genes determine brain development. After birth, the environment is the key determinant.

The most comprehensive account I saw was the one in The New York Times, which reported that the differences among the groups of children at age 2 were so great that those left behind would never catch up. They would learn to read and to utter complex sentences, but would have trouble using abstractions from one memory to form new ideas and solve problems.

What are we to make of all this? That every child deserves, for optimum development, not only a loving mother but one with a professional degree?

Is social status destiny?

What can society do for children born to less fortunate families?

Can mothers whose own language skills are inadequate be taught to communicate with their infants? Who will teach them? Who will pay for it?

Hillary Rodham Clinton convened a special White House conference to receive the data. She said, tartly, that some people would seize upon the new findings to argue that in the first years of a child's life, a mother should not work outside the home, period.

Some people will indeed say that. This is not her position, of course. She favors "quality" child care.

Last week the first lady went to Princeton, where the university staged a sort of pep rally for early childhood education. She was the keynote speaker. She had a suggestion on funding: Many states, including New Jersey, will receive more welfare money this year from the federal government in block grants, even as welfare rolls are declining. Why not use some of this windfall for child care?

Christie Whitman provided an answer even before Hillary Clinton could pose the question. On the day before the first lady made her pitch in Princeton, the governor had a surprise announcement, the state was

launching a new \$ 8.5 million child-care program.

It is called Bright Beginnings. It will pay for more licensed day-care centers, for more Head Start programs, for training for child-care workers, for parenting education, and for after-school care.

The money will come in part from a federal block grant.

The program won't meet all of the need. It won't even come close, but it will be a start.

And if you think the timing of this announcement was coincidental, I have a really nifty investment for you to consider, in Brooklyn.

LANGUAGE: English

LOAD-DATE: April 30, 1997

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April 18, 1997, Friday, 3 STAR Edition

SECTION: a; Pg. 4

LENGTH: 642 words

HEADLINE: Clintons highlight child development;
Conference promotes early interaction

BYLINE: NANCY MATHIS, Houston Chronicle Washington Bureau; Staff

DATELINE: WASHINGTON

BODY:

WASHINGTON - All the White House talk Thursday was baby talk.

President Clinton and Hillary Rodham Clinton hosted the all-day White House Conference on Early Childhood Development to highlight the importance of nurturing infants and toddlers.

"At first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk," said Hillary Clinton, the driving force behind the seminar.

"But that discussion has never been more important, because science ... has now confirmed what many parents have instinctively known all along: that the song a father sings to his child in the morning or a story that 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," she said.

The symposium, with experts in the child development field, was beamed to nearly 100 sites in 37 states to publicize to parents and child care workers the latest science on brain development of children and their learning habits.

New research indicates a critical time, from birth through age 3, in which nurturing is important to brain development. It also has found that the brain structure continues developing until age 15.

"No matter how young, a child does understand a gentle touch or a smile or a loving voice," Clinton said. "Babies understand more than we have understood about them. Now we can begin to close the gap and to make sure that all children in this country do have that chance to live up to the fullest of their God-given potential. "

Hillary Clinton said she hoped the seminar "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, storytelling, just talking and listening. "

Experts maintain that such activities are crucial in the early months of a baby's life.

"When we speak to our children something is happening. We are bringing about changes in the brain that will allow them to participate in the communications game," said Patricia Kuhl, director of the University of Washington's speech and hearing sciences department. "Infants are born to learn. Our role is to be good partners in this learning process. "

But the president and first lady also heard experts criticize the White House's embrace of the new welfare reform law.

The law requires welfare recipients, mostly mothers, to go to work within two years of receiving benefits and places a lifetime cap of five years on benefits. Critics contend it will push more children into poverty.

Dr. Terry Brazelton of Harvard Medical School, told the president, "In welfare reform, we turned the wrong way. We should have looked at what we were going to do with children before we pushed women out into the workplace. "

The president, who opened the session, said the welfare reform bill will give states a chance to put extra funds into child care. He said the new law "gives all of you who care about child care a year or two to make strenuous efforts, state by state, to create a more comprehensive, quality system of child care than we have ever had before. "

Clinton said his administration also wants to expand health care coverage to children who are not now covered.

He said his budget would extend coverage to an additional 5 million children by the year 2000.

The president announced he was ordering the Defense Department to share information with states and corporations on how it operates its successful child care centers.

He also announced the Justice Department will begin a new initiative called Safe Start that will train police, prosecutors and others in child development so they can handle situations involving youngsters.

GRAPHIC: Photo: President Clinton pauses in the White House East Room on Thursday while presiding over a conference on childhood development.; Associated Press