

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 17, 1997

REMARKS BY THE PRESIDENT  
AND THE FIRST LADY  
AT WHITE HOUSE CONFERENCE ON  
EARLY CHILD DEVELOPMENT AND LEARNING

The East Room

10:45 A.M. EDT

MRS. CLINTON: Please be seated. Welcome to the White House and to this very special White House Conference on Early Childhood Development and Learning. We are delighted that you can join us today not only here in the East Room, but I want to give a special welcome to the thousands of people who are joining this conference via satellite from universities, hospitals and schools around the country. There are nearly 100 sites in 37 states.

Now, at first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk. But that discussion has never been more important, because science, as we will hear from the experts who are with us today, has now confirmed what many parents have instinctively known all along, that the song a father sings to his child in the morning, 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.

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

But this is not just for America's families. This information is crucial for anyone in the position of leaving an impression on a young child's growing mind -- day-care workers, teachers, doctors and nurses, television writers and producers, business leaders, government policy-makers, all of us.

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

A child's earliest experiences, their relationships with parents and care-givers, the sights and sounds and smells and feelings they encounter, the challenges they meet determine how their brains are wired. And that brain shapes itself through repeated experiences. The more something is repeated, the stronger the neuro-circuitry becomes, and those connections, in turn, can be

permanent. In this way, the seemingly trivial events of our earliest months that we cannot even later recall -- hearing a song, getting a hug after falling down, knowing when to expect a smile -- those are anything but trivial.

And as we now know, for the first three years of their life, so much is happening in the baby's brain. They will learn to soothe themselves when they're upset, to empathize to get along. These experiences can determine whether children will grow up to be peaceful or violent citizens, focused or undisciplined workers, attentive or detached parents themselves.

We now have reached the point of understanding that a child's mind and a child's body must be nourished. During the first part of the 20th century, science built a strong foundation for the physical health of our children -- clean water and safe food, vaccines for preventable diseases, a knowledge of nutrition, a score of other remarkable other lifesaving achievements. The last years of this century are yielding similar breakthroughs for the brain. We are completing the job of primary prevention, and coming closer to the day when we should be able to ensure the well-being of children in every domain -- physical, social, intellectual, and emotional.

I have very high hopes not only for this conference, but for what I hope will come from it. But there are, however, two things I hope this conference will not do. The first is I hope this information will not burden or overwhelm parents. Parenting is the hardest job in the world, and the information we offer today is meant to help parents, not to make them anxious or imprison them in a set of rules. If you forget to read to your child one night, please, that's okay. (Laughter.)

Think of this conference as a map. And like any good map, it shows you a lot of different ways to get where you need to go. Many American parents have been asking for just such a map. A new survey, "From Zero to Three," the National Center for Infants, Toddlers and Families shows a real hunger on the part of parents for knowledge on how they can play a positive role in their child's early development. And I hope this conference in one of the ways we answer that call.

The second thing I hope does not happen is to create the impression that once a child's third birthday rolls around, the important work is over. The early years are not the only years. The brain is the last organ to become fully mature anatomically. Neurological circuitry for many emotions isn't completed until a child reaches 15. So there is always room for appropriate stimulation, loving and nurturing care by adults who are invested in a child. There's always something that concerned adults can do.

And that has special relevance for adoption. Adoptive parents can make an enormous difference for a child at any time, and especially for older children.

That said, here is what I hope the conference will accomplish. I hope it will get across the revolutionary idea that the activities that are the easiest, cheapest and most fun to do with your child are also the best for his or her development -- singing, playing games, reading, story-telling, just talking and listening. Some of my best memories are reading to our daughter, even if I fell asleep in the nine hundredth reading of "Goodnight, Moon." But reading to her when she was young was a joy for Bill and me, and we think also a joy for her. But we had no idea 15, 16, 17 years ago that what we were doing was literally turning on the power in her brain, firing up the connections that would enable her to speak and

read at as high a level as she possibly could reach.

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

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

And I'm pleased to introduce someone who has been saying this and practicing it for a long time -- maybe not in poetry, but certainly in the countless stories and books and songs that he has shared not only with our daughter, but with our nephews and, really, any small child who ever crosses his path. As the President of the United States and as a father, he has acted on these beliefs, putting the well-being of children at the very center of national policy. So it pleases me greatly to introduce my fellow reader of "Good Night, Moon," the President, Bill Clinton. (Applause.)

THE PRESIDENT: Thank you. Thank you very much. Thank you very much, and welcome to the White House. I was relieved to hear Hillary say that the brain is the last organ to fully develop. It may yet not be too late for me to learn how to walk down steps. (Laughter.) Or maybe I was thinking it was because I was always hugged when I fell down as a child, I did this subconsciously on purpose. (Laughter.)

Let me begin by thanking the members of the Cabinet who are here. I see Secretary Riley and Secretary Glickman. I thank Governor Romer and Governor Chiles for being here. I think Governor Miller is coming. There are many others who are here. Congresswoman De Lauro is either here or coming. Thank you, Governor Miller. I see I was looking to the left there. (Laughter.) He's from Nevada -- he just went up five points in the polls when I said that. (Laughter.)

Let me say, first of all, the first time I met Hillary, she was not only a law student, she was working with the Yale Child Study Center, and she began my education in these issues. And for that, I am profoundly grateful. And I thank her for bringing the scientists, the doctors, the sociologists, the others whose work is the basis for our discussion today here. And I, too, want to thank the thousands of others who are joining us by satellite.

This unique conference is a part of our constant effort to give our children the opportunity to make the most of their God-given potential and to help their parents lead the way, and to remind everyone in America that this must always be part of the public's business because we all have a common interest in our children's future.

We have begun the job here over the last four years by making education our top domestic priority, by passing the Family Leave act and now trying to expand it and enact a form of flex time which will give parents more options in how they take their overtime

in pay or in time with their children, by the work we have done to expand the Family and Medical Leave Act and by the work we've tried to do to give parents more tools with the v-chip and the television rating system, and the work we are still carrying on to try to stop the advertising and marketing and distribution of tobacco to our children, and other work we've done in juvenile justice and trying to keep our kids away from the dangers of alcohol and drugs.

All these are designed to help our parents succeed in doing their most important job. Now it seems to me maybe the most important thing we can actually do is to share with every parent in America the absolutely stunning things we are learning from new scientific research about how very young children learn and develop. In that regard, I'd like to thank Rob Reiner and others who are committed to distributing this information, and I'd like to thank the media here in our Nation's Capital and throughout the country for the genuine interest that they have shown in this conference.

I think there is an instinctive understanding here that this is a very, very big issue that embraces all of us as Americans, and that if we learn our lessons well and if we're patient in carrying them out, as Hillary said, knowing that there is no perfect way to raise a child, we are likely to have a very positive and profound impact on future generations in this country. So I want to thank, again, all of you for that.

Let me say there are some public programs that bear directly on early childhood development -- the Head Start program, which we've expanded by 43 percent over the last four years; the WIC program, which we've expanded by nearly 2 million participants. I have to say that I was a little disappointed -- or a lot disappointed to see a congressional committee yesterday vote to underfund the WIC program. I hope that if nothing else happens out of this conference, the results of the conference will reach the members of that congressional committee and we can reverse that before the budget finally comes to my desk.

I would also like to remind all of you that this conference is literally just a start. We have to look at the practical implications of this research for parents, for care-givers, for policy-makers, but we also know that we're looking at years and years of work in order to make the findings of this conference real and positive in the lives of all of our children. But this is a very exciting and enormous undertaking.

This research has opened a new frontier. Great exploration is, of course, not new to this country. We have gone across the land, we have gone across the globe, we have gone into the skies, and now we are going deep into ourselves and into our children. In some ways, this may be the most exiting and important exploration of all.

I'm proud of the role that federally-funded research has played in these findings in discovering that the earliest years of life are critical for developing intellectual, emotional and social potential. We all know that every child needs proper nutrition and access to health care, a safe home and an environment; and we know every child needs teaching and touching, reading and playing, singing and talking.

It is true that Chelsea is about to go off to college, but Hillary and I have been blessed by having two young nephews now -- one is about two and one is about three -- and we're learning things all over again that, I must say, corroborate what the scientists are telling us.

We are going to continue to work on this, and I know that you will help us, too. Let me just mention two or three things that we want to work on that we think are important. We've got to do a lot more to improve the quality, the availability and the affordability of child care. Many experts consider our military's child care system to be the best in our country. I'm very proud of that, and not surprised.

The man responsible for administering the Navy's child care system, Rear Admiral Larry Marsh, is here with us today. He leads a system that has high standards, including a high percentage of accredited centers, a strong enforcement system with unannounced inspections, parents have a toll-free number to call and report whatever concerns they may have, training is mandatory and wages and benefits are good, so, staff tends to stay on.

I am proud that the military places such importance on helping the families of the men and women who serve our country in uniform. But it's really rather elementary to know that they're going to do a lot better on the ships, in the skies, in faraway lands if they're not worried about how their children are faring while they're at work serving America.

To extend that kind of quality beyond the military, I am issuing today an executive memorandum asking the Department of Defense to share its success. I want the military to partner with civilian child care centers to help them improve quality, to help them become accredited, to provide training to civilian child care providers, to share information on how to operate successfully, and to work with state and local governments to give on-the-job training and child care to people moving from welfare to work.

I think this is especially important. Let me say in the welfare reform bill, we put another \$4 billion in for child care. In addition to that, because the states are getting money for welfare reform based on the peak case load in welfare in 1994, and we've reduced the welfare rolls by 2.8 million since then, most states, for a period of time until an extra session comes along, will have some extra funds that they can put into more child care. This gives states the opportunity they have never had before to train more child care workers, to use funds to help even more people move from welfare to work and perhaps even to provide more discounts to low-income workers to make child care affordable for them.

This welfare reform effort, if focused on child care, can train lots of people on welfare to be accredited child care workers and expand the availability of welfare in most of the states of the country. It's not true for every state, because some of them have had smaller drops in the case load and three have had no drops. But, by and large, the welfare reform bill, because of the way it's structured, gives all of you who care about child care about 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. And I certainly hope that what we can do here, plus the support of the military, we'll see dramatic advances in that regard.

I'd like to thank the people here who have done that work. And I'd like to say that we are going to hold a second conference, this one devoted exclusively to the child care issue here at the White House in Washington this fall. And I hope all of you who care about that will come back.

The second thing we want to do is to extend health care coverage to uncovered children. The budget I have submitted will

extend coverage to as many as 5 million children by the year 2000 with the children's health initiative in the budget proposal -- to strengthen Medicaid for poor children and children with disabilities, to provide coverage for working families through innovative state programs, to continue health care coverage for children of workers who are between jobs. There is an enormous amount of interest in this issue in both parties, I'm happy to say, in the Congress in this session. And I quite confident that if we'll all work together, we can get an impressive expansion in health care coverage for children in this congressional session.

I'm pleased that Dr. Jordan Cohen, the President and CEO of the Association of American Medical Colleges is with us today to lend his association's strong support to these efforts. With the support of leaders in medicine, again I say, I am convinced we'll have a bipartisan consensus that will extend coverage to millions more uninsured children.

The third thing we want to do is this: Because we know the great importance of early education, we're going to expand Early Head Start enrollment by at least one-third next year. Early Head Start was created in 1994. It's been a great success in bringing the nutritional, educational and other services of Head Start to children aged three and younger and to pregnant women. It has been a real success and we need to expand it.

Today we are requesting new applications for early Head Start programs to accomplish the expansion. And to help parents to teach the very young, we developed a tool kit called, "Ready, Set, Read," part of our America Reads challenge, designed to make sure that every child can read independently by the 3rd grade. This kit gives tips on activities for young children. It's going out to early childhood programs all across the country along with a hotline number for anyone else who wants the kit.

The fourth thing we're going to do is to protect the safety of our children more. In particular, we have to help young children more who are exposed to abuse and violence. Let me tell you, as you might imagine, I get letters all the time from very young children. And my staff provides a significant number of them for me to read. The Secretary of Education not very long ago gave me a set of letters from children who were quite young, a couple of years ago gave me a set of letters from children who were in the 3rd grade. But sometimes I get them from kindergarten children and 1st grade children, talking about what they want America to look like.

And it is appalling the number of letters I get from five- and six-year-olds who simply want me to make their lives safe; who don't want to worry about being shot; who don't want anymore violence in their homes; who want their schools and the streets they walk on to be free of terror.

So, today the Department of Justice is establishing a new initiative called "Safe Start," based on efforts in New Haven, Connecticut, which you will hear about this afternoon. The program will train police officers, prosecutors, probation and parole officers in child development so that they'll actually be equipped to handle situations involving young children. And I believe if we can put this initiative into effect all across America, it will make our children safer. And I'm glad we're announcing it today during Victims of Crime Week.

We all know that it's going to take a partnership across America to help our children reach their full potential. But the toughest job will always belong to our parents -- first teachers,

main nurturers. Being a parent is a joy and a challenge. But it's not a job you can walk away from, take a vacation from, or even apply for family leave from. (Laughter.) The world moves too fast, and today, parents have more worries than ever. Work does compete with family demands, and finding a balance is more difficult than before. That's why this must always be part of the public's business.

Let me come now to the bottom line. The more we focus on early years, the more important they become. We know that these investments of time and money will yield us the highest return in healthier children, stronger families and better communities.

Now, let me say, finally, I know that none of us who are in politics, none of us who are just parents, will ever know as much as the experts we're about to hear from today. But what they're going to tell us is the most encouraging thing of all, which is, they have found out that we can all do the job. No matter how young, a child does understand a gentle touch or a smile or a loving voice. 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.

Again, I thank you all for being here. I thank our experts, I thank the First Lady. And I'd like to ask Dr. David Hamburg to come up and sit there and take over the program.

David?

Thank you. (Applause.)

END

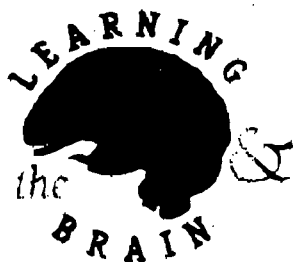
11:10 A.M. EDT

I only wish I could be there <sup>in person</sup> to  
hear ~~first hand~~ <sup>from the many distinguished educators + scientists @</sup> the symposium <sup>new</sup>  
findings in the important field of brain research +  
early ch dev.



# Public Information Resources, Incorporated

1895 CENTRE STREET, SUITE 2 • BOSTON, MA 02132 (617) 469-6786 FAX (617) 469-3077



*A conference presented by*

**PUBLIC INFORMATION RESOURCES INC. (PIRI)**

## **FACSIMILE TRANSMISSION**

**TO:**

Ruby Shamir

**CO:**

\_\_\_\_\_

**FAX:**

202 456-2215

**DATE:**

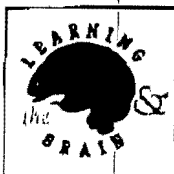
\_\_\_\_\_

**FROM:**

Anne Rosenfeld

**NUMBER OF PAGES INCLUDING COVER:** \_\_\_\_\_

**MESSAGES:**



A conference presented by: **Public Information Resources, Inc.**

1895 CENTRE STREET, SUITE 2 • BOSTON, MA 02132 (617) 489-6789 FAX (617) 489-3077 WEB: WWW.EDUPR.COM

**Anne Rosenfeld**  
**President**  
**Public Information Resources, Inc.**

Throughout her adult years, Anne Rosenfeld's primary interest has been the betterment of education for all children. Realizing, at the culmination of the Decade of the Brain, that brain science is rapidly unraveling the mysteries of how children actually learn, her vision has become to create opportunities for educators and neuroscientists to probe the implications of these discoveries for improving education for all children.

Mrs. Rosenfeld founded Public Information Resources, Inc. (PIRI) in 1985 after serving several years on the executive staff of the National Association of Independent Schools. PIRI produces professional development meetings for educators and has become the leading presenter of neuroscience conferences for educators. This is the first in a series of interdisciplinary conferences PIRI has organized with neuroscientists.

Mrs. Rosenfeld taught for several years as an adjunct faculty member at Simmons College, Boston, in the communications department.

Among the boards she has served on have been the Massachusetts Eye and Ear Infirmary, Harvard University's American Repertory Theatre, the Education Writers Association, the Wheelock College Program for Home-school Cooperation, Milton Academy and The Winsor School in Boston.

Education: Barnard College, Columbia University, B.A., 1965



A conference presented by: **Public Information Resources, Inc.**

1895 CENTRE STREET, SUITE 2 • BOSTON, MA 02132 (617) 460-6789 FAX (617) 460-3077 WEB: WWW.EDUPR.COM

## BIO

### **Kelly Williams** **Associate Conference Director**

Kelly Williams specializes in educational conference planning. Williams came to PIRI in February 1994 after serving seven years as an education reporter for the Inland Valley Daily Bulletin, a large metropolitan newspaper in California which covers most of Los Angeles and San Bernardino counties, two of the largest counties in the nation. He has covered national, regional and local educational issues related to public, independent, and higher education. In addition, he served as foreign correspondent in Russia and Czechoslovakia.

Mr. Williams was a member of the Society for Professional Journalists and the Los Angeles Press Club. He won awards from both organizations for investigative stories on the plight of Latino students in California.

Williams graduated from California State University, Long Beach with a degree in Journalism and Photo Journalism. He received the Best New Writer and Best New Reporter awards from the University's Journalism Department.

# Kenneth S. Kosik

Department of Neurology

Brigham and Women's Hospital  
Harvard Institutes of Medicine, Room 762  
77 Avenue Louis Pasteur  
Boston, MA 02115  
Tel: (617) 525-5230 Fax: (617) 525-5252  
Email: kosik@cnd.bwh.harvard.edu  
7 postdoctoral fellows, 2 graduate students

We are interested in the mechanisms by which neurons assume their distinctive morphologies and positions within the nervous system. The lab has concentrated on how neurons establish their two highly polarized compartments, axons and dendrites; and how neurons modulate local function by the delivery of specific RNAs to dendrites. These studies dovetail with a number of remarkable findings in Alzheimer's disease biology regarding the presenilin gene and its role in early neuronal development. We have entered this area of exploration in the lab with the discovery of a novel gene called delta catenin, which interacts with presenilin.

1. Presenilins: The presenilins are highly conserved proteins in which there are over 45 different known mutations that result in early-onset Alzheimer's disease. The functions of this gene are now emerging and point to a role in early developmental signaling pathways. Our discovery of an interaction between presenilin and a novel member of the armadillo family, called delta-catenin, raises the possibility of a functional link for this interaction to neuronal patterning. Delta-catenin is a neuron-specific protein that appears to reside in adherens junction-like structures and is complexed to cadherin. Using a variety of expression systems we have postulated a role for the interaction between delta-catenin and presenilin in adhesion during neuronal migration and possibly axonal elongation. Because the genes mentioned here continue to be expressed in the mature brain, we have also sought regulatory systems involving delta-catenin that could modulate other genes known to be involved in the Alzheimer disease process, especially the amyloid precursor protein. Projects in this area include the search for additional presenilin or delta-catenin interactors, and the use of mutant green fluorescent protein fusions to assess interactions in living cells.

2. RNAs: Some RNAs get selectively sorted to dendrites and nearly all are excluded from axons. RNA sorting provides an efficient means to localize a protein at its site of synthesis, and may represent one strategy to create the local morphologies observed in dendritic spines and growth cones. We have observed translocation of RNA granules in neurons along microtubules, and have provided evidence that the granules represent motile translational units. Available projects are directed at identification of components within these granules, characterization of their interaction with microtubules, identification of specific proteins that interact with highly segregated neuronal RNAs, and the direct visualization of RNA transport.

3. **The neuronal cytoskeleton:** Microtubules are highly dynamic polymers that organize the cytoplasm by defining cellular compartments and directing organelles to specific destinations. Microtubules are organized differently in axons versus dendrites, and contain distinct complements of microtubule-associated proteins (MAPs). Available projects in the lab involve the identification of signaling systems that control microtubule organization, the visualization of microtubule behavior in living cells, and the interaction of microtubules with the actin cytoskeleton.

All of the projects utilize a wide range of cellular and molecular techniques including high resolution video-microscopy of primary neuronal cultures prepared from genetically altered animals.

### **References:**

Lu M., Witke W, Kwiatkowski DJ, Kosik K.S. 1997. Delayed retraction of filopodia in gelsolin null mice. *J. Cell Biol.* 138:1279-1287.

Knowles R, Kosik KS. 1997. Effects of neurotrophin-3 on distribution of RNA granules in cortical neurons. *Proc. Natl. Acad. Sci.* 94:14804-14808.

Lu Q, Paredes M, Zhang J, Kosik KS. 1998. Basal ERK activity modulates cell-cell and cell matrix interactions. *Molecular and Cellular Biology*. In press.

Return to [The BBS Home Page](#)

## Partners Program of Excellence in Alzheimer's and Other Neurodegenerative Diseases



### **Kenneth S. Kosik, MD**

**Director, Laboratory of Cellular Neurobiology**

**Phone:** (617) 732-6460

**Fax:** (617) 732-7787

**Internet Address:** [kosik@cnd.bwh.harvard.edu](mailto:kosik@cnd.bwh.harvard.edu)

**Office Address:** Center For Neurologic Diseases  
77 Louis Pasteur Avenue, 7th Floor  
Boston, MA 02115

**Languages:** Spanish

**Patient  
Appointments:**

**Physician Referral:**

---

### **Clinical Background**

**MD Degree:** Medical College of Pennsylvania 1976

**Residency:** Tufts New England Medical Center 1980  
*Neurology*

**Fellowship:** McLean Hospital 1982  
*Neurobiology*

**Board  
Certifications:** Neurology 1981

---

**Clinical Interests:**

*Alzheimer's Disease, Dementia, Neuropsychiatric Disorders, Neurogenetic Disorders*

---

**Affiliations and Profiles**

- Behavioral Neurology [Clinician]
- Department of Medicine [Clinician]
- Department of Neurology [Clinician]

**Research Profile**

**Return to Clinicians**

---

[ Return to Home Page - Send Feedback to Sherri O'Grady ]

Keynotes on Friday May 7



## Scientific Advisory Board

### Kenneth S. Kosik

Professor of Neurology (Neuroscience)  
Harvard Medical School and Brigham and Women's Hospital

#### Homepage address:

[http://www.med.harvard.edu/dms/neuroscience/fac\\_kosik.html](http://www.med.harvard.edu/dms/neuroscience/fac_kosik.html)

Co-founder, Cognitive Disorders Clinic, Brigham and Women's Hospital. Neurology C Study Section, member, NIH. Alzheimer's disease research planning workshop, NIA. Editorial Board, Research and Perspectives in Alzheimer's disease, Fondation IPSEN. Editorial Board, Neurodegeneration. Editorial Board, Alzheimer's Disease Review

#### Research Interests

1. The neuronal cytoskeleton and its role in determining spatial and functional organization within neurons.
2. The development of neuronal polarity and axonal and dendritic identity.
3. Alzheimer's disease from the perspective of genetics and cell biology.

#### What got me interested in Alzheimer's disease?

A grand rounds given by Dennis Selkoe during my neurology residency.

#### Major Publications

Kowall, N.W., Kosik, K.S.

Axonal disruption and aberrant localization of tau protein characterize the neuropil pathology of Alzheimer's disease. Ann Neurol. 1987; 22:639-643.

Kosik, K.S., Orecchio, L.D., Binder, L.I., Trojanowski, J., Lee, V., Lee, G.

Epitopes that span the tau molecule are shared with paired helical filaments. Neuron 1988; 1:817-825.

Kosik, K.S., Orecchio, L.D., Bakalis, S., Neve, R.L.



Developmentally regulated expression of specific tau sequences. Neuron 1989; 2:1389-1397.

Caceres, A., Kosik, K.S.

Inhibition of neurite polarity by tau antisense oligonucleotides in primary cerebellar neurons. Nature 1990; 343:461-463.

Baas, P.W., Pienkowski, T.P., Kosik, K.S.

Processes induced by tau expression in SF9 cells have an axon-like microtubule organization. J. Cell Biol. 1991; 115:1333-1344.

[HOME](#) [COMMENTS](#) [SEARCH](#) [SITEMAP](#) [HELP](#)

Copyright © 1996,1997,1998 Alzheimer Research Forum



Earl A. Grollman and Kenneth S. Kosik, M.D.

**WHEN SOMEONE YOU LOVE HAS ALZHEIMER'S**  
*The Caregiver's Journey*

**A gentle, compassionate guide for Alzheimer's caregivers**

Nearly half of all Americans eighty-five and older are afflicted with Alzheimer's disease; almost 70 percent of Alzheimer's patients are cared for at home. These facts have created a large and growing number of Alzheimer's caregivers—daughters, sons, spouses, and others who must deal with an illness that will gradually turn their loved one into a stranger.

*When Someone You Love Has Alzheimer's* offers help and hope to people coping with the illness of someone they love. It answers vital questions about Alzheimer's, such as

What really happens to people with the disease? Can it be inherited? How long does it last? How can it be treated? And the book also answers more profound questions

How should I handle my loved one's strange behavior? What should I tell the children? How can I keep my friends and keep the peace with my relatives? What can I do to fend off loneliness and despair? And how do I balance the patient's needs with my own? A complete resource section directs the reader to organizations, books, and Internet resources for additional information.

"This is an excellent counsel, full of phrases that many may take as watchwords as they cope with an Alzheimer's-afflicted loved one."

--Ray Olson, *Booklist*

Rabbi Earl A. Grollman, a pioneer in crisis intervention, and Dr. Kenneth S. Kosik, a research physician specializing in Alzheimer's disease, have created a memorable book that should be given to every Alzheimer's family member and friend.

**HEALTH/AGING 192 pages 0-8070-2720-0 \$22.00**  
**hardcover**



Beth Israel Deaconess  
Medical Center and  
Harvard Medical School

**Division of Behavioral Neurology**

**Glenn D. Rosen, Ph.D.**

*Doing  
important work  
on dyslexia*

*with Albert Galaburda*

*at  
Harvard  
Medical  
School*

**Name:** Glenn D. Rosen, Ph.D.

**Harvard Title:** Assistant Professor of Neurology (Neuroscience)

**Address:** Department of Neurology  
Beth Israel Deaconess Medical Center  
330 Brookline Avenue  
Boston, MA 02215

**Office Phone:** (617) 667-3252

**Fax:** (617) 667-5217

**Email:** [glenn\\_rosen@bidmc.harvard.edu](mailto:glenn_rosen@bidmc.harvard.edu)

---

**Education:** 1977 A.B., Swarthmore College (Biology and Psychology)  
1980 M.S., University of Connecticut (Biobehavioral Sciences)  
1982 Ph.D., University of Connecticut (Developmental Psychobiology)

**Memberships:** Society for Neuroscience

**Research:** Animal models of developmental dyslexia  
Biological substrates of anatomic asymmetry  
Mechanisms of cerebrocortical malformations

**Selected Publications:** Rosen GD, Sherman GE, Richman JM, Stone LV, Galaburda AM. Induction of molecular layer ectopias by puncture wounds in newborn rats and mice. *Dev Brain Res* 1992;67: 285-91.

Rosen GD, Press DM, Sherman GE, Galaburda AM. The development of induced cerebrocortical microgyria in the rat. *J. Neuropathol Exp Neural* 1992;51:601-11.

Fitch, RH, Tallal, P, Brown, C, Galaburda AM, Rosen, GD. Induced microgyria and auditory temporal processing in rats: A model for language impairment? *Cerebral Cortex* 1994; 4:260-70.

Galaburda AM, Menard, MT, Rosen, GD. Evidence for aberrant auditory anatomy in developmental dyslexia. *Proc Natl Acad Sci* 1994; 91:8010-13.

Rosen GD, Sigel E, Sherman GE, Galaburda AM. The neuroprotective effects of MK801 on the induction of microgyria by freezing injury to the newborn rat neocortex. *Neuroscience* 1995; 169:107-114.

---

[\[DIVISION HOME PAGE\]](#) [\[BNU PAGE\]](#) [\[CLINICAL RESEARCH\]](#) [\[LAB RESEARCH\]](#)  
[\[FACULTY\]](#) [\[RECENT PUBLICATIONS\]](#) [\[BIDMC HOME PAGE\]](#) [\[BIDMC NEUROLOGY\]](#)

Copyright © 1996, Beth Israel Deaconess Medical Center, Division of Behavioral Neurology  
All Rights Reserved



OFFICE OF  
EXTERNAL  
RELATIONS

## Faculty

[\[Faculty\]](#) [\[News\]](#) [\[Events\]](#) [\[Forums\]](#) [\[Alumni/ae\]](#) [\[Challenge\]](#) [\[Home\]](#)

---

### Jerome Kagan

*Member of the Faculty of Education; Daniel  
and Amy Starch Professor of Psychology,  
Faculty of Arts and Sciences*

Ph.D. in psychology, Yale University

Office Telephone: 617-495-3870

Kagan is a child psychologist whose teaching and research focus on cognitive, motivational, and emotional development during childhood. He has served on committees at the National Institute of Mental Health and the National Research Council and has published several books in the field of human development.

### Research Interests

- Child Development
  - Emotional
  - Motivation
- Psychology
  - Character development
  - Cognitive

*Click links to find other faculty with these research interests.*

[Faculty Resource Guide](#) - [Research Topics Index](#) - [Alphabetical Index](#) - [Home](#)

---

Keynotes Friday May 7 at 9:00 A.M.

Professor Kagan took his A.B. at Rutgers University and his Ph.D. at Yale University. After a faculty appointment at the Ohio State University and service in the United States Army he went to the Fels Research Institute in Yellow Springs, Ohio. A major project at the Institute involved evaluation of a group of adults who had been followed by the staff of the Institute since they were young children. Professor Kagan came to Harvard as Professor of Psychology in 1964. At the present time Professor Kagan's laboratory is devoted to the study of temperamental qualities in young children with a focus on two specific groups called inhibited and uninhibited respectively.

Dr. Sally Shaywitz  
and Dr. Bennett Shaywitz are keynotes on  
Saturday, May 8

**CNN**  
interactive  
CNN.com

**HEALTH**  
STORY PAGE

**LARRY KING LIVE**  
video central

**our news**

WORLD  
U.S.  
LOCAL  
WEATHER  
SPORTS  
BUSINESS  
SCI-TECH  
POLITICS  
TRAVEL  
STYLE  
SHOWBIZ  
BOOKS  
HEALTH ←  
EARTH  
SPECIALS

**CNN**

allpolitics

**CNN**

EN ESPAÑOL

em português

**audio**

COMMUNITY

Message Boards

Chat

Feedback

SITE SOURCES

Contents

Help

Search

CNN Networks

SPECIALS

Quick News

Almanac

Video Vault

News Quiz

## Study: 'Glitch' in brain circuitry hinders dyslexics

March 3, 1998

Web posted at: 5:37 a.m. EDT (0537 GMT)

NEW HAVEN, Connecticut (CNN) -- The part of the brain vital for reading does not function properly in people with dyslexia, a new study reveals for the first time.

Dr. Sally E. Shaywitz, a Yale University School of Medicine researcher, described the problem as "a glitch in the circuitry for reading" that makes it more difficult for dyslexics to translate written words into sounds.



To identify the brain circuitry problem, Shaywitz and her colleagues used a technique called functional magnetic resonance imaging, or MRI. This technology allows researchers to observe which parts of a subject's brain are active when a specific function is performed.

The researchers used the MRI technique on 29 dyslexic readers and 32 normal readers. They were all required to read a list of nonsense words that would rhyme if the reader could correctly link the letters with the language sounds that they symbolize.

As reading tasks in the test got more difficult, differences in brain activity were apparent.

"When we compare good and bad readers, we see very different brain organization patterns," Shaywitz said.

Shaywitz and her colleagues' results are to be published Tuesday in the Proceedings of the National Academy of Sciences.

## Phonetics is key to improvement

Shaywitz said there are 44 letter sounds in the English language. They are represented by 26 letters in the alphabet, either singly or in combination.

In order to read, a person's brain must convert the printed letters into the sounds they represent.

In the functional MRI tests, Shaywitz said normal readers showed activity in both the portion of the forebrain that processes visual information, and in the back of the brain that contains the language center. And normal readers had no trouble interpreting the rhyming symbols and sounds.

For dyslexics, however, there was reduced activity in the language center at the back of the brain and increased activity in a part of the brain linked to the spoken word. And they were much less able to link the rhyming letters and sounds.

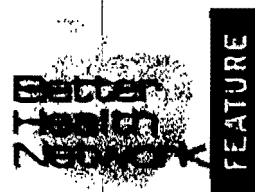
Having discovered the problem, researchers say the next big step is teaching how to treat the problem. Teaching children how to read phonetically -- sometimes referred to as "breaking the code" -- is especially important because an inability to read causes so many other learning problems, researchers said.

"Phonological awareness and phonological code breaking appear to be the best single way initially to teach kids to read," said Mark Griffith of the Eagle Hill School, a Connecticut school for students with learning disabilities.

Researchers plan to do a follow-up study. The doctors plan to evaluate dyslexic students who have been trained to read phonetically to see if this training changes their brain activity.

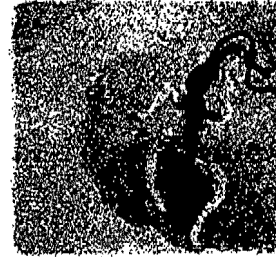
The Associated Press contributed to this report.

*Correspondent Christine Negroni and The Associated Press contributed to this report.*





Shaywitz

**Department of Pediatrics****Yale University  
School of Medicine****NEUROLOGY**

The Section of Pediatric Neurology has particularly strong clinical and research interests in areas relating to neonatal neurology, seizure disorders and learning and attention disorders. Consisting of four faculty physicians and two associate research scientists, the section provides consultation for 525 inpatients and 3,400 outpatient visits annually.

Recognizing that six percent of the pediatric population experiences at least one seizure in a lifetime, the Section continues to develop a Pediatric Epilepsy Center. The Center is equipped with state-of-the-art technology for continuous electroencephalographic and video monitoring of seizures in children. This facility represents one component of a comprehensive evaluation and treatment program for children with epilepsy. The availability of this unit adds considerably to our ability to understand the nature of seizure disorders in children.

Within the Section brain development in low-birth-weight babies represents an important area of research. These infants experience a high incidence of intraventricular brain hemorrhage (IVH) frequently resulting in serious and permanent neurological disability. Investigations in progress employ early intervention with therapeutic agents with the hope of preventing the long-term consequences (such as cerebral palsy) so often associated with IVH. Such studies are critical if we are to understand and ultimately prevent the sequelae of brain injury in low birth weight infants.

The Center for the Study of Learning and Attention Disorders represents one of only three federally funded Centers established to address some of the most fundamental issues relating to learning disabilities, dyslexia and attention deficit disorder. The Yale Center focuses on the biologic mechanisms underlying subtypes of learning and attention disorders and research efforts are directed towards identifying a biologic basis for what are often subtle and hidden disabilities. Our most recent studies use functional magnetic resonance imaging to examine the functional organization of brain. Such investigations have important implications for the evaluation and treatment of the increasingly large numbers of children and adolescents whose lives are disrupted because of learning and attention disorders.

In addition to the activities noted above, the Section of Pediatric Neurology evaluates and treats children and young adults with the full range of disorders that may affect the

nervous system. These include developmental disabilities (mental retardation, cerebral palsy), migraines, headaches and other pain syndromes, disorders affecting the spinal cord (myelomeningocele, spinal muscular atrophy) and disorders affecting muscle and nerves (muscular dystrophies, Guillain-Barre syndrome). Members of the Division work closely with investigators and clinicians throughout the University and Medical Center in carrying out studies so that we may better understand and more effectively treat disorders that affect the developing nervous system.

## RESEARCH ACTIVITIES

✓ Bennett A. Shaywitz, M.D.

Investigation of biological and neurolinguistic mechanisms in learning and attention disorders; nosology and taxonomy of learning and attention deficit disorders; functional magnetic resonance imaging of cognition.

Laura R. Ment, M.D.

Investigation of the cellular and molecular mechanisms of germinal matrix vascular maturation; multicenter randomized indomethacin GMH/IVH prevention trial.

Edward J. Novotny, Jr., M.D.

Functional neuroimaging and investigations of cerebral metabolism with development using non-invasive nuclear magnetic resonance techniques. Basic research studies in animals combining in vivo NMR methods and other neurobiological techniques. Research studies in humans related to genetically determined epilepsies and neurometabolic diseases.

✓ Sally E. Shaywitz, M.D.

Investigation of conceptual models, classification, epidemiology and ontogeny of learning and attention disorders; biologic mechanisms in dyslexia; hormonal influences on cognitive function, particularly in women.

Kenneth R. Pugh, Ph.D.

Associate Research Scientist Functional magnetic resonance imaging of reading and reading disability. Phonological/orthopedic tradeoffs in reading.

Karen C. Schneider, M.P.H.

Multicenter, randomized, placebo-controlled trial to determine if low-dose indomethacin significantly decreases the incidence of neonatal GMH/IVH in infants now known to have experienced this insult and to determine if those infants receiving low-dose indomethacin will have better neurodevelopment outcomes.

## CLINICAL ACTIVITIES

The Section of Pediatric Neurology is responsible for 8 weekly outpatient sessions in the Pediatric Specialty Center, providing care for approximately 3,000 outpatients each year. Section members attend daily on the inpatient service, providing consultation for

approximately 500 inpatients.

The Pediatric Epilepsy service evaluates greater than 100 children with epilepsy per year for consideration of epilepsy surgery. Approximately 10 children per year have epilepsy surgery. This program is in collaboration with the adult epilepsy surgery program.

## **FACULTY**

✓ **Bennett A. Shaywitz, M.D.**

Professor of Pediatrics and Neurology, and Child Study Center, Section Chief,  
Pediatric Neurology

**Laura R. Ment, M.D.**

Professor of Pediatrics and Neurology Coordinator of Outreach Services

**Edward J. Novotny, Jr., M.D.**

Assistant Professor of Pediatrics and Neurology Associate Director Clinical  
Neurophysiology Laboratory (Pediatrics), Director Pediatric Epilepsy  
Program

✓ **Sally E. Shaywitz, M.D.**

Professor of Pediatrics and Child Study Center

**Kenneth R. Pugh, Ph.D.**

Associate Research Scientist, Pediatrics (Neurology)

**Karen C. Schneider, M.P.H.**

Associate Research Scientist, Pediatrics (Neurology)

---

**Related Site: Yale Pediatric Neurology**

---

**Department of Pediatrics  
Yale University School of Medicine**

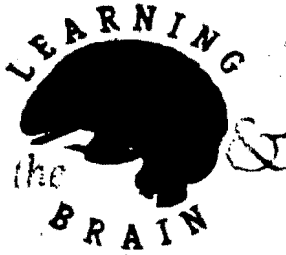
**All contents copyright (C) 1996, Department of Pediatrics, Yale University School of  
Medicine.**

**Rev. 12/2/96**

---

# Public Information Resources, Incorporated

1895 CENTRE STREET, SUITE 2 \* BOSTON, MA 02132 (617) 469-8789 FAX (617) 469-3077



A conference presented by

PUBLIC INFORMATION RESOURCES INC. (PIRI)

62581  
To  
NOA

## FACSIMILE TRANSMISSION

TO:

Ruby Shavir

CO:

First Lady's Office

FAX:

(202) 456-2215

DATE:

3/23/99

FROM:

Anne Rosenfeld

NUMBER OF PAGES INCLUDING COVER:       

MESSAGES: *Following are*

- ① *Suggested talking points for Mrs. Clinton's videotaped message.*
- ② *The May 1999 Learning & the Brain Conference program.*
- ③ *The November 1999 Conference program.*

May 7-8, 1993

## Putting brain research into practice

FOR THE FIRST TIME IN HUMAN HISTORY, dramatic new imaging techniques allow researchers to watch the workings of the brain in living subjects, opening a revolutionary frontier of knowledge on human cognition.

Already, cognitive neuroscientists are making breathtaking discoveries into how the brain learns that will transform preschool through 12th grade education. New perspectives and insights resulting from these discoveries

will incisively change your approaches to

improving students'

memory, motivation,

behavior, learning, skills development, and intellect.

*"This conference on 'Learning & the Brain' is important and timely."*

NOAM CHOMSKY, Professor of Linguistics, MIT

THIS CONFERENCE BRINGS YOU THE MOST RECENT

FINDINGS in cognitive neuroscience from leading

researchers themselves. You will hear about their work

directly from them and have opportunities for interaction and exchange.

**EVENTS ARE TOP**

DON'T MISS OUT ON THIS EXPLOSION OF SCIENTIFIC

KNOWLEDGE which calls for new paradigms for schools

and will forever alter the way we teach. Explore how to

put these breakthroughs in brain research into practice in

your school.

### Attending this conference will help you:

Understand how learning changes the brain, and obtain the latest information about how the brain works;

Expand your knowledge of child development and neurodevelopment;

Rethink and reshape your classroom practice;

Improve student performance, behavior, motivation, memory, skills development, and emotional intelligence;

Identify and provide intervention for learning deficits;

Redesign school facilities geared to how the brain learns;

Learn about gender differences in brain functioning;

Work more knowledgeably with families.

## Dinner at The Harvard Faculty Club

6:30 - 9:00 p.m. Friday, May 7th, 1999

As a special privilege, conference participants are invited to dine at The Harvard Faculty Club on Friday evening. The Club's academic atmosphere provides a rich environment for further discourse with conference colleagues. Space is limited. By advance registration only. \$45 per person.

## An Introduction to Brain Anatomy and Development

11:45 a.m. - 12:45 p.m. Friday, May 7th, 1999

(Special-registration workshop with lunch included)

**James E. Crandall, Ph.D.**, Senior Scientist, Eunice Kennedy Shriver Center; Assistant Professor of Neuroscience (Neuroanatomy), Department of Neurology, Massachusetts General Hospital, Harvard Medical School

This special workshop will help you navigate the complex world of the brain by providing basic descriptions of brain anatomy and development to help you get the most out of the conference. By advance registration only. \$45 per person (includes lunch).

*"This conference unravels the mysteries of how children actually learn and provides valuable insights into appropriate pedagogy."*

PETER HOLLAND, Board of Trustees, Suburban School Superintendents; Superintendent, Belmont Public Schools, MA

## Cooperating Organizations

American Association of School Administrators (AASA)

Belmont Public School District, MA

Dyslexia Research Laboratory, Beth Israel Deaconess Medical Center

Educational Records Bureau (ERB)

Kosik Laboratory of Cellular Neurobiology, Harvard Medical School

Massachusetts School Psychologists Association (MSPA)

National Association of Elementary School Principals (NAESP)

National Association of Secondary School Principals (NASSP)

National Coalition of Girls' Schools (NCGS)

Public Information Resources, Inc. (PIRI)

**Conference Organizers:** Public Information Resources, Inc. (PIRI)

*"Educators must learn to translate the dazzling findings of neuroscience into classroom practice. This conference is an essential beginning."*

SAMUEL G. SAVA, Executive Director, National Association of Elementary School Principals (NAESP)

## A Distinguished Conference Faculty

**Russell A. Barkley, Ph.D.**, Director of Psychology and Professor of Psychiatry and Neurology, University of Massachusetts Medical Center, and author of the book *ADHD and the Nature of Self-Control* (1997).

**Suzanne H. Corkin, Ph.D.**, Professor of Behavioral Neuroscience, Department of Brain and Cognitive Sciences, MIT, renowned for her work on memory with patient H.M.

**James E. Crandall, Ph.D.**, Senior Scientist, Eunice Kennedy Shriver Center; Assistant Professor of Neuroscience (Neuroanatomy), Department of Neurology, Massachusetts General Hospital, Harvard Medical School.

**Kurt W. Fischer, Ph.D.**, Professor of Human Development and Psychology, Harvard Graduate School of Education; co-author of *Human Behavior and the Developing Brain* (1995).

**Jean Berko Gleason, Ph.D.**, Professor of Psychology, Boston University; author of numerous books on language acquisition and development, including *The Development of Language* (1997).

**Beth Greenberg, M.A.**, Associate Director, Mind/Body Education Initiative (Relaxation Response Program developed by Herbert Benson, M.D.), Harvard Medical School.

**James E. Hamos, Ph.D.**, Associate Professor of Cell Biology, Director, Office of Science Education, University of Massachusetts Medical Center, Worcester, MA., and Director of the Massachusetts Academy of Mathematics and Science.

**Jerome Kagan, Ph.D.**, Daniel and Amy Starch Professor of Psychology, Harvard University; author of numerous books on child development.

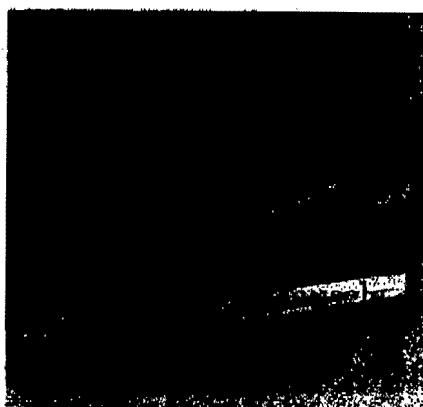
**Kenneth S. Kosik, M.D.**, Professor of Neurology and Neuroscience, Brigham and Women's Hospital, Harvard Medical School, and Faculty Fellow at Harvard University's Mind/Brain/Behavior Initiative.

**Ellen J. Langer, Ph.D.**, Professor of Psychology, Harvard University; author of the books *Mindfulness* (1989) and *The Power of Mindful Learning* (1998).

**Alec Marantz, Ph.D.**, Professor of Linguistics and Philosophy, MIT, and researcher with Noam Chomsky on MIT's Mind Articulation Project.

**George F. Medaris, Ph.D.**, Boisi Professor of Education and Public Policy, Center for the Study of Testing, Evaluation, and Educational Policy, School of Education, Boston College.

**Elizabeth A. Phelps, Ph.D.**, Assistant Professor of Psychology, Yale University; co-author of scientific research on fear and memory systems with neuroscientists Joseph LeDoux and Michael Gazzaniga.



**John J. Ratey, M.D.**, Assistant Professor of Psychiatry, Harvard Medical School; co-author with Edward Hallowell, M.D., of the book *Driven to Distraction* (1995), and co-author of the book *Shadow Syndromes* (1997).

**Glenn D. Rosen, Ph.D.**, Associate Professor of Neurology (Neuroscience), Beth Israel Deaconess Medical Center, Harvard Medical School, and co-author with Albert Galaburda, M.D., and Mathew Menard of the article *Evidence for Aberrant Auditory Anatomy in Developmental Dyslexia*, published in the Proceedings of the National Academy of Science (1994).

**Daniel L. Schacter, Ph.D.**, Professor and Chair of Psychology, Harvard University; author of the book *Searching For Memory: The Brain, The Mind, And The Past* (1996).

**Gottfried Schlaug, M.D.**, Instructor in Neurology, Beth Israel Deaconess Medical Center, Harvard Medical School.

**Pamela Seigle, M.S.**, Executive Director, Reach Out to Schools Project, The Stone Center, Wellesley College.

**Bennett A. Shaywitz, M.D.**, Professor of Neurology, Department of Pediatrics, Yale University Medical Center.

**Sally E. Shaywitz, M.D.**, Professor of Neurology, Department of Pediatrics, Yale University Medical Center.

**Robert J. Vallant, Ed.D.**, Author of numerous articles on the brain and learning, educational futurist, and internationally known curriculum and instruction consultant formerly with the Association for Supervision and Curriculum Development (ASCD).

**Paul J. Whalen, Ph.D.**, Instructor of Psychology, Department of Psychiatry, Massachusetts General Hospital, Harvard Medical School.

**Maryanne Wolf, Ph.D.**, Director, Center for Reading and Language Research; Associate Professor, Eliot-Pearson Department of Child Development, Tufts University.

**Janet Wozniak, M.D.**, Associate Professor of Psychiatry, Pediatric Psychopharmacology Clinic, Massachusetts General Hospital, Harvard Medical School.

**John Zeisel, Ph.D.**, Sociologist, Environment/Behavior Design Specialist, and School Design Consultant; Loeb Fellow, Graduate School of Design, Harvard University.

*"Here's an opportunity for principals and their school leadership teams to interact with the experts in a field that will have great impact on how we teach and how we learn."*

THOMAS KOERNER, Executive Director, National Association of Secondary School Principals (NASSP)





## Conference Schedule

FRIDAY MAY 7TH, 1999

8:00 - 10:00 a.m. conference registration

10:00 - 11:30 a.m. opening address

**Cognitive, Motivational, and Emotional Development from Birth through Adolescence**

**Jerome Kagan, Ph.D.**, Daniel and Amy Starch Professor of Psychology, Harvard University

Understanding the important stages of child development will help you find the best approaches to curriculum and pedagogy.

11:30 a.m. - 1:00 p.m. lunch break (On your own to explore the diverse restaurants in Harvard Square, or enroll by advance registration in the workshop *An Introduction to Brain Anatomy and Development*.)

1:00 - 2:15 p.m. afternoon address

**Etching Memories into the Brain: The Reflection of Experience**

**Kenneth S. Kosik, M.D.**, Professor of Neurology and Neuroscience, Harvard Medical School

Dr. Kosik will describe the remarkable physical changes in the complex circuits of the brain associated with learning and memory. Dr. Kosik will attempt to tie this information to the design of educational programs.

2:30 - 3:45 p.m. concurrent sessions

**The Care and Feeding of the Brain**

**John J. Ratey, M.D.**, Assistant Professor of Psychiatry, Harvard Medical School, and author of the book *User's Guide to the Brain* (1999)

Dr. Ratey will discuss how best to prepare and maintain the brain for learning, including the effects of diet, exercise, prayer, and meditation on learning, memory, attention, and test performance.

**An Alternative Research-Based Approach to Teaching**

**Ellen J. Langer, Ph.D.**, Professor of Psychology, Harvard University

Langer will discuss her "mindful learning" theory that current educational practices for all students (including those labeled ADHD) may be based on inaccurate information about memory, attention, and intelligence, and she will present an alternative research-based approach which may better fit the ways students learn.

**Can We Predict What Students Will Remember? Perspectives from Brain Imaging Research**

**Daniel L. Schacter, Ph.D.**, Professor and Chair of Psychology, Harvard University

Discoveries show that brain imaging can predict what information students will remember at the exact time they are learning the information. What implications will this have for education in the future?

**The Role of Emotional Intelligence in Creating Learning Environments for Elementary Schools**

**Pamela Seigle, M.S.**, Executive Director, Reach Out to Schools Project, The Stone Center, Wellesley College

Learn strategies to maximize students' social competency and ability to take risks, solve problems, focus attention, and support each other's learning.

3:45 - 4:15 p.m. refreshment break

4:15 - 5:30 p.m. concurrent sessions

**Brain Growth Cycles: Knowing When Children Learn Skills**

**Kurt W. Fischer, Ph.D.**, Professor of Human Development and Psychology,

**Gottfried Schlaug, M.D.**, Instructor in Neurology, Harvard Medical School  
Discover the important link between music and the development of intellectual skills. Dr. Schlaug will present the latest findings about critical periods in children's development when early music training influences brain structure and function.

**How to Improve Performance, Motivation, and Behavior through Mind/Body Intervention**

**Beth Greenberg, M.A.**, Associate Director, Mind/Body Education Initiative, Harvard Medical School

Using techniques based on mind/body research, teach your students how to manage stress and improve motivation, academic performance and behavior. Learn how to reduce your own stress as well.

**Teaching Neuroscience in the Decade of the Brain**

**James E. Hamos, Ph.D.**, Associate Professor of Cell Biology, University of Massachusetts Medical Center

Explore various aspects of neurobiology, focusing on curriculum material that supports K-12 teachers and promotes greater science literacy.

6:30 - 9:00 p.m. dinner at The Harvard Faculty Club  
(By advance registration)

*"The power of the environment to influence brain development is greatest in the early years of life. That's why anyone who works with young children needs to attend this conference."*

REVETA BOWERS, Executive Committee, National Association of Independent Schools (NAIS); Chair, Educational Records Bureau (ERB); Head of School, The Center for Early Education, CA

CUT HERE

**SPACE IS LIMITED. SO REGISTER NOW**

**CHOOSE YOUR METHOD OF REGISTRATION**

|                |                |                                                             |                 |
|----------------|----------------|-------------------------------------------------------------|-----------------|
| <b>PHONE</b>   | <b>FAX</b>     | <b>MAIL</b>                                                 | <b>EMAIL</b>    |
| (617) 469-6789 | (617) 469-3077 | PIRI, 1895 Centre Street, Suite 2<br>Boston, MA 02132-1933. | apiri19@idt.net |

**OR CONSULT OUR WEBSITE**

[HTTP://WWW.EDUPR.COM](http://www.edupr.com)

**CHOOSE YOUR METHOD OF PAYMENT**

- ☐ Check or purchase order enclosed. **MAKE PAYABLE AND MAIL TO:**  
PIRI, 1895 Centre Street, Suite 2, Boston, MA 02132-1933.
- ☐ Please charge registration(s) to my credit card: ☐ VISA ☐ MASTERCARD

CARD NUMBER \_\_\_\_\_ EXPIRATION DATE \_\_\_\_\_

CARDHOLDER'S NAME \_\_\_\_\_

CARDHOLDER'S ADDRESS \_\_\_\_\_

SIGNATURE \_\_\_\_\_

For assistance with overnight accommodations, please call (617) 469-6789.  
Overnight accommodations are subject to availability.

Please send my confirmation by: ☐ mail ☐ fax ☐ email

**SATURDAY MAY 8TH, 1999**

8:00 - 9:00 a.m. conference registration

9:00 - 10:15 a.m. morning address

**Gender Differences in the Brain**

**Bennett A. Shaywitz, M.D., and Sally E. Shaywitz, M.D.,** Professors of Neurology, Department of Pediatrics, Yale University Medical Center  
Understand how gender differences in brain functioning affect how children learn.

10:15 - 10:45 coffee break

10:45 a.m. - 12:00 p.m. concurrent sessions

**Shadow Syndromes: Discover Hidden Psychological Problems That Can Influence Student Behavior and Learning**

**John J. Ratey, M.D.,** Assistant Professor of Psychiatry, Harvard Medical School  
Students who lack will power and the ability to finish tasks may actually be struggling with mild forms of serious mental disorders and social problems that can hinder learning. Ascertain how to identify and respond to these problems.

**The Pharmacology of ADHD**

**Janet Wozniak, M.D.,** Associate Professor of Psychiatry, Harvard Medical School

Dr. Wozniak will address basic approaches to diagnosis and medication treatment for ADHD, as well as current research findings in the field.

**Working Memory: What Functional MRI Studies Tell About Memory**

**Suzanne H. Corkin, Ph.D.,** Professor of Behavioral Neuroscience, MIT  
Since memory is critical to learning, a full understanding of memory is essential. This research helps solve the mysteries of learning and explores the interlocking mechanisms of memory.

**Teaching to the Brain: Designing Instruction Based on Brain Research**

**Robert J. Valiant, Ed.D.,** Author of numerous articles on the brain and learning  
Learn how to create better instructional environments based on new theories of learning and intelligence emerging from research on the brain.

12:00 - 1:00 p.m. box lunch

1:00 - 2:15 p.m. afternoon address

**Latest Discoveries in Dyslexia Research**

**Glenn D. Rosen, Ph.D.,** Associate Professor of Neurology (Neuroscience), Harvard Medical School

Brain research is revealing that dyslexics process visual and auditory information differently from others. Discover what this research tells us about children who have difficulty reading.

2:30 - 3:45 p.m. concurrent sessions

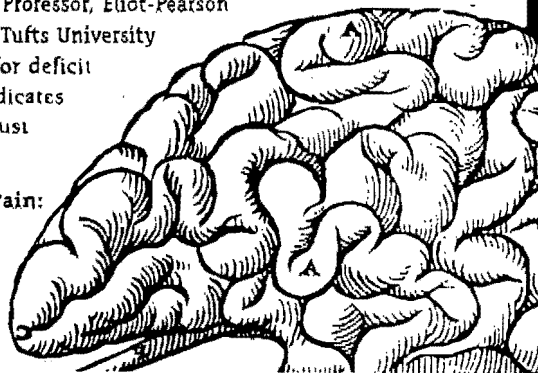
**Double-Deficit Hypothesis for Dyslexia: Bridging Cognitive Neuroscience and Education to Improve Intervention**

**Maryanne Wolf, Ph.D.,** Associate Professor, Eliot-Pearson Department of Child Development, Tufts University  
Explore alternative intervention for deficit readers based on research that indicates dyslexia may involve more than just problems with phonology.

**Language Acquisition in the Brain:**

**Ways to Improve First and Second Language Learning**

**Jean Berko Gleason, Ph.D.,**  
Professor of Psychology,  
Boston University



languages, and relate strategies for retaining foreign languages.

### How Emotions Influence Learning

**Paul J. Whalen, Ph.D.**, Instructor of Psychology, Harvard Medical School  
Find out how emotions play a major role in learning, and can help or hinder paying attention.

### Designing Schools and Classrooms Based on Brain Research

**John Zeisel, Ph.D.**, Environment/Behavior School Design Specialist  
**Kenneth S. Kosik, M.D.**, Professor of Neurology, Harvard Medical School  
**Robert J. Valiant, Ed.D.**, Internationally known consultant on curriculum, instruction, and school design  
Analyze school facility designs for the 21st Century. New developments in the field of brain research will change the way we build and renovate classrooms and school facilities.

3:45 - 4:15 p.m. refreshment break

4:15 - 5:30 p.m. concurrent sessions

### Self-Control: A New Theoretical Model and Intervention for ADHD

**Russell A. Barkley, Ph.D.**, Director of Psychology and Professor of Psychiatry and Neurology, University of Massachusetts Medical Center  
Encounter a radical shift in the perspective on ADHD which views the disorder as rooted in a developmental problem of self-control, and learn classroom intervention strategies.

### Brain-Reading and Brains Reading: Neurolinguistics and Education

**Alec Marantz, Ph.D.**, Professor of Linguistics and Philosophy, MIT  
How should educators think about recent findings from brain imaging studies that claim to shed light on language and thought?

### The Emotional Brain: The Effects of Emotion on Memory

**Elizabeth A. Phelps, Ph.D.**, Assistant Professor of Psychology, Yale University  
Emotions have a dramatic impact on the ability to remember. What is known about the influences of emotions, excitement and stress on memory and learning?

### Brain Discoveries: The Future of Education and Assessment

**Kenneth S. Kosik, M.D.**, **Gottfried Schlaug, M.D.**, **George F. Madaus, Ph.D.**, Boisi Professor of Education, Boston College; **Nancy Starnet, M.Ed.**, Principal, Upper School, Milton Academy, MA; **James Lutat, M.Ed.**, Principal, Glenbrook Middle School, Longmeadow Public Schools, MA; **Liz Sorrell, M.Ed.**, Science Program Head, Belmont Public Schools, MA  
Explore with a panel of researchers and educators the futuristic possibilities posed by cognitive neuroscience.

### APPLICATION TO REGISTER (Please photocopy entire form for each additional registrant.)

NAME (PLEASE PRINT OR TYPE)

TITLE

SCHOOL OR ORGANIZATION

ADDRESS

CITY

STATE

ZIP

PHONE

FAX

EMAIL ADDRESS

Please check appropriate boxes:

☐ PLEASE REGISTER ME FOR THE CONFERENCE.

@ \$495 per person conference fee

\$

☐ PLEASE REGISTER ME FOR DINNER AT THE HARVARD FACULTY CLUB.

(Friday evening, May 7th) @ \$45 per person

\$

☐ PLEASE REGISTER ME FOR THE SPECIAL REGISTRATION WORKSHOP: AN INTRODUCTION TO BRAIN ANATOMY AND DEVELOPMENT.

@ \$45 per person

\$

# LEARNING & the BRAIN

to reshape

HOW,

WHERE,

and

WHEN

for clinicians,

school architects, and researchers

Explore with some of the nation's leading neuroscientists new paradigms of teaching and learning, emerging from current breakthroughs in brain research. You will have an opportunity to interact with the researchers themselves to discover practical applications for education.

Demand is high and space is limited, so registering early is advisable. Registrations will be on a first-come, first-served basis and will be confirmed (in writing) by the organizers within two weeks after registering, call (617) 469-6789. Cost of the conference is \$95 per person, which includes a box lunch on Saturday and refreshment breaks. If there is space available to accept registrations on the days of the conference, a \$35 administrative fee will be added for on-site registration. If you need to cancel your registration, you must do so in writing by mail or fax no later than January 22, 1999, to receive a refund. Cancellations will be charged a \$50 per person administrative processing fee. Cancellations must be sent to FIRC at: 1895 Centre Street, Suite 2, Boston, MA 02132-1933 or faxed to (617) 469-3077.

LOCATION AND PARKING The conference is located at the Harvard University Science Center and Gutman Library in Cambridge, MA. Parking is available on-site. Please note that it is more difficult than understanding the Boston accent. Since Boston is a city of many neighborhoods, it is important to know the location of the conference.



## Schedule and Venue Changes



**Please note the following schedule and venue changes to the conference:**

The conference will convene on Friday, May 7, 1999, at 9:00 a.m. and Saturday, May 8, 1999, at 8:00 a.m. (one hour earlier than previously stated in the brochure).

The keynote addresses will take place in the morning on Friday and Saturday at Kresge Auditorium, Massachusetts Institute of Technology (MIT).

Conference check-in will start at 7:00 a.m. on both days at Kresge Auditorium which is located at 84 Massachusetts Avenue (corner of Amherst Street), 1.5 miles from Harvard Square.

Roundtrip transportation between Harvard Square and MIT will be provided for the keynotes and sessions.

### Friday May 7th, 1999

|                         |                                                                                                        |                    |
|-------------------------|--------------------------------------------------------------------------------------------------------|--------------------|
| 7:00 a.m. - 2:00 p.m.   | Conference Check-in                                                                                    | Kresge - MIT       |
| 9:00 - 10:30 a.m.       | Keynote: Jerome Kagan                                                                                  | Kresge - MIT       |
| 10:30 - 11:00 a.m.      | Coffee Break                                                                                           |                    |
| 11:00 a.m. - 12:15 p.m. | Keynote: Kenneth S. Kosik                                                                              | Kresge - MIT       |
| 12:15 - 2:30 p.m.       | Lunch Break<br>(Transportation available to Harvard Square)                                            |                    |
| 12:15 - 1:45 p.m.       | Box Lunch and Special Workshop:<br><i>An Intro. to Brain Anatomy</i><br>(By advance registration only) | Kresge - MIT       |
| 2:30 - 3:45 p.m.        | Concurrent Sessions                                                                                    | Harvard University |
| 3:45 - 4:15 p.m.        | Refreshment Break                                                                                      |                    |
| 4:15 - 5:30 p.m.        | Concurrent Sessions                                                                                    | Harvard University |
| 6:30 - 9:00 p.m.        | Dinner at The Harvard Faculty Club<br>(By advance registration only)                                   |                    |

### Saturday May 8, 1999

|                         |                                                       |                                        |
|-------------------------|-------------------------------------------------------|----------------------------------------|
| 7:00 - 8:00 a.m.        | Conference Registration                               | Kresge - MIT                           |
| 8:00 - 9:00 a.m.        | Keynote: Bennett A. Shaywitz<br>and Sally E. Shaywitz | Kresge - MIT                           |
| 9:00 - 9:30 a.m.        | Coffee Break                                          |                                        |
| 9:30 - 10:30 a.m.       | Keynote: Glenn D. Rosen                               | Kresge - MIT                           |
| 10:30 - 11:15 a.m.      | Break                                                 |                                        |
| 11:15 a.m. - 12:30 p.m. | Concurrent Sessions                                   | Kresge - MIT and<br>Harvard University |
| 12:30 - 2:30 p.m.       | Lunch Break                                           |                                        |
| 2:30 - 3:45 p.m.        | Concurrent Sessions                                   | Kresge - MIT and<br>Harvard University |
| 3:45 - 4:30 p.m.        | Refreshment Break                                     |                                        |
| 4:30 - 5:45 p.m.        | Concurrent Sessions                                   | Harvard University                     |



## A conference presented by: Public Information Resources, Inc.

1895 CENTRE STREET, SUITE 2 • BOSTON, MA 02132 (617) 469-8789 FAX (617) 469-3077 WEB: WWW.EDUPR.COM

### Suggested Talking Points for Mrs. Clinton's Videotaped Welcoming Remarks

- This conference is a follow-up to the April, 1997, White House Conference on Early Development and Learning, hosted by the President and First Lady. Derived from the concept of the White House Conference, it honors -- and attempts to emulate -- the work of the President and First Lady in raising awareness about the importance of developing children's brains in the first years of life and their commitment to excellence and equity in education. (This conference encompasses ages birth through 12th grade.) [N.B. We could lead into her videotape with this idea.]
- It is the first in a series organized by Anne Rosenfeld and Kelly Williams of Public Information Resources, Inc., Boston, with the cooperation of Kenneth Kosik, M.D., Professor of Neurology and Neuroscience and Director of the Kosik Laboratory of Cellular Neurobiology at Harvard Medical School as well as the assistance of several other distinguished educators and neuroscientists, including Glenn Rosen, Associate Professor of Neurology and Neuroscience at Harvard Medical School, who is an important researcher on dyslexia at Beth Israel Deaconess Medical Center. The next two conferences in the series will take place in November, 1999, and May, 2000. This series fittingly marks the culmination of the Decade of the Brain and the beginning of the 21st century by contributing to enlightened, scientifically-based approaches to improving the care and education of our nation's children. *pub sch Superintendents*
- This is a cross-disciplinary collaboration between scientists and educators: The distinguished neuroscientists presenting their research are leaders in unraveling the mysteries of how children actually learn, and the educators attending are leaders in seeking ways to translate these findings into classroom practice. Together, the scientists and educators will explore new brain-based paradigms for teaching and learning.
- This is the first large-scale national initiative since the White House Conference to bring educators and neuroscientists directly together to discuss how brain research might inform and benefit child-care and schooling. Almost 1500 people are involved. Attendees are from the 50 states, Puerto Rico, the U.S. Virgin Islands, and American international schools abroad. They represent the broadest spectrum of child-care providers, educators, and clinicians, including Head Start professionals, psychologists, superintendents, principals, teachers, education-school deans, pediatricians, counselors, child-care providers, social workers,

Mr.

*Leading  
conf  
organizer  
in  
neurosci  
to educators*

*Anne Rosenfeld  
will lead intro  
video*

*Prof. Rosen*

*J. Thomas  
Cottle*

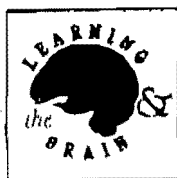
*into  
Prof. Rosen*

*Prof. Rosen*

*Neurosci to  
educs*

*Brain  
Research  
Fellow  
Murray*

*debra  
in scs  
dmy*



## A conference presented by: Public Information Resources, Inc.

1895 CENTRE STREET, SUITE 2 • BOSTON, MA 02132 (617) 489-8789 FAX (617) 489-3077 WEB: WWW.EDUPR.COM

curriculum supervisors, school architects, playground developers, toy designers, and many others. They come from public and independent schools; urban, suburban and rural districts; privileged and poor districts; schools for the deaf and blind; programs for the gifted; programs for the learning disabled; Boys and Girls Clubs; and diverse nonprofit and governmental organizations serving children and youth. Even *Sesame Street* and Carnegie Hall are represented.

- These professionals, many of whom are already knowledgeable about brain research, also have much to gain from discussing with each other the possible practical applications.

### ON BRAIN RESEARCH

1. There is an enormous opportunity at this time to marshall the powerful insights emerging from neuroscience and apply them to the betterment of our educational programs.
2. We sense that scientists stand at a pivotal moment, at the verge of a knowledge base about the brain which may change the way we fundamentally think about ourselves. Their technology has revealed images of the living brain actually engaged in a task such as reading or enjoying a piece of music. These remarkable images of the brain at work allow us to see ourselves in ways never before observed.
3. Molecules involved in learning and memory have been discovered and these discoveries will surely lead to a truly profound understanding of what goes on the classroom and novel ways to help all children achieve.
4. The brain is a surprisingly dynamic structure. It can physically change as we learn and as we experience the world around us. More and more it seems that optimizing and enriching the environment that we create for our children is the most favorable way for the brain to develop.
5. There is no doubt that among neuroscientists there is an enthusiasm about their field which has bubbled over to all of us. That is apparent from the attendance here. When it comes to understanding this master organ, the brain, the many superficial differences among us melt away. This conference has drawn together individuals from a diversity of ethnicities, ages, and geographic origins. There is no doubt that the emerging knowledge of the brain is a powerful draw.

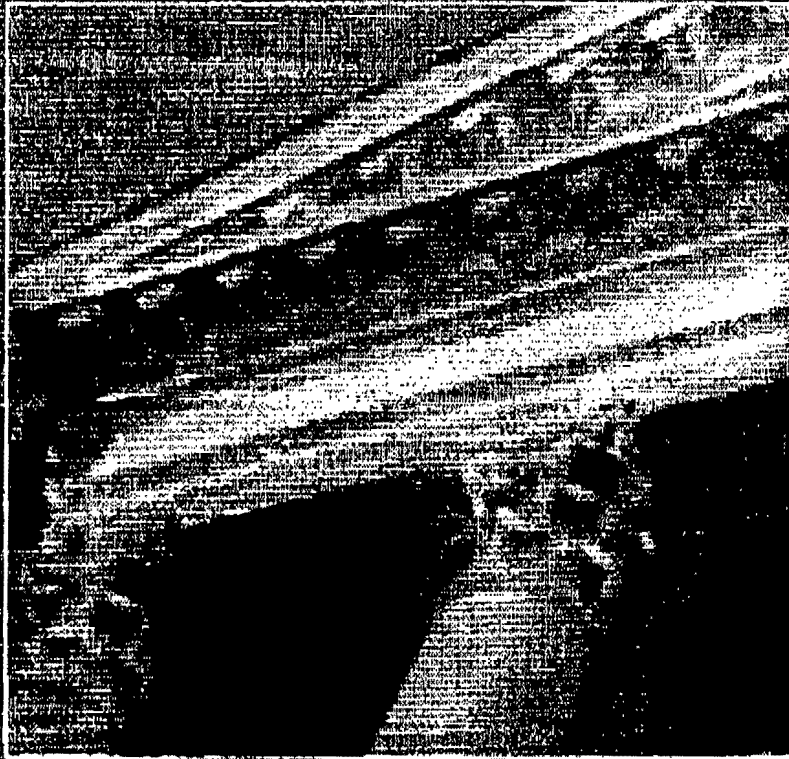


FROM :

PHONE NO. : 16175474793

Mar. 23 1999 12:55PM P1

# USING BRAIN RESEARCH TO RESHAPE CLASSROOM PRACTICE



With a distinguished faculty of neuroscientists  
from leading research universities

*November 1999  
Conference*

FROM :

PHONE NO. : 16175474793

Mar. 23 1999 01:02PM P3



NOVEMBER 7 - 9, 1999

**This conference brings you the most recent findings in cognitive neuroscience from renowned researchers themselves.**

**Attending this conference will help you:**

- obtain the latest information about how the brain works**
- expand your knowledge of child development and neurodevelopment;**
- understand how learning changes the brain;**
- rethink and reshape classroom practice;**
- improve student performance, behavior, motivation, memory, skills development, and emotional intelligence;**
- identify and provide intervention for students with learning deficits;**
- redesign school facilities based on how the brain learns;**
- discover why different learning strategies may benefit boys and girls;**
- work more knowledgeably with families.**



PUBLIC INFORMATION KIT/CONFERENCE 1999

FROM :

PHONE NO. : 16175474793

Mar. 23 1999 01:25PM P3

For the first time in human history, dramatic new imaging techniques allow researchers to study the workings of the brain in living subjects, opening a vast frontier of knowledge on human cognition.

By hearing about recent findings in brain science, and probing their significance for teaching and learning, you may gain insights that will transform your thinking about instruction, curriculum, and school environments.

### Organizations

American Association of School Administrators (AASA)  
Belmont Public School District, MA  
Brain Behavior Laboratory, University of Pennsylvania Medical Center  
Center for Developmental Cognitive Neuroscience, Eunice Kennedy  
Shriver Center  
Dyslexia Research Laboratory, Beth Israel Deaconess Medical Center  
Kosik Laboratory of Cellular Neurobiology, Harvard Medical School  
Mind/Body Medical Institute Education Initiative, Harvard  
Medical School  
National Association of Elementary School Principals (NAESP)  
National Association of Secondary School Principals (NASSP)  
National Coalition of Girls' Schools (NCGS)  
Public Information Resources, Inc. (PIRI)  
Reach Out to Schools: Social Competency Program, Stone Center,  
Wellesley College

Conference Organizers: Public Information Resources, Inc. (PIRI)  
Anne Rosentfeld, Conference Director  
Kelly Williams, Associate Conference Director

**"Brain research and its implications represent the new frontier for teachers and administrators — a frontier which we must consider if we are to promote equity and excellence for all children."**

**GERALD N. TIROZZI**

Executive Director, National Association of Secondary School Principals (NASSP)  
Former Assistant Secretary for Elementary and Secondary Education,  
U.S. Department of Education

FROM :

## *Conference Faculty*

### NEUROSCIENTISTS

**David Caplan, M.D., Ph.D.**, Professor of Neurology, Harvard Medical School; Associate Neurologist, Massachusetts General Hospital; Director, Reading Disabilities Unit and Director, Behavioral/Cognitive Neurology Clinic, MGH.

**Suzanne H. Corkin, Ph.D.**, Professor of Behavioral Neuroscience, Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology.

**James E. Crandall, Ph.D.**, Senior Scientist, Eunice Kennedy Shriver Center; Assistant Professor of Neuroscience (Neuroanatomy), Department of Neurology, Massachusetts General Hospital, Harvard Medical School.

**Adelle Diamond, Ph.D.**, Director, Center for Developmental Cognitive Neuroscience and Senior Scientist, Divisions of Psychological and Biomedical Sciences, Eunice Kennedy Shriver Center; named a Distinguished Scientific Lecturer by the American Psychological Association.

**Kurt W. Fischer, Ph.D.**, Professor of Human Development and Psychology, and Director of Mind, Brain, and Education Concentration, Harvard Graduate School of Education; co-author of *Human Behavior and the Developing Brain* (1995).

**Jean Berko Gleason, Ph.D.**, Professor of Psychology, Boston University; Director, Graduate Program in Human Development; Research Fellow, Department of Cognitive and Neural Systems; author of numerous books on language acquisition, including *The Development of Language* (1997).

**Elizabeth Gould, Ph.D.**, Assistant Professor, Department of Psychology, Princeton University.

**Raquel E. Guz, M.D., Ph.D.**, Professor, Departments of Psychiatry, Radiology, and Neurology, Neuropsychiatry Section, University of Pennsylvania Medical Center.

**Ruben C. Guz, Ph.D.**, Professor, Departments of Psychiatry, Radiology, and Neurology and Director, Brain Behavior Laboratory, University of Pennsylvania Medical Center.

**James E. Hammes, Ph.D.**, Associate Professor of Cell Biology and Director, Office of Science Education, University of Massachusetts Medical School, Worcester, MA; Director of the Massachusetts Academy of Mathematics and Science.

**Marc D. Hauser, Ph.D.**, Professor, Department of Psychology and Program in Neuroscience, Harvard University; Faculty Fellow at Harvard University's Mind/Brain/Behavior Initiative; Faculty Fellow, Speech and Hearing Sciences Program, Massachusetts General Hospital-Harvard University-MIT.

**Kenneth S. Kosik, M.D.**, Professor of Neurology and Neuroscience, Brigham and Women's Hospital, Harvard Medical School, and Faculty Fellow at Harvard University's Mind/Brain/Behavior Initiative.

**"This conference will have great benefit  
for school leaders and ultimately for the  
students in our schools."**

**PAUL HOUSTON**

Executive Director, American Association of School Administrators (AASA)

**Alec Marantz, Ph.D.**, Professor of Linguistics and Philosophy, Massachusetts Institute of Technology; researcher on MIT's Mind Articulation Project.

**John J. Ratey, M.D.**, Assistant Professor of Psychiatry, Harvard Medical School; author of the book *User's Guide to the Brain* (1998) and co-author of *Driven to Distraction* (1995) and *Shadow Syndromes* (1997).

**Glenn D. Rosen, Ph.D.**, Associate Professor of Neurology (Neuroscience), Beth Israel Deaconess Medical Center, Harvard Medical School.

**Gottfried Schlaug, M.D.**, Instructor in Neurology, Beth Israel Deaconess Medical Center, Harvard Medical School.

**Bennett A. Shaywitz, M.D.**, Professor of Pediatrics and Neurology, Yale University School of Medicine; Co-director, NICHD-Yale Center for the Study of Learning and Attention.

**Sally E. Shaywitz, M.D.**, Professor of Pediatrics, Yale University School of Medicine; Co-director, NICHD-Yale Center for the Study of Learning and Attention; Founder and Director, Learning Disorders Unit, Yale Child Study Center.

**Paul J. Whalen, Ph.D.**, Instructor of Psychology, Department of Psychiatry, Massachusetts General Hospital, Harvard Medical School.

**Deborah A. Yurgelun-Todd, Ph.D.**, Director of Neuropsychology and Cognitive Neuroimaging, McLean Hospital Brain Imaging Center, Harvard Medical School.

#### EDUCATORS

**Renate W. Calne, Ph.D.**, Professor Emeritus of Education, California State University, San Bernardino; co-author of books on brain-based teaching, including *Making Connections: Teaching and the Human Brain* (1994).

**Beth Greenberg, M.A.**, Associate Director, Mind/Body Medical Institute Education Initiative (Relaxation Response Program developed by Herbert Benson, M.D.), Harvard Medical School.

**Susan Kovalik**, President, Susan Kovalik & Associates, Inc.; author of numerous books on brain-compatible learning; international speaker at such conferences as ASCD, NASSP, and the International Alliance for Learning.

**Barbara Pedersen, M.Ed.**, Director, C.L.A.S.S. Project, Indiana Department of Education; recipient of the Christa McAuliffe Fellowship Award.

**Famela Seiple, M.S.**, Executive Director, Reach Out to Schools Project, The Stone Center, Wellesley College.

#### AND OTHER DISTINGUISHED SCIENTISTS AND EDUCATORS.

### **Dinner at The Harvard Faculty Club**

**6:30-9:30 P.M. MONDAY, NOVEMBER 8, 1999**

As a special privilege, conference participants are invited to dine at The Harvard University Faculty Club on Monday evening. The Club's academic atmosphere provides a rich environment for further discourse with conference colleagues. Space is limited. Cash bar. By advance registration only. \$55 per person. \$45 per person. If you register by June 30.

### **An Introduction to Brain Anatomy and Development**

**1:00-2:30 P.M. SUNDAY, NOVEMBER 7, 1999**

This preconference workshop will help you navigate the complex world of the brain by providing basic descriptions of brain anatomy and development to help you get the most out of the conference. By advance registration only. \$45 per person.

**James E. Grandall, Ph.D., Senior Scientist, Eunice Kennedy Shriver Center;  
Assistant Professor of Neuroscience (Neuroanatomy), Department of Neurology,  
Massachusetts General Hospital, Harvard Medical School.**

***"This conference on 'Learning & the Brain'  
is important and timely."***

**NOAM CHOMSKY**

**Professor of Linguistics, Massachusetts Institute of Technology (MIT)**

## ***Your Brain, Your Emotions, Your Performance***

**3:00-6:30 P.M. SUNDAY, NOVEMBER 7, 1999**

When it comes to the brain, emotion is the gatekeeper to performance. How does emotion guide our every act? How do the environments in which we teach and learn, and the people around us, influence, and sometimes control, our behavior? How do all these factors come together to help or hinder as we learn something new? Expanding upon these and related topics, Susan Kovalik will demonstrate ways in which findings from brain science can boost learning. By advance registration only. \$45 per person.

**Susan Kovalik**, President, Susan Kovalik & Associates, Inc., pioneer in brain-compatible learning; author of more than 25 books on the topic; and acclaimed speaker at such conferences as ASCD, NASSP, and the International Alliance for Learning.

## ***Creating New Paradigms for Schools: Small-group Luncheons***

Join a luncheon on one or both days of the conference to exchange ideas with diverse colleagues and a neuroscientist about applying brain research to school practice. By advance registration only. Includes lunch. \$45 per person Monday. \$65 per person Tuesday.

Discussion groups each day will focus on the following developmental ages. You may choose the same or a different age-group for each day:

|                  |                 |
|------------------|-----------------|
| Birth to 2 years | 2nd-5th grades  |
| 2-4 years        | 6th-8th grades  |
| K-1st grade      | 9th-12th grades |

## ***Mingle with New Acquaintances: Preconference Cocktail Reception***

**4:00-6:00 P.M. SUNDAY, NOVEMBER 7, 1999**

In an elegant and informal setting, socialize with other participants from diverse disciplines. Start your conversations with colleagues with whom, over the next two days, you will be exploring the application of brain research to education. By advance registration only. Complimentary hors d'oeuvres. Cash bar.

## Program Topics

**Use this explosion of scientific knowledge  
to create new, powerful paradigms for schools.**

**NOVEMBER 8 - 9, 1999**

### **Etching Memories into the Brain: The Reflection of Experience**

The brain's complex circuits undergo remarkable physical changes as we learn and remember. Understand brain plasticity, and probe its implications for the design of instructional programs.

**Kenneth S. Kosik, M.D.**, Professor of Neurology and Neuroscience, Brigham and Women's Hospital, Harvard Medical School, and Faculty Fellow at Harvard University's Mind/Brain/Behavior Initiative.

### **Brain Growth Cycles: Knowing When Students Learn Skills**

Improve students' learning and skills development by understanding the emergence of specific capacities (brain growth cycles). Learn how to compensate for previous learning deficits and how social support from the teacher affects performance.

**Kurt W. Fischer, Ph.D.**, Professor of Human Development and Psychology, and Director of Mind, Brain, and Education Concentration, Harvard Graduate School of Education; co-author of *Human Behavior and the Developing Brain* (1995).

### **Adolescent Decisionmaking: Emotions vs. Reason**

Do the brains of nine to seventeen-year old children reason and process emotions differently from adults? When can they "reason through" an informed decision?

**Deborah A. Yurgelun-Todd, Ph.D.**, Director of Neuropsychology and Cognitive Neuroimaging, McLean Hospital Brain Imaging Center, Harvard Medical School.

### **How the Mind Changes During the First Years of Life: A Cognitive Neuroscience Perspective**

Babies are even smarter than previously thought. Explore the development — and brain bases — of memory, attention, problem solving, and self control, and the relation between intention and action, in babies and young children.

**Adèle Diamond, Ph.D.**, Director, Center for Developmental Cognitive Neuroscience and Senior Scientist, Divisions of Psychological and Biomedical Sciences, Eunice Kennedy Shriver Center. Named a Distinguished Scientific Lecturer by the American Psychological Association.

### **How To Improve Performance, Motivation, and Behavior through Mind/Body Intervention**

Using techniques based on mind/body research, teach students of all ages how to manage stress and improve motivation, academic performance, and behavior. Learn how to reduce your own stress as well.

**Beth Greenberg, M.A.**, Associate Director, Mind/Body Medical Institute Education Initiative (Relaxation Response Program developed by Herbert Benson, M.D.), Harvard Medical School.

### **Sex Differences in Learning**

Recent research indicates there are sex differences in neural tissue and brain functioning. Find out how males and females may benefit from different learning strategies that complement their relative strengths.

**Robert C. Oat, Ph.D.**, Professor, Departments of Psychiatry, Radiology, and Neurology and Director, Brain Behavior Laboratory, University of Pennsylvania Medical Center.



**Teaching with the Brain in Mind**

Probe brain-based learning principles, the various stages of learning, the effects of health, stress, and teaching approaches, and how to create better instructional environments based on new understandings of learning.

**Renate W. Cairns, Ph.D.**, Educational Psychologist, Professor Emeritus of Education, California State University, San Bernardino.

**The Role of Emotional Intelligence in Creating Learning Environments for Elementary Schools**

Learn strategies to maximize children's social competency and ability to take risks, solve problems, focus attention, and support each other's learning.

**Pamela Seigle, M.S.**, Executive Director, Reach Out to Schools Project, The Stone Center, Wellesley College.

**How Emotions Influence Learning**

Find out how emotions play a major role in learning and can help or hinder paying attention.

**Paul J. Whalen, Ph.D.**, Instructor of Psychology, Department of Psychiatry, Massachusetts General Hospital, Harvard Medical School.

**How To Identify and Teach Students with Evolving Mental Illness**

Examine ways to identify the differences between students with behavioral problems and those with evolving mental illness. Learn strategies for teaching students with mental illness.

**Raquel E. Gur, M.D., Ph.D.**, Professor, Departments of Psychiatry, Neurology, and Radiology, Neuropsychiatry Section, University of Pennsylvania Medical Center.

**Learning and Environment: Revolutionary Information about Brain Cell Growth for Cognitive Function**

Until recently neuroscientists thought the brain stopped producing any new cells at birth. Learn about groundbreaking discoveries made in recent months demonstrating that throughout life some kinds of mental exercise actually spur brain cell growth in areas specifically involved in learning and memory, while stress produces the opposite effect.

**Elizabeth Gould, Ph.D.**, Assistant Professor, Department of Psychology, Princeton University.

**The Connection Between Language Comprehension and Working Memory**

Working memory allows the brain to retain small amounts of information for short periods of time while the brain undertakes computations. Explore the educational implications of research suggesting that working memory capacity may be different for language comprehension and other computations, such as reasoning.

**David Caplan, M.D., Ph.D.**, Professor of Neurology, Harvard Medical School; Associate Neurologist, Massachusetts General Hospital; Director, Reading Disabilities Unit and Director, Behavioral/Cognitive Neurology Clinic, MGH.

**Latest Discoveries in Dyslexia Research**

Brain research is revealing that dyslexics process visual and auditory information differently from others. Discover what this research tells us about students who have difficulty reading.

**Glenn D. Rosen, Ph.D.**, Associate Professor of Neurology (Neuroscience), Beth Israel Deaconess Medical Center, Harvard Medical School, and co-author with Albert Galaburda, M.D., and Mathew Menard of the article *Evidence for Aberrant Auditory Anatomy in Developmental Dyslexia*, published in the Proceedings of the National Academy of Science (1994).

**The Care and Feeding of the Brain**

Researchers now know how nutrition, exercise, prayer, and meditation can affect the brain. Learn how best to prepare the brain at all ages for learning, memory, attention, and test performance.

**John J. Ratey, M.D.**, Assistant Professor of Psychiatry, Harvard Medical School; author of the book *User's Guide to the Brain* (1999).

**Instincts to Learn: How Mother Nature Has Built Systems that Learn**

Examine nature versus nurture in children and primates. By following developmental changes along with evolutionary ones, you will see how brain mechanisms emerge and evolve over time. Explore infant development, primate cognition, and the biology of learning.

**Marc D. Hauser, Ph.D.**, Professor, Department of Psychology and Program in Neuroscience, Harvard University; Faculty Fellow at Harvard University's Mind/Brain/Behavior Initiative; Faculty Fellow, Speech and Hearing Sciences Program, Massachusetts General Hospital-Harvard University-MIT.

**Imaging Reading and Dyslexia**

Through brain imaging techniques, Dr. Bennett Shaywitz and Dr. Sally Shaywitz have discovered a wealth of information about reading and brain differences in dyslexics. Hear firsthand from the Shaywitzes, whose seminal work on dyslexic readers was published in the 1998 *Proceedings of the National Academy of Sciences*.

**Bennett A. Shaywitz, M.D.**, Professor of Pediatrics and Neurology, Yale University School of Medicine; Co-director, NICHD-Yale Center for the Study of Learning and Attention.

**Sally E. Shaywitz, M.D.**, Professor of Pediatrics, Yale University School of Medicine; Co-director, NICHD-Yale Center for the Study of Learning and Attention; Founder and Director, Learning Disorders Unit, Yale Child Study Center.

**Working Memory: What Functional MRI Studies Tell about Memory**

Since memory is critical to learning, a full understanding of it is essential for educators. Explore the interlocking mechanisms that constitute memory and hear about new research that sheds light on the mysteries of learning.

**Suzanne N. Corkin, Ph.D.**, Professor of Behavioral Neuroscience, Department of Brain and Cognitive Sciences, MIT, renowned for her work on memory with patient H.M.

**Tuning Up the Brain: Music and Intellect**

Discover the important link between music and the development of intellectual skills. Learn about the latest findings describing critical periods in children's development when early music training influences brain structure and function.

**Gottfried Schlaug, M.D.**, Instructor in Neurology, Beth Israel Deaconess Medical Center, Harvard Medical School.

**Brain-compatible Learning in Action**

Find out about a brain-compatible curriculum, based on Susan Kovalik's Integrated Thematic Instruction (ITI) model, that creates powerful learning opportunities for students of all ages.

**Barbara Federova, M.Ed.**, Director, C.L.A.S.S. Project, Indiana Department of Education; recipient of the Christa McAuliffe Fellowship Award.

### **Shadow Syndromes: Discover Hidden Psychological Problems That Can Influence Student Behavior and Learning**

Students who lack will power and the ability to finish tasks may actually be struggling with mild forms of serious mental disorders and social problems that can hinder learning. Ascertain how to identify and respond to these problems.

**John J. Ratey, M.D.**, Assistant Professor of Psychiatry, Harvard Medical School; co-author with Edward Hallowell, M.D., of the book *Driven to Distraction* (1995), and co-author of the book *Shadow Syndromes* (1997).

### **Language Acquisition: Ways To Improve First and Second Language Learning**

Decode the secrets of learning first and second languages and retaining second languages.

**Jean Berko Gleason, Ph.D.**, Professor of Psychology, Boston University; Director, Graduate Program in Human Development; Research Fellow, Department of Cognitive and Neural Systems; author of numerous books on language acquisition, including *The Development of Language* (1997).

### **Brain-reading and Brain Reading: Neurolinguistics and Education**

How should educators think about recent findings from brain imaging studies that claim to shed light on language and thought?

**Alec Marantz, Ph.D.**, Professor of Linguistics and Philosophy, MIT.

### **Teaching Neuroscience in the Decade of the Brain**

Learn how to teach neuroscience as well as help students be responsible for the well-being of their brains, using a variety of K-12 curriculum tools aligned to current understandings in neuroscience.

**James E. Hamea, Ph.D.**, Associate Professor of Cell Biology, University of Massachusetts Medical School.

## **Other topics include:**

### **The Emotional Brain: The Effects of Emotion on Memory**

Emotions have a dramatic impact on the ability to remember. What is known about the influences of emotions, excitement, and stress on memory and learning?

### **Brain Discoveries: The Future of Education and Assessment**

Explore the futuristic possibilities posed by cognitive neuroscience with a panel of researchers and educators.

### **Designing Schools and Classrooms Based on Brain Research**

New developments in the field of brain research will change the way we build and renovate classrooms and school facilities. Analyze school facility design for the new millennium.

### **Special Education: Teaching Students with Brain Disorders and Developmental Disabilities**

More students with autism or other abnormal brain development are being placed in mainstream schools and classes. What does brain science have to tell us about the best ways to teach these special needs individuals?

### **ADHD and the Classroom**

Learn what recent studies indicate for treatment of ADHD and intervention strategies for the classroom.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 3, 1997

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

END

Laura E. Schiller  
04/06/99 08:51:15 PM

Record Type: Record

To: Neera Tanden/WHO/EOP, Nicole R. Rabner/WHO/EOP  
cc: Ruby Shamir/WHO/EOP  
Subject:

for your edits. thanks.

**FIRST LADY HILLARY RODHAM CLINTON  
VIDEOTAPED REMARKS TO  
AMERICAN BAR ASSOCIATION CENTER ON CHILDREN AND THE LAW  
WYNDHAM CENTER CITY HOTEL  
WASHINGTON, DC  
APRIL 9, 1999**

Good morning. I am honored to take part in the Ninth National Conference on Children and the Law. I only wish I could be there in person to thank the ABA and all of you for making our legal system work better for the children and families it serves. I know that you will be hearing from representatives of the Yale Child Study Center. As many of you know, I spent a year after law school working there. And I did so because I shared your belief that the law can -- and should -- be a powerful tool to improve children's lives.

No where is that more clear than with the issues you're focusing on at this conference -- foster care and children's health. When you began holding these conferences, who would have thought that research into the brain would tell us so much about the earliest -- and most critical -- years of a child's life? Who would have thought that last year, we'd promise millions more children access to health insurance -- both through Medicaid and the new Children's Health Insurance Program? And who would have thought that the President would sign the Adoption and Safe Families Act -- and make clear that in our child welfare system, the health and safety of children will always be our first consideration.

These are great accomplishments. But you know better than anyone how much further we have to go to secure safe permanent homes for children all across the country. How much further we have to go until no child picks up a gun or a cigarette or a drug and throws away a future. And how much further we have to go before all children have the health care, education, and support they need to stay out of harm's way and make the most of their lives.

And you know we will not reach that day solely with new laws and regulations. It will take all of you continuing to raise your voices on behalf of

children in and out of the courtroom. And so I want to thank you for working to educate each other about the laws that help children -- and change those that don't. Thank you for helping to keep children out of the court system, protecting them while they're in it, and nurturing them long after they're gone. And I want to thank you for making sure the legal system fulfills its promise to protect the most vulnerable among us -- especially our children.

That is why you're here today -- and it is what you do every day. Thank you -- and I hope you have a wonderful conference.

**REVISED 4/17/97**

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

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

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

Nearly 100 sites in 37 states.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

There's a quote I particularly like from the Chilean poet Gabriela Mistral that reminds us:

"Many things we need can wait. The child cannot. Now is the time his bones are being formed; his blood is being made; his mind is being developed. To him we cannot say tomorrow. His name is today." We knew this instinctively -- even poetically. Now we know it scientifically.

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

My husband. President Bill Clinton.

April 2, 1997

## REMARKS TO THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT

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

### I. PURPOSE

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

### II. BACKGROUND

#### Overview

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

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

#### Biennial Meeting

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

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

Note: April is Child Abuse and Neglect Prevention Month.

#### ***NICHD Study***

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

Background on NICHD funding will be forwarded.

#### **Society for Research in Child Development (SRCD)**

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

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

#### **Format**

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

### **III. PARTICIPANTS**

#### **Meet and Greet**

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

Professor of Psychology, University of Michigan

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

-Mrs. Karen Elder, Spouse

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

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

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

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

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

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

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

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

-Ms. Patricia Settini, 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 Chace 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 revitalize 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 *biological*, which places people in historical context through membership in specific birth cohorts (see Elder 1981). Although the individual is the



unit of analysis. Life course theories 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 compressive cohort studies. The results of such research can be seen in much of Glen's recent work, especially in his studies of aging of the effects of military service on the life course, and of survival strategies of Iowa farm families during the recent economic crisis.

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

In conclusion, I want to say some things about Glen as a person and to have a bit of fun at his expense. Glen's personality and demeanor are not captured easily with simple adjectives. "Laid-back" certainly doesn't work, but "relaxed" also misses the mark. I think "hard-working," "dedicated," and "straight" fit best. In fact, "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 stones 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 persistently constructed what Bellah et al. call "constitutive 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 piously or that he is an indiscriminate name dropper. On the contrary, few scholars escape his constructive criticism. In his testimonials, a reference to W.I. Thomas or George Herbert Mead may be followed quickly by a reference to the author of a recent PhD dissertation. It is Glen Elder's contributions to our community of memory that I have tried most to emulate in my own career, believing that in this area sensitivity, thoughtfulness, and a dedication to scholarship are as important as talent, or more so. I have found it a very difficult act to follow, however. That is why today, I am very fortunate that I was able to go first. I am greatly honored to present to you Glen H. Elder Jr., the 1993 recipient of the Cooley-Mead Award.

#### REFERENCES

- Bellah, Robert N., Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton. 1985. *Habits of the Heart: Individualism and Commitment in American Life*. Berkeley: University of California Press.
- Elder, Glen H., Jr. 1974. *Children of the Great Depression*. Chicago: University of Chicago Press.
- . 1981. "Memory and the Family: The Discovery of 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. 331-47 in

GLEN H. ELDER, JR.

3

*Devoting Parents and Lives*, edited by A.J. Robin, Thomas, W.I. and F. Zinsfeld, 1978-1980. *The Poet*  
Robert A. Zucker, and Susan Frank, New York: Putnam in Europe and America, New York: Octopus  
Springer.

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

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

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

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

**SHERATON**

Washington Ballroom

\*When Cognition and Developmental Theories Meet Classrooms and Communities: The "Great Beginnings" Project

North \*Conditions that Facilitate the Well Being of Minority Children around the World

South Possible Iatrogenic Effects through Aggregating High Risk Youth

Cotillion North Theory of Mind Ten Years After  
Cotillion South Social, Cultural, and Developmental Change in Adolescents' Values and Attitudes

Virginia Social Relations: Children, Parents, Friends  
Maryland A Attachment and the Evolution of the Self  
Maryland B • *New Symposium: Should We Not Revisit the Issue of "Is" and "Ought"? Or Are There Plural Paths and Norms of "Development?"*

*Chair: Frank Kessel*

Can You Be a Pluralist and a Developmentalist at the Same Time? *Richard A. Shweder*

Why Children Ought to Develop to Fit Their Culture  
*Alan P. Fiske*

A Correct Moral Standpoint Is Neither Impartial Nor Universalizable *Diana Baumrind*

Delaware A The Impact of Trauma and Adversity on Behavioral and Physiological Development: Clarifying the Issues

Delaware B A Revitalized Head Start Research Agenda: How Head Start Has Responded to the Changing Needs of Children and Families in Poverty

Marshall Different Theoretical Perspectives on Language Development

Maryland C A Quarter Century of Memory Development Research  
Holmes Creating Naturalistic Laboratory Methods to Observe Peer Relations and Emotion Expression

Warren Multiple Explanations of Object Permanence during Infancy

Kansas Comparing Three Modern Approaches to Longitudinal Data Analysis: An Examination of a Single Developmental Sample

Calvert

Mother-Child Relations in the Context of Contrasting Programs for Welfare Families

Woodley

Effects of Family Violence on Children's Adjustment in the School Environment

Wisconsin

Attachment Representation and "Inner Working Models": A Perspective on Future Approaches in Research and Clinical Practice

**OMNI**

Palladian

What Develops in Emotional Development

Empire

Principles of Developmental Psychopathology: Illustrations from Contemporary Research

Diplomat

Culture, Development and Cognition

Executive

Children's Sleep, Care Giving and Early Development

Congress

Cognitive Functioning in Williams Syndrome: Contributions to Theoretical Controversies in Child Development

**POSTER SESSIONS**

Pod 5 •

Spatial Cognition

*Withdrawn:* [6] The Emergence of Sex Differences in Spatial Ability in Young Children *Adela M. Langrock*

Pod 21 •

Family Relations and Childrearing

*Additional Author:* [7] Children's Reactions to their Parents Low Mood in a Normal Population Sample of Finnish 12-Year-Olds *Tytti S. Solantaus, William R. Beardslee*

**Thursday, 2:30-4:20 PM**

**SHERATON**

Washington Ballroom

\*Emotion and Emotional Competence in Childhood

North

\*Diverging Viewpoints—An Invited Debate: Infant Cognition

South

Parents' Work and Children's Family Experiences: Using Daily Diaries to Examine the Linkages

Cotillion North

Children Born to Lesbian Mothers: Studies from Europe and the United States

Cotillion South

Outcome Measurement in Child Abuse Prevention Programs for At-Risk Mothers

Virginia

Factors in the Development of Children in Welfare Families: An Ecological Perspective

Maryland A

Methods in the Study of Cognitive Development

Maryland B

Giving Child Development Knowledge Away: Dissemination of Child Development Research

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

POSTER SESSIONS

Pod 24 \*

Infant Crying

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

Thursday, 4:30-6:20 PM

SHERATON

Washington Ballroom

\*Cognitive Neuroscience and the Development of Attention

South

\*Child Development, Pediatrics, and Social Policy: Three Cultures in Search of a Shared Mission

North

Parenting and the Socialization of Values: New Directions

Cotillion North

Individual Differences in Children's Memory and Suggestibility: New Research Findings and Directions

Cotillion South

What Everyday Conversations Reveal about Conceptual Development: New Evidence for Developmental and Sociocultural Differences

Virginia

The Use of Twin and Adoptee Designs to Study Environmental Risk Mediation

Maryland A

Concepts and Theories of Development

Maryland B

A Short History of Dialectical Thought and Soviet Theory in America

Delaware A \*

The PSID Child Development Project: New Opportunities for Researchers and Policy Makers

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

Delaware B

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

Marshall

Cultural Pathways to Early Socio-Emotional Development: Interdisciplinary Perspectives

Maryland C

Child and Family Literacy in the Context of Intervention Programs

Holmes

Life Course Studies of Schooling: The Crucible Years

Warren

Socialization of Individual Differences in Achievement Motivation

Wisconsin

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

Kansas

Gender Construction in Cross-Cultural Perspective: Views from Children's Same-Sex and Mixed-Sex Peer Interactions

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

OMNI  
Palladian  
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 Develop-  
ment in 3- to 5-Year-Olds Dina L. Szarkowicz

Pod 17 •

Peer Relations and Psychological Adjustment  
Omitted Author: [5] The Effects of Affective Bias on  
Preschool 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

Initiated and conducted by NICHD and investigators at 14 universities



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

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

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

###

#### **Investigators participating in the NICHD Early Child Care Study:**

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

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

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

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

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

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

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

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

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

Susan Campbell  
University of Pittsburgh

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

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

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

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

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

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

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

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

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

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

Marion O'Brien  
University of Kansas

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

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

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

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

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

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

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

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

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

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

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

# HHS NEWS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

FOR IMMEDIATE RELEASE  
Tuesday, March 25, 1997

Contact: Michael Kharfen  
(202) 401-9215

## HEAD START EXPANSION INITIATIVE WILL HELP CHILDREN LEARN, PARENTS EARN

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

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

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

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

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

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

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

- MORE -

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

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

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

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

###

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

## CHILDREN AND FAMILIES

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

President Bill Clinton

January 23, 1996

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

### **A RECORD OF ACCOMPLISHMENT IN PROTECTING AMERICA'S CHILDREN:**

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

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

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

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



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

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

### **THE CHALLENGES AHEAD:**

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

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