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lost faith in his belief in America's qualities or in the teachings of that Sunday School teacher, John Crewson, who set him the course to West Point.

Of all that's been said and written of Omar Nielson Bradley, perhaps a paragraph from an essay penned in 1962 by a Moberly seventh grader, Debbie Shirvin, sums it up best: "He was a Missouri boy from our very own community. His rise to military fame was spectacular, even in our country of great opportunities. His plainness and his human touch have protected him from enemies that often destroy good men."

MILITARY ASSISTANCE FOR ISRAEL

Mr. MUSKIE. Mr. President, last week Assistant Secretary of State Joseph Sisco arrived in Israel for consultations with the Israeli Government on the Middle East situation. The political stalemate in that part of the world has now reached a critical stage. Frustrations are growing on both sides, and in a situation of such great tension there is always the possibility of another tragic conflict.

Since the founding of Israel, our foreign policy with respect to the Arab-Israeli conflict has rested on two fundamental positions: First, there is our commitment to Israel's survival. We have stood unalterably opposed to the position that the Arabs took for many years that Israel has no right to exist. This position persists even today in the political rhetoric of the Arab world—despite three costly wars which have served only to divert the efforts of the Middle Eastern peoples from more urgent tasks of national development.

Second—and partly as a means of implementing our basic goal of protecting Israel's security—we have attempted to preserve a balance of power in the Middle East. We have hoped thereby to deter the war in the area and preserve stability in a situation of high tension and great emotion. At the same time, we have also tried to do everything possible to prevent a senseless and dangerous arms race between Israel and her Arab neighbors.

For some time, Israel has been requesting from the United States additional shipments of Phantom jet fighter-bombers. Our Government has not fulfilled this latest request, apparently on the assumption that such actions might render a political settlement more difficult.

In view of recent evidence of increased Soviet shipments of fighter aircraft to Egypt and Syria, I do not agree with the administration's apparent position that delivery of Phantom jets to Israel must still be delayed. Two weeks ago it was reported in the New York Times that U.S. intelligence specialists had revealed that since last September the Soviet Union had shipped nearly 100 Mig-21's to Egypt, including eight delivered in June. This total was said to compare with only 90 Mig-21's delivered to Egypt from the end of the 1967 war to the middle of 1970.

Moreover, it was reported that Syria had received from the Soviet Union in the last 3 months 21 all-weather Mig-21 fighters, probably of the latest model, nine older-model Mig-17's, five Sukhoi-7 fighter-bombers, and 22 MI-8 helicop-

ters. Especially significant are the high number of the most up-to-date Mig-21's and the first known delivery of the big MI-8 helicopters, which are designed to carry combat troops. These deliveries have apparently resulted from the Syrian-Soviet military pact signed last February.

I wish to express my own view in the strongest possible terms that Israel must have the arms she needs to defend herself and to maintain a balance of power with her adversaries. I hope that we will respond positively to the Israeli request for more assistance. We are committed to Israel's survival, and we are pledged to maintain a balance of military power in the Middle East. By either measure, it is imperative that we delay no longer in shipping the additional aircraft she requires.

We all pray for a political settlement in the Middle East that will leave Israel secure and will permit our friends in the Arab world to turn to the great task of national development. But prospects for a political settlement are surely not advanced by a military balance that shifts dangerously in favor of the Arabs. Neither are these prospects increased by a zigzag diplomacy on the part of the United States which, on the theory of gaining political leverage over Israel by delaying needed military assistance, serves only to raise doubts among all parties to the conflict that the United States is truly committed to preserving Israel's security. Such doubts will encourage the Arabs not to negotiate seriously with Israel, and make Israel more reluctant to negotiate territorial questions bearing upon her security.

Now is the time to reemphasize our commitment to Israel's security, and to restore the balance of power in the Middle East as the best means of furthering the goal of a negotiated settlement.

EXPERIMENT IN EARLY CHILDHOOD DEVELOPMENT

Mr. MONDALE. Mr. President, a fascinating article appeared in the July 1971, issue of American Education regarding an experiment in early childhood development done by the University of Wisconsin.

After extensive surveys, the team of educator-scholars observed that mentally retarded mothers create a social environment for their offspring that is distinctly different from that created by mothers of normal intelligence.

For the last 4 years some 40 mentally retarded mothers have taken part in the Infant Education Center project with their newborn children. When offered this opportunity, the mothers quickly seized it.

In this project, now in its 5th year, children from the Milwaukee slums, whose parents were both poor and illiterate, have excelled as a result of the specialized treatment. Many of the children, whose mothers had IQ's of 70 points have achieved intelligence quotients as high as 135.

Mr. President, I think this is an extremely encouraging report. Since the Senate will soon be considering proposed legislation—which I introduced with

Senator JAVITS, Senator NELSON, and Senator SCHWEIKER and 28 cosponsors, and whose major provisions are included in S. 2007, recently reported by the Committee on Labor and Public Welfare—dealing with the need for early childhood development, I respectfully request that the entire text of the American Education article be printed in the RECORD at the close of my remarks.

Mr. President, in the Washington Post of July 12, William Raspberry reviewed the article and its implications in a sensitive column. The Milwaukee Journal of July 12 included a similar review.

I ask unanimous consent that the excellent articles by Mr. William Raspberry, of the Washington Post, and Cynthia Williams, of the Milwaukee Journal, be printed in the RECORD.

There being no objection, the articles were ordered to be printed in the RECORD, as follows:

[From the Washington Post, July 12, 1971]

FIRST HURDLE IS MONEY

(By William Raspberry)

Rick Heber, professor of education and child psychology at the University of Wisconsin, has demonstrated that it is possible to prevent the intellectual crippling that is the curse of slum children.

But there are two huge hurdles between proving that it can be done and actually doing it.

Heber used highly trained specialists and a very small pupil to teacher ratio—1 to 1 for the first two years and never more than 11 to 1. He also had ample supplies and equipment. The first and obvious hurdle, then, is money.

The second hurdle stems from the fact that although Heber's youngsters showed near-miraculous advances in IQ scores, the results depend on intervention at a very early age. (Heber's enrollees included 40 mothers and their newborn children.)

This is well before the state traditionally has intervened with compulsory education laws, and three to four years earlier than even such preschool programs as Project Head Start.

Furthermore, as Heber discovered, such retardation—even in the slums—is not randomly distributed but tends to occur in children whose mothers are of low intelligence. (This, he found, is not because of genetics but because low-IQ mothers fail to provide a stimulating environment for their offspring.)

In any case, any effort to prevent the most predictable retardation has to involve the mothers, who are themselves backward, which is to say mothers who may not know what is best for their children.

So having made the discovery that much intellectual retardation is both predictable and preventable, what do we do? Do we give the state the authority to force mothers to enroll their infant children in special preschool classes? Do we force mothers themselves to take the kind of training that will help them to provide a proper home environment?

The questions are important because intervention of the sort that is working so successfully in Milwaukee entails intrusion of a sort that Americans are disposed to resist. In addition, any such intervention attempted on a large scale would be certain to provoke shouts that the government was trying to brainwash and standardize innocent black children.

It is easy enough to dismiss such objections as charlatanry. But would it be as easy to persuade large numbers of ghetto parents to let their infant children be set apart for special treatment?

When Heber approached mothers of newborn children about participating in his Infant Education Center Project, they eagerly seized the opportunity. This may mean that ghetto mothers across the country would also be enthusiastic participants. Or it may mean only that a group of Milwaukee mothers had a good deal of confidence in a certain professor from the University of Wisconsin.

But even assuming the willingness of most parents, where would the money come from? To begin with, there is virtually no chance that there will ever be enough money to give every slum child his own teacher.

But it isn't unreasonable to suppose that some things could be done to compensate for the stultifying home environment that condemns so many slum youngsters to a severe limitation of mental development.

If you care to dream a little, it might be that substantial parts of Heber's early education program could become an adjunct to the President's Family Assistance Plan.

Since Congress seems determined to write a work/training requirement into the legislation, something will have to be done with the children while mothers are on the job or in training.

This obviously entails day-care centers of some sort. Now if, instead of centers that are little more than storage bins, the government would finance well staffed, well equipped centers capable of supplying the intellectual stimulation that Heber found missing in many ghetto homes . . .

But that's almost too much to hope.

What is far more likely is that low-income families will go right on producing more than their share of functional retardates, even though Prof. Heber has told us that it doesn't have to be that way.

[From the Milwaukee Journal]

STUDY MIGHT PROVE POVERTY AFFECTS IQ'S (By Cynthia Williams)

The Milwaukee Project, a five-year study of infant education, has recently presented data indicating that the children of the illiterate poor are not inherently inferior intellectually to other children.

The project team reported that children from Milwaukee's inner city consistently scored high on a variety of tests administered from infancy through their fourth year.

During this period, the youngsters' intelligence quotients jumped by more than 50%, with some of them achieving as high as 135.

LEARN FROM BIRTH

The study provided evidence that children start learning virtually from birth, according to F. Rick Heber, director of the project and professor of education and psychology at the University of Wisconsin. Heber also reported that if the educational process was begun soon enough, it could prevent or reduce retardation caused by a child's environment.

For the last four years about 40 mothers with IQs less than 70, with their newborn children, have voluntarily participated in the Milwaukee Project's Infant Education Center. Normal IQs range from about 90 to 110.

The newborn babies were put into two groups—two-thirds of them in the experimental program and one-third in a control group. Initially, the project workers, who consisted of psychologists, sociologists and teachers from the University of Wisconsin and others, worked on a one-to-one basis with the children.

TOGETHER IN GROUPS

As the children grew older, they were brought together in small groups, then in larger groups.

For six hours a day, five days a week, the children attend "stimulation" centers where they are cared for, talked to, read to, played

with and taught numerical concepts and words.

"When the children in the experimental group reached 19 to 25 months of age, their vocabulary production began to accelerate rapidly," reported the July issue of "American Education."

"For those in the control group, vocabulary production did not begin in any instance until the child was 23 months old, and a number of the control group children still could not speak at that age," the magazine reported.

STARTED IN 1964

Heber and his team of researchers in 1964 began a series of surveys designed to learn more about the relationship of poverty to mental retardation.

In these first surveys they found that a mother's IQ was the most reliable single indicator of the level and character of a child's intellectual development.

The survey data showed that the lower the mother's IQ, the greater the possibility of the children's scoring low on intelligence tests.

From this and other information the researchers surmised that the unusually high concentration of mental retardation in the slum was not caused merely by the slum environment, but by the retarded parent living in that environment.

DIFFERENT ENVIRONMENT

After repeated visits with hundreds of families, the researchers found "that the mentally retarded mother creates a social environment for her offspring that is distinctly different from that created by her neighbor of normal intelligence level."

Under the direction of the university and supported by a grant from the Social and Rehabilitation Service of the Department of Health, Education, and Welfare, Heber established the Infant Education Center at 2014 W. North Ave. The surveys were conducted in the surrounding area.

"Knowing that only children of mothers with IQs less than 80 show a progressive decline in mean intelligence as they grow older, the Wisconsin group decided to focus their attention and their efforts on such youngsters," the magazine said.

PREVENTION SOUGHT

"They wanted to work with children who, according to the record, were virtually certain to show characteristics of mental retardation as they grew older."

"The challenge was to see whether intellectual deficiency might be prevented—as opposed to cured or remedied later—by introducing an array of positive factors in the children's early life, displacing factors that appeared to be negative or adverse."

CAN SLUM CHILDREN LEARN?

(By Stephen P. Strickland)

Disadvantaged children may be capable of educational achievements far beyond anything heretofore imagined if a remarkable project in Milwaukee is the guide it clearly seems to be.

In the project, now in its fifth year, children from poor, illiterate parents living in the city's most depressed section have shown sustained high performance on a variety of tests administered from infancy through their fourth year. During that period the youngsters' intelligence quotients jumped by better than 50 percent, with some of them achieving as high as 135.

This and other evidence gathered during the project seems to demonstrate that while early environmental circumstances have a powerful impact on a child's intellectual growth, the slum environment in and of itself does not necessarily form a lifetime trap for the disadvantaged.

Taken alone, that finding may not seem novel—although convictions about the suc-

cess of various educational "intervention strategies" sometimes have appeared to be based more on hope and sympathy than on scientific evidence. The Milwaukee Project provides hard data to support the belief that, under the right circumstances, intervention can be successful even in the most difficult situations. Beyond that, the project suggests that some factors affecting learning capability and intelligence quotients which at first glance could be interpreted as matters of inheritance are instead matters of environment.

The implication of the latter finding is one of the things that makes the Milwaukee Project important. In fact, the project's implications relate to several educational concerns from compensatory education to mental retardation. Broadly, they justify our paying greater attention to the availability, the kind, and the quality of education programs for the very young child.

The Milwaukee Project was launched in 1964 when a multidisciplinary team from the University of Wisconsin under the direction of Rick Heber, Professor of Education and Child Psychology, began a series of surveys designed to learn more about the relationship of poverty to mental retardation. The team included professionals from the fields of psychology, psychiatry, Sociology, and speech therapy as well as education.

The Wisconsin group knew that by some estimates more than six million persons in the United States are considered to be mentally retarded and that, although the great majority of them have no identifiable pathology of the nervous system, all have exceptionally low I.Q.'s and are functionally if not physiologically retarded. They also knew that mentally retarded persons are found in particularly large numbers among the populations of economically distressed urban and rural areas. What had not been documented was a view that was nevertheless gaining increasing acceptance: that the retardation so frequently encountered in the slum was produced by the overall environment characteristically found there—a combination of ignorance, illiteracy, malnutrition, and economic, mental and psychological depression.

That view overlooked two rather obvious facts: by far the great majority of disadvantaged persons living in slum areas are not retarded, and the majority of children reared by economically disadvantaged families develop and learn in a relatively normal fashion. These facts suggested that the heavy concentrations of mentally retarded persons in slum areas were related to certain specific factors rather than the general environment, and the Wisconsin group set out to find them.

The area selected for the surveys was that residential section of Milwaukee which, according to census data had the lowest median family income, the greatest population density per housing unit, and the most dilapidated housing in the city. It was, in short, a classic urban slum. And predictably, it yielded a much higher rate of mental retardation among school children than any other area of the city.

The first survey was conducted in 1964, with all families in the area whose children included a newborn child being invited to participate. The most important finding to emerge from that initial study was that maternal intelligence was the most reliable single indicator of the level and character of intellectual development of the children. Although mothers with an I.Q. below 80 made up less than half the total group of mothers in the study, they accounted for about four-fifths of the children with I.Q.'s below 80. The survey data further showed that the lower the mothers' I.Q., the greater the possibility of their children's scoring low on intelligence tests.

Fathers were not valued in the first survey. In a second survey, focused on 519 new-

born infants in the area, intelligence tests were given to fathers, mothers, and children over two years of age. While the results showed that the father's intelligence level tended to be strikingly close to that of the mother, members of the team felt that the constant proximity of infant and mother and the fact that often the father did not reside in the home made maternal I.Q. a more dependable gauge.

As a result of their surveys and analysis, the University of Wisconsin group became convinced that the exceptional prevalence of mental retardation in the slums of American cities is not randomly distributed or randomly caused. Rather, it is concentrated within individual families that can be identified on the basis of maternal intelligence. In other words, the reason for the unusually high concentration of mental retardation in slum areas is not the slum environment generally, but the retarded parent residing in that environment.

Examined superficially, the population survey data from the Milwaukee study could be taken as suggestive evidence that "cultural-familial" mental retardation is more a matter of heredity than of environment. But what the team of educator-scholars actually observed in their repeated visits with hundreds of families was that the mentally retarded mother creates a social environment for her offspring that is distinctly different from that created by her neighbor of normal intelligence level.

Challenged by that observation, Heber and his associates determined to discover whether the kind of retardation that perpetuates itself from parent to child in the slum-dwelling family could be prevented, and if so, how.

Under the auspices of the university and with grant support from the Social and Rehabilitation Service of the U.S. Department of Health, Education, and Welfare, the multidisciplinary team established an Infant Education Center in 1966 in the area where their surveys had been conducted. Knowing that only children of mothers with I.Q.'s less than 80 show a progressive decline in mean intelligence as they grow older, the Wisconsin group decided to focus their attention and their efforts on such youngsters. They wanted to work with children who, according to the record, were virtually certain to show characteristics of mental retardation as they grew older.

The challenge was to see whether intellectual deficiency might be prevented—as opposed to cured or remediated later—by introducing an array of positive factors in the children's early life, displacing factors that appeared to be negative or adverse. The Wisconsin team knew that any sound conclusions would have to be based on data developed over a period of years and for a relatively stable population group.

The teachers in the Milwaukee Project are both men and women and come from many different backgrounds. Not all of them are teachers by training. Indeed, not all of them have college degrees. They are chosen by the project directors from many applicants on the basis of personal interviews as well as comprehensive written information. What is sought is an ability for sensitive interaction with infants and small children and an ability to work within a system of special instruction that is both structured and flexible, requiring both discipline and initiative. Each teacher undergoes eight months of training before beginning work at the Infant Education Center. At present, six of the nine teachers teaching the two-to-four-year-olds have been with the program from its early days.

In the last four years some 40 mothers with I.Q.'s of less than 70 have, with their newborn children, participated in the Infant Education Center Project. When asked if they wished to have their children take part in such a program, all mothers who were

offered the opportunity seized it quickly. The newborn babies of these mothers were divided into two groups, with two-thirds of them being placed in the experimental program and the remaining one-third in a control group. Beginning in the first few weeks of life, the project team launched a comprehensive "intervention" into the lives of those infants in the experimental program.

Shortly after the mother returned from the hospital, teachers began visiting the home for several hours each day, focusing most of their attention on the baby. Some weeks later, as soon as the mother and the teacher together decided that the time was right, mother and child joined programs at the Infant Education Center. The infant child, usually three to four months old, was exposed to mental stimulation of a wide variety for several hours each day under a one-to-one ratio with trained adults. Meanwhile the mother was encouraged—but not required—to take part in a center program designed to teach her improved homemaking and baby-care techniques and in some cases to provide basic occupational training.

The oldest children are now moving toward their fifth birthdays. For the last four-and-a-half years they have been picked up early each morning at their homes and brought to the Infant Education Center. Each child in the school has his own teacher until he is 24 months old. At that point small group learning begins with two-year-olds being placed in a class with five other youngsters. When the children are three years old, the size of the class is increased to eight; when they are four, it's increased to 11. Throughout, three teachers are assigned to each class. This formula enables every teacher to specialize in a given area—reading, language development and expression, or mathematics—while providing a constant relationship between each child and several adults and constant relationship among the children.

ACTIVITIES ARE STRUCTURED

The education program is made up of a series of activities including important aspects of sensory and language stimulation. These activities are precisely structured, though the setting is arranged to encourage flexibility and initiative by both the infant and the teacher.

The schedule during four days of each week is firmly set for the children two years old and older. They arrive at the center by 9:00 a.m., and after they are given breakfast, they begin their classes at 9:30. Each of the three teachers engages a third of the pupils in learning activities in his or her special area, using both standard equipment and techniques, materials, and methods that have been developed at the center. For example, the Peabody Language Development Kit for primary level is used for children two, three, and four years old in their afternoon group language class. In the more individualized morning language class, the teacher usually uses equipment and methods developed over the last several years by Heber and his colleagues, and she may occasionally adapt variations from standard methods and equipment for particular purposes.

In his language class, which lasts a half hour, a child is guided by the teacher for 20 minutes of stimulatory exercises; in the remaining 10 minutes he may use the equipment or materials or continue in any way he wishes the activity the teacher began. His second class, also of a half-hour's duration, is likewise divided into 20 minutes of structured activity and 10 minutes of unstructured continuation of that activity. After a half-hour of free play, a third half-hour class brings the children to 11:30, when they decide whether they wish to watch "Sesame Street" on television—which the Milwaukee Project professionals rate highly—or to continue one of the activities begun previously that morning.

After lunch and a nap, there are two additional classes in the afternoon, once more of a half-hour each. For these two classes, each age group is divided into two sections with one teacher working with three to six children. The group language class emphasizes communication and problem-solving. The teacher might ask, for example, "What if you woke up in the morning and could find only one shoe?" The point is to stir the children's imaginations and encourage free verbalization of thought.

A second teacher engages her section in lessons on topics that vary from week to week and include science, art, and music. As in the morning classes, there are 20 minutes of structured activity and 10 minutes of free use of equipment or free exploration of topics introduced earlier. Meanwhile, the third teacher uses this period to work individually with any child needing special help in any subject.

Both the morning and afternoon class groupings are based on a combination of ability and behavior. Hence there is, once more, flexibility within the structure. A child may have his language class at 9:30 on some days and at 11 on other days. For children less than two years old, the day's activities are not as structured as they are for the older youngsters. And on Fridays, the day is less structured for all the children, often allowing for such special occasions as field trips.

The program for mothers continues after the children have begun their classes at the center. Following the initial emphasis on child care and homemaking, the program offers opportunities for vocational training and has assisted a number of mothers to secure steady employment for the first time. The center does not employ any of the mothers but supports an active parents organization in which the majority of them participate.

From the very beginning of their participation in the infant education program the youngsters have been tested as well as taught. At given intervals a number of experimental measures of learning and performance—in language development and motor skills, among other areas—have been applied and standardized tests of intelligence and intellectual development administered.

DIFFERENCES IN PERFORMANCES

Starting when they were 18 months old and continuing at six-week intervals thereafter, the children have been given a series of language performance tests, including both "free speech samples" (recordings of their conversations made at random intervals) and formal language tests. Over a period of three years, striking differences have developed in the performances of children in the experimental group and those in the control group. When the children in the experimental group reached 19 to 25 months of age, their vocabulary production began to accelerate rapidly. For those in the control group, vocabulary production did not begin in any instance until the child was 28 months old, and a number of the control group children still could not speak at that age.

An interesting phenomenon the University of Wisconsin team observed was that at approximately 28 months the children in the experimental group seemed to reach a vocabulary plateau lasting for one to two months. At that stage, as the children began to concentrate on grammatical structure, they produced fewer new words. Three or four months later, however, the children in the active program were able to express themselves in full sentences, some relatively complex, while most of the children in the control group were for the most part still producing unconnected words.

The children in the active stimulation program advanced rapidly not only in expression but in comprehension as well. A test given first at 36 months and thereafter at

three-month intervals measured the children's comprehension of 16 different grammatical features or rules of the English language. At every point, the children in the experimental group showed significantly superior performance.

Indeed, on a whole range of tests—from simple matching and sorting to comprehension and motor skills to tests of intellectual development and intelligence quotient—the children who have been exposed since infancy to the daily routine of mental stimulation have shown remarkable development in contrast with the children in the control group. This holds true even when the performance of the experimental group is measured against the norms established by age peers generally.

Naturally it was hoped and expected that the concentrated, carefully constructed program of stimulation of which one group of children was to be exposed would result in some noticeable differences. But the original specific goal was to test ways of preventing decline in intellectual development in children for whom such decline was predictable on a variety of grounds. What was not anticipated by Heber and his colleagues was the marked acceleration in a range of intellectual skills that has in fact occurred over the last four years on the part of the children in the experimental program.

Those differences are dramatized in the finding that at 42 months of age, the children in the active stimulation program, measured an average of 33 I.Q. points higher than the children in the control group, with some of them registering I.Q.'s as high as 135. Equally remarkable, the children in the experimental program are learning at a rate that is in excess of the norm for their age peers generally.

The results of four years of effort and analysis that have gone into the Milwaukee Project obviously are extremely promising. The professional educators, social scientists, and teachers involved are nevertheless cautious in their interpretation of those results. For one thing, they want to collect and analyze data on the children participating in the project for another two years or more.

Further, the children have doubtless become "test wise," and the project team would like more time to assess the possible effect of this kind of sophistication. Nevertheless, the children in the control group have been tested as often as those in the experimental program, and so the difference in their performances obviously results from differences in their educational environment.

Whatever their caution, members of the University of Wisconsin group do say that, as far as they know, the intellectual stimulation and training given the children in the Milwaukee Project have been more comprehensive and intensive than that to which any comparable groups of infants have ever been exposed. In the course of their efforts, members of the team have developed particular techniques—especially in the area of verbal skill development and reading comprehension—that seem to have affected the progress of the children, though team members are reluctant to suggest that those techniques and approaches are unique or even completely novel. They are, in any case, planning a series of instructional materials based on their research and teaching experience in infant education.

Despite the scientific caution and personal modesty of the Wisconsin group, their excitement at the possibilities they have developed shows through.

"We have seen a capacity for learning on the part of extremely young children that previously I would not have believed possible," says Heber. "While the results are by no means fully conclusive and must continue to be tested, the least that I am willing to say is that it is difficult to conceive of the

children in the experimental program ever falling back to the level of their age peers in the lagging control group."

In any case, the trend of the data being developed in the Milwaukee Project engenders real hope that mental retardation of the kind that occurs in children whose parents are poor and of poor ability can be prevented. If the effort is begun early and remains constant in the early years, even very serious kinds of mental and intellectual disadvantage can possibly be forestalled.

ENDORSEMENT OF COMPREHENSIVE CHILD DEVELOPMENT BILL

Mr. MONDALE. Mr. President, recently the Day Care and Child Development Council of America met in Washington and reviewed pending legislation in the area of developmental day care.

I am delighted to learn that they endorsed the day care provisions in S. 2007—which reflect the major provisions in S. 1512, the Comprehensive Child Development Act of 1971, which I introduced with the Senator from New York (Mr. JAVRS), the Senator from Wisconsin (Mr. NELSON), the Senator from Pennsylvania (Mr. SCHWEIKER), and 29 cosponsors early this year.

In order that the views of this organization of persons experienced in early childhood efforts be available to all of us considering legislation in this field, I ask unanimous consent that the complete statement of the Day Care and Child Development Council of America be printed in the RECORD.

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

COUNCIL ACTS ON PENDING LEGISLATION

Attached is a statement of the Day Care and Child Development Council of America Executive Committee on pending legislation.

The Child Development Title of the Economic Opportunity Amendments of 1971 (S. 2007, formerly the Mondale Bill) may reach the Senate floor the week beginning August 2. Two areas of the bill may be vulnerable to amendment.

(a) *Prime Sponsor Eligibility.* In the bill reported out of Committee, preference for funding goes to localities or combinations of localities if they have the capacities to (1) spend on administrative overhead no more than 5 percent of their allotment and (2) arrange linkages with appropriate health, education, and social service programs.

An attempt is expected to substitute a population requirement for prime sponsorship such that the state's role would be enhanced and expanded.

(b) *Income Eligibility.* The bill now provides for free child care services for families with incomes below the Bureau of Labor Statistics lower living standard for an urban family of four—now \$6,900.

The Administration reportedly favors a cut-off at the present income figure—\$3,900.

The \$6,900 has been praised as a significant step toward universal child care!

The Council supports the provisions of S. 2007. Key differences between S. 2007 and H.R. 6748, sponsored in the House of Representatives by Rep. Brademas and others, now are:

1. *Prime Sponsorship.* S. 2007 described above.

H.R. 6748 designates cities of 100,000 or more population and states as being in line for prime sponsorship.

2. *Authorization.* H.R. 6748 calls for "such sums as may be necessary." The Administra-

tion wishes no new sums. S. 2007 provides for \$2 billion in the first operational year. DCC-CA sees the \$2 billion as inadequate.

3. *Head Start Sponsor Protection.* Within the structure of the present H.R. 6748, no Head Start program sponsors should be terminated without a recommendation from Local Policy Councils and a hearing before the Child Development Council.

4. *Project Policy Committees.* Absent from H.R. 6748 is a provision for Project Policy Committees with approval responsibility over basic goals, policies and procedures for the project applicant, including policies with respect to planning, personnel, budgeting, location of centers and facilities, and evaluation of projects.

Both Houses of Congress will probably be in session through August 6. Some decisions regarding the above may be made before then.

TOWARD UNIVERSAL CHILD CARE: A POSITION ON CURRENT LEGISLATIVE OPTIONS

(Adopted by the Executive Committee of the Day Care and Child Development Council of America, Inc., July 26, 1971)

The Executive Committee of the Day Care and Child Development Council of America, Inc., following a two day conference of concerned day care participants which explored all aspects of pending day care legislation (S. 2007, H.R. 6748, S. 2003, H.R. 1) and the delivery mechanisms included in each, has chosen the bill sponsored by Senator Mondale as that representing the package that comes closest to the DCC-CA Statement of Principles. The Council had previously been on record in opposition to some central points of H.R. 1 (Welfare Reform) and S. 2003 (Long Bill) as they appeared in earlier versions.

BILL REFLECTS "STATEMENT OF PRINCIPLES"

The Council believes that S. 2007, now incorporated as part of the Economic Opportunity Act extension, lays the framework for a coordinated network of child care and development service which—

Are available to children of all ages from conception through youth, to families from every kind of economic and social background and to every community with priority to those whose need is greatest;

Are available through a wide variety of different types of programs and during all of the hours of the day and time of the year that children, families and communities need them;

Have the full range of components required to promote the intellectual, emotional, social and physical growth of the children they serve;

Insure parents a decisive policy role in the planning, operation and evaluation of programs which determine the environment in which their children live;

Place the major responsibility for planning and operating child care and development services at the local level;

Reflect and build on the culture and language of children, families and communities being served and enhance the distinctive features of the child's culture.

PROGRAMS WILL BE DEVELOPMENTAL

Under the mandates of this bill, child care programs must be developmental. They must include a broad range of educational, health, social service, and nutritional elements.

FRAMEWORK LAID FOR UNIVERSAL SERVICES; PRIORITY GIVEN THOSE WITH GREATEST NEED; INCOME ELIGIBILITY IS ACCEPTABLE

The bill lays the framework for universally available services. Priority attention is guaranteed for the economically disadvantaged, migrants, handicapped, Indians, and minority group children, and provision is mandated for bilingual programs. We are particularly impressed with the increase in income eligi-

bility for services without parental fees to families earning up to \$6900. This will enhance the prospects of achieving class integration at the preschool level.

HEADSTART CONSTITUENCY IS SAFEGUARDED

Maintenance of priority, through earmarking of funds, for the present low-income constituency now served at an inadequate level of funding by Headstart, is a vital safeguard. We expect that the strong decision-making representation at the Prime Sponsor level by Headstart representatives will ensure the maximum opportunity for expanding quality developmental programs for low-income children and families.

OTHER POSITIONS APPROVED

The bill also creates demonstration Child Advocacy Programs, authorizing child care facility construction grants, and programs for federal employees.

COUNCIL QUALIFIES ENDORSEMENT

While recognizing the lateness of the hour in terms of prospects of changing the bill's language, the Council qualified its endorsements in several respects. First, it adopted a preference for separating eligibility determination from fees to be charged families with incomes above \$6900.

FEE/ELIGIBILITY DETERMINATION NEEDS SEPARATION

The Executive Committee determined that for the purpose of defining eligibility, income gained due to child care availability should be disregarded. This would benefit the two-parent working low-income family and the single parent. But if fees are necessary, they should be charged in accord with total family income, less adjustments.

PARENT-CONSUMER PARTICIPATION NEEDS STRENGTHENING

The Executive Committee considered carefully the elements of the bill creating a structure that blended the sometimes diverse needs of governmental units and program consumers. Possible inter-relationships meshing the interests of the two groupings had been the subject of great concern at the conference preceding the Council's deliberations. While less than fully positive about all the components of the delivery system mechanism in any of the existing legislation proposals, the Council qualified its endorsement of the Mondale bill by adopting the conference recommendation of a 60% minimum parental-consumer participation on all child care boards and councils.

AUTHORIZATION OF FUNDS NEED TO BE INCREASED

Another qualified endorsement was sounded in the realism of finances. Mondale authorizes \$100 million in fiscal 1972 for planning and technical assistance, and \$2 billion in fiscal 1973 for program operation. This figure falls far short of the sum needed to provide child care services universally as a public, social utility on par with other essential services such as police, fire, and public education. And the Council is less than confident that the authorization figure will materialize unscathed from budgetary ax-wielders. Our membership and constituents should remember that the intention is to increase resource allocation to child care at an increasing rate until the needs of all children in the United States are realized.

COUNCIL MAKES OTHER RECOMMENDATIONS

The Council discussed the importance of providing opportunities for maximum local control of programs financed under the Mondale bill. The Council recognized some benefits of standardizing social service delivery regions. The arguments for requiring Prime Sponsor territorial conformity with regions within states formed in accord with the Intergovernmental Cooperation Act of 1968 were considered. The merits of encouraging prime sponsorship by localities were found to

outweigh the disadvantages with respect to overlapping or contradictory coverage areas which are defined for the delivery of some complementary social services.

However, the Council urged that the administering agency should take into account regions established within states under the ICA of 1968 as long as the size of the prime sponsorship area is not thereby in anyway restricted.

As a step toward organizational consolidation and avoidance of duplication, the Council recommends that administrative guidelines be developed by the Office of Child Development, the federal agency designated to administer the Act's implementation, which would encourage Prime Sponsors to designate 4-C Councils as Child Development Councils.

This is in recognition of the labors of dedicated citizens representing private and public agencies, consumers, government, and private individuals who, out of a concern for the welfare of children and in the interest of program coordination, have formed Community Coordinated Child Care groups. The Council views the establishment of a separate Child Development Council as duplicative and therefore unnecessary in those instances where, with minor structural revisions, existing 4-C groups could comply with the composition for CDCs specified in the bill.

COUNCIL THANKS CONFERENCE PARTICIPANTS

The Executive Committee expressed its heartiest compliments and appreciations to the Conference participants who labored conscientiously to consider the major issues and emerged with a broad consensus. The Executive Committee adopted, in addition to the items mentioned above, Conference Recommendations for:

Creation of a single structure for child care services at state, regional and other levels.

Provisions, legislative and administrative, to make maximum use of funds available through various child care acts which result in community programs for all children, eliminating the segregation of children by category into separate programs. Thus the Council endorses the continuation of existing categorical programs which can be used to accomplish this objective, and seeks to protect the funding priorities already achieved for high priority categories of children.

Maintenance of open-ended appropriations under title IV-A of the Social Security Act.

A definition of "parents" in the context of parent board membership eligibility which includes (a) those needing and eligible for a variety of publicly funded child care services, (b) parents presently using child care services, and (c) alumni who have used child care services and have been selected by parents to represent them.

All legislation should include funds earmarked for parental and community participation at the disposition of parents for public and parent education, which may include transportation, conferences, and information dissemination.

VICE PRESIDENT AGNEW

Mr. TOWER. Mr. President, I ask unanimous consent to have printed in the RECORD a sage commentary on our distinguished Vice President by Joseph McCaffrey.

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

COMMENTARY OF JOSEPH McCAFFREY

(As Broadcast Over WMAL-TV (7), Washington, D.C. at 11 P.M., July 26, 1971)

Spiro Agnew must get a lot of laughs out of his job. And he'll get more if his staff here

at home saves some of the clippings from the last few weeks while he has been roaming the world.

The funniest one talks about the quote Drop Agnew move is picking up tempo unquote, and then it says "invariably these three names appear on what is beginning to look like a priority list of possible alternatives to Mr. Agnew".

Just where these names appear, other than in this story, and who is responsible for making up this priority list remains locked forever within the reporter who wrote the story, and possibly will always remain locked there because who really cares where such nonsense came from?

The three names on the alleged priority list are, hold your breath, Governor Rockefeller of New York, Presidential Advisor Donald Rumsfeld, not exactly a "household" name, and the Republican National Chairman, Senator Robert Dole of Kansas.

The article goes down hill from there.

But it surely should be on the top of the stack on Mr. Agnew's desk to greet him on his return.

Where does all this "drop Agnew" talk come from, other than dreamy reporters?

Or a better question: what case can be made for dropping Agnew?

In the face of a conservative Republican Administration making friends with the greatest hate of the conservatives, Red China, why would Richard Nixon compound his problem by dropping the conservative Spiro Agnew?

Those who have always pleaded for a more intelligent China policy have been, in the main, liberals who would not vote for Richard Nixon. The latest move isn't going to win them over, nor would dropping Agnew bring them around.

Vice President Agnew has, like'im or not, developed a constituency of his own. It is the same constituency which regrets and, in some cases opposes, the overtures to Red China. Its love for Spiro would bring it out to vote for the Nixon-Agnew ticket again. Dropping Spiro would mean these people would stay home or opt for George Wallace.

And dropping Spiro wouldn't bring a ticket headed by Mr. Nixon any new voting power.

DR. ROGER ADAMS

Mr. STEVENSON. Mr. President, Dr. Roger Adams, a leader in the field of organic chemistry, died on July 6, 1971, in Champaign, Ill., at the age of 82. A resident of Illinois for 65 years, Dr. Adams had headed the chemistry department at the University of Illinois for 28 years until his retirement in 1957. He also served on the National Science Board from 1954-60. Dr. Adams was the recipient of the National Medal of Science in 1965 awarded by President Johnson for his work "as the one recognized leader" in organic chemistry for many years.

I ask unanimous consent that the biography of the distinguished chemist from Illinois, Dr. Roger Adams, be reprinted at this point in the RECORD.

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

Dr. Roger Adams, who headed the chemistry department of the University of Illinois for 28 years until his retirement in 1957, died on July 6 in Champaign, Illinois. He was 82 years of age.

As one of the world's leading organic chemists, Dr. Adams consistently brought distinction to the University and the state of Illinois. A native of Massachusetts, Dr.