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which I introduced last year and which has the cosponsorship of 16 Senators.

CELEBRATION ON VETERANS DAY

Mr. THURMOND. Mr. President, the Veterans Affairs Organization of Lexington County, S.C., recently passed a resolution concerning the celebration of Veterans Day.

Veterans Day was set aside to mark the end of World War I on November 11, 1918. This is a date which has great meaning to all veterans and Americans alike. Because of the Monday holiday bill, the holiday was changed to the fourth Monday in October. The date, November 11, is deep in the heart of our Nation as many patriotic Americans gave their lives to achieve the event this date denotes. The resolution deserves the consideration of Congress.

Mr. President, I ask unanimous consent that the resolution be printed in the RECORD.

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

A RESOLUTION

Whereas, by Act of The Congress of The United States, Veterans Day was moved from November 11th to the fourth Monday in October of each year, and

Whereas, November 11th marked the end of hostilities of World War I, and

Whereas, such date, by tradition has deep significance to War Veterans, especially World War I Veterans, and

Whereas, the changing of this date has diminished the meaning of Veterans Day, and

Whereas, a holiday for the convenience of the general public has replaced a day which was originally set aside for patriotic rededication by War Veterans

Now therefore, be it resolved: that Lexington County Voiture 1211 of the 40 & 8 deplores such change of Veterans Day, and

Therefore, we as members of Voiture 1211 respectfully request that November 11th be reestablished as Veterans Day.

CHILD DEVELOPMENT: LITTLE ROCK'S KRAMER SCHOOL

Mr. MONDALE. Mr. President, Parade magazine for January 9, contains an inspiring and encouraging report of Little Rock's Kramer school.

This day care-child development project is run by Dr. Bettye Caldwell, one of the Nation's most respected authorities in the field of preschool education and child development. The school is supported by the State Department of Education, the Little Rock school system, and the University of Arkansas, and has been awarded a \$2 million grant from the Office of Child Development.

The project, now in its second year of operation, is based on the belief that it is essential to provide educational opportunities to the nearly 6 million young children in this country whose mothers are working.

This innovative experiment takes place in the same building as the elementary school these children will later attend. By encouraging the students from the school to act as aids, this project gives older children a much-needed understanding of youngsters, and an early in-

roduction to some of the responsibilities of adulthood and parenthood.

After a year's operation the article reports that the children attending this project "registered a gain of 12 IQ points compared to 2 points for a control group on the outside. On achievement tests involving language and numbers concepts center children gained 16 scaled points more than other youngsters."

Contrary to many fears expressed about child care programs, Dr. Caldwell reports that the family ties of these children have been substantially strengthened by their participation in the program.

Mr. President, in view of the fears and misconceptions that have been raised and nurtured during the consideration of child care legislation, I think it is important for my colleagues in the Senate to have a chance to understand the values of one kind of quality day care which could have been funded under the child development legislation that was recently vetoed. I ask unanimous consent that the article be printed in the RECORD.

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

A PIONEERING DAY-CARE PROGRAM—HOW MUCH CAN A 6-MONTH INFANT LEARN IN SCHOOL?

(By Ted Irwin)

LITTLE ROCK, ARK.—A day-care center in Little Rock has come up with the revolutionary idea of using the time that small children are left in its custody to educate them, rather than wasting it in aimless activities.

This concept of early, continuous, away-from-home education for youngsters starting almost in infancy is attracting deep interest elsewhere and, if it spreads, could change the face of American education.

Unlike many other day-care centers, which are merely places where working mothers park their toddlers all day and pick them up at night, Little Rock's Kramer School, a renovated structure in a mixed black-and-white neighborhood, is a hive of purposeful activity where three-year-olds learn numbers and four-year-olds explore basic math concepts. And all the while the building also functions as a regular elementary school through the sixth grade.

FIRST YEARS CRITICAL

"Ours is a new kind of educational delivery system," says Dr. Bettye Caldwell, the petite redhead educator in charge of the Center for Early Development, which runs the innovative Kramer project. "The first few years of life are critical for normal development as a human being. In this process, day care should not be separated from education. We're striving for a setup which can be adopted or adapted in other communities through the nation."

So important do educational authorities regard the Little Rock experiment that the Office of Child Development is investing \$2 million in it, and the participants include the State Department of Education, the Little Rock school system, and the University of Arkansas.

Central to the project, initiated by Bettye Caldwell two years ago, is the conviction that it is not only possible but essential to give formal education to very young children whose mothers are separated from them all day. By providing instruction in the same building where they'll later be enrolled as elementary school pupils, the program gives them a running start on their formal education.

"An early enrichment program can't touch the lives of children in a significant way unless it's linked to public education," says Bettye, who is the wife of a surgeon. "Only in the public schools can you reach a large number of day-care children, and give them educational continuity, starting with infancy. Like this, there is no danger of a child losing out later, as some children in other programs have lost their early gains."

For the day-care children, school starts early at the center—at 7 a.m., two hours before the regular elementary grade children arrive. Their parents drop them off on the way to their jobs. Care starts at the age of six months, with very small children spending their day in the "Baby House," a maple-paneled structure with playpens, cribs, a feeding table, playground equipment, and even a diaper-changing room. Teachers and aides are on hand to blow bubbles and play games.

REWARD SYSTEM

Special rooms are reserved for three-, four-, and five-year-olds, where learning begins in earnest. Teaching techniques are adapted to age groups. Three-year-olds, for instance, learn numbers by being handed small dolls and taught to give back one, two, and three at a time. A successful performance brings a feeling of pride and a special snack for reward. Children six and over go to the school's regular classes, their day-care blended in imperceptibly with education.

One of the center's most intriguing rooms is the "Learning Library," where special equipment has been installed to help slow learners. A projector flashes letters, numbers and geometric patterns for the child to identify or copy. The latest in audiovisual apparatus helps speed up language proficiency and development. Activities go right on for these youngsters after the regular school pupils leave at 3:15, with the children remaining until their parents pick them up at 5 p.m.

"Most day-care centers," says Bettye Caldwell, "look at their function from the standpoint of the mother's benefit—relieving them from custodial care of their children during working hours. We look at it from the standpoint of the child's enrichment. Our day care actually strengthens the bonds between mothers and children. In many cases, we take enough of a load off a mother so that she can be more loving, more patient, and take more time to play with the child. Separation during the day can heighten the enjoyment and appreciation of each other when they are together. The quality of the relationship is improved."

Dr. Caldwell, herself the mother of 13-year-old twins and a professor at the University of Arkansas, says the day-care program emphasizes emotional stability, mental health, and mutual understanding, as well as academic subjects. The result is improved behavior and a warm attitude toward school. One three-year-old named Billy, who threw temper tantrums regularly when he first came, has now turned into a creative and constructive leader of other small fry at the Center. Eighteen-month old Janice, pale, underweight, and unsmiling, seemed destined to be retarded, like her older brother. At the Center, before long she was laughing, verbalizing, clapping her hands to music.

It's the same story for older day-care children who attend regular classes at the Kramer School. Says 11-year-old Tommy, the product of a broken home: "Every one treats me like an animal except the people here at school." Says nine-year-old Martha: "In my old school you couldn't even stand up without being yelled at."

Parents are delighted with the results they have observed in their youngsters. Says Mrs. Pauline Trotter: "If my two-year-old daughter Paula were left with a baby-sitter, she'd be kept in front of the TV all day, scared to move. At the Center she's learning to play

with others." Mrs. Vivian Runyon, mother of six, is so happy with the Center that she's returned to the neighborhood just to be near it, after moving away for a while.

"I thought no one could take care of my kids like I could," she explains. "But I'm amazed at how much Rodney, who's only two, was able to learn at the Center. I'm sure that my older boys would be better students today if they had been in the program when they were very young." Adds a waitress with two youngsters at the Center: "My kids are getting a lot better start in life than I or my husband ever did."

The effect on the children also is measurable in objective tests. After one year at the Center, day-care pre-schoolers registered a gain of 12 I.Q. points as compared to 2 points for a control group on the outside. On achievement tests involving language and numbers concepts, Center children gained 16 scaled points more than other youngsters. In a test that involved associating spoken words with pictures, day-care four-year-olds outscored a control group in the same age range.

With results like these—and with an estimated 6 million pre-school children with working mothers in the U.S.—it's no wonder that education and child psychologists from all over the country, and some from countries like Brazil, Israel, Taiwan and Ghana, have been flocking to Little Rock to see the Center for Early Development in action.

ENTHUSIASTIC RESPONSE

One of these visiting experts, Prof. Joan Costello of Yale's Child Study Center, sums up the prevalent feeling this way: "This is one of the most exciting educational demonstrations going on in the country today. In this combination of day care and school, elementary grade pupils have a chance to learn about little children and parenthood. The day-care children were deeply interested in what they were doing and learning a lot. What impressed me is that it is a happy place. I see the Kramer program as potentially a model for the schools of the future."

To Bettye Caldwell, the promise of her day-care venture extends far beyond proficiency in schoolwork.

SOCIAL AWARENESS STRESSED

"Before a child leaves us we hope he will have acquired a love of learning and be able to meet all later school experiences," she says. "But we want him also to have made substantial progress toward becoming a responsible citizen. We must think big about what kind of children we want to have in the next generation, about which kind of human characteristics will stand them in good stead in this rapidly changing world. Early child care, such as is being practiced at this Center, can be a powerful instrument for influencing the quality of life."

IN DEFENSE OF THE PEACE CORPS

Mr. HUMPHREY. Mr. President, just before Congress adjourned, it passed a continuing resolution for foreign aid which contained funding for the Peace Corps at an annual rate of \$72 million, \$10 million short of its original request and \$5 million short of the authorization approved by Congress in October. Immediately thereafter, Mr. Blatchford, director of the Peace Corps, issued a statement indicating a provisional plan to cut the volunteer force strength in half. The plan would go into effect if the final appropriation were at the level of the present continuing resolution.

I, in turn, wrote a letter to the President urging him to take whatever action necessary, including the use of emer-

gency funds, to avoid cutbacks and to convince Members of Congress of the importance of passing an appropriation bill with full funding for the Peace Corps. I ask unanimous consent that my letter to the President be printed at this point in the RECORD.

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

JANUARY 13, 1972.

The PRESIDENT,
The White House,
Washington, D.C.

DEAR MR. PRESIDENT: I am seriously concerned by the Peace Corps' reported plans to cut its volunteer force in half. I appeal to you to take whatever action is required, including the use of emergency funds if possible, to enable the Peace Corps to maintain its present strength until the Congress decides upon a final 1972 appropriation.

Under the Continuing Resolution for Foreign Aid, the Peace Corps' appropriation is funded at an annual rate of \$72 million—\$10 million short of the Administration's request for this year. It is my understanding that Senate action on the pending fiscal year 1972 appropriation bill could result in bringing the total figure closer to the budget request. I would hope that additional Presidential assistance would make it possible for the Peace Corps to hold off any reductions pending final passage of the Foreign Aid appropriations.

With the appropriation bill as an early item on the agenda when Congress reconvenes, I urge you to appeal to members of Congress on behalf of the Peace Corps. I will do everything I can to see that the Peace Corps is funded as close to its budget request as possible.

I hope you agree that there is still a vital need for Peace Corps programs. As you know, there has been a resurgence of interest in the Peace Corps throughout the country. Volunteer applications have jumped from 19,000 last year to 26,500 this year. There are 8,213 volunteers now working in the field at the invitation of 56 countries around the world. They continue to have an important technological assistance and an ambassadorial role to play in promoting development and international understanding.

Having played a leading role in its birth and having closely followed its progress and success, I strongly support continuance of the Peace Corps. I believe a strong majority of the Congress wants to continue its outstanding work. With your assistance, I am confident we will be able to permit the Peace Corps to continue its vitally important work for peace and development.

Respectfully,

HUBERT H. HUMPHREY.

Mr. HUMPHREY. Mr. President, I strongly believe we must give adequate funding to the Peace Corps in recognition of the important role it has played and will continue to play in development assistance and international understanding.

We in the Congress have been talking, and I think rather responsibly, about the need to revise our foreign assistance program. The Senate was particularly emphatic about its concern over our military assistance program. Economic development experts have for quite some time now been talking about the increasing importance of multilateral assistance and the dwindling importance of bilateral assistance.

But rarely is the suggestion made that bilateral programs be dumped entirely. They have a utility all their own, which

is not just to provide us with the means of maintaining American influence abroad. In many instances it has been found that working under national auspices is more efficient and beneficial for all parties concerned. What I am suggesting is that bilateral programs have their place and will continue to have a special utility, which complements, not conflicts with, the work of international organizations.

In my opinion, and I know in the opinion of the majority of the American public, no single American aid institution merits a more secure place than the Peace Corps. I am not saying this out of pride of authorship, although I do take great pride in the fact that I introduced and floor managed the bill which established the Peace Corps. I am saying it in recognition of the achievements already made by the Peace Corps. I am saying it out of a conviction that the Peace Corps still has an important role to play.

How can we think otherwise? Let me just read to the Senate section 2 of title I—The Peace Corps.

The Congress of the United States declares that it is the policy of the United States and the purpose of this Act to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to help the peoples of such countries and areas in meeting their needs for trained manpower, and to help promote a better understanding of the American people on the part of the peoples served and a better understanding of other peoples on the part of the American people.

I, too, would recommend the demise of the Peace Corps if there had been a sharp discrepancy between this high purpose and what the Peace Corps has actually accomplished. But there is not. Admittedly, there have been some unfortunate incidents in the history of the Peace Corps, but I contend that this is a part of a growing process. Today, the Peace Corps is in good shape. It has over 8,000 volunteers stationed in 56 different countries. It offers a greater variety of programs now to developing countries than ever before. Finally, it does not impose itself on these countries, but is invited.

That is a far cry from some other forms of American representation, where we are present but not welcome. Here is a voluntary program that has worked. The only way it can continue to work, however, is through the support of Congress. I call upon Senators and Members of the House of Representatives to pass an appropriation bill at the full level of funding already authorized by Congress. We owe it to ourselves and to developing countries. We owe it to the finest of American traditions.

NORTH VIETNAM'S STRATEGY

Mr. MCGEE. Mr. President, in the Washington Post of January 7, 1972, columnists Rowland Evans and Robert Novak warn of possible consequences arising from an incident predicted to occur in Vietnam in the near future.

They predict the North Vietnamese regulars could possibly occupy the pro-