

With a focus on “Americanism” the Exchange Club promotes the grand ideal that our country plays a special role as a beacon of freedom, democracy, equality and inclusiveness. Living the ideal, the Exchange Club’s national project is the Prevention of Child Abuse. Exchange also sponsors activities designed to benefit, award and develop our nation’s youth, prevent crime, serve senior citizens and recognize military and public safety service providers. Even as it remembers a century in practicing the ideals of “Americanism” in voluntary service to all citizens—from those who are vulnerable to those who protect—The Exchange Club moves forward to bring its mission into the next century. We honor the efforts of the members of the Exchange Club for leadership, vision, and compassion. Onward!

WALKER DESHAZER

HON. ED PERLMUTTER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Monday, March 14, 2011

Mr. PERLMUTTER. Mr. Speaker, I rise today to recognize and applaud Walker DeShazer for receiving the Arvada Wheat Ridge Service Ambassadors for Youth award. Walker DeShazer is a 12th grader at Arvada West High School and received this award because his determination and hard work have allowed him to overcome adversities.

The dedication demonstrated by Walker DeShazer is exemplary of the type of achievement that can be attained with hard work and perseverance. It is essential students at all levels strive to make the most of their education and develop a work ethic which will guide them for the rest of their lives.

I extend my deepest congratulations to Walker DeShazer for winning the Arvada Wheat Ridge Service Ambassadors for Youth award. I have no doubt he will exhibit the same dedication and character in all his future accomplishments.

A TRIBUTE TO BARBARA FISHER

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Monday, March 14, 2011

Mr. TOWNS. Mr. Speaker, I rise today in recognition of Ms. Barbara Fisher.

Ms. Fisher was born and raised in Brooklyn, New York. She has been a homeowner in East New York since 1978 and has successfully nurtured three children (two sons and a daughter) in the community. Today, Ms. Fisher is a grandmother of seven children and a great-grandmother of four.

Ms. Fisher began her postal career in 1966, as a clerk. She is a diligent worker and team player. While taking care of her children, Ms. Fisher took college courses in order to further her career with the Postal Service and successfully worked her way up through several positions. She served as a Level 15 Supervisor, Level 16 Tour Superintendent of Mails, Level 17 General Forman, Level 18 Tour Superintendent and a Level 20 Assistant Manager-Tour Superintendent of Postal Oper-

ations. During her tenure at the United States Post Office, Ms. Fisher also received the following accolades: a Patriotic Service Award, a Certificate of Appreciation for Twenty Years of Service and a Service Award Pin in Commemoration of Twenty Five Years of Service.

As a member of several civic and religious organizations, Ms. Fisher is active within her community. She is involved with the Retirement Division of the National Alliance of Federal Postal Employees and the American Postal Workers Union. She serves as President of the New Jersey Avenue Block Association and was the Vice President of the East New York Homeowners Association. Ms. Fisher received service awards from Assemblyman Darryl Towns and State Senator Thomas Bartosiewicz. In addition to her extensive community involvements, Ms. Fisher is a proud member of the St. Paul Baptist Church.

Ms. Fisher states, “I was always concerned about improving the quality of life on my block and my community. She is a woman who works toward the betterment of others and sets an example for all to follow.

Mr. Speaker, I urge my colleagues to join me in recognizing the life of Ms. Barbara Fisher.

“WE MUST NOT LEAVE THEM WANTING”

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Monday, March 14, 2011

Mr. HOYER. Mr. Speaker, I would like to put this important piece on early-childhood education into the CONGRESSIONAL RECORD. Its author is Jack Bailer, an outstanding Maryland educator and President of the Judith P. Hoyer Foundation, which promotes early-childhood education for Maryland’s at-risk children.

WE MUST NOT LEAVE THEM WANTING

By Jack Bailer

“For Want of a Nail” is a proverbial verse showing that actions—or inactions—which may seem insignificant can often have significant consequences:

For want of a nail, the shoe was lost.
For want of a shoe, the horse was lost.
For want of a horse, the rider was lost.
For want of a rider, the battle was lost.
For want of a battle, the kingdom was lost.
And all for the want of a horseshoe nail.

I suggest we could draw a strong parallel between the nail in the verse and a young child’s having (or not having) the benefit of one or two years’ participation in an early childhood (pre-kindergarten) education program.

Two examples of such programs would be “Head Start” and Maryland’s 25 “Judy Hoyer Family Education Centers,” aka “Judy Centers.” The Judy Centers offer early education for children from birth through five years of age. They also arrange for many other services to be provided to these children and their families—either located on site year-round, or brought in on a visiting basis as needed.

The primary candidates for these programs are three- and four-year-old children who are in home environments often referred to as “economically and/or culturally disadvantaged.” This includes those who get little or no exposure to learning about the world around them, as well as those families where little or no English is spoken.

Lacking experience in an early learning program, these children will enter kindergarten with a very low level of “readiness to learn.”

You may ask, what is the difference between “readiness to learn” and actual learning? Sesame Street provides many examples throughout its episodes. Here are just two:

When Grover gets out of breath repeatedly running back and forth from off in the distance yelling “This is far,” to face-in-the-camera panting “This is NEAR,” the child viewer learns the concept of Near vs. Far.

When we see one of their spots with the song, “One of these things is not like the others; three of these things are kind of the same,” the child learns the concept of Same vs. Different.

If you’d like more examples, ask any early childhood education professional and they’ll give you many, all falling under one or more of seven domains: Social Personal; Language; Mathematical Thinking; Physical Development; Scientific Thinking; Social Studies; The Arts.

For a child who has not had the pre-kindergarten opportunity to achieve a “readiness to learn” so essential for a successful K-12 experience, the sequence of consequences could look something like this:

Grades K-3: For want of having acquired few if any readiness-to-learn experiences prior to kindergarten, a child doesn’t get the full value of what the teacher is saying. And often neither the child nor the teacher realizes that a point made by the teacher is missed because the child is lacking the benefit of an earlier learning experience.

Grades 4-6: For want of the cumulative effects of full value of instruction because of a weaker K-3 foundation, student progress during this period is further diminished—especially in reading comprehension.

Grades 7-8: For want of reading skills which even approach grade level, in the face of an increased need to be able to read to learn, the student slips further behind.

Grades 9-10: For want of reading and learning skills which would make school interesting and satisfying, the student becomes increasingly disconnected from class work and school in general. The student shows up less and less frequently, and even then it is more to be around their friends than to go to class.

Grades 11-12: For want of any further interest in or hope of ever catching up, the student drops out, drifts for a while, maybe works at a menial job, and/or ends up in the criminal justice system.

This discouraging sequence is not an exaggeration. Longitudinal studies have been done—the most notable being the Chicago school system study. That study tracked two groups of students for over 20 years. One group had a strong beginning with the benefit of a pre-kindergarten readiness-to-learn experience. The other group did not.

By the time both groups were well beyond high school age, nearly all of those in the group with early childhood education were clearly on their way to living successful, productive lives. Sadly, most of those in the other group were not.

As for societal and budgetary impacts, one study showed that, for every one dollar spent on pre-kindergarten preparation for learning, seven dollars are saved on government spending for public safety, the justice system, and the prison system.

In the years ahead we will continue to face tough choices among priorities competing for limited public funds. I believe that overarching all of these is the critical need to give every young child a preparation for learning upon which to grow intellectually for the rest of their lives. Among the benefits we get are: A more highly skilled work