

Mr. BROWN of Ohio. I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### MORNING BUSINESS

Mr. BROWN of Ohio. Madam President, I ask unanimous consent that the Senate proceed to a period of morning business, with Senators permitted to speak for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### EARLY CHILDHOOD EDUCATION

Mr. REID. Madam President, I rise today to call attention to the importance of quality early childhood education programs throughout our country that promote and support the growth and development of our Nation's youngest citizens.

Research has shown that the quality of early relationships and experiences contributes to school success, overall health, and future workforce productivity. During a young child's life, there are 700 new neural connections formed every second, thus creating the foundation for learning and more complex brain development. In fact, more than 85 percent of the foundation for communication: critical thinking, problem solving and team work, is developed by age 5—before children enter kindergarten.

To reach their full potential, these connections need to be nurtured with positive and developmentally appropriate cognitive and social-emotional stimuli. Quality prekindergarten programs reduce placement in special education, lower the risk of grade retention, and decrease incidences of juvenile crime. Improving the success rate of high school graduation and adult earning potential is critical for our Nation's children. The implementation of quality early childhood education programs results in both social and economic benefits for the child into adulthood, as well as for the community and the Nation as a whole. Even conservative estimates yield a benefit/cost ratio of 2.36 and a significant long term increase in the gross national product.

Quality early childhood programs require the commitment and dedication of a professional early childhood education work force. Today, I recognize not only the importance of quality early childhood education programs throughout our country but also the professionals who have dedicated their careers to ensuring the highest levels of achievement in early learning for our Nation's children, thus creating lifelong benefits for the child, family, community, and country.

#### SCHOOL SAFETY PATROL LIFESAVING AWARD

Mr. REID. Madam President, I rise today to show my profound apprecia-

tion for the actions of five young Americans who comprise this year's School Safety Patrol Lifesaving Award recipients as chosen by the American Automobile Association.

In 1920, the American Automobile Association, AAA, began the School Safety Patrol Program in hopes of promoting traffic safety amongst school children. The AAA School Safety Patrol Program has been awarding its highest honor, the Lifesaving Award, to those patrollers who have acted to save the life of another since 1949. This year, five heroic school safety patrollers are receiving this award, and it is my great honor to recognize their courageous actions.

Ian Valles, a sixth grader from Heights-Murray Elementary School in Wilkes-Barre, PA, bore witness to a tragic accident the morning of January 9, 2009. While standing at a busy intersection, Ian witnessed a van strike adult crossing guard Edward Martin, who jumped in front of the van to save a mother and child in its way. Ian stayed calm and called 911 with a cell phone, staying by Mr. Martin's side until he was safely taken to the hospital by paramedics. Ian's heroism along with his calm composure saved the life of Mr. Edward Martin.

On April 20, 2009, Lauren Micolichek prevented a young girl at South View Elementary in Chippewa Falls from being struck by a fast approaching car about to make a left turn into the crosswalk. Lauren thought quickly when she saw the student walking toward the crosswalk and saved her life by shouting "wait." Her immediate response to the situation prevented the young girl from being hit by the vehicle.

Charles Tate, a fifth grade safety patroller from Second District Elementary School in Meadville, PA, also demonstrated quick action when he saved a kindergarten student from crossing an intersection. The kindergarten began to cross the intersection while a large truck came down the road. Charles ran into the middle of the road and swiftly grabbed the student by his shirt, keeping him out of harm's way.

Michael Grady, a student at Defer Elementary School in Grosse Pointe Park, MI, responsibly checked both intersections before allowing a group of students to cross. He noticed a car moving toward the students and courageously placed himself in front of the group with his arms outstretched, diligently responding to the incident before the car reached them. Thanks to his prompt actions, Michael prevented a tragedy.

Jerome Manning was patrolling at the same elementary school in Michigan the morning of January 12, 2010. Jerome had been assisting the children as they crossed the intersection when he spotted a vehicle speeding toward a student. Jerome's alertness enabled him to grab the boy by his backpack before the car could hit him. His alert-

ness saved the child from the car by about 6 inches. Jerome's quick actions have made him a hero in his community.

These five heroic individuals epitomize values of leadership qualities such as courage, alertness, and a commitment to safety. Moreover, these traits are what the AAA School Safety Patrol Program embodies as an institution. Patrollers exemplify the kind of services that are needed so that young people safely navigate traffic hazards to and from school. I applaud their commitment to positively impacting our community.

#### HOLOCAUST

Mr. COCHRAN. Madam President, it is my pleasure to be able to recognize an important project being undertaken by students at Horn Lake Middle School in Horn Lake, MS, to learn lessons from the Holocaust.

This project was brought to my attention by Miss Sadie Hopkins who, with her seventh grade classmates, has worked months to collect 1.5 million pennies—each coin representing one child lost in the Holocaust. Led by their teacher Susan Powell, these young people plan to use the pennies to understand the tragic and significant impact the Holocaust had on Jewish children during World War II and the ripple effects of that terrible time on families today.

I am pleased that Miss Hopkins made me aware of this project, which should be viewed as an innovative endeavor in making history more real for our youth today. It has opened these students' minds to an important era in history and put them in touch with some of those whose lives were directly affected by the Holocaust. I commend the Horn Lake community for supporting this ongoing educational effort.

Madam President, I ask unanimous consent to have printed in the RECORD an article titled, "Horn Lake Middle School students collecting pennies for Holocaust project," from the DeSoto Appeal.

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

[From the Commercial Appeal, Nov. 25, 2009]  
HORN LAKE MIDDLE SCHOOL STUDENTS  
COLLECTING PENNIES FOR HOLOCAUST PROJECT  
(By Chris Van Tuyl)

A teaching wall just inside the front entrance of Horn Lake Middle School is really doing its job.

Posted squares urge those passing by to consider this: "The estimated population of DeSoto County is 154,748. If each person gave 10 pennies, we would have 1.5 million pennies."

It would be an awful lot of coinage for an awfully worthwhile cause. It's a school project spearheaded by seventh-grade Spotlight students currently studying World War II—with a significant focus on the Holocaust. Each penny would stand for one child lost in the Holocaust.

"The pennies will be used in an online museum," Horn Lake Spotlight teacher Susan