

improve. A revitalized private sector might generate more tax revenue than even the government could spend, or investment returns might beggar even those of the past five years, causing the much feared \$11 trillion unfunded Social Security liability (the difference between the present value of promised benefits and the present value of projected taxes) to melt away like the much feared banking calamity of 1990-91. How often have free markets made short work of allegedly intractable political or economic problems? Often enough, in our experience.

Yet, to us, the heart of the Social Security trial balloon was contained in the Times story's perceptive third paragraph: "Such discussions would have been unthinkable just a few years ago," and in a quotation from the chairman of the Clinton study group, Edward M. Gramlich, professor of economics and dean of the School of Public Policy at the University of Michigan, a few paragraphs below that: "Stocks have outperformed bonds by a significant margin over long periods of time."

Did anyone in public life remember to put in a good word for stocks at the bottom of the 1969-74 bear market, or on the Tuesday following Black Monday in October 1987? According to the Times, the draft of the report by the Advisory Council on Social Security puts on a brave, bull-market face: "While stock investments would entail 'a slight increase' in risk for Social Security," the paper relates, "the risk would be manageable." And another panel member boldly affirmed: "Beyond the floor of protection provided by Social Security, we should let people participate fully in this economic miracle that we call America." Will the panelist's economic patriotism be just as intense during the next cyclical downswing, we wonder, or will it be subject to revision?

It is almost certainly no accident that the Social Security investment plan came into the world at the same time as Dow 5,500. According to James A. Bianco, Arbor Trading Group, Barrington, Ill., the capitalization of the U.S. stock market at year-end 1995 stood at 87.5% of GDP, the highest such percentage in history. "Likewise," Bianco went on, "the size of available cash, or M-2, to the size of the stock market is the lowest in history at 57.1%. What this suggests is that the stock market is grossly overvalued." Enthusiasts for what would boil down to the greatest bond-for-stock swap in the history of the republic have thought of everything except what the stocks would be worth.●

ADULT EDUCATION FOR FAMILY LITERACY

● Mr. SIMON. Mr. President, a former valued staff member of mine who is now working with the National Institute for Literacy, Alice Johnson, sent me an article that appeared in the magazine, *Adult Learning*. It is titled, *Adult Education for Family Literacy* by Thomas G. Sticht, President of the Applied Behavioral and Cognitive Sciences Company in El Cajon, CA. In the midst of budget cutting I hope we will not be short-sighted on this matter of literacy.

There has been a great deal of talk about the growing disparity between the top one-fifth of our population and the lower one-fifth of our population in terms of income.

One of the most effective ways of lifting the lot of the bottom one fifth is to make sure that they have the basic

skills that are needed in our society, and that certainly includes reading. There is no single magic bullet for solving this problem. It is a mosaic with many pieces. But literacy is one of the pieces.

The article points out that when we educate adults better, they then feel comfortable in schools and demand and get better education for their children.

Two years ago, I visited 18 schools in the impoverished areas of Chicago and one of the things I heard from teachers over and over was that they wished they had more parental involvement, but frequently the parents do not feel comfortable coming into a school situation because they cannot read and write.

If we diminish our future by cutting back on literacy funding everyone loses.

I urge my colleagues to read the article by Thomas Sticht which I ask to be printed in the RECORD.

The article follows:

[From *Adult Learning*, November/December 1995]

ADULT EDUCATION FOR FAMILY LITERACY (By Thomas G. Sticht)

For nearly a half century, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has led a worldwide movement to promote the development of literacy programs for adults and primary education for children. Many successes have been documented in both of these programs. Over the last quarter century, the rate of literacy among the earth's adults has declined, but because of population growth, the absolute numbers of illiterate adults continued to grow. However, at the outset of International Literacy Year in 1990, both the rate and the absolute numbers of adult illiterates had declined. Still, there were an estimated 921 million adult illiterates in the underdeveloped nations of the world, and some 42 million low literates in developed nations.

Paralleling the growth of adult literacy education in the world, there has been an increase in the numbers of children enrolled in primary education. Over the last four decades enrollments in underdeveloped nations' primary schools rose from about one-third to over seventy percent of primary aged children. Yet, at the beginning of International Literacy Year in 1990, UNESCO estimated that in developing countries as a whole, some 386 million children and young adults aged from six to seventeen years would not be attending school. They are in a trajectory toward beginning the next generation of illiterate adults.

FAMILY LITERACY

In 1994, the International Year of the Family signaled a new direction for adult and childhood literacy programs worldwide, one that unites adults' literacy and children's primary education. Taking stock of research and experience over the last half century, the United Nations noted that:

The family constitutes a context of informal education, a base from which members seek formal education, and should provide a supportive environment for learning. Literacy has a dramatic effect on the dissemination of ideas and the ability of families to adopt new approaches, technologies and forms of organization conducive to positive social change. Often affected by early school leaving or dropping out, literacy is a prime conditioner of the ability of families to adapt, survive and even thrive in rapidly

changing circumstances. Attention should also be given to promoting equal opportunities for girls and young women.

Whereas in the past, there has been tacit recognition of the importance of the literacy education of adults as a key factor in promoting the attendance of children in primary education, the United Nations' statement makes clear that, rather than being regarded as a secondary institution to the schools as educational agents, the family is each society's first and most basic educational institution.

There is evidence to suggest that as developing nations move toward the educational and economic status of industrialized nations, the family will play a greater role in the educational achievement of children. Studies of twenty-nine developing and industrialized nations examined the relative contributions of school quality (e.g., number and quality of textbooks, teacher's educational preparation) versus family background factors (e.g., parents' education levels) on children's achievement in science education. The research revealed that, as nations moved from being less to more developed, the quality of schools diminished as the primary determinant of science achievement, and the influence of family background factors increased. For instance, in India, school quality accounted for ninety percent and home factors only ten percent of the children's variation in science achievement. In Australia, on the other hand, school quality accounted for only twenty percent and home factors eighty percent of the variation in science achievement.

FAMILY LITERACY PROGRAMS

The family literacy concept makes explicit what has generally been implicitly understood, and recognizes the family as an institution for education and learning, and the role of parents as their children's first teachers. The starting point for the development of human resources within a culture is the family. Families provide an intergenerational transfer of language, thought, and values to the minds of their newborn infants and throughout the formative years of their children's lives. Families provide initial guidance in learning to use the cultural tools that will be valued and rewarded within the culture. Families interpret the culture for their children and they mediate the understanding, use, and value placed on the cultural tools for learning and education, of which the capstone tools are language and literacy.

This recognition of the intergenerational role that parents play as family educators places a much higher premium on the importance of adult education than has traditionally been accorded. Up to now adult literacy education programs have generally aimed at making adults literate while the business of making the adults' children literate has been left to the formal school system. Under the family literacy concept, however, it is now recognized that, due to the intergenerational transfer of cognitive skills, including language and literacy, an investment in the literacy education of adults provides "double duty dollars." It improves the educational level of adults and simultaneously improves the educability and school success of the adults' children.

Family literacy programs differ from traditional adult literacy programs in that they are designed to maximize the probability that adults who receive literacy education will actually succeed in transferring aspects of their new beliefs, attitudes, knowledge, and skills intergenerationally to their children.

THE CENTRALITY OF ADULT EDUCATION TO NATIONAL DEVELOPMENT GOALS

In most nations, adult education occupies a tertiary position to the formal schooling of

children. However, as noted above, evidence now exists to suggest that adult education, and particularly literacy education for present and potential parents, should occupy a central position in all governments' educational planning. Four interrelated reasons for nations to support greater investments in adult education are summarized below.

1. Better Educated Adults Are More Productive for Society. Supervisors in six manufacturing companies near Chicago reported that adult literacy programs made improvements in job training, job performance, promotability of participants, and productivity, such as scrap reduction, reduced paperwork, and less wastage. Other research found that more literate workers who actually use their literacy skills at work may increase their productivity as much as ten to fifteen percent. Adult literacy education improves work today, reforming schools for children takes decades.

2. Better Educated Adults Provide Better Communities for Learning. At AC Rochester, a supplier of components for General Motors automobile manufacturing in New York State, management, labor union members, and educators got together, and provided adult literacy programs for employees. This helped increase the local tax base for community services by bringing in several new contracts, including a billion dollar contract with Russia.

3. Better Educated Adults Demand and Get Better Schooling for Children. Wider Opportunities for Women in Washington, DC, found that mothers in women's literacy programs spent more time with their children talking about school, helping them with their homework, taking them to the library, and reading to them. They also said they spent more time going to and helping with school activities, they talked more with teachers about their children's education, their children attended school more, showed improvements in their school grades, test scores, and reading.

4. Better Educated Adults Produce Better Educated Children. Better educated parents send children to school better prepared to learn, with higher levels of language skills, and knowledge about books, pencils, and other literacy tools needed for school and life. Better educated mothers have healthier babies, smaller families, children better prepared to start school, and children who stay in school and learn more.

MAKE EVERY ADULT BASIC EDUCATION CLASS A FAMILY LITERACY CLASS

The San Diego Consortium for Workforce Education and Lifelong Learning (CWELL) operates an Action Research Center (ARC) in the San Diego Community College District, Continuing Education Division. In 1994, the ARC initiated research orchestrated around the theme, "make every adult basic education class a family literacy class." The research included the publication of a simple rating scale in one issue of the Community Exchange, the newspaper that the ARC publishes to disseminate R&D information into the ARC community.

The rating scale asks adults to rate how frequently they perform various parenting activities such as reading to their children, taking them to the library, helping with homework and so forth. A tabulation of responses from 131 adults in five different adult basic education and English as a Second Language (ESL) programs indicated that adults vary greatly in how often they engage in these kinds of activities that can help transfer literacy to their children. These data provide a baseline for comparing parenting activities before the ARC introduces activities to "make every adult education class a family literacy class."

With sound evaluation of these programs, it should be possible to demonstrate that "double duty dollars" can be obtained through the intergenerational transfer of literacy that takes place in adult basic skills education programs. Governments and other sponsors of education programs should know that they can obtain multiplier effects for their investments in adult basic education. They should know that by investing in the education of adults, they can improve the education of children.●

ARAFAT MUST STIFLE EXTREMISTS

● Mr. SIMON. Mr. President, all of us have been stunned by the suicidal missions of extremist in Israel.

And it is the hope of most people around the world, as well as in the Middle East, that the extremists should not prevail and scuttle the peace process.

I was particularly pleased to read in the Chicago Tribune as well as the New York Times, the letter of Ray Hanania, President of the Palestinian American Congress, which I ask to be printed in the RECORD. Mr. Hanania is calling on Yasser Arafat to crack down on the extremists.

People of good will of every persuasion should join in this endeavor.

The article follows:

[From the Chicago Tribune]

ARAFAT MUST STIFLE EXTREMISTS

(By Ray Hanania)

CHICAGO.—The Israelis are right about one thing: It is the responsibility of Yasser Arafat, president of the Palestinian Authority, to crack down on extremists who are based in the territories that he controls.

It is not an easy decision to make, but it is one that Arafat must make if the Middle East peace process is to succeed and Palestinians are to have their own state.

Arafat must come to grips with the responsibilities of Democratic leadership. This is no longer a revolution in which internal criticism is hushed for the sake of survival.

While he must learn to tolerate criticism and not jail Palestinian journalists who attack his policies, so too must he learn to be more forceful with those who challenge the foundation of Palestinian democracy.

Palestine is democratic. And Arafat's election is founded on democracy. Democracy requires that leaders no longer need to seek unanimity to justify their actions. Quite the contrary, democracy allows leaders to do what they could not do before—make decisions with the slimmest of majorities.

Realizing that he can never make everyone, especially the extremists, happy with any decision he makes is a necessity if he and the Palestinian people are to survive as a nation.

It is a realization he has yet to come to grips with. And when he does, he will discover that the vast majority of Palestinians support a crackdown but fear public expression of this view. The extremists have and will use violence against their own people to justify their means and achieve their goals. Our leaders need courage to change this.

In the United States, the Palestinian-American community has spoken loudly, favoring the peace process. While we, as a community, may not totally agree with every detail, the principle of pursuing a peaceful resolution of the Israel-Palestine question is now a mandate for our people.

Arafat cannot make the mistake of believing that he can walk between the moderates

and those who advocate violence. The extremists that he must silence are the very same people who, if given the chance, would silence Palestinian democracy and destroy any hopes of establishing a democratic Palestinian state.●

VALLEY HAVEN SCHOOL 20TH ANNIVERSARY HIKE/BIKE/RUN

● Mr. SHELBY. Mr. President, I wish to take a moment and bring to my colleagues' attention the 20th anniversary of the Valley Haven School Hike/Bike/Run. The Valley Haven School, located in Valley, AL, is a school for mentally retarded and multiple handicapped citizens of all ages. Started 37 years ago by volunteers, the school is now professionally staffed and currently offers skilled training to 95 students ranging in age from 3 months to 60 years.

Mr. President, local moneys of \$100,000 must be raised each year to meet operating expenses and match State and Federal grants. The primary source of these funds is the annual Hike/Bike/Run, which consists of a 5 or 10 mile walk, an 11 or 22 mile bike ride, a skate-a-thon, a 1, 3.1, or 6.2 mile run, a 5 mile bike ride for children, and the Trike Trek for preschoolers.

Each participant in the Hike/Bike/Run obtains pledges for their participation, and all proceeds go directly to Valley Haven to support the education and training for handicapped students. In 1995, this 1 day fundraiser involved over 1,000 participants and 8,000 pledging sponsors. The event generated over \$100,000 in pledges to support the work of the school.

Mr. President, I would like to congratulate and commend Valley Haven and the entire Valley community for displaying such strong support and concern for these special students. This year's Hike/Bike/Run will be held on Saturday, May 4, and I know that the community will once again unite to support this wonderful program and help Valley Haven School help its students.●

LITHUANIAN INDEPENDENCE

● Mr. LEVIN. Mr. President, I rise to honor the 78th anniversary of Lithuania's independence in 1918. This should be a time for remembrance and renewal. It evokes memories of great sadness and also great joy. The long night of Soviet domination and occupation has given way to a new beginning for the Lithuanian people. It is heartening to the world to see that Lithuania's strong and vibrant culture has survived the many years of Soviet control.

Lithuania showed its commitment to joining the free world when it was the first country from the former Soviet Union to formally join the Partnership for Peace in 1994. The faith and courage of the Lithuanian people and the undying efforts and support for Lithuanian independence of Lithuanian-Americans has the respect and admiration of