

but this I know for sure: the American people have had enough.

Now, the great majority of America's schools are safe and drug-free. But we cannot ignore the reality of our times. Guns are being brought to schools as tests of manhood. Drugs are being used with greater frequency and at earlier ages. And a \$7 movie ticket is all too often a ticket to see a killer use a gun.

Strong families and schools with high expectations remain our first lines of defense against the spiritual numbness of violence. When 82 percent of all the people in this nation's prisons and jails are high school dropouts, surely, that fact alone should tell us something about the importance of high-quality and safe schools in every neighborhood.

It is not hopeless. The Robert E. Lee High School in Houston, Texas, and the Joseph Timilty School in Roxbury, Massachusetts, are two schools that have turned themselves around. These schools have set high academic standards; they have attacked the culture of violence head-on; and they have involved parents and the community to get results.

So we must keep our focus on ending the violence. We passed the Safe and Drug-Free Schools Act last year. And if you bring a gun to school, don't expect much sympathy—because you are not playing by the rules.

But we need to do more. This is why Attorney General Janet Reno and Doctor Lee Brown, our nation's Drug Czar, will join me in the coming months in visiting different communities to encourage and work with people to end the violence.

And our message to Hollywood is clear and simple: help us raise our children right by ending this fixation that entertainment must always contain violence. By the time young people reach age 18, they have watched 25,000 murders on television alone. Stop glamorizing assassins and killers. I urge you to see this issue through the eyes of parents instead of scriptwriters . . . through the eyes of teachers instead of advertisers.

Sit down with community leaders, principals, PTA presidents, and the doctors in the trauma units who are struggling so hard to protect the children and mend their communities, and use your power to reach children in a helpful and supportive way.

Our young people are searching for clearly marked pathways to adult hood that are appropriate for the '90s. In some troubled neighborhoods, gangs have almost replaced the family in laying out a new path to adulthood. And what a terrible path it is—an act of violence, a first arrest, expulsion from school, a place in juvenile hall, time spent in prison and sometimes death, and all before they are 20 years of age.

#### A SOCIAL COMPACT FOR PUBLIC EDUCATION

This is why I continue to place great importance on supporting the American family. Last year on this occasion, I announced a new effort to encourage parent involvement in the education of our children. As I said at that time, "thirty years of research tells us that parent expectations and parental involvement" is the starting point for improving American education. Parents matter.

Today, I can report to you that more than 100 organizations, including the national PTA, the U.S. Catholic Education Association, the National Alliance for Business, and the Boys' and Girls' Club of America, are actively participating in our Family Involvement Partnership for Learning. There is great energy in this effort.

I am pleased by the support we are receiving from the American business community.

And I am deeply encouraged by the religious leaders of many faiths who came together last December to release a "Statement of Common Purpose" articulating their common desire to find new ways to support family involvement in their children education.

I believe there is an enormous desire on the part of the American people to have new rules of public engagement when it comes to relating to each other. A young student might willfully disobey a teacher or cheat on an exam and think nothing of it; an ambitious politician can distort the truth or defame the character of another and be rewarded with more media exposure.

Listen, in contrast, to these words from a pledge that young people take every day at school in Independence, Missouri:

"I am the one and only person who has the power to decide what I will be and do. I will accept the consequences for my decisions. I am in charge of my learning and behavior. I will respect the rights of others and will be a credit to myself, my family, my school, and my community."

I believe this is what the American people want for their children. And I agree with them.

So what does this mean for those of us who are part of the public dialogue about the future of American education? We need to get beyond the idea that everything in America is part of a political game. We are not educating our children as Republicans, Democrats or Independents, but as Americans, and as the future of our great country.

We need to lower our voices, to listen to one another and surely to listen to our parents and teachers. There is a difference between constructive criticism and the articulation of deeply held convictions—and the tendency by some to define just about everything in public education as useless and at the extreme, even "corrupt."

#### TURNING THE CORNER: LOOKING TOWARD THE FUTURE

As we look to the future, let us also recognize that we live in a time of great learning and technological achievement. New discoveries by the Hubble telescope are leading astronomers to rethink the very age of the Universe, even as we marvel at the recent unearthing of 20,000-year-old prehistoric paintings in caves in Southern France.

Scholars are deciphering the Dead Sea Scrolls and the technology of virtual reality is helping to teach disabled children how to drive wheelchairs. Machines the size of molecules are being created by dedicated scientists to heal the sick, and scientists are announcing that they have isolated the DNA of dinosaurs. It is all rather extraordinary.

Dr. Pat Graham, the former Education Dean at Harvard, wrote in her book, "In this nation, we have never had a 'golden age of learning.' We have had a golden age for some," she said, "but not one for the nation."

If ever there was a time for this great nation of ours to have a "golden age of learning" for all of our people, now is the time to have it—to create a new ethic of learning—a new standard of excellence.

Now all this is going to take some decisionmaking, and here, I want to end by telling you a story about a funeral I attended when I was governor of South Carolina.

The deceased was an elderly lady named Katie Beasley. Katie Beasley was a sharecropper, the mother of six or seven children, who spent her entire life just getting by. At her funeral, an old friend stood up and said that he had spent a good long while trying to think through what made Katie Beasley so special—how it was that she had so little and

yet all of her children got an education, got good jobs and were community leaders themselves.

And he had decided, after a great deal of thought, that what made her special was that she was a decisionmaker. This is what he said: "Katie decided that an education for her children was important, and she was determined to see that they were all educated. She never looked back."

We are at a time for decisionmaking in this country. If we believe, as Katie Beasley believed, that education is a serious matter, and that all of our children must be educated, we too can be successful. It is a matter of having the human spirit to believe in ourselves as a people—and to make the decision to move forward. Everything is in place to educate America—and I think we will with your help.

#### TRIBUTE TO AUGUSTA WOLFE

Mrs. FEINSTEIN. Mr. President, I rise today to pay tribute to Augusta Wolfe who will celebrate her 100th birthday on March 2. Augusta has been a resident of California for 62 years and when she and her friends and family gather to celebrate, I want her to know she has been honored by the U.S. Senate.

Raised in New York City until age 17, Augusta had three sisters and five brothers. Her mother died when Augusta was only 13 and she assumed much of the responsibility and care of her younger siblings. Her father remarried and she acquired one half-sister.

Her older brothers moved to Winnipeg, Canada. At age 17, Augusta joined them, then sent for the three younger brothers and one sister. While in Winnipeg, Augusta worked in her brother's store.

At age 19, she met and married her brother's friend, Nathan Wolfe, and had two children. Two years later the family moved to Salt Lake City, UT, where they lived for 14 years. During this time, Augusta helped Nat found and operate a very successful retail business, Wolfe's Dept. Store. Mr. Chairman, In 1933, because Nat's health was failing, they moved to Beverly Hills and later to Palm Springs.

After Nat's death in 1952, Augusta returned to New York City for a brief period and then to Santa Barbara. She devoted much of her energy to creative art, primarily the making of mosaics. Later, she moved to Laguna Hills, CA, where she continued her interest in art and began writing poetry, which she continues to do until this date. Her work has been recognized by the National Library of Poetry and some of it has been published in their publication "Tears of Fire."

Today she is active and in relatively good health. Her keen intellect and memory are unimpaired. She lost her daughter in 1979. In addition to her son, Bernard, a California lawyer, she has many devoted friends and relatives who will attend her 100th birthday celebration on March 4, 1995.