

we will probably dilute the amount of money needed for any one of them.

But I am not opposed to this amendment. I just wanted to make sure that my colleague understands that I am very supportive of her efforts. But I do have these concerns.

I thank her, and I thank the Chair.

I yield the floor.

The PRESIDING OFFICER. Who yields time?

Mr. CAMPBELL. Mr. President, there is one Member seeking time. If the Senator from California is finished, I will suggest the absence of a quorum until Senator STEVENS gets here.

Mrs. FEINSTEIN. I thank the Senator. Yes. At this time, if I may be afforded a reaction and comment.

The PRESIDING OFFICER. The Senator from California.

Mrs. FEINSTEIN. I thank the Chair.

As we know, with anything done the first time you never really quite know what it is going to do. I have had estimates. The group supporting this has done some research. I know what they have told me. I cannot make any guarantee to this body that it will produce a lot of money. I do know that it is worth a try, in my opinion. It is important to people. There is a movement behind it.

The breast cancer stamp now exists as of now and it has no fundraising connected to it. It is simply a first-class stamp. This has the ability, for people that want to do so, to buy for the reason of raising an additional cent. I think every one of us know people immediately close to us that are suffering from breast cancer. I happen to believe the women of America are going to respond to this. I think young women are going to respond to it. I think you are going to see interesting ways that people are going to sell first-class stamps. I think that is good for the post office. It is good for the mail, and hopefully it will be good for breast cancer.

I know I didn't buy an Elvis Presley stamp. What was the other stamp? I didn't buy the other breast cancer stamp. I will buy these. I think there are many others like me. I don't know how many. But I think it is worth a try.

I thank the Senator for his comments.

I yield the floor.

Mr. COCHRAN. Mr. President, as Chairman of the Governmental Affairs Subcommittee on International Security, Proliferation, and Federal Services, which has jurisdiction over postal matters, I must point out that the Feinstein amendment would require the U.S. Postal Service to issue a special postage stamp.

Such a special stamp—generally referred to as a semipostal—would sell for 1 cent above the basic first-class letter rate, with most of the differential going to fund breast cancer research. Though this is a well-intentioned amendment, and breast cancer research is a highly worthwhile cause,

the idea of using the Postal Service as a fund-raising tool is not a good one. The list of diseases that should be given added research funds is endless. Requiring the Postal Service to issue a semipostal stamp for breast cancer would place the Postal Service and Congress in the very difficult position of determining which worthy organizations or research programs should receive fundraising assistance from the Postal authorities and which should not.

The concept of semipostals has been around for years. Some nations issue them, but most do not. The European experience with this kind of stamp has shown that they are rarely as beneficial to the designated organization as expected. Consider the example of Canada. In 1975, the Canadian Postal Corporation issued a series of semipostal stamps to provide supplementary revenue for the Canadian Olympic Committee. It was reported that while the program received exceptionally good promotional and advertising support, it fell short of its intended revenue objective. Demand for the semipostals throughout Canada was reportedly insubstantial. The program—viewed as a failure—concluded in 1976. More recently, the Canada Post issued a semipostal to support literacy. With a surcharge of 5 cents per stamp, it raised only \$252,000. After raising only a modest amount of money, combined with a tremendous administrative expense, Canada Post says they will not issue another semipostal.

There is a strong U.S. tradition of private fund-raising for charities. Such a stamp would effectively use the United States Postal Service as a fundraiser, a role it never has had. The Postal Service's job—and expertise—is mail delivery. Congress should be mindful that the postage stamp pays strictly for postal operations. It is not a fee for anything but delivering the mail and paying the cost of running the service. In fact, section 3622 of the Postal Reorganization Act of 1970 precludes charging rates in excess of those required to offset the Postal Service's costs of providing a particular service. In other words, the Postal Service does not have the authority to put a surcharge on a postage rate that is cost and overhead driven. There is simply no legitimate connection between the desire to raise money for a cause, and maintenance of the postal service's mission of providing universal service at a universal rate.

This is an effort to bypass the legislative process with an amendment on an appropriation bill and even though the Feinstein amendment's goals are laudatory, it should be rejected.

Mr. CAMPBELL. I suggest the absence of a quorum, Mr. President.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. CAMPBELL. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. CAMPBELL. I would also ask unanimous consent that the remaining time be equally charged to both the proponents and the opponents of the Feinstein amendment.

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

Mr. CAMPBELL. With that, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Ms. MOSELEY-BRAUN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Ms. MOSELEY-BRAUN. Mr. President, I ask unanimous consent to be allowed to speak as if in morning business for a period of 10 minutes.

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

RACE RELATIONS IN AMERICA

Ms. MOSELEY-BRAUN. Mr. President, on Monday, the President's Advisory Commission on Race met for the first time. Amid the wide-ranging discussion on a variety of issues relating specifically to race, Chairman John Hope Franklin, the renowned doctor of history, discussed the centrality of education and in particular the physical condition of our schools and the centrality of that issue to the future of race relations in our country.

Dr. Franklin noted that in his home of North Carolina, there are schools that are closed part of the time because it is too hot, and there are schools that are closed part of the time because it is too cold, and there are some that are closed part of the time because, when it rains, it rains inside the school as well as outside the school.

Dr. Franklin went on to note that the problem of crumbling schools is not particular to race but rather it is a problem that transcends race. It is a problem that is essential, however, to any discussion of race because it speaks to the character of our Nation as a whole. I want to quote him because I think it is important. "It is a remarkable testimony," Dr. Franklin noted, "to the profligacy of this country, that it will not provide decent educational facilities and opportunities for all of our children."

I believe Dr. Franklin is absolutely correct. According to the U.S. General Accounting Office, every day some 14 million children attend schools that are in such poor physical condition that they need major repairs or should be replaced outright. Some 12 million children attend schools with leaky roofs; 42 percent of schools with more than 51 percent minority enrollment have at least one inadequate building, and 29 percent of schools with less than 6 percent minority enrollment—less

than 6 percent—have at least one inadequate building.

In urban, rural, and suburban areas alike, schools are crumbling down around our children. According to the U.S. General Accounting Office, it will cost at least \$112 billion just to bring them up to code. That price tag does not include the cost of upgrading schools so they can incorporate modern technologies in the classroom. The FCC, the Federal Communications Commission, recently finalized an initiative that will give the schools and libraries deep discounts on telecommunications services, which should provide millions of children access to modern technology that they would not have otherwise enjoyed. Too many of our children, however, will be unable to take advantage of this opportunity because their schools lack even the basic infrastructure necessary to allow a teacher to plug a computer into the classroom wall. Nearly half of the schools lack the basic electrical wiring needed to fully integrate computers in the classrooms.

So the crumbling schools problem has ramifications even beyond leaky roofs. It cuts off the ability of our youngsters to take advantage of technologies that will help them grapple with the educational challenges that they face in their time.

Schools are overcrowded, also. I have seen schools where the study halls are literally in the hallways, where computer labs are on the stairwell landings, and where they have erected cardboard partitions at the end of corridors in order to create makeshift classrooms.

These dilapidated, overcrowded schools do not provide our children with the kinds of opportunities they will need to compete in the 21st century global economy. Nor do these aging and crumbling schools provide our children with the educational opportunities all of our children will need if we ever expect to move beyond the problems of race relations which have existed, like a sore on our Nation, since its earliest days.

While Dr. Franklin was meeting with the President's Advisory Board on Race Relations, many of my colleagues over here were meeting to work out the final details of the tax bill. President Clinton's tax proposal includes an innovative proposal to address the conditions of crumbling schools. I hope my colleagues on the conference committee will see fit to adopt his proposal.

The President has called for the distribution of allocable tax credits to the States, which would then offer those tax credits to developers and builders in exchange for their performing below-market-rate school construction or improvement projects. States and school districts need our help to address the problem of crumbling schools. We have to rebuild these schools for the 21st century to give our young people the educational opportunities that they need and they deserve. Doing so

will help prepare our children for the 21st century economy and will help build a climate of tolerance among the people of our country.

I would like to take a moment to read a letter to my colleagues that I recently received from a superintendent of a rural school district in southern Illinois. I remind my colleagues, Illinois—we used to have an expression, "Just outside Chicago there is a place called Illinois." My State is largely rural once you leave the region around Chicago. I would like to read his letter, the whole letter, because I think it is important. Superintendent Lawrence Naeger wrote to me. He said:

I am the Superintendent of Century Community Unit Number 100 School District near Ullin, Illinois in the county of Pulaski. I am writing to you in the name of the many citizens of my school district that support your efforts to put dollars back in the federal budget for school construction.

From the earliest days of our school district, the school house has been a focal point of great community pride—a brick and mortar representation of the commitment which citizens of this school district have made to their children's education. Sadly, economic changes over the years have made our community's commitment more difficult. The alarming number of construction concerns that now exist point to a crisis waiting to happen.

As time goes by, it becomes evident that small repairs and quality maintenance is not enough. Thankfully, there have been no major health or safety disasters directly related to the structures. However, it is apparent that the leaking roofs, rusted plumbing, overworked heating systems, and crumbling plaster are fast approaching a crisis point. Less visible, but also of great concern, are infrastructure problems related to overcrowding and/or the inadequacy of school facilities for education as we move toward the 21st Century. Classes held daily on a stage in a gymnasium in the elementary school, and electrical systems which are inadequate for today's learning technologies, stand in the way of quality education for our children.

The Century Board of Education, trying to address these concerns, have been caught between competing demands for local dollars and increasingly restrictive laws regarding access to revenue. As anti-tax sentiment has grown, so too has the recognition that the state and federal governments must become partners in resolving school infrastructure concerns.

The Century School district is clearly at a critical juncture with respect to the infrastructure of its schools. Decisions are being made on how school infrastructure needs can be adequately met, with a very limited budget. Money spent on infrastructure generally comes from local taxes. While the Century Board of Education is authorized to levy taxes to support its building needs, there are restrictions which severely limit the ability of the board to respond to the emerging infrastructure problems.

It is important to note, in the not-too-distant future, infrastructure problems which currently exist will likely be compounded as our schools built in the 1950's and 1960's begin to wear out. Though age does not necessarily make a building dangerous or obsolete, construction at that time was typically rapid and cheap . . .

Beyond the most urgent health and safety issues, there is increasing concern about the need for . . . infrastructure that can support educational reform and desired innovations, infrastructure conditions that can accommo-

date the integration of technology, infrastructure that can be accessed by all students regardless of disability, schools that can be used primarily for education but for other community purposes as well, and schools that can serve as safe havens protected from society's violence.

In summary, the Century Board of Education is standing tall, providing the best opportunities for the children of the district to attend school in an environment that is physically safe and conducive to learning. We are being held accountable and are willing to take responsibility to address the deterioration of our school buildings. As well as the growing need for new construction. However, we need your help to fight on for federal dollars to continue the process.

Please fight for our district, our community, our children, the hopes and dreams of all. Please continue to fight for all the children who attend inequitable and inadequate infrastructures, exacerbated by government red tape and broken promises.

Sincerely,

LAWRENCE NAEGER,
Superintendent.

Mr. President, I just want to point out as my time runs out here, the time really has come for all of us in government at all levels, at the local, State, and the Federal Government, to cooperate, to stop pointing fingers at each other, stop pointing fingers at the local school officials or the State education officials or the township supervisors and, instead, form a partnership among all levels of government to address this critical problem.

I urge my colleagues to take a look at the conditions of schools in their own States and to consider the implications of crumbling schools for our children, for our country, for our future, and for the character of our Nation. That was the point that Dr. Franklin made on Monday. That is the point that I wanted to bring to the Senate's attention this afternoon.

I am hopeful that, as we go through the rest of this legislative session, we can come up with innovative approaches to help States and local communities and local governments, such as represented by the letter I read, respond to their concern and need and interest in providing quality educational opportunities for all of America's children.

Mr. President, I yield the floor.

The PRESIDING OFFICER. The Senator from North Carolina.

TREASURY AND GENERAL GOVERNMENT APPROPRIATIONS ACT, 1998

The Senate continued with the consideration of the bill.

AMENDMENT NO. 927

Mr. FAIRCLOTH. Mr. President, I ask unanimous consent for 5 minutes of time in favor of Mrs. FEINSTEIN's amendment.

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

Mr. FAIRCLOTH. Mr. President, I rise in strong support of Senator FEINSTEIN's amendment. I am pleased to be an original cosponsor of this amendment.