

computing systems and create digital processes to perceive and react to competitive challenges and consumer needs. By doing this, they will be able to extend the gains in productivity that are helping fuel our economic strength today.

But turning this vision of the future into a reality will take another important investment in America investment in education. We cannot fill all of the jobs being created if we don't make technology a key part of every child's education.

Education in the digital age will offer tremendous promise. Learning will be more student-centered. Teachers, parents and students will work collaboratively, and students will be prepared for a technology workplace with the opportunity to engage in lifelong learning. At Microsoft we call this approach the Connected Learning Community. Taking education into the digital age is a challenge for all of us. Government at all levels, public-private partnerships and philanthropic institutions will play critical roles in preparing today's students for tomorrow's workplace.

Only 14% of teachers currently use the Internet as part of their instruction. We need to make much more progress here. At first, people believed that the Internet was suitable only for quizzes or just learning about technology itself. Today, the educational community knows that the Internet can be a resource for allowing curious minds to learn in new ways—about math, physics, philosophy, in fact about anything. A New York school superintendent attending one of educational conferences we hold at Microsoft recently explained that the PC and the Internet are encouraging students to do more writing, more reading and less TV watching. As a result, "I don't know" is fast becoming "I don't know yet."

Exciting projects are underway to give students the latest tools for learning. At Microsoft, we are working on a pilot project at 500 schools to provide laptops to each student. The results to date have been amazing in terms of increased learning. Many other companies and organizations are involved in similar efforts, whether providing the latest technology for learning or providing scholarships for math and science excellence.

I've had an opportunity to learn a little about how Birmingham Seaholm High School and Pittsburgh Super Computing Center College are using PC technology. Juniors at Birmingham Seaholm are using computers in a very entrepreneurial fashion—they have built a cookie factory and next year plan to develop a micro robot that will take cookies off the cooling rack. Students in Pittsburgh are doing great work on improving high speed networking performance and capabilities. These schools are to be commended for the work they've done to use technology as an important tool in improving education. I look forward to talking with some of the students who have been working with PCs. Unlike their parents, most of whom learned about computers in adulthood, the information age is the only age these students have known. Their success will depend on how well we teach them.

When you look at the phenomenal economic growth produced by technology, and the huge increase in demand for highly skilled knowledge workers, it is clear that our ability to continue benefiting from technology will largely depend on how well we educate the next generation to take advantage of this new era.

In closing, let me sum up why I'm excited to be here today and to be part of this hi-tech

summit. At Microsoft we make software. We make software for a simple reason—we want to provide tools to make people's lives better. At Microsoft we're excited about the future—we're excited about the tremendous economic benefits of our industry, but we're more excited about helping every individual—in business, in schools and in the home—lead more productive lives. Thank you.●

#### KATHERINE DUNHAM CELEBRATES HER NINETIETH BIRTHDAY

● Mr. DURBIN. Mr. President, I rise today to share with my colleagues a story about a most remarkable woman who is celebrating her ninetieth birthday. Her heroic existence embodies every element of a true American.

Katherine Dunham is a studied anthropologist, a brilliant social worker, an inspiring dancer and a historic activist. She started her first dance school in Chicago in 1931, and later became dance director for the Works Progress Administration's Chicago theater project. In 1967 she founded a performing arts center for inner-city youths in East St. Louis, Ill.

One of her many accomplishments came on the night of January 15, 1979, when she was presented with the Albert Schweitzer Music Award at New York's Carnegie Hall. The significance of this award was underscored as three generations of Katherine Dunham dancers and musicians offered spectacular renditions of her marvelous work. The dance and music roared, peppered with the rich flavor of American dance mixed with the anthropological roots of African American heritage.

This kind and brave woman forged a path for less fortunate children, offering the arts as an outlet to their misfortunes. She gave of herself everything and asked little in return. Katherine Dunham was and remains a stellar addition to our rich American heritage.

I hope you will join me in wishing Ms. Dunham a very happy birthday.●

#### A TRIBUTE TO FORREST "WOODY" WEBER

● Mr. KOHL. Mr. President, I rise to you today to pay tribute to one of Wisconsin's finest educators, Forrest "Woody" Weber. Woody recently retired after a distinguished career spanning 36 years. Focusing his talents in elementary schools, Woody proved instrumental in developing the young lives of his students.

Woody served children and their families as a guidance counselor for 21 consistent years, during which time he specialized in classroom and small group counseling. One of his most substantial accomplishments during this time was addressing the needs of students with cerebral palsy. Since many of these students use "bliss boards" to communicate, Woody developed a unit

to be used by other students so they could understand this communication device. This act of kindness earned Woody many public accolades, leading up to his 1993 nomination for "Educator of the Year."

Woody's service and volunteerism permeated every aspect of his long career. Between organizing an annual slide show for graduating sixth-graders, serving on both the Menasha school board as well as the City Council, sitting on numerous other community boards, coaching local athletics, and volunteering for the Salvation Army, he served his community well. Woody's wife, Dale, worries that his new retirement will keep him away from home even more because it will allow him more time to volunteer.

Though his daily presence as an educator will be missed, we wish Woody all the best in his retirement.●

#### ENTRY-EXIT CONTROL SYSTEM AT CANADIAN BORDER

● Mr. LEVIN. Mr. President, as an original cosponsor of legislation to repeal Section 110 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, I am pleased that this bill contains language to prevent traffic delays at the Canadian border.

Section 110, which was scheduled to go into effect on September 30, 1998, would have required the Immigration and Naturalization Service (INS) to document every alien's arrival in and departure from the United States through an automated entry-exit control system. The Omnibus appropriations act for FY1999 included a compromise provision I cosponsored to delay Section 110 for 30 months. I stated then that Section 110 should not be just delayed, but repealed, because the cost of any such entry-exit system would far exceed its benefits. The vote today replaces the requirements of Section 110 with a feasibility study to determine whether any such system could be developed without increasing congestion or border crossing delays.

Section 110, if applied to Canadian nationals would place an unnecessary burden on the hundreds of thousands of motorists who cross the border daily. In 1996, over 116 million U.S. and Canadian border crossers traveled by land to the United States. Instituting a check for each one of these border crossers would create enormous delays at the 250 points of entry, and would have an especially damaging impact on the businesses, trade, and tourism in Michigan and other northern border states. U.S. trade with Canada, our largest trading partner, generates approximately \$1 billion of commerce and tourism daily. Any loss of this revenue would be devastating to my State.

This provision to repeal the Section 110 requirements at land border and sea ports is vital for Michigan communities and businesses, and I am very