United States to the building referred to in section 1 shall be deemed to be a reference to the ''Robert C. Weaver Federal Building''.

The PRESIDING OFFICER (Mr. GORTON). The Senator from Colorado.

Mr. ALLARD. What is the order of business?

The PRESIDING OFFICER. The Senate is in a period of morning business with a 5-minute limitation.

Mr. ALLARD. Mr. President, I request unanimous consent to address the Senate for 25 minutes in morning business.

Mr. BYRD. Reserving the right to object, I do not intend to, I think that I addressed the Chair ahead of the other Senator, but I wouldn't challenge the Chair on that point. I know the Chair has the discretion to recognize whomever he hears first, but I would like to make a statement.

Mr. ALLARD. Will the Senator yield?

Mr. BYRD. Yes.

Mr. ALLARD. How much time does the Senator need for his morning business remarks?

Mr. BYRD. I thank the Senator. I will require 20 or 25 minutes. But I will await my turn. I thank the Senator from Colorado.

The PRESIDING OFFICER. Is there objection?

Mr. BYRD. No objection.

Mr. ALLARD. Mr. President, I thank the Senator from West Virginia for yielding. I was in the Chair, and I had the podium put up much earlier this morning, but because a colleague next to me was going to speak, he wanted it removed.

Mr. BYRD. I didn't understand the Senator.

Mr. ALLARD. I had requested that my podium be put up on the Senate floor at 10 o'clock this morning when I was presiding so that I could be in proper order to be recognized as soon as I got out of the Chair. I certainly didn't intend to create a problem for the Senator from West Virginia. I apologize for any inconvenience.

Mr. BYRD. If the Senator will yield, I have no problem. The Senator is not creating a problem for me. I just call attention to the rules, that the Presiding Officer recognize the first person who addresses the Chair seeking recognition. I have no quarrel with the Chair. I have been in the Chair many times, and sometimes it is a little difficult to really determine which Senator spoke first. I just wanted to establish again—and once in awhile we have to do this—that it is a matter of following the rules of recognition, and that it doesn't matter what Senator came before or what Senator is seen standing first, or what Senator may have his name on a list at the desk. I do not recognize a list at the desk. Never have. I try to stick to the rules. I thank the Senator. I know I have delayed his speech.

Mr. ALLARD. I thank the Senator from West Virginia for his comments, and I respect the Senator.

COMMENDING SENATOR KYL ON HIS SPEECH ON THE RUMSFELD REPORT

Mr. ALLARD. Mr. President, first of all, I want to recognize and commend the Senator from Arizona, who spoke earlier today in morning business, for his good comments regarding the Rumsfeld report. Senator JOHN KYL has taken a particular interest in that report. I wanted to take a moment to recognize how important I think that report is. I think he was right-on in his comments. I think this Congress and this administration ought to look very seriously at the contents of that report. I serve on the Intelligence Committee with the Senator from Arizona and am privy to the same information to which he is privy.

EMPLOYEES OF THE 21ST CENTURY

Mr. ALLARD. Mr. President, during the 105th Session of Congress, my colleagues and I are addressing a broad range of high tech issues, including military, civilian, and commercial space issues. The industry supporting high technology products and services has become extremely important to our nation, and particularly in my home state of Colorado.

Today I would like to take a look at the high-tech industry through global, national, state, and local perspectives, and relate the broader examples to Colorado. Colorado is a microcosm of the nation when you look at high-tech and the future of the industry. The prosperity, trends, and needs within the Colorado community are prime examples of what the entire nation is faced with.

The growth-inducing power of technology at the industry level has been astonishing. In the United States, research-intensive industries, such as aerospace, chemicals, communications, computers, pharmaceuticals, scientific instruments, semiconductors, and software-have been growing approximately twice the rate of the U.S. economy as a whole the past two decades. The high-tech world has also become extremely competitive. High-tech firms are now facing global competition, regional competition, and competition for jobs. There is every reason to believe that this trend will continue for at least the next decade.

As competition increases locally and globally, we must field an educated workforce that can also be competitive. America's future economy depends on sustaining a competitive edge through greater development and knowledge. But there is growing concern that America is not prepared for this new economy.

I would like to share some startling statistics revealing the serious lack of education in this country.

Forty percent of our 8 year-olds cannot read.

A Department of Education study concludes that 90 million adult Americans have limited information and quantitative skills. According to the American Society for Training and Development's 1997 ''State of the Industry Report,'' 50 percent of organizations now have to provide employee training in basic skills.

U.S. students do not perform well in comparison with students in other countries. According to the Third International Mathematics and Science Study—a study of half a million children in 41 countries—U.S. eighth-graders had average mathematics scores that were well below those of 20 other countries. Although U.S. eighth-graders performed better in science, they were still outperformed by students in nine other countries.

We are experiencing phenomenal growth in jobs for highly skilled information technology workers, yet there are mounting reports that industry is having great difficulty recruiting adequate numbers of workers with the skills in demand.

We, as a society, need to find ways to counter these serious problems and work towards filling all of our employment needs.

Due to increasing global competitiveness, our economy is creating millions of new jobs—more than 15 million new jobs since 1993. Employees are in demand due to this increased competitiveness, and of the 10 industries with the fastest employment growth from 1996–2006, computer and data processing services are number one on the list, according to the Bureau of Labor Statistics Report of December 1997. In this field alone, there were 1. 2 million jobs in the United States in 1996. This number is projected to rise to 2.5 million jobs in 2006. That represents a 108 percent increase in the next 8 years.

Of the 10 occupations with the fastest employment growth from 1996–2006, the top three occupations have some connection to the high tech industry. Database administrators, computer support specialists, and computer scientists had a population of 212,000 jobs in 1996, and are projected to be needed in 461,000 jobs in 2006, a 118 percent change. Computer engineers will see a 109 percent increase in jobs and systems analysts a 103 percent increase by the year 2006.

This trend is representative of the high-tech employment needs of Colorado. We are facing a problem as the need for technical bachelors' degrees rises, because the number of students entering this field is not increasing at a rate to meet this need. In addition, the science and math scores needed to pursue technical degrees at higher education institutions are not being met by more and more students every year.

If the trend continues as we expect it to, we will see an increasing lack of skilled employees to meet the industry's demand. The consequences of not filling these jobs could mean several things. One being that high-tech industry in the United States will not be globally competitive. Another being

that we will need to continually find workers from out of the country to fill high-tech jobs, instead of giving those jobs to Americans. Whatever the consequences may be, we know that they will be substantial if we do not fill the employment needs of the high-tech industry.

Colorado is seeing tremendous signs of growth in the technology arena. As an example, the City of Colorado Springs relies on high-tech for over 50% of its local economy. Complex electronics and information technology sectors support about 30% of the total local economy, and there is a strong defense sector presence which is heavily reliant on high tech employers and needs. 40% of the local economy in Colorado Springs is tied into the defense sector. Right now Colorado has effectively no unemployment in the engineering field. Between this year and 2006, information technology, telecommunications, information processing, software development, and systems engineering will all have employment needs that will more than double in the Colorado Springs area.

The proper role of the government in high-tech and space issues is an ongoing debate. For example, Congress is considering now what access the government should have to encrypted stored computer data or electronic communications, and how to facilitate commercial space businesses.

The United States is competing with several other countries in the high tech industry. There are five countries that we know have the ability to launch satellites, while many other countries have the technology to compete in other areas. Therefore, our workforce development must support the needs of our domestic industry to allow it to be competitive. Without growth in the United States technology industries, we will be surpassed by the technology of our competitors, and our commercial industry will ultimately rely on foreign companies for technology.

One of the major debates in trying to fill the technology workforce needs deals with who should fill those needs when we cannot. The United States has come to depend on foreign-born engineers; we have reached the point where we import as many engineers as we graduate from our universities.

Recently, my colleagues in the U.S. Senate and I approved the American Competitiveness Act of 1998. It raises the ceiling on the number of visas designated for high-tech workers, or H1–B visas, from 65,000 to 95,000 in the fiscal year 1998, and then to 115,000 a year through 2002. This bill is partially in response to the ''year 2000'' problem and will help high-tech industries hire enough employees to effectively resolve the problem. But this is a short-term solution, and in the year 2002, Congress will reevaluate the number of H1–B applicants that this country allows in to work.

The competitive edge that America needs depends on the knowledge attributes of our workforce. Due to the rapid changes in the high-tech field, we must focus on educating our youth. Educating students about the high-tech needs and changes our society faces will allow for adaptation and innovation. The industry's growth depends on the students that are entering universities with high scores in math and science. Employers are desperate for students with bachelors and advanced degrees in computer engineering, computer information systems, computer science, chemical engineering, and electrical engineering.

We need to focus on improving the educational opportunities for every student, but we could especially make improvements by targeting under-represented minorities. While a small amount of high school graduates, 15%, have taken calculus and physics, only 6% of minority students have taken those classes, which are required for a college major in math, engineering or science. This year, universities graduated a record number African Americans, Latinos, and American Indians with engineering degrees, yet they constitute only 10% of all students with engineering degrees, and only 2.8% of doctorates. The number of female minorities in this category is even smaller. Only 2.8% of college engineering graduates and .6% of engineering doctorates went to minority women.

The solution begins with our youngest students, kindergarten through 12th grade. How do we more specifically improve our education system from K–12 so that children will eventually meet the standards that high-tech, and business in general, demand? It should be obvious that we first need to improve math and science interest and education, starting with increased teacher support. Knowledge of the subject matter and the ability to actually use technology need to be taught to our future teachers at universities across the country. Current teachers need access to continuing education and high-tech resources.

We also must increase the number of teachers who are teaching math and science subjects. Projections show that there is going to be a severe teacher shortage in the years 2010–2025. We are going to face yet another crisis in high-tech workers and leaders if we do not encourage more math and science graduates to become math and science teachers. Without more and better math and science teachers our high-tech teacher shortage will progressively worsen, and we will not be able to increase the number of students in math and science classes.

Industry partnerships, which are successful in many university settings, can be very beneficial to younger students as well. The U.S. Space Foundation, which is based in Colorado, has been especially successful in cooperative programs with schools across the country with their support for math and science programs. Kids find it more interesting and fun if real life entities are tied into the classroom, and the U.S. Space Foundation facilitates this for the students and teachers. Rotating high-tech specialists and resources in classrooms will keep our teachers current and motivated. In addition, high school students are eligible for job opportunities and student internships in the workplace that require scientific knowledge and will increase their excitement for the field. With increased attention to our students, especially in regard to math and science, we can interest students in the world of technology.

Another outstanding example of a partnership between school and industry is the Technology Student Association. The TSA is composed of over 150,000 elementary, middle, and high school students, in 2,000 schools spanning 45 states, including Colorado. It is supported by educators, parents, and business leaders who believe in the need for a technologically literate society. Through leadership and fun problem-solving, K–12 students are shown why increased education in math and science can pay off and be exciting. These partnerships are successful, and demonstrate one way we can start now to fill the technology workforce needs of the 21st Century.

While it is imperative to encourage young students to be involved in math and science and to expose them to high-tech occupations, I am not suggesting support for school-to-work programs. School-to-work centralizes unprecedented powers at the federal level and requires federal standards and assessment testing which would be the basis of all our children's education, and this process would begin in kindergarten. Most importantly, school-to-work takes local elected officials of the states and local school boards out of the process of education. This alone could be devastating to businesses and specifically to high-tech industries. Local Boards and elected officials are well aware of the needs of their community in particular, and can adapt accordingly.

Government does not need to set ''standards'' for children to determine their career paths, but instead improve those standards of existing education policies in order to raise test scores, and more specifically science and math scores. If we do so, our children will be inclined to attend higher education institutions where cooperative education and internship opportunities will be available to them, and we will be on our way to building a workforce that can compete globally.

As more students graduate from high school with aptitude and interest in math and science we must have a college education system that will foster their interests and can propel them into the industry. Colorado's universities demonstrate how well-adapted programs can be to the regional industry.

The space industry, in particular, is a crucial part of Colorado's economy,

and in turn our state is one of the nation's leaders in space industries. The National Space Symposium, held annually in Colorado Springs, emphasizes the importance of technology in our state and nation. Space Command, Air Force Academy, and NASA, are some of the major presences. In addition, four space centers tied in with NASA are based in Northern Colorado: the Center for Aerospace Structure, Colorado Center for Aerospace Research, Center for Space Construction, and Bioserve Technologies, which produces hardware for the space shuttle.

Our universities are aware of the need for high-tech education, and have focused on preparing students for this field. The University of Colorado at Colorado Springs offers a well established Master of Engineering Degree in Space Operations, and the Air Force Academy continually graduating students into this field. Graduates of the University of Colorado-Boulder, which offers the only aerospace degree in Northern Colorado, also support Colorado's space industry.

At the college level internship opportunities become significant. Employers see cooperative education programs and internships as real-world employment experience which lets college students become familiar with an organization and its work style. High-tech industries are seeing a trend toward expensive training costs and high employee turnover. By partnering with colleges and universities, high-tech industries will see a more highly trained workforce entering their industry and employees who are more committed to the organization.

The main idea behind cooperative education and internships are that they provide students the opportunity to apply theory learned in the classroom to the workplace. High-tech industries now consider the use of partnering with a university's cooperative education and internship programs as the number one recruitment tool for long-term commitments of regular employment.

For example, the University of Colorado at Colorado Springs recognized this as an important investment in students' futures. In addition to helping their own students with internships, the University itself provides internships to students from other universities without internship opportunities. The University has formed partnerships with community, junior, and 4-year colleges without engineering programs.

In conclusion, this is a critical time; we must start today if we want to solve the high-tech employment problem. The signs are everywhere that high-tech is booming, but high-tech employees are not. We must act fast, for studies show key math and science decisions are made by a student at the 5th to 7th grade level. This means that there can be up to a ten-year lead-time for bachelor degree level technology workers. There are four areas that I think we should focus on in order to help solve the problem.

No. 1, Clearly understand the challenge, communicate it to our teachers, parents and students, and consider the consequences of not acting on this issue immediately.

No. 2, Better connect education systems and industry.

No. 3, Find innovative ways to remove barriers to education in math and science, and continue improvement in higher education.

No. 4, Leverage government funding through greater collaboration among government agencies, educational institutions and the private industry.

We need to work together in order to solve this problem. Our universities need to increase engineering and computer sciences scholarships, improve distance learning, and expand their internship and cooperative education programs to meet the needs of the high-tech industry. Our government needs to upgrade training and outsource more work, education, and training. Our industries must increase recruiting, build higher retention rates, and offer on-site courses. And finally, our public schools must increase partnerships with outside entities, educate our teachers about technology, and make science and math fun for our students.

The examples I have given from my home state of Colorado demonstrate that through increased internships, partnerships, teacher training, and K–12 student programs, communities can do something to meet the employment needs of the 21st Century.

The United States will continue to be a global leader in the technology arena if these ideas are implemented tomorrow and we ensure that our schools are producing the best, most educated workforce in the world.

Mr. President, I yield the floor.

Mr. WARNER addressed the Chair.

The PRESIDING OFFICER. The Senator from Virginia.

DEPARTMENT OF DEFENSE AUTHORIZATION BILL

Mr. WARNER. Mr. President, first, for the information of all Senators and others who are following the status of the conference between the Senate and the House on the annual authorization bill for the Department of Defense, the negotiations between the Senate and the House reached the final stage—and, indeed, concluded for all practical purposes—last night.

We had several meetings throughout the day, under the supervision of our able chairman, Mr. THURMOND, with Mr. SPENCE and Mr. SKELTON from the House, and Senator LEVIN and myself.

I wish to report that at the day's end we were far enough along in reaching a final conference agreement that a set of sheets—the traditional conference sheets—were signed by all 10 Republicans on the committee. I have to await any statement by Senator LEVIN with respect to participation by the Democrats. But I anticipate on behalf of Senator THURMOND that Senator THURMOND will soon send to the House a final conference proposal, as modified by such agreements as we were able to reach in the course of our negotiations yesterday. If the House is able to agree to that proposal, we have essentially concluded the conference. With 10 signatures on the conference sheets, we have enough Senate conferees in support of the conference agreement for the Committee to file a conference report.

Mr. DOMENICI. Mr. President, do we have a standing order with reference to time?

The PRESIDING OFFICER. There is a morning business limit of 5 minutes.

Mr. DOMENICI. Mr. President, I have about four items. I am not sure I can finish them in 5 minutes, but if there is no one here I will ask for an extension of time.

STEVE SCHIFF AUDITORIUM

Mr. DOMENICI. Mr. President, last night the Senate passed H. Res. 3731. This legislation designates a special auditorium at Sandia National Laboratories as the Steve Schiff Auditorium. Steve spoke in that auditorium on several occasions as part of his long service to the people of the State of New Mexico. I believe we all know, now that we have had a chance to look at Steve Schiff's life and his time in the House, before his unfortunate death from cancer, that he was in all respects a good public servant—he demonstrated integrity of the highest order, deep and fundamental decency, and an acute and open mind. He went about his business quietly but with efficiency. He was great at telling stories, usually about himself. He was a model for all politicians to admire.

Mr. President, I wish that we could do something more significant than naming this very, very fine auditorium at Sandia National Laboratories after him. We will have a ceremony when that takes place officially, and the people of his district and our State will join us in a celebration that I hope is a fitting tribute to our deceased colleague.

(The remarks of Mr. DOMENICI pertaining to the introduction of S. 2395 are located in today's RECORD under ''Statements on Introduced Bills and Joint Resolutions.'')

FRENCH UTILIZATION OF NUCLEAR ENERGY

Mr. DOMENICI. Now, Mr. President, Senator ROD GRAMS and I traveled to France to develop a better understanding of policies underpinning the utilization of nuclear energy for about 80 percent of their electricity. We visited several key French facilities, and Senator FRED THOMPSON joined us after the site visit and participated in several of the high-level meetings with