

responsible for what I say and do and to respect myself and others,
 respect authority
 use resources wisely
 make the world a better place, and
 be a sister to every Girl Scout.

Mrs. CLINTON. Mr. President, on the occasion of the 90th anniversary of the Girl Scouts, I want to take this opportunity to discuss the exciting work of the Girl Scouts in New York State. I am proud to report that over 190,000 girls participate in New York Girl Scout troops, with the help of over 50,000 adult volunteers.

For 90 years, the Girl Scouts have been hard at work building the self-esteem of girls, raising awareness about the importance of public service, building character, and developing leadership skills. Today, as scouting enters the 21st century, Girl Scouts in New York are involved in a series of new projects and outreach efforts.

Immediately after September 11th, New York troop leaders quickly revised a curriculum on tolerance and diversity to include the attack on New York and our country. The revised curriculum helped to provide local leaders across the State with the tools they needed to help girls deal with our national tragedy.

New York Girl Scouts are reaching out to new members in underserved communities. Troop leaders are working through the schools and through housing programs to recruit girls who may not be familiar with scouting, and to create opportunities for new experiences and challenges.

The Genesee Valley Girl Scouts offer an innovative conflict resolution program that provides anger and conflict management training for middle school girls referred by school guidance counselors. Role-playing is used to teach girls a range of peaceful solutions to different situations. This program has been a huge success: 88 percent of participants maintained or improved school attendance, 72 percent maintained or improved their GPA and 82 percent reduced disciplinary problems.

From Buffalo to Chappaqua, from Elmira to Long Island, Girl Scout troops across New York are committed to public service projects that help instill in our youth the importance of helping others. And girls across the State are learning the value of hard work and commitment through their efforts to meet the requirements of merit badges.

Every year in New York, a small number of girls are honored with the Gold Award, the highest achievement award given by the Girl Scouts. In order to be eligible for a Gold Award, a Girl Scout must first meet the requirements of a series of awards that require leadership and work on behalf of their community. Gold Award recipients must also design and follow through with an extensive community service project. I want to take this opportunity to congratulate the New York Gold Award honorees for their great public service accomplishments and commitment to scouting.

As a member of the Honorary Congressional Girl Scout Troop and a former Girl Scout, I encourage my colleagues to support Girl Scouts in the 21st century. I look forward to working with New York Girl Scouts to help create opportunities for girls and to encourage youth involvement in public service.

ADDITIONAL STATEMENTS

IN RECOGNITION OF DR. CHARLES H. WRIGHT: DOCTOR, HISTORIAN, AND CIVIC LEADER

• Mr. LEVIN. Mr. President, I ask the Senate to join me today in extending my condolences to the family and friends of Dr. Charles H. Wright, who passed away on March 7, 2002. During his 83 years, Dr. Wright left an indelible mark on this country through his work as a doctor, a civil rights leader, a community activist and a leader in the national movement to create museums celebrating the history, culture and accomplishments of African Americans.

Legend has it that it was Charles Wright's mother who inspired him to attend medical school, by declaring at age eight that he would become a doctor. Growing up in segregated Alabama, to parents who's own education stopped at elementary school, Wright had to overcome many obstacles to make his mother's dream a reality. But, as those who knew Dr. Wright can attest, he was not one to shy away from a challenge. He did attend medical school, and in 1946 he moved to Detroit, where he served his community as an obstetrician/gynecologist. He delivered more than 7,000 babies, including those of some of my staff. Today, you can still meet adults in Detroit who will refer to themselves as "Dr. Wright's babies."

Dr. Wright was always concerned about the plight of black people, both here and in Africa. He answered the call of Dr. Martin Luther King, traveling to the South to protest and to help those protesters who required medical assistance. He worked to end discrimination in hospitals, where empty beds were being denied to blacks because the hospital refused to put black patients and white patients in the same room together. He traveled to newly post-colonial Africa to work in villages lacking adequate health care resources. He helped raise money so that African children could come to American universities. He was constantly driven to serve others, and to serve those whom he felt he could best help.

Dr. Wright is perhaps best known as the man responsible for Detroit's Museum of African American History, the largest such museum in the world. Inspired by his travels to Africa, and concerned that the children he was helping to bring into the world had no place to learn about themselves and their his-

tory, he decided to create a museum dedicated to educating people about the contributions of African Americans to society. In 1965, he opened the International Afro-American Museum in the basement of his home and office. Investing significant amounts of his own money and time into the museum, it eventually outgrew his home and was moved into a new, larger building in the heart of Detroit's University Cultural Center and was renamed the Museum of African American History.

That museum moved again in 1997 to an even larger building, and has received international recognition as one of the finest museums of its kind. In 1998, it was renamed the Charles H. Wright Museum of African American History in recognition of the vision and dedication of Dr. Wright. Each year millions of Americans of all races visit this museum and learn about the history of African Americans, ensuring that Dr. Wright's legacy will live on and be passed down to future generations.

Dr. Wright's life should serve as an example to all Americans. Throughout all his endeavors, he stressed the values of education, understanding and overcoming obstacles. But perhaps most importantly, he lived his life in service to others. While he will be sorely missed by those whose lives he touched, he will long be remembered for all that he gave. •

TRIBUTE TO KYLIE WHITE

• Mr. BROWNBACK. Mr. President, I would like to take this moment to recognize Kylie White, a fifth grade student at Lowther South Intermediate School in Emporia KS. Kylie was recently selected as the Kansas recipient of the Nicholas Green Distinguished Student Award from the National Association of Gifted Children.

The NAGC—Nicholas Green Distinguished Student Awards program—recognizes excellence in young children between third and sixth grade who have distinguished themselves in academics, leadership, or the arts. This program is funded by the Nicholas Green Foundation, established by Maggie and Reg Green, and the Nicholas Green Scholarship Fund, both created to honor the memory of the Green's seven-year-old son Nicholas, who was killed in a drive-by-shooting while vacationing in Italy in 1994. The program highlights high-ability students across the country, demonstrating that gifted and talented children come from all cultures, racial and ethnic backgrounds, and socioeconomic groups.

The NAGC—Nicholas Green Distinguished Student Award honors America's outstanding students, who serve as role models for all of our Nation's children as they strive for excellence. I am proud that Kylie has been selected to receive this honor on behalf of the State of Kansas. I wish her continued success in all of her future endeavors.

I ask consent that Kylie's NAGC—Nicholas Green Distinguished Student Award composition be printed in the RECORD following my remarks.

The composition follows:

"Mama, a problem is only a problem until you solve it." These were the words I spoke when I was only three. Ever since then I have been solving all different kinds of problems, whether they only took a couple minutes or months to figure out. What I like about problems is that each and every one of them is different and you have to pull together all of your knowledge and creativity to figure them out.

I got interested in problem solving when I was little. My Dad taught me how to solve all kinds of problems. Whether it was figuring out the money in Monopoly or deciding how to make a stable structure out of Legos all kinds of "problems" were tackled. I was very lucky to have great first and second grade teachers who daily stretched my skills and encouraged me to set high goals. Mrs. Davidson and Ms. Newton taught me how to really push myself.

In second, third and fourth grades, my principal offered the "Principal's Problem of the Week." These were optional challenging word or math problems that always got me thinking. I was awarded top "Principal's Problem of the Week Solver" three consecutive years. In grade school I went to the library once every week and solved challenging problems for gifted children.

I've been in Odyssey of the Mind for three years now. Odyssey of the Mind is a team problem-solving competition with both "long-term" and "spontaneous" problems. The long-term solution you work on for months before you go to the competition. The spontaneous problem's name kind of explains itself. You get the problem and usually you get 1 minute to think and 2 minutes to answer. The team I was on in fourth grade made it all the way to World Finals in Knoxville, Tennessee. Raising the money to get there was a problem in itself. We had a lot of fun there and we took 25th place out of 44 teams in our division even though we were a very young team.

This year in 5th grade my biggest challenge has been learning how to speak French. I have also served as a peer mentor in a group for students having problems making and maintaining friendships. I like helping others solve their problems.

Problem solving opens up a lot of opportunities for me. The cure for cancer is a problem. Putting the pieces together at a crime scene and helping find a serial killer are important problems that will help people feel safer in their beds. I could help people solve their problems if I were to become a psychologist. I could be a teacher and help kids learn how to solve problems. Or maybe I could be a top presidential adviser and solve international problems.

Problems solving is a way to exercise your brain. It is a fun way to expand your knowledge horizon. I hope to stay at it for a long, long time.●

RECOGNITION OF THE LYON COLLEGE CONCERT CHOIR

● Mrs. LINCOLN. Mr. President, I rise today in recognition of the Lyon College Concert Choir on the occasion of their performance at the National Cathedral, March 17, 2002. Lyon College, located in Batesville, AR, offers a liberal arts education of superior quality in a personalized setting. A selective, independent, undergraduate, residen-

tial teaching and learning community affiliated with the Presbyterian Church, USA, Lyon encourages the free intellectual inquiry essential to social, ethical and spiritual growth. With a rich and scholarly and religious heritage, Lyon develops, in a culture of honor, responsible citizens and leaders committed to continued personal growth and service. We in Arkansas are extremely proud of the young people from Lyon College who will fill the cathedral with song on March 17.●

CITY OF ABSECON CELEBRATES CENTENNIAL

● Mr. CORZINE. Mr. President, it is with great pride that I bring to your attention the lovely waterfront community of Absecon, which is celebrating its centennial year on March 24, 2002. Absecon, originally Absecum, comes from the Algonquin Indian word Absegami, meaning "Across Little Water." Located in Atlantic County, Absecon was incorporated as a city on March 24, 1902. It is governed by an elected body consisting of a mayor and council members. The community, which lies adjacent to Atlantic City, encompasses 6 square miles and is predominantly residential, with a population of approximately 7,700 residents.

Finding the area lush with pines, cedars, and bayberry bushes, early English settlers in Absecon earned their living clamming and oystering. Soon wharves lined the creek, and boats large and small were built along the banks of this bustling seaport. In 1795, Thomas Budd purchased 10,000 acres of land in what later became Atlantic County. He paid 4 cents an acre for the land on which Atlantic City now stands. It was called Further Island, further from Absecon, and later called Absecon Beach and finally became Atlantic City. The land was originally purchased for control of the waterways and not for farming.

In 1819, Dr. Jonathan Pitney, saddlebags brimming with medical supplies, a blanket, and clothing, rode into Absecon on horseback to set up his medical practice. Only 21 years old, Dr. Pitney came to Absecon after completing 2 years as an assistant in a hospital on Staten Island, following his graduation from a New York medical school. Few in the village could have known that this young doctor would one day become famous and be forever known as the "Father of Atlantic City." For by 1834, the village known as Absecum in Galloway Township still only consisted of a tavern, store, and 8 to 10 dwellings.

When not visiting patients, Dr. Pitney could always be found strolling the shoreline taking in the sea air. It did not take long for Dr. Pitney to realize the benefits of the sea air and to determine that this area was magical and had the ideal climate for a health resort. Convincing the municipal authorities that a railroad to the beach would be beneficial, he was to be responsible for the construction of the

railroad east across New Jersey through the salt marshes to Absecon Island, now Atlantic City. Shortly thereafter, Dr. Pitney again became a leading force in the Village, petitioning Congress to construct a lighthouse at the north end of Absecon Island. Years later the Absecon Lighthouse was constructed putting an end once and for all to the countless scores of shipwrecks along the shoals and beaches near "Graveyard Inlet."

By 1899, Absecon's population was only 530 people but, in March of 1902 the legislature of the State of New Jersey approved an act to incorporate Absecon City in the County of Atlantic, as a city. From these humble beginnings, Absecon has grown to become a charming city by the water, housing a Central Business District and Light Industrial areas.

I invite my colleagues to join me in congratulating Mayor Peter C. Elco and the citizens of Absecon on their centennial. May they have another 100 years of prosperity and community.●

MESSAGES FROM THE PRESIDENT

Messages from the President of the United States were communicated to the Senate by Ms. Evans, one of his secretaries.

EXECUTIVE MESSAGES REFERRED

As in executive session the Presiding Officer laid before the Senate messages from the President of the United States submitting sundry nominations which were referred to the appropriate committees.

(The nominations received today are printed at the end of the Senate proceedings.)

MESSAGE FROM THE HOUSE

At 12:06 p.m., a message from the House of Representatives, delivered by Ms. Niland, one of its reading clerks, announced that the House has passed the following bill, in which it requests the concurrence of the Senate:

H.R. 2341. An act to amend the procedures that apply to consideration of interstate class actions to assure fairer outcomes for class members and defendants, to outlaw certain practices that provide inadequate settlements for class members, to assure that attorneys do not receive a disproportionate amount of settlements at the expense of class members, to provide for clearer and simpler information in class action settlement notices, to assure prompt consideration of interstate class actions, to amend title 28, United States Code, to allow the application of the principles of Federal diversity jurisdiction to interstate class actions, and for other purposes.

MEASURE REFERRED

The following bill was read the first and the second times by unanimous consent, and referred as indicated:

H.R. 2341. An act to amend the procedures that apply to consideration of interstate class actions to assure fairer outcomes for