

people and a strong sense of right and wrong."

James Stovall was born in Winn Parish, graduated from Centenary College in Shreveport and the Perkins School of Theology at Southern Methodist University. During the Second World War, he served this country as a chaplain attached to the Marine Corps. Following the war, he returned to Louisiana where, for thirty years, he served Methodist churches in Eunice, Baton Rouge, Lake Charles, Lafayette, Metairie, and Monroe. A strong believer in ecumenism, he was a leader in the creation of the Greater Baton Rouge Federation of Churches and Synagogues, and from 1976 to 1991, he served as executive director of the Louisiana Interchurch Conference.

Reverend Stovall served not only the church, but held several positions in State government. He was executive director of the Governor's Office of Elderly Affairs from 1979 to 1980, chairman of the Governor's Pardon and Parole Study Commission in 1976, and a member of the Louisiana Commission on Human Rights in 1992.

At his funeral service in Baton Rouge, one of Reverend Stovall's good friends, Dr. Lance Hill, who is executive director of the Southern Institute for Education and Research at Tulane University New Orleans, shared a powerful story about his legacy. I would like to quote from that eulogy at this time:

Many years ago Jimmie told me that John Wesley, the founder of the Methodist Church, once noted that a man's achievements in this lifetime are fleeting and insignificant; what is meaningful is the shadow that he casts into the future. We formed the Southern Institute for Education and Research at Tulane University nine years ago to continue the work of Jimmie Stovall and the anti-Duke coalition, but this time through a proactive program that taught young people the consequences of prejudice and the individual moral obligation to speak out against the oppression of others.

The Southern Institute is very much Reverend Stovall's gift to Louisiana. I told Jimmie years ago that we should have named it the Stovall Institute, but people might think it was a [football] clinic. Jimmie just laughed, but he knew what I meant. The work of the Institute is part of Jimmie's vast shadow cast into the future.

A few months ago, I returned to St. Catherine of Sienna, a school in the middle of [David] Duke's old legislative district. We had worked with the teachers and students there for years. That day I watch 150 students mesmerized by the story told by Eva Galler, a Holocaust survivor. The students heard the story of Eva's leap from the train to Auschwitz; the destruction of her family; the end of the world as she knew it. Eva told them that this was not simply a story of Jews and Nazis, it was a story of racism and hatred. It could happen anywhere, anytime, and they had a moral obligation to resist hatred at every turn.

I watched three young boys on the back row, sitting on the edge of their seats, straining to see over the tall girls in front of them. They were transfixed by Eva. And as Eva spoke, I saw the soft, warm shadow of Reverend Stovall envelop the children. These children, the next generation of leaders in Louisiana, these children were his legacy. In

this sense, James Stovall achieved a kind of immortality that only the best of us can ever dream of. We will miss him in body, but he will always be with us in spirit.

I extend my heartfelt condolences to Reverend Stovall's daughters, sisters, grandchildren, and great-grandchildren. In the midst of their grief, I hope that they will be comforted to know that his important work and the principles that guided him in that work will not soon be forgotten.●

RECOGNIZING KELLY CAMPBELL

● Mr. ALLEN. Mr. President, today I recognize Kelly Campbell, a student at Lebanon High School in Lebanon, VA, who has been chosen to make a presentation at the White House Visitors Center during the National History Day Celebration.

Kelly is one of 16 young history scholars from across the country who will present their work reflecting this year's National History Day theme: Revolution, Reaction, Reform in History. The students' projects presented at the White House are part of a larger group of 2,000 finalists participating in the National History Day national contest at the University of Maryland.

The National History Day Program engages more than one-half million participants annually in grades 6 through 12 in 49 states and the District of Columbia. The program provides students the analytical and research skills that are useful in any area of their lives. Students research history topics of their choice related to an annual theme and create exhibits, performances, documentaries and papers, which they may enter in competitions at the district, State and national levels.

Kelly will present an exhibit entitled "The 3 R's: Revolution, Reform, Reaction and the Schools of the Freedman's Bureau."

During my term as Governor of Virginia, we recognized that there are fundamental academic basics that our children must learn if they are to be capable, responsible, and contributing citizens, and able to compete and succeed in the future. To ensure the success of our school children, we implemented high standards and accountability including history standards. We believed that Virginia's students should have the fundamental knowledge and understanding of their cultural and historical heritage that serves as a foundation for preserving a free, prosperous and decent society.

I congratulate Kelly and her fellow historians on their success and wish them the best as they compete against students from across the country.●

COMMENDING MELISSA BROWN, KAITIE COCHRANE AND LINDSAY JANS ON NATIONAL HISTORY DAY

● Mr. WELLSTONE. Mr. President, today I would like to commend Melissa

Brown, Kaitie Cochrane, and Lindsay Jans for their hard work, dedication, and creativity in the study of history. They have earned the admiration of their families, their community, their teacher, Huy Nguyen, and their school, Sunrise Park Middle School. These students have been selected by the National History Day program to present their performance, "Separate But Not Equal," at the National Museum of American History on June 12, 2002. To be ranked by the National History Day program among the 2000 students chosen to join the national competition is an impressive honor, and to be one of only 17 groups selected from over half a million participants to present at the National Museum of American History is an incredible achievement indeed.

The National History Day Contest is the Nation's oldest and one of the most highly regarded humanities contests for students in middle and high school. The experience that Kaitie, Lindsay, and Melissa have gained through their NHD project using primary resources and participating in hands-on activities will last them for the rest of their lives. The more than 9 million students who have participated in the NHD program have gone on to careers in business, law, medicine, teaching, and countless other disciplines in which they are putting into practice the thinking and investigative approach fostered through the National History Day program. I want to thank these students for representing Minnesota along with only thirteen other States at the National Museum of American History today. The kind of leadership and perseverance Lindsay, Melissa, and Kaitie have exhibited will carry the theme of this year's National History Day Contest, "Revolution, Reaction, and Reform in History," into the next generation. I wish them the best of luck both in the upcoming competition and in their future endeavors. I thank them for their hard work and their commitment to learning and sharing their knowledge with other students from across the country.●

TRIBUTE TO FRANK OLIVERI UPON HIS RETIREMENT

● Mr. SMITH of New Hampshire. Mr. President, I rise today to honor Frank Oliveri, an exemplary public official who dedicated himself to serving the people of the city of New York for three decades. As deputy director of waste water treatment, he has brought to the office the professional skills and knowledge that has made a difference in the lives of the people of the Big Apple.

Frank began his career with the Department of Environmental Protection in 1971. He is widely respected for his waste water expertise at city, state and national levels. Frank approached his work with a can-do attitude, and balanced what needs to be done with what can be done. Throughout his career, Frank accomplished a great deal for

the Department of Environmental Protection.

It is an honor and a privilege to serve Frank Oliveri in the U.S. Senate and I wish him and his family Godspeed in his retirement and in all of their future endeavors.●

THREE MICHIGAN STUDENTS HONORED FOR NATIONAL HISTORY DAY

● Mr. LEVIN. Mr. President, I would like to congratulate three Michigan students whose projects have been selected for the high honor of being presenters at the National Museum of American History on Wednesday, June 12, 2002. These three students are three of only 34 chosen to present from over 2,000 National History Day finalists. The National History Day contest annually receives more than a half million entries.

Trevor Bakker, of Holland West Middle School in Holland, MI, won for his project titled "A Pinch of Salt: Mahatma Gandhi's Nonviolent Revolution." From Rochester Adams High School in Rochester Hills, MI, Allison and Rachel Brown received recognition for their project called "Laying It On the Line: The United Automobile Workers' Struggle for Labor Reform." These projects reflect this year's National History Day theme, "Revolution, Reaction, Reform in History."

Michigan has played a critical role in revolution and reform in our country. On December 30, 1936, the newly-formed United Automobile Workers of America revolted against management with a sit-down strike in Flint to protest General Motors' decision to shift work to other factories where the union was not as strong. Three months later, the strike ended successfully with an agreement under which General Motors recognized the union as the bargaining agent of the workers, inspiring the growth of countless unions across the country.

In addition, Michigan was the home of Sojourner Truth, the great reformer for the issues of slavery and women's rights, over the last 20 years of her life. And Michigan's unique ten-cent bottle refunds, implemented in 1978 by the Beverage Container Act, represents a significant reform for the national issues of recycling and waste reduction.

These three young historians have poured months of research into this endeavor. Along the way they have sharpened their critical thinking and research skills while becoming bonafide experts on their respective topics. Their time in Washington is sure to be an enriching experience as they observe some of the richness of American history up close.

I know my Senate colleagues will join me in congratulating Trevor, Allison, and Rachel for their tremendous accomplishment, and in hoping for their continued success.●

NEW MEXICO STUDENTS' NATIONAL HISTORY DAY PROJECT

● Mr. BINGAMAN. Mr. President, today I recognize the notable work of New Mexico middle school students Elyse Burlingame, Gabrielle Sanchez, Michelle Foley-Shea, Ciara Siebuhr and Crystle Krueger on their impressive history project titled "Margaret Sanger: Woman Rebel." Their project highlights the determination and important achievements of Margaret Sanger, a strong advocate for a woman's right to family planning services. The achievement of these young scholars has been recognized through the project's selection as one of the projects that will be displayed at the National Museum of American History, today, June 12, 2002. Their project was chosen out of more than half a million projects submitted by students across the nation as being an outstanding work that reflects this year's National History Day theme, "Revolution, Reaction, Reform in History." Not only does the work of these students capture the story of an important figure in history, it also goes beyond the story itself and brilliantly interprets the effects Margaret Sanger had on American society in a very useful way. Their ability to go beyond their research in this way demonstrates the attributes of true scholars. Their work reflects an excellent understanding of historical context, as well as intellectual and social setting. These students also demonstrate great intellectual maturity by presenting the historical struggle of Margaret Sanger using a variety of viewpoints that allow for a better reflection of history. It is a great honor for these students, as well as for the entire state of New Mexico, to have their project displayed in the National Museum of American History in our nation's capital. I would like to congratulate Ms. Burlingame, Ms. Sanchez, Ms. Foley-Shea, Ms. Siebuhr, and Ms. Krueger on their hard work and the well deserved recognition of their project.●

10TH ANNIVERSARY OF THE NATIONAL LAW CENTER FOR INTER-AMERICAN FREE TRADE

● Mr. KYL. Mr. President, I would like to congratulate the National Law Center for Inter-American Free Trade on its 10th anniversary by having the following letter printed in the CONGRESSIONAL RECORD.

DR. BORIS KOZOLCHYK,
President and Director, National Law Center for Inter-American Free Trade, Tucson, AZ

DEAR DR. KOZOLCHYK: I would like to congratulate the National Law Center for Inter-American Free Trade on the celebration of its tenth anniversary on April 1, 2002.

The Center is an impressive research and educational institution affiliated with the James E. Rogers College of Law at the University of Arizona in Tucson. It takes excellent advantage of being near one of the most significant international borders in the world.

Since its establishment, the Center has undertaken significant work for the U.S. De-

partment of State to harmonize commercial law in the Americas, focusing on a model law for secured transactions, uniform documentation for cross-border surface transportation, and rules for electronic commerce. This legal reform work is performed in cooperation with the Organization of American States.

The Center plays an important role in integrating U.S. business into the economies of the Western Hemisphere. Its work to reduce legal barriers to trade promotes the rule of law, democratic institutions, and enhances political stability and security in the region.

Once again, congratulations, and I wish the Center continued success.●

TRIBUTE TO TWO CALIFORNIA STUDENTS

● Mrs. BOXER. Mr. President, today I would like to honor two students from my State of California: Heidi Bowerman and Katie Olson. They have been selected to present their award winning projects at the National Museum of American History on June 12, 2002.

The Smithsonian Institution's National Museum of American History is celebrating National History Day by reflecting on this year's theme: Revolution, Reaction, Reform in History. The program asks students to research history topics of their choice related to the year's theme, and then create exhibits, performances, documentaries and papers, which they then enter in competitions at the district, State and national levels. Heidi and Katie's projects were two of seventeen projects that were selected out of more than half a million students across America.

Katie's exhibit is titled: "Warsaw Ghetto Uprising." Katie attends Santa Rosa High School in Santa Rosa, CA, and her teachers were Will Dunn and Whitney Olson.

Heidi's performance is titled: "Aristocracy to Communism: The Revolution that Reformed a Nation." Heidi attends Alta Sierra Intermediate School in Clovis, CA, and her teachers were Carole Smoot and Linda Linder.

I am so proud to have two accomplished young women representing the State of California in receiving this impressive award. Their achievements, along with the other student award winners, should serve as an inspiration to all students.●

RECOGNIZING KATHY SHORTT

● Mr. ALLEN. Mr. President, I rise today to recognize Kathy Shortt, a teacher at Lebanon High School in Lebanon, VA, who is one of eight finalists for the Richard T. Farrell Teacher of Merit Award for outstanding success in teaching history.

The Richard T. Farrell Award is presented each year to a teacher who employs innovative teaching methods in and out of the classroom. The teacher must participate in the National History Day program, develop and use creative teaching methods that interest students in history and help them