

Parade, which will be held on June 13, 2010, in New York City. A radiant and star-studded event, this parade proudly recognizes the heritage of Puerto Rican people here in the United States, and year upon year has proven to be one of our nation's largest outdoor festivities.

The National Puerto Rican Day Parade is the successor to the New York Puerto Rican Day Parade, which held its inaugural celebration on Sunday, April 12th, 1958, in "El Barrio," Manhattan. The impact of the first Puerto Rican Day Parade in New York was immediate and resounding. Thousands of New York Puerto Ricans flooded the streets in a very public, very proud demonstration of their emergence in the city as an important and growing ethnic group. For the next 38 years, the New York Puerto Rican Day Parade became a staple of New York's cultural life. In 1995, the overwhelming success of the parade prompted organizers to increase its size and transform it into the national and international affair that it is today.

On June 13 delegates representing over thirty states, including Alaska and Hawaii, will join the roughly 3 million parade goers every year who turn New York's Fifth Avenue into a sea of traditional red, white, and blue flags. It's a picture unlike anything you will see anywhere else in the country. Not only because New York is the most international city in the world, but also because of the relationship that exists between New York and the Puerto Rican community. It's an historic relationship essentially born of mutual benefit and respect. Puerto Ricans have helped transform New York into a dynamic, bilingual city that continues to welcome newcomers from all over the globe, and the city of New York, believed by many to be a place of opportunity, has enabled Puerto Ricans to flourish economically, culturally and politically.

The success that the parade enjoys each year is brought about in large measure by the continued efforts of a choice few individuals—women and men of able leadership who believe, as I do, in the unbound potential of people of Puerto Rican descent. The Parade's march up Fifth Avenue, while certainly the most visible aspect of the celebration, is hardly the only event associated with the National Puerto Rican Day Parade, Inc.'s activities. Each year more than 10,000 people attend a variety of award ceremonies, banquets and cultural events that strengthen the special relationship shared by Puerto Ricans and the city of New York.

Madam Speaker, the National Puerto Rican Day Parade is an experience unlike any other. It signals to all who witness it that the Puerto Rican community, both in New York and nationally, represents an exquisite tapestry of individuals. Its power can be seen on the faces and heard in the streets, as millions come together to joyously proclaim their heritage. And so, Madam Speaker, as a Puerto Rican and a New Yorker, and as someone who participates in this parade annually, I stand before you and my colleagues in Congress with a full and proud heart to pay tribute to the sights and sounds and wonder that is the National Puerto Rican Day Parade.

TRIBUTE TO HAMPSHIRE COLLEGE
ON ITS 40TH ANNIVERSARY

HON. JOHN W. OLVER

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 2010

Mr. OLVER. Madam Speaker, I rise today to celebrate Hampshire College for opening its doors and welcoming its first students 40 years ago tomorrow.

The Pioneer Valley of Western Massachusetts is home to the Five College Consortium, which includes three private liberal arts colleges, Amherst, Mount Holyoke and Smith; the state's flagship public university campus, the University of Massachusetts Amherst; and a progressive institution of higher education, Hampshire College. For 40 years now, the Consortium has served as a vehicle for collaboration and resource sharing across all five campuses, including broadening access to higher education and unsurpassed academic excellence. This structure encourages the use of a vast curriculum, faculty and resources, and presents each student with a richer and fuller educational experience.

Hampshire College was founded within this consortial setting to offer an original education in which students design their own course of study in close consultation with faculty mentors. Hampshire's educational approach emphasizes individual choice and development, and its pedagogical cornerstone is an inquiry-based mode of teaching and learning. Just as it attracts talented and intellectually ambitious students, Hampshire appeals to faculty who are excited to experiment with new methods of teaching, and are keen to co-teach with their colleagues.

Rather than being characterized by traditional, discipline-based departments, Hampshire College has five academic schools: the School of Cognitive Science; Interdisciplinary Arts; Humanities, Arts and Cultural Studies; Natural Science; and the School of Critical Social Inquiry. Each school develops an innovative curriculum, which is project-based and immediately challenges students with current problems in the research literature. Research and teaching at Hampshire tend to work across discipline-based boundaries, as faculty and students collaborate to grapple with problems from a range of perspectives, with an eye toward community impact, social justice, and the well-being of others. Team teaching and interdisciplinary research serve as the basis for collaboration and reflect a remarkable degree of creativity. A low student-faculty ratio (12:1) allows for an emphasis on individualized and small group training, where faculty research and artistic expression is fully integrated into coursework, inviting each class into the process of intellectual and artistic discovery.

Within this mission—and wherever possible—Hampshire students ask questions that motivate their undergraduate years. Careful mentoring at Hampshire has shown to inspire and motivate students beyond the classroom, often resulting in students continuing their education at the graduate level, and indeed, culminating in rewarding careers.

I am honored to represent this fine institution of higher learning. Please join me in congratulating Hampshire College as it continues to define and communicate its extraordinary

mission for the next generations of students, their families and the general public.

HONORING DR. JOSEPH W. BASCUAS, INTERIM PRESIDENT OF BECKER COLLEGE, WORCESTER, MA

HON. JAMES P. MCGOVERN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 2010

Mr. MCGOVERN. Madam Speaker, I rise to recognize Dr. Joseph W. Bascuas for his accomplishments as Becker College interim president and for his dedication to quality higher education.

Becker College, located in Worcester and Leicester, Massachusetts, serves more than 1,700 students from 18 states and 12 countries, and offers over 25 diverse, first-quality bachelor degree programs in unique, high-demand career niches. Born in Cuba, he shares my dedication to improving relations with Latin America. Dr. Bascuas utilized his great volume of experience and passion for quality higher education and strong relationships in his role as Becker College interim president.

The Becker College Board of Trustees named Dr. Bascuas as interim president on September 26, 2008. Dr. Bascuas gave his leadership and support to the Becker College community in various ways during his tenure. He brought more than 25 years of experience in higher education to Becker College.

Prior to serving as interim president at Becker College, Dr. Bascuas served as president of Medaille College, Buffalo, NY, a private institution that offers undergraduate and graduate degrees, from 2002 through 2006. Dr. Bascuas successfully took Medaille through an accreditation and strategic planning; completed a \$2.4 million capital campaign; nearly doubled revenue and undergraduate freshman to sophomore retention; and increased overall and undergraduate enrollment as well as the number of resident students. As founding president Argosy University Atlanta, GA campus, Bascuas spent 12 years with the Argosy Education Group. During his tenure, the Argosy corporate entity grew from three to thirteen campuses, offering undergraduate and graduate programs in business, education, and psychology, two law schools, and one technology-focused school. Dr. Bascuas also increased enrollment at all campuses, introduced new programs at five campuses, and hired presidents at two campuses. Previously, Bascuas held administrative and teaching positions at the Georgia School of Professional Psychology, Antioch University, Nova/Southeastern University and Salve Regina University. He has held a number of positions with professional boards and associations, most recently as site visit team chair for the Middle States Commission on Higher Education, and he has served on the National Collegiate Athletic Association Division III Presidents Council. Dr. Bascuas has written and co-authored numerous papers on psychological topics and has presented at symposia and conferences. He received a B.A. from LaSalle University and an M.A. and a Ph.D. from Temple University.

As interim president, Dr. Bascuas encouraged Becker to find ways to provide more aid