

Most importantly, the President should speak publicly and directly to the Iranian people that the United States will never abandon them in their struggle for freedom and fundamental human rights.

INTRODUCING THE CHESAPEAKE BAY PROGRAM REAUTHORIZATION AND IMPROVEMENT ACT

HON. BOB GOODLATTE

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 2010

Mr. GOODLATTE. Madam Speaker, I rise today to join my colleague Rep. HOLDEN in introducing the Chesapeake Bay Program Reauthorization and Improvement Act.

The Chesapeake Bay, the largest estuary in the U.S., is an incredibly complex ecosystem that includes important habitats and is a cherished part of our American heritage. The Bay Watershed includes all types of land uses, from intensely urban areas, spread out suburban development and diverse agricultural practices. But unquestionably the Bay is in need and worthy of our attention and concern and I believe everyone has a role to play in restoring it.

I have long worked with my colleagues here in Congress to find ways to protect and restore the Bay. In fact, Mr. HOLDEN and I worked very hard with the other members of the Agriculture Committee to establish a mechanism and a funding source in the 2008 farm bill for addressing issues related to protecting the Chesapeake Bay Watershed. The farm bill provided unprecedented incentive-based funding to help farmers and ranchers improve management practices, which would directly result in improving water quality in the Bay. We must now continue in our efforts to restore and protect the Chesapeake Bay by reauthorizing the Chesapeake Bay Program.

There are other proposals to reauthorize the Bay Program. The goal of all involved is the same, the continued health and vitality of the Bay, but the map to that health and vitality is being strongly debated. Unfortunately, proposals like the Presidential Executive Order, and legislation that would codify this order, would force more mandates and overzealous regulations on all of those who live, work, and farm in the Chesapeake Bay Watershed. This strategy will limit economic growth and unfairly overregulate our local economies. My colleagues and I recognized that we must form a proposal that does not pit the health of the bay against the strength and vitality of our local communities and that is why we rise today to introduce the Chesapeake Bay Program Reauthorization and Improvement Act.

Instead of overregulation and intrusion into the lives and livelihoods of those who choose to make the Bay Watershed their home, our legislation allows States and communities more flexibility in meeting water quality goals so that we can help restore and protect our natural resources. Our bill sets up new programs to give farmers, homebuilders, and localities new ways to meet their water quality goals. This includes preserving current intrastate nutrient trading programs that many Bay

states already have in place, while also creating a voluntary interstate nutrient trading program. Additionally, this bill creates a voluntary assurance program for farmers. The program will deem farmers to be fully in compliance with their water quality requirements as long as they have undertaken appropriate conservation activities to comply with State and federal water quality standards.

Also, our bill makes sure that the agencies are using common sense when regulating water quality goals for localities. Our legislation requires the regulators to take into account the availability, cost, effectiveness, and appropriateness of practices, techniques, or methods in meeting water quality goals. This will ensure that localities are not being mandated to achieve a reduction in nutrient levels by a prescribed date, when no technology exists to achieve that reduction within that timeline.

While our bill does a lot to improve water quality, we also call for more oversight over the Chesapeake Bay Program. For over 3 decades Congress has been working to preserve and protect the Chesapeake Bay. Despite the efforts of the federal, State, and local governments, the health of the Bay is still in peril. The participants in restoring the Bay include 10 federal agencies, six states and the District of Columbia, over one thousand localities and multiple nongovernmental organizations. This legislation would fully implement two cutting-edge management techniques, crosscut budgeting and adaptive management, to enhance coordination, flexibility and efficiency of restoration efforts. Neither technique is currently required or fully utilized in the Bay restoration efforts, where results have lagged far behind the billions of dollars spent. Further, this bill calls for a review of the EPA's Bay model. We often hear complaints from those who make good faith efforts to restore the Bay that their efforts are not being recognized by EPA's Bay model. EPA's model does not account for any voluntary measures being undertaken on farms to control nitrogen and phosphorous nor does it even account for some of the nitrogen and phosphorous reductions that are being achieved through government programs like USDA's Environmental Quality Incentives Program. Effectively, EPA is ignoring nutrient reductions that have already been achieved. Our legislation requires that an independent evaluator assess and make recommendations to alter EPA's Bay model, so that we can develop a model that will capture all of the nutrient reductions that are happening in the Bay.

Madam Speaker, the people who call the Bay Watershed home are the ones who are the most concerned about protecting and restoring the Chesapeake Bay. Unfortunately, too often these hardworking individuals are cast as villains and placed in a position where restoring the Bay is pitted against the economic livelihoods of their communities. We can restore the Bay while also maintaining the economic livelihood of these communities. The Chesapeake Bay Program Reauthorization and Improvement Act is the way we can do both. I look forward to working with my colleagues in the Congress, so that we can pass this important legislation and work to restore the Chesapeake Bay.

RECOGNIZING THE FIFTY-THIRD NATIONAL PUERTO RICAN DAY PARADE

HON. JOSÉ E. SERRANO

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 2010

Mr. SERRANO. Madam Speaker, it is with great pleasure that I rise today to pay tribute to the Fifty-Third National Puerto Rican Day 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, WORCES-
TER, 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 to students who need it most, thus increasing retention among current students and giving access to new students. Dr. Bascuas was successful in communicating across audiences, promoting unity among Becker College's two campuses, forging relationships with faculty, and energizing the board of trustees. On a personal note, I appreciate his strong interest in promoting the College's nursing education program and his personal invitation to me to participate in the "Pinning" graduation ceremony for its nursing students.

Madam Speaker, I would like to commend Dr. Joseph W. Bascuas for his remarkable work as interim president. I ask my colleagues to join me in thanking Dr. Bascuas for his work and wishing him all the best in his future endeavors.

IN CELEBRATION OF DR. EDDIE
GREEN'S RETIREMENT AS DI-
RECTOR OF THE HORIZON-UP-
WARD BOUND PROGRAM OF
CRANBROOK SCHOOLS AFTER
HIS TEN YEARS OF SERVICE

HON. GARY C. PETERS

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 2010

Mr. PETERS. Madam Speaker, I rise today to recognize Dr. Eddie Green on the occasion of his retirement as Director of the Horizons-Upward Bound, HUB, program at Cranbrook Schools, and to celebrate and honor his 10 years of service. As a Member of Congress it is both my honor and privilege to recognize and congratulate Dr. Green on this most auspicious occasion.

Dr. Green's dedication to educating and nurturing our youth long precedes his work with the Horizons-Upward Bound program. Prior to his current work with HUB, Dr. Green served for many years in the Detroit Public Schools. Dr. Green began his career as a teacher in the classroom and through unwavering commitment to his students, fellow educators and the community rose to become the Detroit Public Schools' General Superintendent and Chief Executive Officer. As the Schools' Chief Executive, Dr. Green carried out his vision of engaging all sectors of the Detroit community in the fight to increase student achievement by creating a confident, committed and supportive community.

Horizons-Upward Bound was founded in 1965 with the mission of preparing students of