

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

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 DIRECTOR OF THE HORIZON-UPWARD 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 limited opportunity in the Detroit metropolitan region to enter into and excel in post-secondary education opportunities and beyond. When Dr. Green began his work with HUB in May 2000, he brought with him the same passion and zeal which made him such a strong and effective leader for educating our youth. As its Director, Dr. Green implemented several new programs which furthered the mission of HUB, including financial literacy education for high school seniors, a comprehensive mentoring program for all HUB participants, an annual east coast college tour for high school sophomores, and the Weekend Wilderness Experience for summer HUB participants. In each case, the programs that Dr. Green designed furthered the educational enrichment of Detroit area youth, while exposing them to new opportunities and experiences.

Madam Speaker, I ask my colleagues to join me today in celebrating Dr. Eddie Green's retirement after 10 years of service as Director of the Horizons-Upward Bound program of Cranbrook Schools and for his lifetime of work in public education. The profound impact of Dr. Green's work is felt in the lives of so many of our youth in the Detroit metropolitan area and I wish him many healthy years in his retirement.

CELEBRATING D-DAY AND HONORING THE VIRGINIA NATIONAL GUARD

HON. FRANK R. WOLF

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 10, 2010

Mr. WOLF. Madam Speaker, I was honored on June 5 to join in a salute to the Virginia National Guard and the role of its Third Battalion, 116th Infantry Regiment, 29th Infantry Division in the D-Day invasion.

The event was held at the National Guard Armory in Winchester and organized by the Honorable Jack Marsh, former Virginia congressman and counselor to President Ford, the longest serving secretary of the Army, and my long-time friend and mentor. Earlier this year Jack helped draft a resolution passed by the Virginia General Assembly which commemorated the Virginia National Guard's 29th Division for its part in storming Omaha Beach and invading Normandy on D-Day—June 6, 1944.

On Monday, May 31, Madam Speaker, we observed Memorial Day. We honored those who made the ultimate sacrifice in service to their country. I also took time last week to visit Gettysburg where President Lincoln so eloquently described that kind of sacrifice in his ringing words of the Gettysburg Address: They gave "the last full measure of devotion."

As we reflect this week on the 66th anniversary of D-Day, many people may not know that the only National Guard Division on the beach at Normandy was the 29th Division of Virginia, Maryland and District of Columbia National Guard. And only one Regiment of the 29th—Virginia's 116th Infantry, which includes the 3rd Battalion that calls the Winchester Armory home—was selected to be in the first wave at Omaha Beach.

There were 17 Virginia communities in the Infantry units of the 116th—from Winchester, Berryville and other places stretching up and down the Shenandoah Valley. This historic unit is the sixth oldest regiment of the Army and its predecessors served under our forebears—George Washington and Stonewall Jackson—giving it the name: "Stonewall Brigade."

The soldiers of the Stonewall Brigade stormed the beach with 3,100 officers and men. They had to cross over 300 yards of sand beach under heavy crossfire to reach the shore and fight their way up bluffs that towered to 100 feet. By the end of what is known as "the longest day," the 116th took over one thousand casualties. Military historians call the Omaha battle the most violent of World War II. Only a handful of those who crossed the beach, who Tom Brokaw has called, "the Greatest Generation," remain.

Once on shore the mission of the 29th Division was the capture of the city of St. Lo, a

key transportation hub. It proved to be an arduous task. German defenses were formidable. Timetables were disrupted. Mid-July found the 3rd Battalion 116th Infantry at the edge of St. Lo. It had a new commander, Major Tom Howie of Staunton, Virginia, where he taught English, and coached football at Staunton Military Academy.

Howie was from South Carolina and a 1929 graduate of the Citadel where he was class president and an all-state half-back. Tom Howie became the role model for the character Captain Miller, played by Tom Hanks, in the film, "Saving Private Ryan."

The second battalion of the 116th became surrounded near St. Lo. Major Howie's 3rd Battalion in a night attack operation broke through German lines to relieve the 2nd Battalion. In the morning on July 17, Howie and his troops continued the attack on St. Lo. His last words were "see you in St Lo" before he was killed instantly by German mortar fire. Loved and respected by his men, his body was draped in an American flag and placed on the hood of a Jeep that led the victorious troops into the city. There on a pile of rubble of the Church of St. Croix it was placed to honor him.

A Life magazine photographer happened by, and took the famous picture. Because of censorship neither the soldier, nor unit could be identified. It was captioned only, "The Major of St. Lo," but it was seen round the world. The French have since built a monument to honor him. Today there is also a Howie Bell Tower near the Citadel Parade Ground at his alma mater.

When the 29th Division deployed to England in September 1942, Tom Howie bid his wife and small daughter Sally, not quite 4-years-old, goodbye. They would never see him again. His daughter, now Sally McDivitt, age 71, of Culpeper, Virginia, was an honored guest at the ceremony in Winchester and unveiled a portrait of her father, which will be displayed in a classroom at the armory bearing Major Howie's name.

Madam Speaker, Sally Howie McDivitt is a symbol of the sacrifice made by military families, then and now. The 116th made extraordinary contributions at Normandy and continues in that sacrifice of service today. The spirit of the heroes of D-Day lives on in the men and women of the 116th of today. They call the same places in Virginia home and show the same dedication and courage by fighting for freedom and democracy in places which are continents away.

This same unit has now served two tours in Iraq and Afghanistan and has lost two members, Staff Sgt. Craig Cherry, 39, of Winchester, and Sgt. Bobby Beasley, 36, of Inwood, West Virginia. The Winchester Armory now bears their names. I have visited troops in Iraq and Afghanistan, including soldiers from Virginia. They deserve our support and gratitude for accepting the same responsibilities and hardship of those in the uniform of their country who have gone before them.

We must always remember that when we send men and women into harm's way, their families are also sacrificing for their country. Military families, then and now, bear a heavy burden. They have been willing to sacrifice their goods, their comforts, their husbands, sons, daughters, fathers, and brothers. They are willing, as words of the Declaration of Independence state: to pledge their lives, their