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Though each individual has sought to become a citizen of the United States for his or her own reasons, be it for education, occupation, or to offer their loved ones better lives, each is inspired by the fact that the United States of America is, as Abraham Lincoln described it, a country “. . . of the people, by the people, and for the people.” They realize that the United States is truly a free nation. By seeking American citizenship, they have made the decision that they want to live in a place where, as guaranteed by the First Amendment of the Bill of Rights, they can practice religion as they choose, speak their minds without fear of punishment, and assemble in peaceful protest should they choose to do so.

Mr. Speaker, I respectfully ask you and my other distinguished colleagues to join me in congratulating these individuals, who became citizens of the United States of America on July 4, 2015, the day of our Nation's independence. They, too, are American citizens, and they, too, are guaranteed the inalienable rights to life, liberty, and the pursuit of happiness. We, as a free and democratic nation, congratulate them and welcome them.

HONORING MR. BILL CONSIDINE,  
THE LONG-SERVING PRESIDENT  
AND CEO OF AKRON CHILDREN'S  
HOSPITAL

**HON. TIM RYAN**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, July 7, 2015*

Mr. RYAN of Ohio. Mr. Speaker, today, I am very grateful for the opportunity to recognize the life work of Bill Considine, the long-serving President and CEO of Akron Children's Hospital.

Bill is celebrating thirty-five years as President of Akron Children's—making him the longest serving President of any children's hospital in the country and among the longest serving Presidents of any hospital in the nation. Under his leadership, Akron Children's Hospital has grown from an urban children's hospital into a pediatric health system that serves twenty-seven counties in Ohio. It is consistently ranked among the top children's hospitals in the country and that success is without question the result of Bill's vision, commitment, and leadership.

Bill graduated from Archbishop Hoban High School in Akron. He received his undergraduate degree from the University of Akron and a master's degree in health science administration from The Ohio State University. In 1979, Bill assumed the role as president of Akron Children's Hospital reaffirming his devo-

tion to his community. Under his leadership, Akron Children's has expanded the scope of children's healthcare services and is now the largest pediatric healthcare provider in northern Ohio serving more than 800,000 children each year. Today, the scope of pediatric healthcare services offered by Akron Children's Hospital are exceptional, including advanced cardiac care, intensive neonatal care, behavioral health, and even Ohio's first pediatric sports medicine center. Bill has been consistently recognized by numerous organizations for his visionary leadership at Akron Children's Hospital. Two special awards include his 2009 induction into the Northeast Ohio Business Hall of Fame and the 2011 Bert A. Polsky Humanitarian Award for his years of dedication to humanitarian causes in the greater Akron community.

Bill is a true public servant and a visionary leader. Our community is a better place to call home due to his years of service and commitment to helping children and their families. With sincerest gratitude, I honor Bill Considine for his selfless dedication to Akron Children's Hospital as well as his humanitarian efforts throughout Ohio. Mr. Speaker, I ask all of my colleagues to join me in extending a heartfelt thank you to an inspiring leader, Bill Considine.

RECOGNIZING THE HEROISM OF  
BEN ZION COLB

**HON. STEVE ISRAEL**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, July 7, 2015*

Mr. ISRAEL. Mr. Speaker, I rise today to remember a true hero, Ben Zion Colb, and to thank him for his heroic efforts and great sacrifice in saving Jews in Poland during World War II. Ben Zion Colb went to great lengths to save his fellow Jews from extermination by the Nazis.

Ben Zion's brave endeavor began when he sent a courier to escort his then-fiancée, Clara Lieber, from Poland to Slovakia, where the deportation of Jews had been temporarily halted. After succeeding in bringing Clara to safety, he realized he could use the same method he used to smuggle Clara across the border to help other Jews escape from Poland. With the help of his friend Rabbi Michael Weissmandl and a network of couriers, he succeeded in bringing most likely over one thousand Jews across the border. Ben Zion largely focused on the rescue of children, who came to be known as “Ben Zion's Kinder.” After the war, Ben Zion and Clara eventually made their way to New York, where they raised three children. Ben Zion passed away in 1973, but his inspiring legacy still lives on.

I was fascinated to learn of the many documents that still exist, which detail the history of Ben Zion Colb's heroism. There are hand-written and typed papers with names of people who were rescued. Sometimes these papers include dates of birth, where these individuals were from, where they crossed the border and in some cases the actual day they crossed. I hope these documents will continue to assist in locating those individuals who were rescued by Ben Zion Colb and help bring together families and their diverse histories.

I want to properly recognize Ben Zion Colb's sacrifices and truly heroic efforts and to re-

mind my colleagues that individuals such as Ben Zion serve as a reminder as to how one person can make a difference in the lives of many. Ben Zion Colb took it upon himself to save as many lives as possible during a time of great need and it is important that we strive to live by his example.

RECOGNIZING LOUIS “MILKMAN”  
PATTERSON FOR HIS OUT-  
STANDING COMMITMENT TO THE  
BUFFALO COMMUNITY

**HON. BRIAN HIGGINS**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, July 7, 2015*

Mr. HIGGINS. Mr. Speaker, I stand before you today to recognize and honor Mr. Louis Patterson for his engagement with the Buffalo community. Mr. Patterson has been a committed, well-loved and respected community member for over 50 years.

Born in Birmingham Alabama in 1945, Mr. Patterson moved to the Buffalo area in 1960 where he has remained ever since. Before retiring in 2013, Mr. Patterson worked for Upstate Dairy for 36 years where he would earn his affectionate nickname, “Milkman.”

A constant presence in the Buffalo swing dance community, Mr. Patterson was and is admired by many as both a great man and a great dancer. He brings joy to those around him not only through his own dancing but also through his ardent support of other dancers and organizations in the community. He is a man who lives up to the adage that one should give more than one receives in its fullest sense.

Mr. Speaker, thank you for allowing me a few moments to honor and recognize Mr. Patterson. I ask that my colleagues join me in congratulating Mr. Patterson on an accomplished history of community engagement, and to commend him for the exemplary work he has done to enrich the communities of Western New York.

IS ACADEMIC FREEDOM THREAT-  
ENED BY CHINA'S INFLUENCE ON  
U.S. UNIVERSITIES?

**HON. CHRISTOPHER H. SMITH**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, July 7, 2015*

Mr. SMITH of New Jersey. Mr. Speaker, I recently held a hearing that was the second in a series probing the question of whether maintaining access to China's lucrative education market undermines the very values that make American universities great, including academic freedom. The hearing was timely for three reasons: the growing number of satellite or branch campuses started by U.S. universities in China; the record numbers of Chinese students enrolling in U.S. universities and colleges in China each year, bringing with them nearly \$10 million a year in tuition and other spending; and the recent efforts by the Communist Party of China to regain ideological control over universities and academic research.

Official Chinese government decrees prohibit teaching and research in seven areas—

the so-called “seven taboos:” universal values; press freedom; civil society; citizens’ rights; criticism of the Party’s past; neoliberal economics; and independence of the judiciary.

All of the “seven taboos” are criticized as “Western ideals.”

These taboos raise the question: Are U.S. colleges and universities compromising their images as bastions of free inquiry and academic freedom in exchange for China’s education dollars?

Some may defend any concessions made as the cost of doing business in an authoritarian state such as China.

Maybe a university decides that it won’t offer a class on human rights in China, maybe they won’t invite a prominent dissident as a fellow or visiting lecturer, maybe they won’t protest when a professor is denied a visa because his or her work is critical of a dictator. Maybe such compromises are rationalized as necessary to not offend a major donor or for the “greater good” of maintaining access.

If U.S. universities are only offering Chinese students and faculty a different name on their diploma or paycheck, is it worth the costs and compromises?

Perry Link, the eminent China scholar, argued during our first hearing, that the slow drip of self-censorship is the most pernicious threat to academic freedom and undermines both the recognized brands of major universities and their credibility.

Self-censorship may be the reason NYU terminated the fellowship of world class human rights activist and hero, Chen Guangcheng. As the NYU faculty said in their letter to the Board of Trustees, the circumstances surrounding the launch of NYU satellite campus in Shanghai and the ending of Chen’s residence created a “public perception, accurate or otherwise, that NYU made commitments in order to operate in China.” Did NYU make any such commitments?

Let the record show that we invited NYU’s President and faculty sixteen times to testify before this committee, without success. We are very pleased that Jeffery Lehman, the Vice-Chancellor of NYU-Shanghai campus, joined us at our recent hearing.

On a personal note, I spent time with Chen when he first came to the United States. Though NYU offered him important sanctuary, he was treated very rudely at times, particularly when it was clear that he would not isolate himself on campus. NYU officials and others worked to cordon off access to Chen and to keep him away from Chinese dissidents and there was a belief, reported by Reuters and the Wall Street Journal, that Chen was too involved with anti-abortion activists, Republicans, and others.

We may never know if NYU experienced “persistent and direct pressure from China” to oust Chen from his NYU fellowship or whether they sought to isolate him in order to keep Chen’s story out of the 2012 Presidential elections as Prof. Jerry Cohen has said in an interview at the time. Certainly there is some interest here as Hillary Clinton spent a whole chapter in her book detailing the events of Chen’s escape and exile in the United States.

Or maybe there wasn’t any pressure at all, just self-censorship to keep in Beijing’s good graces during the final stages of opening the NYU-Shanghai campus.

We are not here to exclusively focus on the sad divorce of Chen Guangcheng and NYU.

But his ousting raises the question: Is it possible to accept lucrative subsidies from the Chinese government, or other dictatorships for that matter, operate campuses on their territory and still preserve academic freedom and the other values that make Americans great?

The agreements they sign with the host government are often kept secret and real information about them can be hard to obtain.

Foreign educational partnerships are important endeavors—for students, collaborative research, cultural understanding, and maybe even for the host country in some sense. The U.S. model of higher education is the world’s best. American faculty, fellowships, and exchange programs are effective global ambassadors. We must all seek to maintain that integrity. It is in the interests of the U.S. to do so, particularly when it comes to China.

Nevertheless, if U.S. colleges and universities are outsourcing academic control, faculty and student oversight, or curriculum to a foreign government can they really be “islands of freedom” in the midst of authoritarian states or dictatorships? Are they places where all students and faculty can enjoy the fundamental freedoms denied them in their own country?

The questions we asked are not abstract. The Chinese government and Communist Party are waging a persistent, intense and escalating campaign to suppress dissent, purge rivals from within the Party, and regain ideological control over the arts, media, and the universities.

This campaign is broader and more extensive than any other in the past twenty years. Targets include human rights defenders, the press, social media and the Internet, civil rights lawyers, Tibetans and Uyghurs, religious groups, NGOs, intellectuals and their students, and government officials, particularly those allied with former Chinese leader Jiang Zemin.

Chinese universities have been targeted as well, the recently issued Communist Party directive “Document 30,” reinforces earlier warnings to purge “Western-inspired notions of media independence, human rights, and criticism of Mao [Zedong].

In a recent speech reported by the New York Times, President Xi urged university leaders to “keep a tight grip on . . . ideological work in higher education . . . never allow singing to a tune contrary to the party center, never allowing eating the Communist Party’s food and then smashing the Communist Party’s cooking pots.

Will anyone at NYU or Ft. Hays St or Johns Hopkins or Duke for that matter—be allowed to smash any cooking pots?

It’s a serious question, because if your campuses are subsidized by the Chinese government, if your joint-educational partnerships are “majority-owned” by the Chinese government, aren’t you eating the Communist Party’s food and then subject to its rules, just like any Chinese university?

There are nine U.S. educational partnerships operating in China. New York University-Shanghai opened its doors to students in September 2013. Three other similar ventures have started since 2013: a Duke University campus in Kunshan, Jiangsu Province; a University of California-Berkeley School of Engineering research facility in the Pudong District of Shanghai; and a Kean University campus in Wenzhou in Zhejiang Province. In addition, since 2006, Fort Hays State University in Kansas, has partnered with Zhengzhou University/

SIAS International School, a U.S.-based educational non-governmental organization, to provide degrees for thousands of Chinese students.

China’s National Plan for Medium and Long-term Education Reform and Development (2010–2020), issued in July 2010, provided Chinese partners with a strong incentive to enter into such ventures. The plan exhorted Chinese universities to become “world-class,” in part by establishing “international academic cooperation organizations” and setting up research and development bases with “high quality educational and scientific research institutions from overseas.” Among the attractions for U.S. universities entering into such ventures are generous funding from the Chinese government, typically covering all campus construction costs and some or all operating costs; revenue from full fee-paying Chinese students on China-based campuses, who may later become wealthy alumni donors; the potential for a higher profile in China translating into the recruitment of more full fee-paying Chinese students to home campuses in the United States; opportunities for new global research collaborations with Chinese scholars and universities; and, opportunities for American students to study abroad.

I have also initiated a GAO study to review the agreements of both satellite campuses in China and of Confucius Institutes in the U.S. I know some agreements are public, others are not. In fact, some schools made their agreements public after our last hearing. We are looking for complete transparency and will be asking all universities and colleges to make their agreements with the Chinese government public.

We need to know if universities and colleges who are starting satellite programs in China—can be islands of freedom in China or in other parts of the world. We need to know what pressures are being placed on them to compromise fundamental freedoms, and what compromises, if any, were made to gain a small slice of the China educational market.

These are important questions. Can they be handled by the universities, their faculties, and trustees themselves or if there is something the U.S. Congress and or State Department can do to ensure academic freedom, and other fundamental freedoms are protected.

IN RECOGNITION OF JUNE AS NATIONAL SCOLIOSIS AWARENESS MONTH

**HON. WILLIAM R. KEATING**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, July 7, 2015*

Mr. KEATING. Mr. Speaker, I rise today in recognition of National Scoliosis Awareness Month and to reaffirm our commitment to fighting a potentially debilitating medical condition that affects over 7 million Americans and 160,000 Bay State residents.

Each June, National Scoliosis Awareness Month brings together the diverse members of the scoliosis community—from physicians, patients, and families to private businesses committed to raising awareness about this spinal condition. To date, the cause of scoliosis remains unknown but quick diagnosis and early detection allows physicians to monitor the condition and, if necessary, begin treatment before serious complications, including chronic