

Valley National Heritage Area supports and enhances these local efforts to interpret, preserve, and showcase the diverse historic, cultural, and natural resources of the valley.

In closing, I would like to congratulate the many dedicated advocates in Connecticut, whose dogged efforts led to today's achievement.

#### LONG ISLAND SOUND STEWARDSHIP ACT

Mr. LIEBERMAN. Mr. President, I rise to celebrate final passage of the Long Island Sound Stewardship Act. I am proud to have coauthored and introduced this bill in the Senate in April 2004. This body passed the bill that October, but then the bill died in the House. So we reintroduced it in the Senate last January, and Representative ROB SIMMONS reintroduced its House companion. The House passed its bill on Wednesday, and we in the Senate have just followed suit. Now the bill will go to the President, who is expected to sign it into law without delay. Today's final passage will ensure expanded protection and restoration of a national treasure.

A healthy Long Island Sound is crucial to our region's economy, quality of life, and heritage. I am deeply gratified that Congress has acted to support a new way for communities and citizens to work together to preserve this ecologically important estuary for years to come. The Long Island Sound Stewardship Act, or LISSA, will help protect the sound by providing financial incentives for land owners within the sound area to preserve the environmental quality of and public access to this endangered habitat.

Long Island Sound is a unique estuary with profound economic, ecological and cultural importance for the United States. This critical resource contributes approximately \$6 billion annually to the economy of the region, and it is especially important to the tens of millions of people who live within 50 miles of its shores.

We have come a long way in restoring the Sound and its rich biodiversity. Take, for example, the osprey—a bird that has come to symbolize the Sound. In 1940, there were approximately 1,000 osprey nests along the Sound shoreline. But by 1974, pollution reduced the number of osprey nests to just nine. Because of proactive conservation measures, the osprey has rebounded. That is real progress.

Despite our efforts, however, the sound remains in a diminished condition. It suffers from hypoxia, habitat loss, and contamination by toxic substances, pathogens, and solid waste, all of which negatively affect the health of all the organisms, including humans, who live in or near the sound.

I have been working to defend the sound since I arrived in the Senate. In 1989, I sponsored legislation that established a Long Island Sound office within the U.S. Environmental Protection

Agency. EPA's Long Island Sound Office went on to identify the sound region as vulnerable to degradation and, with my support, established the Long Island Sound Study to develop a plan for protecting the sound. In 2000, I kicked off a "Listen to the Sound" campaign, which focused on establishing a comprehensive network of open space and natural areas along the sound's rim, as well as creating more opportunities for public access and habitat restoration. More than 1,500 Connecticut and New York residents attended those meetings. In 2002, the EPA released the results of its Long Island Sound study, which concluded that coordinated action to save the sound was necessary.

Building on several of the EPA study's recommendations and on feedback from my Listen to the Sound meetings, I introduced LISSA in April 2004 with Senators DODD, SCHUMER, and CLINTON as cosponsors.

LISSA establishes a broad-based Long Island Sound Stewardship Advisory Committee comprised of all sound stakeholders, including Federal, State, local governments, tribal interests, nongovernmental organizations, academic interests, private interests including land, agriculture, and business interests, and recreational and commercial fishing interests. The advisory committee is charged with evaluating the parcels of land within the sound region and recommending crucial parcels for designation by the Environmental Protection Agency as Stewardship Sites eligible for special preservation funds. LISSA authorizes \$25 million per year for fiscal years 2007 through 2011 to the EPA Administrator to carry out this act.

By enacting this legislation, we aim to preserve the natural beauty and ecological wonder of this majestic waterway between New York and Connecticut. LISSA will ensure that our children and grandchildren can enjoy the sound's beauty, ecology, and recreational opportunities.

In closing, I wish to acknowledge the many Long Island Sound advocates in Connecticut and New York who have worked so hard to achieve today's great success.

#### TRIBUTE TO ALTHIA HARRIS

Mr. ROCKEFELLER. Mr. President, today I rise to honor a longtime member of my staff, Ms. Althia Harris, who has served over 30 years in the Senate. Ms. Harris has reached an incredible benchmark in her career, and I stand today to reflect on her service.

Ms. Harris began working in the Senate on April 30, 1975, for distinguished Senator Philip A. Hart of Missouri. Just a few days before the end of his term, Senator Hart lost his battle with cancer on December 26, 1976. Ms. Harris then served Senator Adlai E. Stevenson III of Illinois for 5 years. Upon Senator Stevenson's retirement, she joined the office of his successor, Senator Alan J.

Dixon. I was then lucky enough to inherit a most loyal and experienced Senate employee when Ms. Harris joined my staff in 1984.

Upon joining my team, Althia initially helped with my transition from the West Virginia Governor's office to Capitol Hill. An immeasurable and invaluable aide, I am sure without Althia's able assistance the job would have taken much longer to accomplish. I know it would have been more difficult without a seasoned Senate staffer knowledgeable in how to really make things work in the Senate.

On September 12, 1986, Althia began working part time in my office so she could take on new challenges in the private sector and other areas of government. She first worked for the Advertising Council and then for the National Aeronautics and Space Administration, NASA. At NASA, she continues to work as a contractor for the Office of Education. As an active member of her community, she has never abandoned her work here in the Senate.

With continual service in my office for over 20 years, Althia is someone who has helped keep my office operation running with important day-to-day tasks. She is a lover of urban gardening, a collector of African art, and a domestic and international traveler.

As Senators, we are each here to represent our respective States and to work on the needs of our constituents. But the work we do is directly dependent on those who support us—our staff who are always there, always pushing behind the scenes. Each and every devoted member of my staff helps me accomplish the job I am here to do, and Althia has made a real contribution to my work for over 20 years.

I am honored to recognize Althia's devotion and service and to extend my deepest appreciation for her ongoing contributions. Althia is a true gem—the kind of person you are lucky to find and retain for what time they can give. It has been a wonderful 20 years.

#### INTERNATIONAL EDUCATION WEEK

Mr. FEINGOLD. Mr. President, in honor of the seventh annual International Education Week, November 13 to 17, 2006, I would like to talk about the importance that international education and exchange programs play in establishing closer relations between the United States and the world.

The U.S. Government has a proud tradition of supporting international education and exchange programs, and we must continue that tradition. Why? First of all, international education is necessary for our children to remain competitive in the increasingly global economy. Second, exchange programs also attract future leaders from abroad, exposing them to the opportunities and freedoms afforded by our democratic system. Third, international education and exchange programs expand horizons and change the

lives of the participants for the better. Finally, international education builds bridges between communities and improves understanding of cultures different from our own—something that has perhaps never been as important as it is today.

International Education Week will be observed in all 50 States and in over 100 countries. I encourage my colleagues to take a moment during International Education Week to acknowledge the work the citizens of their States are doing to ensure the successful future of the United States through the promotion of international education.

In Wisconsin, schools such as Fox Valley Technical College in Appleton, Northcentral Technical College in Wausau, and the University of Wisconsin system, to name a few, will hold events recognizing the importance of international education in higher education. Community organizations will be recognizing the week as well; the International Institute of Wisconsin will be hosting a Community Summit on Citizen Diplomacy to discuss the important role citizen diplomacy—including international education—plays in today's world. I am proud that these and many other Wisconsin institutions and organizations are working to recognize the important role of international education and exchanges.

I am a strong supporter of international education and exchange programming. On April 12, 2005, I introduced S. Res. 104, the "People-to-People Engagement in World Affairs" resolution. My resolution recognized the importance of international programs and exchanges and called on Americans to strive to become more engaged in international affairs and more aware of peoples and developments outside the United States—including studying abroad. I have also cosponsored resolutions making 2005 the Year of Foreign Language Study and 2006 as the Year of Study Abroad.

I would like to take a moment to lay out in more detail the reasons international education is so important.

First and foremost, we need to be preparing our children to compete in a global economy. Because the United States is increasingly connected to foreign economies, international education and exchanges are critical for the United States workforce to remain competitive—especially to fulfill the increased need for foreign language proficiency. We cannot compete globally if we are unable to promote and sell our goods and services, and we will hinder ourselves if we do not provide opportunities for American students to learn foreign languages or about other cultures and societies.

In 2006, a University of Wisconsin—Platteville alum, triple majoring in criminal justice, Spanish, and biology, participated on a study-abroad program in Merida, Venezuela. During her studies in Merida, she was able to hone her Spanish language skills and take a specialized course in law. She now

works in Wisconsin as a correctional officer and is called upon regularly to assist with translation services. This student—like many others who study abroad—honed her foreign language proficiency through her international education experience and is directly applying the skills she obtained overseas in her employment. She is a greater asset to her employer because she can provide translation services. International education and exchange programs are crucial components for the United States and must continue to be supported in order to maintain a healthy economy.

International education advances the global economic interests of the United States and has been shown to give students an advantage over their peers in the United States who have not been exposed to international experiences. Most students realize this fact. The Department of State has noted that 88 percent of American college students believe international education will give them a competitive advantage in the workplace.

While international education and exchange programs improve America's competitiveness globally, they also attract current and future leaders from other countries to the United States. According to the Department of State, more than 565,000 international students from over 200 countries study in the United States each year—some of whom will return home to become leaders of their countries. The more they know about the United States and the more connections they have with American citizens, the better.

Emmanuel Sanon of Haiti was a recent participant in the Northcentral Technical College's CASS, Cooperative Association of States for Scholarships, program. CASS is a USAID funded scholarship program for students from countries in the Caribbean, Central America, and Mexico to study at a 2-year college in the United States with hopes of gaining technical and leadership skills in order to return home to become agents for change in their countries.

Bonnie Bissonette, director of international education at Northcentral Technical College, wrote me about Emmanuel's experience and said:

Emmanuel studied Electromechanical Technology and Leadership at Northcentral Technical College in Wausau from 2003-2005 and returned home to Haiti with high hopes for his future. Since returning home, he has had 5 contractual jobs with the U.N. in Haiti and is looking to start a tech school for the youth of his community. He has already started to provide some computer and English language training. Wisconsin has taken a lead role in educating the economically disadvantaged youth of our close neighbors to the south so that they can improve the standard of living and slow the tide of economic emigration. Fox Valley Technical College and NTC are two of only 13 community colleges in the United States that host this highly successful program.

Emmanuel's experience is only one of several success stories I could share about the useful skills exchange stu-

dents gain while studying in the United States which are later used to improve the lives of others in their home countries.

Which brings me to my next point—international education and exchange programs expand horizons and change lives by exposing the participants and programmers to new ways of thinking and living. Those who study abroad are forced to live outside of their comfort zones and as a result they learn a vast amount about themselves and other cultures. They often return home as different people with greater awareness and appreciation for others.

A University of Wisconsin—Whitewater professor wrote to me recently and said:

For about ten years now, I have been the coordinator of a student exchange between UW—Whitewater and Arnhem Business School in the Netherlands. My students change dramatically during their experience. They even 'look' different when they return. At first they are tentative and worried, and by the time they leave, they are truly citizens of the world . . . Working as a coordinator is one of the most rewarding things I do as a professor.

This example drives home the fact that in Wisconsin, and also across the United States, students who choose to engage in international education and exchange opportunities are truly changed forever.

The deeper understanding of other cultures is a two-way street and is vital to enhancing the image of the United States abroad and our national security. Citizen-to-citizen exchanges improve perceptions of the United States: a 2006 study published by the Pew Research Center found that "publics around the world continue to have a more positive opinion of the American people than they do of the United States. In seven of the 14 foreign countries surveyed, at least half of respondents have a favorable impression of Americans; in contrast, four countries give the U.S. positive marks."

Through their international experiences, exchange participants are able to demonstrate American values, listen to different viewpoints, and speak about the similarities they share with populations around the world. Increasing international understanding of America will improve the image of the United States—and an improved perception of the United States will serve to also improve our national security.

International education and exchange programs also have great potential to create beneficial relationships between communities on opposite sides of the world. These relationships can lead to increased opportunities for commerce and development for everyone.

Let me give you an example. For the first time this year, the University of Wisconsin—Green Bay was awarded a Department of State grant to take college students to Jordan to study for 2 weeks. The program, called Journey to Jordan, gave students the opportunity

to spend 6 weeks in Jordan learning Arabic, living with host families, volunteering at civil service organizations, and learning firsthand about Jordanian culture. These students returned with exposure to another language and a greater understanding of another culture.

Just as important, however, is that the program itself built a bridge between Jordan and the United States. Earlier this month, the vice president of the University of Jordan, along with members of the North American Jordanian Association, NAJA, and the American MidEast Leadership Network, traveled to the University of Wisconsin—Green Bay, at their own expense, to discuss future partnership opportunities.

These individuals chose to travel to the United States because they want to maintain a relationship with the University of Wisconsin—Green Bay. This is a wonderful connection between universities and countries that I hope will continue to grow.

I commend those who work every day to promote international education and exchange programs, but we need to work even harder to engage more Americans in international education and exchange programs. To start, we should be following the lead of those who have begun this process. The University of Wisconsin—Oshkosh has a global education certificate program that educates teachers on how to introduce global perspectives in the classroom. Wisconsin's own State superintendent, Elizabeth Burmaster, has worked to encourage K–12 schools to introduce students to global perspectives in the classroom at an earlier age.

But we can do more. I was a strong supporter of the creation of the Commission on the Abraham Lincoln Study Abroad Fellowship Program, an independent commission created in 2004 for the purpose of recommending a program to greatly expand the opportunity for students at institutions of higher education in the United States to study abroad, with special emphasis on studying in developing countries. One of my colleagues—Senator DURBIN—has taken the first step in working to implement the commission's published recommendations by introducing the Abraham Lincoln Study Abroad Act, S. 3744.

The purpose of S. 3744 is to encourage at least 1 million undergraduate students in the United States to participate in study abroad programs academic credit within 10 years, including students in technical and scientific fields of study. The program also seeks to ensure that an increasing portion of study abroad takes place in nontraditional destinations, with substantial increases in developing countries.

The bill would specifically authorize the Secretary of State to establish an Abraham Lincoln Study Abroad Program to facilitate undergraduate study abroad for academic credit through the

creation of undergraduate fellowships and grants to institutions of higher education to reform academic programs and institutional policies that inhibit participation by students in study abroad.

Senator DURBIN's bill—along with other international education and exchange legislative initiatives is an important step to one day having all American students engaged in some type of international education or exchange program, and we need to continue to take the necessary steps to provide our children every opportunity to learn about new cultures and to speak a second, or even third, language.

As we recognize and celebrate International Education Week, I call on all Americans to take a few minutes to learn something new this week about another culture, and I encourage all Americans to recognize and support international education and exchange throughout the year.

#### ADDITIONAL STATEMENTS

##### HONORING CLARENCE J. "MAC" MCCORMICK III

• Mr. BAYH. Mr. President, today I pay tribute to the life of a distinguished businessman, community leader, and friend, Mac McCormick, who passed away on October 26. Mac's dedication to the State of Indiana kept him involved in public service throughout his life, and I know that he will be greatly missed.

Mac was a good and decent man who dedicated his life to serving others. From his work in economic development to his involvement with Vincennes University, his career was filled with acts of conscientious service on behalf of friends, family members, and Hoosiers across Indiana.

Mac comes from a long line of distinguished Hoosier public servants, including his father, Jim McCormick, and his grandfather, Clarence McCormick. I have had the privilege of knowing the McCormick family for many years and have seen firsthand the difference his efforts have made in our State. The contributions Mac made through his leadership and philanthropy touched countless lives, and his dedication and good humor made him a role model for a generation of Hoosiers.

In 1981, Mac started Best Way Express, Inc., with four trucks. Through his skillful oversight it grew to the 400-truck operation it is today. Over the past quarter century, Mac has used that same tireless dedication and business savvy to serve the people of Indiana. As a board member of the Indiana Economic Development Corporation and the Indiana Chamber of Commerce, he helped ensure a bright future for the working men and women of our State, and his service to Vincennes University as a member of the board of trustees and vice president of the nonprofit

Jamac Corp. exemplified his spirit of philanthropy.

Mac is survived by father Clarence J. "Jim" McCormick; stepmother Marilyn McCormick; brothers Mike and Pat McCormick; sister Jane Wissell; sons Will, Ry and Eli McCormick; and partner Andre Neal.

A lifelong Hoosier, Mac served in leadership roles in numerous trucking trade associations, including Truck PAC, Truckload Carriers Association, and Indiana Motor Truck Association, and in July he was chosen as the Indiana Chamber of Commerce's 2006 Business Leader of the Year. He was set to assume the chairmanship of the American Trucking Association next week, where he previously had served as vice chairman. It is a rare man who can make such an impact on so many people over the course of one life. Hoosiers will miss Mac as a friend, a community leader, and a committed advocate for our state.

It is my sad duty to enter the name of Clarence J. "Mac" McCormick III in the Record of the U.S. Senate for his service to the State of Indiana.●

##### HONORING THE 2006 CALIFORNIA NOBEL LAUREATES

• Mrs. BOXER. Mr. President, I would like to take this opportunity to extend my most sincere congratulations to all of the 2006 Nobel laureates. These individuals have shown themselves to possess some of the world's most creative and accomplished minds, and each has made a remarkable contribution to humanity. I am extremely proud to say that California is home to three of these individuals. Their names are Roger D. Kornberg, recipient of the Nobel Prize in chemistry; Andrew Z. Fire, recipient of a share of the Nobel Prize in medicine; and George F. Smoot, recipient of a share of the Nobel Prize in physics.

Dr. Roger D. Kornberg was born into the shadow of a giant in the scientific community. Dr. Kornberg's father, Dr. Arthur Kornberg, won a share of a Nobel Prize in 1959 for his trailblazing work on DNA information transfer. Dr. Roger Kornberg's decision to follow in his father's footsteps reflects a man of clear vision and unshakable will, and it is extraordinarily inspiring to see an individual meet the high standard that was set before him.

Dr. Kornberg graduated from Harvard University in 1967 and went on to get his doctorate from Stanford in 1972. For the last 26 years, Dr. Kornberg has been a professor of structural biology at Stanford, conducting cutting-edge research while guiding his students in their exploration of nature's mysteries. Over that time he tirelessly probed the questions surrounding how information is stored in genes and transferred to other parts of a cell. This process is called transcription, and it holds a key to understanding of how cells operate.

As a result of Dr. Kornberg's efforts, we can now visually demonstrate how