

109TH CONGRESS
2^D SESSION

H. R. 5485

To direct the Secretary of the Interior to conduct a study to determine the feasibility of establishing the Columbia-Pacific National Heritage Area in the States of Washington and Oregon, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MAY 25, 2006

Mr. BAIRD (for himself and Mr. WU) introduced the following bill; which was referred to the Committee on Resources

A BILL

To direct the Secretary of the Interior to conduct a study to determine the feasibility of establishing the Columbia-Pacific National Heritage Area in the States of Washington and Oregon, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Columbia-Pacific Na-
5 tional Heritage Area Study Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds that—

8 (1) the Chinookan people have—

1 (A) lived in the Columbia-Pacific region for
2 over 6,000 years;

3 (B) developed a wealthy and vibrant cul-
4 ture from the abundance of the Columbia River
5 and the sophisticated trade economy of the peo-
6 ple; and

7 (C) established cultural centers in Chinook,
8 Washington, and Seaside, Oregon;

9 (2) early European explorers, including Heceta,
10 Vitus Bering, Sir Francis Drake, and Captain Cook,
11 began to explore and chart the region in search of
12 the Great River of the West, the last remaining
13 major land feature mapped by Europeans;

14 (3) many people travel from around the world
15 to the Columbia-Pacific region to—

16 (A) experience the rich historical culture of
17 the region; and

18 (B) search for new business opportunities
19 in the region;

20 (4) in 1792 Boston-based Captain Robert Gray
21 was the first to bring a sailing ship into the River,
22 naming the River after his ship, the COLUMBIA
23 REDIVIVA;

1 (5) Gray’s trip through the River opened up the
2 River to trade with east coast cities, European coun-
3 tries, and Asian kingdoms;

4 (6) during the 13 years before the Lewis and
5 Clark Corps of Discovery arrived overland, more
6 than 88 ships entered the River as part of a sophis-
7 ticated global trade network that became known as
8 the “Golden Round”, which stimulated the economy
9 of the newly freed colonies and accelerated the devel-
10 opment of the international fur trade;

11 (7) ports and communities along the River con-
12 tinue to support the traditional industries of fishing,
13 seafood processing, timber harvesting, and trade;

14 (8) in 1805 Lewis and Clark, seeking an all
15 water route to the Pacific Ocean for commerce to ex-
16 pand the American claim to the Pacific Ocean, ar-
17 rived at the mouth of the Columbia River where the
18 group built a fort to spend the winter;

19 (9) the legacy of Lewis and Clark continues to
20 be available to the public at the newly expanded
21 units of the Lewis and Clark National Historical
22 Park;

23 (10) in 1811 John Jacob Astor established a
24 permanent settlement for commerce at the mouth of
25 the Columbia River known as “Astoria”, which be-

1 came the first American city west of the Rocky
2 Mountains;

3 (11) Astoria was sold to the Hudson Bay Com-
4 pany and during the period from 1812 to 1828, was
5 a British territory;

6 (12) Astoria was ultimately returned to the
7 United States making Astoria the only city in the
8 United States to become the territory of another
9 country and then revert back to the United States;

10 (13) for several thousand years the approaches
11 to the mouth of the River have served as the original
12 homeland defense system as the Chinookan people
13 established villages on headlands and promontories
14 of the River in order to watch the traffic entering,
15 leaving, and traveling on the River;

16 (14) with the start of the Civil War, the native
17 villages were replaced with forts operated by the
18 United States Army;

19 (15) the Army forts at Cape Disappointment,
20 Fort Columbia, and Fort Stevens were in continuous
21 operation through the end of World War II;

22 (16) the United States Coast Guard maintains
23 a large homeland security operation through Group
24 Astoria with the Cape Disappointment Motor Life-
25 boat Station, Astoria Air Station, 2 cutters oper-

1 ating out of Astoria, and the Tongue Point mainte-
2 nance yard;

3 (17) through the United States Coast Guard
4 operations, the River continues to serve as the guard
5 post for the protection of international commerce of
6 the largest river transport system on the west coast;

7 (18) the water offshore Clatsop County, Or-
8 egon, and Pacific County, Washington, is known as
9 the “Graveyard of the Pacific”, because thousands
10 of vessels and lives have been lost in the water, with
11 survivors struggling ashore and seeking refuge in the
12 historic beach communities of Cannon Beach, Sea-
13 side, Gearhart, Seaview, Long Beach, Ocean Park,
14 and Oysterville;

15 (19) shipwrecks and storm waters are still a
16 threat to commercial and recreational boaters in the
17 area;

18 (20) modern navigation aids include light-
19 houses, lightships, and lifesaving stations;

20 (21) the United States Coast Guard continues
21 to operate the Cape Disappointment Lifesaving Sta-
22 tion and the National Motor Lifeboat School;

23 (22) members of the United States Coast
24 Guard from throughout the United States are sent
25 to the “Top Gun” training center to—

1 (A) challenge some of the most dangerous
2 waters in the world; and

3 (B) prepare for service at stations
4 throughout the United States;

5 (23) the River is home to one of the most abun-
6 dant commercial and sport fisheries in the world;

7 (24) for centuries, the people in the Columbia-
8 Pacific region have made a living from the River, in-
9 cluding—

10 (A) the Chinookan people, who developed a
11 sophisticated and vibrant culture using the re-
12 sources of the River; and

13 (B) beginning in the 1840's, American set-
14 tlers and European and Asian immigrants, who
15 developed a vibrant economy around the salmon
16 fisheries;

17 (25) the communities of Astoria, Warrenton,
18 Hammond, Chinook, and Ilwaco—

19 (A) have their roots in the development of
20 the early fishing industry; and

21 (B) continue to support both commercial
22 and sport fisheries that—

23 (i) provide—

24 (I) economic opportunities for
25 residents; and

1 (II) recreational opportunities for
2 visitors; and

3 (ii) preserve over a century of cultural
4 traditions;

5 (26) commercial timber harvesting has been an
6 important component of the culture of the River for
7 over 150 years;

8 (27) timber has been harvested and used in
9 local mills or transported, primarily along the River
10 to the Pacific Ocean; and

11 (28) raw logs and forest products continue to
12 be transported along the River and across the Bar
13 to markets around the world.

14 **SEC. 3. DEFINITIONS.**

15 In this Act:

16 (1) HERITAGE AREA.—The term “Heritage
17 Area” means the Columbia-Pacific National Herit-
18 age Area.

19 (2) SECRETARY.—The term “Secretary” means
20 the Secretary of the Interior.

21 (3) STUDY AREA.—The term “study area”
22 means—

23 (A) the coastal areas of Clatsop and Pa-
24 cific Counties (also known as the North Beach
25 Peninsula); and

1 (B) areas relating to Native American his-
2 tory, local history, Euro-American settlement
3 culture, and related economic activities of the
4 Columbia River within a corridor along the Co-
5 lumbia River eastward in Clatsop, Pacific, Co-
6 lumbia, and Wahkiakum Counties.

7 **SEC. 4. COLUMBIA-PACIFIC NATIONAL HERITAGE AREA**
8 **STUDY.**

9 (a) IN GENERAL.—The Secretary, in consultation
10 with the managers of any Federal land within the Herit-
11 age Area, appropriate State and local governmental agen-
12 cies, and any interested organizations, shall conduct a
13 study to determine the feasibility of designating the study
14 area as the Columbia-Pacific National Heritage Area.

15 (b) REQUIREMENTS.—The study shall include anal-
16 ysis, documentation, and determinations on whether—

17 (1) the study area—

18 (A) has an assemblage of natural, historic,
19 cultural, educational, scenic, or recreational re-
20 sources that together are nationally important
21 to the heritage of the United States;

22 (B) represent distinctive aspects of the
23 heritage of the United States worthy of recogni-
24 tion, conservation, interpretation, and con-
25 tinuing use;

1 (C) are best managed through agreements
2 between public and private entities at the local
3 or regional level;

4 (D) reflects traditions, customs, beliefs,
5 and folklife that are a valuable part of the her-
6 itage of the United States;

7 (E) provides outstanding opportunities to
8 conserve natural, historical, cultural, or scenic
9 features;

10 (F) provides outstanding recreational and
11 educational opportunities; and

12 (G) has resources and traditional uses that
13 have national importance;

14 (2) residents, business interests, nonprofit orga-
15 nizations, the Federal Government (including rel-
16 evant Federal land management agencies), and
17 State, local, and tribal governments within the study
18 area—

19 (A) are involved in the planning; and

20 (B) have demonstrated significant support
21 through letters and other means for designation
22 and management of the Heritage Area; and

23 (3) the study area has been identified and sup-
24 ported by the public, private business, and local and
25 State agencies.

1 **SEC. 5. REPORT.**

2 Not later than 3 fiscal years after the date on which
3 funds are made available to carry out the study, the Sec-
4 retary shall submit to the Committee on Energy and Nat-
5 ural Resources of the Senate and the Committee on Re-
6 sources of the House of Representatives a report that de-
7 scribes the findings, conclusions, and recommendations of
8 the Secretary with respect to the study.

9 **SEC. 6. AUTHORIZATION OF APPROPRIATIONS.**

10 There is authorized to be appropriated to the Sec-
11 retary such sums as may be necessary to carry out this
12 Act.

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