

success. The emotional, social, and behavioral problems can be serious impediments to learning and can have a deleterious effect not just on the individual student, but on others in the school setting. Schools, families, communities must work collaboratively to assist students to achieve the positive academic and behavioral outcomes.

School social work service provides a comprehensive approach to meeting the needs of students through early identification, prevention, intervention, counseling, as well as support. And school social workers are trained, qualified professionals who meet the State requirements to practice social work specifically in a school setting. They provide direct services to students who experience academic and social difficulties. They develop relationships that bolster self-esteem, reward positive behavior. School social workers support teachers by offering options for addressing student needs and by participating in the student support team. School social workers work with families and communities, coordinate services to the students as well as to the family.

According to the National Mental Health Association, there are between 17 and 18 million children who are in need of mental health services, and those are just the ones I taught in my classes. These workers address those particular needs. School social workers help students who otherwise might not receive services due to inaccessibility or lack of availability of services.

So I commend these dedicated professionals for the service they provide, and I ask my colleagues also to support this resolution which would identify School Social Work Week this coming March.

With that, Mr. Speaker, I yield back the balance of my time.

Mr. COURTNEY. I would just say in conclusion, Mr. Speaker, I would join the gentleman from Utah in support of this resolution which recognizes an important group in our country and salutes the work that they perform. And I would urge all Members to support this resolution.

Mr. KENNEDY. Mr. Speaker, I rise today in support of House Resolution 978, supporting "School Social Work Week."

I introduced this resolution in order to recognize and support the critical, unsung work performed by social workers in schools across our country.

Each day across the country, school social workers can be found assisting educators to understand family, cultural, and community factors affecting students and meet the demands of providing quality educations for students of diverse backgrounds.

Each day they can be found working with administrators to design and implement effective prevention programs and policies that address school attendance, teen pregnancy, school violence and school safety, child abuse and neglect, special education, and more.

Each day school social workers can be found working with parents so that they may effectively participate in their child's education,

improve their parenting skills, understand special education services, and access school and community services related to their child's needs.

Services provided by school social workers strengthen the ability of children to learn and to improve their futures.

It is a shame that fewer than 1 in 5 of the 17 million children in need of mental health services actually receive them. Improved and expanded school mental health programs would help to provide these services. The kinds of services that so many students desperately need are precisely the type of services that school social workers can provide.

That is why I am proud to be the sponsor of this resolution. I would like to thank the chairman and ranking member of the House Education and Labor Committee for allowing this resolution to come to the floor, and I urge all of my colleagues to support it.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise today to express my support of House Resolution 978, designating March 3–7, 2008, as "School Social Work Week" introduced by my distinguished colleague from Rhode Island, Representative PATRICK KENNEDY. This important legislation recognizes and celebrates the many contributions of school social workers in our schools, communities, and government agencies.

Social work is a relatively young profession with roots in the social reform movements, self-help societies, and social service organizations which formed in the latter half of the 19th century to provide assistance to the needy and oppressed. Today, social workers are committed to serving culturally diverse populations and the oppressed, promoting social justice, providing leadership in social policy formulation and implementation, and advancing the knowledge base of the profession. School social work is a specialized area of practice within the broad field of the social work profession that works directly with children, families, schools, and the community at large.

School social workers bring unique knowledge and skills to the school system and the student services team. School social workers enhance the school district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving that mission.

The position of school social workers in local school systems has grown rapidly in the last few years. As schools look at preparing students both academically and socially, the role of the professionals working with students has expanded. Effective school social work services contribute not only to a healthy school environment, but benefit society as a whole. They provide crisis intervention, counseling services, and support; they link students and families with school and community resources; and they work with all school personnel to help students succeed.

Working one-on-one with a student or designing group activities that reinforce successful learning skills, school social workers create a team environment where everyone works for the betterment of their students. Student success is heightened when families, teachers, and school social workers work collaboratively to provide positive school-home communication. Earlier this month, Texas held its Seventeenth Annual School of Social Work Conference.

The Texas School Social Worker of the Year Award went to James Montoya of Nacogdoches Independent School District. Mr. Montoya has been a social worker for over 30 years, with the last 8 as a school social worker. For the past 5 years, he has produced and hosted a local television show, "La Conexión Hispana." This production highlights resources in the community, features school personnel and Hispanic leaders who model and encourage students to stay in school, and provides Mr. Montoya with an opportunity to reach out and "touch" many families throughout the region. He is the first social worker to serve in this capacity and this is the first Spanish program of its kind to be offered in the region. In August 2005, following Hurricane Katrina, Mr. Montoya was instrumental in registering over 800 displaced students into the school district. His efforts included working in the shelters and providing translation services to those in need. I would like to congratulate him and the many school social workers like him, for all the work they have done and continue to do for our children, our communities, and our country.

As a member of the Children's Caucus, I am proud to support House Resolution 978 and I urge my colleagues to join me in supporting this important piece of legislation.

Mr. COURTNEY. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Connecticut (Mr. COURTNEY) that the House suspend the rules and agree to the resolution, H. Res. 978.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. COURTNEY. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

□ 1615

CAREER AND TECHNICAL EDUCATION MONTH

Mr. COURTNEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 930) supporting the goals and ideals of "Career and Technical Education Month," as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 930

Whereas there are over 15,000,000 secondary and postsecondary career and technical education students in the United States;

Whereas nationwide, there are over 10,000 secondary high schools and career tech centers and over 9,000 postsecondary institutions offering career and technical education programs;

Whereas a competitive global economy requires workers trained in skilled professions; Whereas career and technical education plays a crucial role in preparing a well-educated and skilled workforce in America;

Whereas career and technical education prepares students for all of the 20 fastest growing occupations identified by the U.S. Department of Labor;

Whereas according to the U.S. Chamber of Commerce, nearly 75 percent of employers report severe conditions when trying to hire qualified workers and 40 percent say that applicants are poorly skilled;

Whereas students taking career and technical education courses have higher grade point averages in college, are less likely to drop out in high school and college, and have better employment and earnings outcomes than other students;

Whereas, in 2006, Congress reauthorized with bipartisan support the Carl D. Perkins Career and Technical Education Act, which provides states with Federal resources to support career and technical education programs; and

Whereas the Association for Career and Technical Education has designated February as "Career and Technical Education Month" to celebrate career and technical education across the country: Now, therefore, be it

Resolved, That the United States House of Representatives—

(1) supports the goals and ideals of Career and Technical Education month;

(2) recognizes the importance of career and technical education in preparing a well-educated and skilled workforce in America; and

(3) encourages educators, counselors, and administrators to promote career and technical education as an option to students.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Connecticut (Mr. COURTNEY) and the gentleman from Utah (Mr. BISHOP) each will control 20 minutes.

The Chair recognizes the gentleman from Connecticut.

GENERAL LEAVE

Mr. COURTNEY. Mr. Speaker, I request 5 legislative days during which Members may insert material relevant to H. Res. 930 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Connecticut?

There was no objection.

Mr. COURTNEY. Mr. Speaker, I yield myself such time as I may consume.

(Mr. COURTNEY asked and was given permission to revise and extend his remarks.)

Mr. COURTNEY. Mr. Speaker, I rise today in support of House Resolution 930, which will designate February 2008 as "Career and Technical Education Month" and recognize the important role career and technical education plays in the instruction of America's students.

Today, over 15 million students participate in career and technical education programs. Career and technical education programs offer diverse courses in subject areas that support the development of a competitive economy, and the courses are constantly evolving to meet the needs of the global market. For example, the Cisco Networking Academy has focused on giving students across the Nation hands-on activities within its 18 programs to prepare students for career opportunities in telecommunications and continuing their education.

Another such institution is Marshall Academy. This CTE program at this

Fairfax, Virginia, high school strives to expose students to various career paths through a full line of technical and professional courses. Classes in business management, auto services, criminal justice, and culinary arts are bolstered through business partnerships with companies such as Microsoft, Sheridan Hotels, and Ford Motor Company. Career and technical programs like these are responsive to the business needs of the community and set students on a successful path for the future. These programs can be found throughout communities across the country and are integral to ensuring America's place in the global economy through the integration of science, math, and literacy in technical course work.

The success of CTE can be seen in the data that we have in students who participate in CTE courses. We know that students who take career and technical education courses are more likely to stay in school and, while there, obtain higher grade point averages than their peers. And we also know that when a course combines rigorous academic content with technical subject matter, students are encouraged to actively engage with their studies.

Additionally, career and technical education programs are an effective means of linking high schools with community colleges. These links introduce students to future learning opportunities and ease the transition to a post-secondary education.

Lastly, programs such as these help foster a highly educated and skilled workforce through internships, job shadowing, and other cooperative work experiences. These courses provide a foundation of skills that prepare students for gainful employment in the United States.

Studies have shown that students who participate in career and technical education programs have better employment opportunities and earn more than their general education counterparts.

I am encouraged by the many gains students have made through career and technical education programs and believe that a skilled workforce is paramount when competing in a global economy. In my district, there are four CTE school programs and I think like all Members across the country, they are extremely impressive institutions with great committed faculty and students who are totally motivated and engaged in the special skills that they have the opportunity to get a head start in terms of their future job growth and their job opportunities.

Mr. Speaker, once again, I express my support for Career and Technical Education Month, and I urge my colleagues to support this resolution.

Mr. Speaker, I reserve the balance of my time.

Mr. BISHOP of Utah. Mr. Speaker, I yield myself such time as I may consume.

I rise today in support of House Resolution 930, which supports the goals

and ideals of Career and Technical Education Month.

Eighty-five years after the passage of the first piece of Federal vocational education legislation, career and technical education continues to evolve from its original and sole focus of preparing students for work immediately following high school.

Today, the goal of career and technical education is to empower students to participate effectively in an international economy. Career and technical education programs contribute to broad educational achievements of students. These programs may include classes in basic skills, but also higher level skills, such as the ability to utilize technology, the ability to think creatively, solve problems, and the ability to work independently and as part of a team.

Career and technical education is offered in middle school, high school, 2-year community and technical colleges, as well as other post-secondary schools. And career and technical education is designed to prepare high school students to transition successfully to post-secondary education. It is also designed to help college students acquire the skills and knowledge that are needed to find gainful employment. And it is designed to help workers acquire job skills in new fields or to refresh skills in their existing career path.

According to the U.S. Bureau of Labor Statistics, 18 of the 20 fastest growing occupations within the next decade will require career and technical education. And according to the U.S. Chamber of Commerce, 40 percent of employers report that job applicants need better skills in this area.

Career and technical education programs are an integral part of the public education system and are designed to educate for careers. Career and technical education prepares students for more than just a good-paying job; it is the beginning of a career path. And in today's workforce and economy, it is essential that students and workers remain life-long learners because the cutting edge skills don't remain cutting edge for long. Access to formal and informal training opportunities is critical to remain competitive. Career and technical education programs are the solution for securing this type of training.

Today's career and technical education programs are increasingly incorporating rigorous and challenging academic content standards. They provide a non-duplicative sequence of courses leading to an industry-recognized credential or certificate, or an associate or baccalaureate degree.

The programs of study offered through career and technical education are essential for our students and our workforce. For these reasons I stand in support of Career and Technical Education Month.

With that, I also thank the gentleman from Washington (Mr. BAIRD)

for introducing this bill. At some time I would hope he would answer whether skiing is considered part of career and technical education in his bill. And I ask my colleagues, in the bipartisan spirit that permeates our committee, to support this bill as well.

Mr. Speaker, I reserve the balance of my time.

Mr. COURTNEY. Mr. Speaker, I yield to the gentleman from Washington (Mr. BAIRD) as much time as he shall consume.

Mr. BAIRD. I thank my friends and colleagues from Connecticut and Utah. The reference was I had the privilege of graduating from the University of Utah where, to some degree, I majored in skiing, and for me it was a career and technical path.

I am pleased to be here today to speak in support of H. Res. 930, a resolution introduced by myself and my good friend from Pennsylvania, PHIL ENGLISH.

The resolution supports the goals and ideals of Career and Technical Education Month, which we are celebrating this month of February. This resolution expresses the support of the House of Representatives for the goals and ideals of Career and Technical Education Month, recognizes the importance of career and technical education in preparing a well-educated and skilled workforce, and encourages educators, counselors, and administrators to promote career and technical education as an option to students.

Our country is currently facing a growing problem of not having enough qualified workers to fill high-demand jobs. Across the Nation, employers are facing difficulties in finding skilled employees. Indeed, one survey showed that nearly 75 percent of employers report severe difficulties trying to hire qualified workers. Career and technical education provides students with the skills they need to find employment in skilled professions and to compete in a growing and competitive global economy.

Career and technical education also helps students receive and complete their education. Those who participate in these programs have higher grade point averages in college and are less likely to drop out. In fact, according to the Department of Labor, career and technical education prepares students for all of the 20 fastest growing occupations in our Nation today.

Career and technical education is also unique in the way it engages students in their learning. I visited skill centers in my district, including the Clark County Skills Center and the New Market Skills Center in Thurston County last year, and I found students genuinely interested and involved in the classroom and in their education. Indeed, in my school visits, it is not at all uncommon to go to one, apparently, academic class, where students seem disinterested or maybe bored with their course of study. You encounter them somewhat later in the career and

tech courses, and they're motivated, enlightened and enthused. Indeed, I could well imagine a young person saying they have no concern at all for what the Pythagorean Theorem is; $A^2 + B^2 = C^2$ doesn't mean anything to them until they realize that's how you frame a roof, and that suddenly has relevance.

I believe the Federal Government needs to focus more attention and resources on career and technical education. The Federal Government funds career and tech ed through the Perkins Act, which is the primary source of funding for career and technical education at the local level. Unfortunately, as we debate this resolution on the House floor, the administration has once again proposed eliminating funding for these programs. In fact, the Perkins grant program has not received a substantial increase in funding since 2002. I am hopeful we will not only honor career and technical education today, but work in the months ahead to restore funding for these very important programs.

I want to applaud the Association for Career and Technical Education for its efforts. I also want to recognize the more than 15 million students currently involved in career and technical education in this country, and the more than 19,000 institutions that are presently offering career and technical education programs nationwide.

Those folks who are studying and teaching in career and tech programs should know that they have friends and allies here in the Congress. In fact, last year I joined my colleague from Pennsylvania in creating the Congressional Career and Technical Education Caucus. This bipartisan group is working to raise awareness of the benefits of career and technical education in Congress and to support funding and policies to benefit career and technical education.

I would urge my fellow Members to join the caucus and work with us to expand and strengthen career and technical education in this country.

Finally, I would just offer a suggestion to my friends and colleagues in this institution and those colleagues who happen to be running for President. We often, in our political speeches, say things like, we want to make college education more affordable. Well, as a former college instructor and a chair of the department, I believe we ought to make college education more affordable, but I would encourage all of us to insert the words "career and technical education" when we talk about supporting education in this country. We should make career and technical education every bit as high a priority, as high in prestige, and as fully supported financially as we endeavor to do with college education.

With that, I would like to close by thanking again the chairman of the committee, Chairman MILLER, and Ranking Member MCKEON. And I would

also like to thank my good colleagues who spoke on this issue today. I look forward to working with them on issues relating to career and tech education, and I urge passage of this resolution.

Mr. BISHOP of Utah. Mr. Speaker, I yield back the balance of my time.

Mr. SOUDER. Mr. Speaker, I rise today in support of H. Res. 930, and especially in support of Indiana Tech in Fort Wayne, Indiana.

In my district, Mr. Speaker, there is a huge need for high-skilled workers, and Indiana Tech plays a critical role in helping our region meet this demand. Each year Indiana Tech provides thousands of students opportunities to "skill up," so that they can better contribute to local employers and better provide for their families.

According to the U.S. Department of Labor, the top 20 fastest-growing occupations in our country are supplied by career and technical education. The U.S. Chamber of Commerce reports that nearly three-quarters of employers struggle to hire qualified workers. Clearly the need for career and technical education is severe, and we in Congress must do what we can to encourage its growth.

In northeast Indiana—as in the rest of the country—a high quality education is critical to obtaining a good, well-paying job. While northeast Indiana is still a manufacturing center of the country, these jobs are becoming increasingly more high-tech and require higher levels of skills and training. Schools like Indiana Tech are helping prepare students for these changes.

Mr. Speaker, as competition in our global economy continues to grow more fierce, career and technical education is essential to preparing a well-educated, skilled workforce. I ask that my colleagues join with me in expressing support for Indiana Tech and schools like it. They are critical to the future of northeast Indiana, and they are critical to the future of our country.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise today in support of H. Res. 930, supporting the goals and ideas of Career and Technical Education Month, introduced by my distinguished colleague from Washington, Representative BAIRD. This important piece of legislation expands the pathways to social and economic mobility, for more people in this country.

Career and technical education is a substantial enterprise in this country. Thousands of comprehensive high schools, vocational and technical high schools, area vocational centers, and community colleges offer career and technical education programs. Virtually every high school student takes at least one career and technical education course, and one in four students takes three or more courses in a single program area. One-third of college students are involved in career and technical programs, and as many as 40 million adults engage in short-term postsecondary occupational training.

Eighty-five years after the passage of the first piece of Federal vocational education legislation, career and technical education is evolving from its original and sole focus on preparing students for work immediately following high school. Today's career and technical education programs increasingly incorporate rigorous and challenging academic

content standards and provide a nonduplicative sequence of courses leading to an industry-recognized credential or certificate, or an associate or bachelor's degree.

In my district, we have several vocational and technical schools and programs such as the Bradford School, ITT Technical Institute, Everest Institute, Remington College at Houston, and American Intercontinental University in Houston. Each of these schools and programs is committed to providing the skills and technical knowledge necessary for entry-level employment positions in business and industry.

Career and technical education is about helping students, workers, and lifelong learners of all ages fulfill their working potential. First and foremost it's about high school and college education that provides students with: (1) academic subject matter taught with relevance to the real world, often called contextual learning, (2) second-chance education and training for the unemployed and those seeking to upgrade their employability skills, and (3) corporate training, continuing education, skills upgrades and refresher courses for those already in the workplace.

I join Congressman BAIRD in raising awareness about the increased need for career and tech programs that will better prepare and train America's growing workforce. I have long supported education initiatives that not only seek to educate, but to also inspire entrepreneurship. I support this legislation and I urge my colleagues to join me in supporting this legislation.

Mr. COURTNEY. Just to close, Mr. Speaker, again, Congressman BAIRD, who is a passionate advocate on this issue, I think said it all. For all the reasons that he stated and Mr. BISHOP from Utah, I would urge all Members to support this resolution and its passage.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Connecticut (Mr. COURTNEY) that the House suspend the rules and agree to the resolution, H. Res. 930, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. COURTNEY. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

HONORING LIEUTENANT GENERAL RUSSEL L. HONORE

Mr. COURTNEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 944) honoring the service and accomplishments of Lieutenant General Russel L. Honore, United States Army, for his 37 years of service on behalf of the United States, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 944

Whereas Lieutenant General Russel L. Honore is a native of Lakeland, Louisiana;

Whereas Lieutenant General Honore graduated from Southern University and A&M College in 1971 with a bachelor's degree in vocational agriculture and, upon graduation, was commissioned as a Second Lieutenant in the United States Army;

Whereas Lieutenant General Honore graduated from Troy State University with a master's degree in human resources, received an honorary doctorate in public administration from Southern University and A&M College, and received an honorary doctorate in law from Stillman College;

Whereas Lieutenant General Honore served in a number of infantry command positions in the Army, including overseas tours in Germany and as a commanding officer in the Second Infantry Division in Korea;

Whereas Lieutenant General Honore saw action in Iraq and Kuwait during Operation Desert Storm;

Whereas Lieutenant General Honore served as vice director for operations for the Joint Chiefs of Staff, Washington, District of Columbia, deputy commanding general and assistant commandant of the United States Army Infantry Center and School at Fort Benning, Georgia, and assistant division commander, maneuver/support for the First Cavalry Division at Fort Hood, Texas;

Whereas Lieutenant General Honore commanded the Joint Force Headquarters for Homeland Security;

Whereas Lieutenant General Honore commanded the First United States Army, which is responsible for the training and deployment of 500,000 National Guard and Reserve members.

Whereas the awards and decorations of Lieutenant General Honore include the Defense Distinguished Service Medal with Oak Leaf Cluster, the Distinguished Service Medal with Oak Leaf Cluster, the Defense Superior Service Medal, the Legion of Merit with four Oak Leaf Clusters, the Bronze Star Medal, the Defense Meritorious Service Medal, the Meritorious Service Medal with three Oak Leaf Clusters, and the Army Commendation Medal with three Oak Leaf clusters;

Whereas Lieutenant General Honore led the Joint Task Force Katrina following the hurricane's destruction of the Gulf Coast in 2005, where he commanded all active-duty troops from all military branches dedicated to the storm recovery operations; and

Whereas Lieutenant General Honore and his wife Beverly raised four children, Stephanie, Kimberly, Stephen, and Michael, and their son Michael has served in Iraq as an Army sergeant; Now, therefore, be it

Resolved, That the House of Representatives—

(1) honors Lieutenant General Honore for his 37 years of service on behalf of the United States;

(2) commends Lieutenant General Honore for his dedication and commitment to the Army and his leadership in the post-Katrina recovery effort; and

(3) recognizes Lieutenant General Honore as a soldier, commander, and leader and for displaying throughout his distinguished military service the highest levels of leadership, professional competence, integrity, and courage.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Connecticut (Mr. COURTNEY) and the gentleman from Utah (Mr. BISHOP) each will control 20 minutes.

The Chair recognizes the gentleman from Connecticut.

GENERAL LEAVE

Mr. COURTNEY. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days within which to revise and extend their remarks on the resolution under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Connecticut?

There was no objection.

□ 1630

Mr. COURTNEY. Mr. Speaker, I yield myself such time as I may consume.

I rise today in support of H. Res. 944, honoring the service and accomplishments of Lieutenant General Russel L. Honore, United States Army, for his 37 years of service on behalf of the United States.

And let me first take a moment to thank Representative David Scott of Georgia for helping us to recognize General Honore and getting this resolution to the floor here today. And I want to certainly allow him the spotlight in terms of talking about this extraordinary gentleman.

Very briefly, he is a native of Lakeland, Louisiana, graduated from Southern University and A&M College in 1971. Upon graduation, he was commissioned as a second lieutenant in the United States Army.

During his career, General Honore has served a number of infantry command positions in the Army, including tours in Germany and as commanding officer of the Second Infantry Division in Korea. He had also seen action in Iraq and Kuwait during Operation Desert Storm and served as Vice Director for Operations for the Joint Chiefs of Staff here in Washington, DC.

Through his efforts and command, he was responsible for the training and deployment of a half million National Guard and Reserve members. In addition, he led the Joint Task Force Katrina following the hurricane's destruction of the gulf coast in 2005, where he commanded all active duty troops from all branches dedicated to storm recovery operations.

This Nation owes a debt of gratitude to General Honore for his commitment to the defense of our great Nation.

Mr. Speaker, I reserve the balance of my time.

Mr. BISHOP of Utah. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H. Res. 944, which honors the distinguished career of Army Lieutenant General Russel Honore, who is retiring, as has been said, after 37 years of service to this great Nation.

The United States Army is known for its tradition, strength, and valor, and Lieutenant General Honore exemplifies what it means to be a soldier. The general has had a career that young soldiers dream about. He saw action in both Iraq and Kuwait during the first Gulf War. He has earned 15 awards and decorations and has served overseas in both Germany and Korea. But perhaps