

## CAROLINA DAY

(Mr. WILSON of South Carolina asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. WILSON of South Carolina. Mr. Speaker, today all across South Carolina, residents are celebrating Carolina Day to commemorate the brave South Carolina patriots who defeated the British fleet on June 28, 1776, promoting American independence.

This victory saved Charleston from British occupation for another 4 years. It occurred at the first fort on Sullivan's Island, later named after its commander, Colonel William Moultrie. The battle at Fort Moultrie is known as the first decisive victory by American Revolutionaries.

This battle is just one example of the direct role South Carolina played in the Revolutionary War. Throughout the War for Independence, more than 200 battles and engagements took place in South Carolina, more than any other province.

One popular symbol of South Carolina's leadership in the Revolution is still seen today throughout the world: the yellow Gadsden Flag that reads, "Don't Tread on Me."

In 1775, Colonel Christopher Gadsden was representing South Carolina in the Continental Congress as five companies of Marines were about to join the Navy to intercept British ships. History has recorded that Colonel Gadsden presented his flag to the new commander-in-chief of the Navy, Commodore Esek Hopkins, before this critical mission.

In conclusion, God bless our troops, and we will never forget September 11th in the global war on terrorism.

Best wishes to the USC Gamecocks in the College World Series tonight at Omaha, Nebraska.

## BRING OUR TROOPS HOME

(Mr. KUCINICH asked and was given permission to address the House for 1 minute.)

Mr. KUCINICH. In a little more than a year, the United States flew \$12 billion in cash to Iraq, much of it in hundred dollar bills, shrinkwrapped, loaded onto pallets. Vanity Fair reported in 2004 that at least \$9 billion of the cash had gone missing, unaccounted for. Nine billion.

Today, we learned that suitcases of \$3 billion in cash have openly moved through the Kabul airport. One U.S. official quoted by the Wall Street Journal said, "A lot of this looks like our tax dollars being stolen." Three billion dollars. Consider this step as the American people sweat out extension of unemployment benefits.

Last week, the BBC reported that the U.S. military has been giving tens of millions of dollars to Afghan security firms who are funneling the money to warlords. Add to that a corrupt Afghan government, underwritten by the lives of our troops. And now reports indicate

that Congress is preparing to attach \$10 billion in State education funding to a \$33 billion spending bill to keep the war going.

Back home millions of Americans are out of work, losing their homes, losing their savings, their pensions, their retirement security. We're losing our Nation to lies about the necessity of war.

Bring our troops home. End the war. Secure our economy.

## NORTH KOREA

(Mr. DJOU asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. DJOU. Mr. Speaker, I address the House this afternoon to remind our Nation of what has happened in the last 48 hours: The discussion of the Korean Peninsula has great impact and meaning upon our Nation as a whole.

I represent a congressional district that lies within the flight arc of North Korea's ballistic missiles. I am troubled by the report this morning in the Washington Post that the Korean Workers' Party in North Korea is trying to manage a dynastic transfer of its dictatorship from Kim Jong Il to his son, and I believe the United States must redouble its efforts to change this regime and establish a democratic and united Korea.

But I am also encouraged by the opportunity which has happened this past weekend and compliment President Obama for committing to a free trade agreement between the United States and South Korea.

Now is the time for us to further cement our bonds and our relationships between the United States and South Korea and make sure that we change the dictatorship in North Korea for the benefit of our Nation and the world as a whole.

## CONGRATULATING STANLEY CUP CHAMPION CHICAGO BLACKHAWKS

(Mrs. BIGGERT asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. BIGGERT. Mr. Speaker, I rise to congratulate the 2010 Stanley Cup Champions, the Chicago Blackhawks.

Founded in 1926, the Blackhawks are one of the National Hockey League's organizational six teams. The team has had a remarkable history, but this past season was very, very special.

On April 6, the Hawks won their 50th game of the season setting a new franchise record for wins in a season. During a game the very next night, they scored their 109th point of the season, setting yet another franchise record.

The Hawks made the playoffs for the second season in a row this year with a record of 52-22-8. They went on to defeat the Nashville Predators in the first round of the Stanley Cup, then the Vancouver Canucks, and the San Jose Sharks before facing the Philadel-

phia Flyers in the final round. In a tense game 6, the Hawks defeated the Flyers when Patrick Kane scored the game-winning Cup-clinching goal in sudden death overtime, marking the team's fourth Stanley Cup Championship—their first since 1961.

As the world saw during the Chicago parade in their honor, the city's sports fans moved past their long-time baseball rivalries and came together in support of the Blackhawks.

Mr. Speaker, I would like to congratulate the Blackhawks for their title and thank them on behalf of sports fans all over the metropolitan Chicago area for their contribution in making Chicago the dynamic sports city that it is.

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken after 6 p.m. today.

## RECOGNIZING THE NATIONAL COLLEGIATE CYBER DEFENSE COMPETITION

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1244) recognizing the National Collegiate Cyber Defense Competition for its now five-year effort to promote cyber security curriculum in institutions of higher learning, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

## H. RES. 1244

Whereas, on February 27, 2004, and February 28, 2004, a group of educators, students, and government and industry representatives gathered in San Antonio, Texas, to gauge the interest in and support for the establishment of regular cyber security exercises for postsecondary students;

Whereas stakeholders in the cyber security profession sought to create a cyber security exercise template for universities nationwide, and to encourage educational institutions to offer students practical experience in information assurance;

Whereas in an effort to develop a regular, national-level cyber security exercise, the Center for Infrastructure Assurance and Security at the University of Texas at San Antonio agreed to host the first Collegiate Cyber Defense Competition (CCDC) for the Southwestern region in April 2005;

Whereas the mission of the CCDC system is to provide institutions with an information assurance or computer security curriculum in a controlled, competitive environment to assess the student's depth of understanding and operational competency in managing the challenges inherent in protecting corporate network infrastructure and business information systems;

Whereas the CCDC has attracted participation from institutions of higher education from across the United States;

Whereas 2010 regional competition hosts include Southwest host Texas A&M University, North Central host Dakota State University, Northeast host University of Maine, Pacific Rim co-hosts University of Washington and Highline Community College, Midwest co-hosts Inver Hills Community College and Moraine Valley Community College, Mid-Atlantic host Community College of Baltimore County, Southeast host Kennesaw State University, and West Coast host California State Polytechnic University, Pomona;

Whereas 2010 regional competition winners include Towson University, DePaul University, Montana Tech of the University of Montana, Northeastern University, University of Washington, Texas A&M University, University of Louisville, and California State Polytechnic University, Pomona; and

Whereas the furtherance and development of cyber security academic programs in institutions of higher education will help meet the rapidly growing demand for cyber security specialists in the public and private sectors: Now, therefore, be it

*Resolved*, That the House of Representatives recognizes the National Collegiate Cyber Defense Competition for its now five-year effort to promote cyber security curriculum in institutions of higher learning.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentlewoman from Illinois (Mrs. BIGGERT) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

#### GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 1244 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

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

I rise today in support of House Resolution 1244, which recognizes the National Collegiate Cyber Defense Competition for their 5-year effort to promote cyber security curriculum at institutions of higher education. Their dedication and commitment to cyber security instruction serves an important purpose as computer and Internet software continue their vital role in our digital world.

In February of 2004, a group of educators, students, and government and industry representatives in cyber defense gathered in San Antonio, Texas, to address the growing need for cyber security education for post-secondary students. These individuals understood the growing importance of, and the world's increasing reliance, on computer and Internet software, as well as the national security interest in protecting this vital infrastructure. From the gathering in San Antonio, the Collegiate Cyber Defense Competition was born.

The competition provides students the opportunity to improve their un-

derstanding and operational competency in protecting corporate network infrastructure and business information systems. For the past 5 years, the competition has offered computer security curriculum to students at institutions of higher education across the United States.

Many teams participated in this year's regional competition with winners including Towson University, DePaul University, Montana Tech, Northeastern University, University of Washington, Texas A&M University, University of Louisville, and California State Polytechnic University at Pomona. Students from these universities learned many skills and their education will help meet the rapidly growing demand for cyber security specialists in the public and private sectors.

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Mr. Speaker, I want to thank Representative RODRIGUEZ for introducing this resolution.

Once again, I express my support for House Resolution 1244, which recognizes the importance of the National Collegiate Cyber Defense Competition and its contribution to our Nation's cyber security curriculum.

I urge my colleagues to support this resolution, and I reserve the balance of my time.

Mrs. BIGGERT. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 1244, recognizing the National Collegiate Cyber Defense Competition for its 5-year effort to promote cyber security curriculum in institutions of higher education.

In April of 2005, the University of Texas at San Antonio held the first Collegiate Cyber Defense Competition, or CCDC, for the Southwestern region. The CCDC focuses on the operational aspects of managing and protecting an existing network's infrastructure. Teams acquire points based on their ability to deduct and respond to outside threats, to maintain availability of existing services such as mail servers and Web servers, to respond to business requests such as the addition or removal of additional services, and to balance security needs against business needs.

The mission of CCDC is to provide a controlled, competitive environment to assess a student's understanding and competency in managing the challenges inherent in protecting a corporate network or business information system. The competition is supported by members of the cyber security industry and by organizations that understand the importance of innovation in the field of cyber security.

The 2010 winner of the Collegiate Cyber Defense Competition was Northeastern University.

I urge my colleagues to join me in applauding this significant achievement, and I reserve the balance of my time.

Ms. HIRONO. Mr. Speaker, I am pleased to yield such time as he may

consume to the gentleman from Texas (Mr. RODRIGUEZ).

Mr. RODRIGUEZ. Thank you for allowing me this opportunity to say a few words on cyber security in this particular exercise done by universities.

Mr. Speaker, I rise today in support of H. Res. 1244, recognizing the National Collegiate Cyber Defense Competition for its now 5-year effort to promote cyber security curriculum in institutions of higher education.

The Cyber Collegiate Defense Competition is a 3-day event and is the first competition of its kind that focuses on the operational aspect of managing and protecting an existing commercial network infrastructure. Students get a chance to test their knowledge in an operational environment and network within industry professionals who are always on the lookout for up-and-coming engineers.

On February 27 and 28 of 2004, a group of educators and students, government and industry representatives gathered in San Antonio, Texas, to discuss the feasibility and desirability of establishing such a program—this particular regular cyber security exercise with a uniformed structure for postsecondary-level students.

The Center for Infrastructure Assurance and Security at the University of Texas at San Antonio agreed to host the first Collegiate Cyber Defense Competition for the Southwestern region in April of 2005. The University of Texas at San Antonio is the National Center of Academic Excellence in Information Assurance Education by the National Security Agency and by the Department of Homeland Security.

The University of Texas at San Antonio is in my district, and I have been continually impressed with their pioneering approach to cyber security curricula. They have outstanding faculty and staff, all of whom recognize how critical information assurance is becoming in the 21st century.

This year's regional winners included Towson University, DePaul University, Montana Tech, Northeastern University, the University of Washington, Texas A&M University, the University of Louisville, and the California State Polytechnic University at Pomona.

I am also honored and privileged to have attended this year's competition and previous events and to have personally had the opportunity to congratulate the winners from Northeastern University, the champions of the national competition.

Let me just add that it is exciting to see these young people engage in this competition. We are hoping that, as we move forward, this will grow and allow other universities to participate and get engaged as these are the youngsters, in the words of some of them who describe themselves, who are the geek warriors who defend our infrastructure throughout our country and throughout the world. It was really exciting to see them not only in the competition but to see them participating. We have

these unique individuals who are extremely brilliant, who are out there doing a wonderful job, not only for the private sector but for the public sector.

In conclusion, I just want to believe that the National Collegiate Cyber Defense Competition is poised to expand and grow as cyber security becomes increasingly important for the public and the private sectors throughout the country and throughout the world. I hope this body will continue its strong work in supporting the cyber security profession while making sure we are providing the resources to train the next generation of cyber security professionals.

I want to take this opportunity to thank the chairwoman for allowing this particular legislation of recognition to come forward. Thank you very much.

Mrs. BIGGERT. Mr. Speaker, I urge the support of this resolution.

I have no further requests for time, and I yield back the balance of my time.

Ms. HIRONO. Once again, I would like to encourage all of my colleagues to support H. Res. 1244, the National Collegiate Cyber Defense Competition, and I congratulate all of the participants and the winners of this very important competition.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the resolution, H. Res. 1244, as amended.

The question was taken.

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

Ms. HIRONO. 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.

#### RECOGNIZING SPECIAL EDUCATION TEACHERS

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 284) recognizing the work and importance of special education teachers, as amended.

The Clerk read the title of the concurrent resolution.

The text of the concurrent resolution is as follows:

##### H. CON. RES. 284

Whereas, in 1972, the United States Supreme Court ruled that children with disabilities have the same right to receive a quality education in the public schools as their non-disabled peers and, in 1975, the United States Congress passed Public Law 94-142 guaranteeing students with disabilities the right to a free appropriate public education;

Whereas, according to the Department of Education, approximately 6,600,000 children (roughly 13 percent of all school-aged children) receive special education services;

Whereas there are over 370,000 highly qualified special education teachers in the United States;

Whereas the work of special education teachers requires them to be able to interact and teach students with specific learning disabilities, hearing impairments, speech or language impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments;

Whereas special education teachers are dedicated, possess the ability to understand a diverse group of students' needs, and have the capacity to be innovative in their teaching methods for their unique group of students and understanding of the differences of the children in their care;

Whereas special education teachers must have the ability to interact and coordinate with a child's parents or legal guardians, social workers, school psychologists, occupational and physical therapists, and school administrators, as well as other educators to provide the best quality education for their students;

Whereas special education teachers help to develop an individualized education program for every special education student based on the student's needs and abilities; and

Whereas these unique individuals dedicate themselves so special education students are prepared for daily life after graduation: Now, therefore, be it

*Resolved by the House of Representatives (the Senate concurring), That the Congress—*

(1) recognizes the amount of work it requires to be a special education teacher; and  
(2) commends special education teachers for their sacrifice and dedication while providing the quality life skills to individuals with special needs.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Illinois (Mrs. BIGGERT) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

##### GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Concurrent Resolution 284 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

Ms. HIRONO. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 284, which recognizes the work and importance of special education teachers in our public education system. They serve a unique role in our country's schools, and their hard work equips students with disabilities with high-quality instruction and important life-long skills.

The historic ruling in *Mills v. Board of Education of the District of Columbia* ruled that all students with disabilities must be offered a public education regardless of the cost, and it was critical in setting the stage for our current special education system. Today, the Individuals with Disabilities Education Act upholds this legacy by working to ensure the education of all students with disabilities. It is important for us

to continue working towards equal access to education for more than 6.6 million American students.

More than 370,000 dedicated, hard-working, and highly professional special education teachers currently serve our Nation's students. These teachers educate students with many different disabilities, helping those with learning disabilities, autism, combined deafness and blindness, traumatic brain injuries, hearing, visual, speech, language or orthopaedic impairments, and other types of health impairments. Through specific training and teaching practices, special educators can help these students learn regardless of their physical barriers.

Special educators have earned and rightfully deserve our recognition. They dedicate their time and professional careers to serving students who need specific and individual education plans not offered by a traditional education setting. Special education teachers also recognize that these students are no less deserving than any other students of a high-quality public education. For these reasons and many others, special education teachers are particularly special public servants.

Mr. Speaker, I want to thank Representative SESSIONS for introducing this resolution.

Once again, I express support for House Concurrent Resolution 284, which will recognize the immense contributions of America's special education teachers. So I urge my colleagues to support this resolution.

I reserve the balance of my time.

Mrs. BIGGERT. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 284, recognizing the work and importance of special education teachers.

Special education teachers work with children and youth who are facing a variety of disabilities. Some special education teachers work with students with severe cognitive, emotional or physical disabilities, primarily teaching them life skills and basic literacy. Many special education teachers work with children with mild to moderate disabilities, using or modifying the general education curriculum to meet a child's individual needs and providing required remedial instruction.

These gifted educators work with students who are struggling with speech or language impairments, intellectual disabilities, autism, combined deafness and blindness, traumatic brain injury, and many other health impairments.

Special education teachers design and teach appropriate curricula, assign work geared toward each student's needs and abilities, and, of course, grade papers and homework assignments. They are involved in a student's behavioral, social and academic development, helping each student to develop emotionally and to interact effectively in social situations. Preparing special education students for