

Operation Allied Force, and has completed numerous other land and sea-based detachments.

Commander Hayes assumed command of VAQ-209 in October 2005. During his command tour, he led the Star Warriors on a 3-month combat deployment to Al Asad Air Base, Iraq for operations in support of Operation Iraqi Freedom. Under his leadership, the squadron also earned the 2005 Department of Defense Family Readiness Award and the 2006 Noel Davis Battle Efficiency Award, and received the 2006 Commander, Naval Air Force Reserve nomination for the Secretary of Defense Maintenance Excellence Phoenix Award.

Commander Hayes received numerous military decorations and awards. They include the Air Medal with Combat "V," the Strike/Flight Air Medal (8), the Navy and Marine Corps Commendation Medal with Combat "V" (2), the Navy and Marine Corps Achievement Medal (4), and various campaign medals and unit awards.

On a personal note, it is my honor to have served with "Woody"—his call sign. I have deployed with him many times, including to Operation Allied Force, which ended the nightmare in Kosovo, to Operation Northern Watch which enforced U.N. mandated No Fly Zones over Saddam Hussein's Iraq, and many other smaller detachments. I have flown with him. Professionalism and consummate skill are the hallmarks of this Naval Aviator in combat. Courage and inspired leadership are those of this naval officer in command.

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TRIBUTE TO THE CEDARVILLE  
TROJANS

**HON. BART STUPAK**

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, March 28, 2007*

Mr. STUPAK. Madam Speaker, I rise today to pay tribute to the only undefeated high school basketball team this season in the State of Michigan, the Cedarville Trojans. The journey for the Trojans to the State Championship at Michigan State University in East Lansing to win the Class D State Championship was a long road, but one that these young men navigated with heart and dignity, making all of Michigan's Upper Peninsula proud.

Last season, the Cedarville Trojans traveled to the State championship semi-finals, but their path stopped there. This year, when the team returned to Michigan State for the finals, they were determined not to be stopped. Equally dramatic, in this year's championship game, the Trojans faced the Tri-Unity Defenders, the same team that defeated the Trojans in last year's semi-final game.

The 2006–2007 Cedarville Trojans are not, by any means, the tallest team in Michigan High School Class D Basketball. The Trojans' tallest player, Justin Baker, stands at six feet and one inch. However, what the Cedarville Trojans lacked in height, they made up in hard work, practice and natural ability.

Throughout the season, the Cedarville Trojans distinguished themselves as effective scorers. In particular, the team honed their three-point shooting ability, making their outside game a dangerous weapon. Thanks to the team's remarkable shooting ability, the

Cedarville Trojans broke the 100-point ceiling during four different games throughout the season, including scoring 106 points against Posen High School in the regional final. Cedarville's scoring ability would prove critical during the State championship game.

Early in the championship game, the Cedarville Trojans put their opponents on notice that the Trojans planned to win. By half-time, thanks to their avalanche of three-point shots, the Trojans led 45–32. In the second half, while the Defenders used their superior height to creep back into the game, the Trojans continued their three-pointer scoring onslaught. Ultimately, Cedarville would score 11 three-point shots, breaking the previous record of 10 three-point shots in a single State championship game. This shooting lead Cedarville to a 77–74 victory and capped a perfect, 26–0 season.

Madam Speaker, I ask that you and the entire U.S. House of Representatives join me in congratulating the 2006–2007 Cedarville Trojans: Jordan Sweeney, Sheldon Tassier, Jim Eberts, Matt Hansen, Kevin Thompson, Jason Duncan, Jordan Duncan, C.J. Paquin, Taylor Smith, Luke Murray, Justin Baker, Cody Thompson, Scott McGreevey, James Mitchell, and Keith Foster.

It is with great pleasure that I single out their head coach, David Duncan, who has built a solid coaching record over the last year 17 years, winning 248 games and losing only 147 games. Mr. Duncan's assistant coaches, Scott Barr and Kurt Duncan, are also to be commended for leading this year's Cedarville Trojans through this historic season. I also salute the team's managers, Adam Dingman and Joe Duncan, for their hard work. These adults deserve our collective commendation for spending so much personal time preparing these young men for the challenges of the season and the challenges they will face later in life.

As Coach Duncan has noted, the unofficial theme for the Cedarville Trojans basketball team this year has been, "Dream Big." Clearly, the young men of this team dared to dream big by battling their way to a perfect season, defeating taller teams, and bringing home Cedarville's first State championship. For dreaming big and for making their families and community proud, I salute this fine basketball team and ask that you, Madam Speaker, and the entire U.S. House of Representatives join me in saluting their efforts. Congratulations to the Class D, State of Michigan Basketball Champions, the Cedarville Trojans.

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THE GLOBAL WARMING  
EDUCATION ACT

**HON. MICHAEL M. HONDA**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, March 28, 2007*

Mr. HONDA. Madam Speaker, I rise today to announce the legislation I am introducing, the Global Warming Education Act.

Scientific concepts, whether simple or complex, can take a significant amount of time to become widely known and understood. Hundreds of years ago, Galileo and Sir Isaac Newton made remarkable discoveries about gravity and the behavior of falling objects, but to this day, most people cannot explain the Law of Gravity, what determines the speed of

a falling object, or why an astronaut in orbit appears to be weightless. Many adults have difficulty explaining the cause of the seasons, the phases of the Moon, or the composition of the atmosphere.

People can go on with their everyday lives without most scientific knowledge, suffering no ill effects. You don't need to understand gravity for things to keep falling. You don't need to understand how your lungs work in order to breathe.

Global warming, however, presents a new kind of problem. The widespread understanding of global warming will play a significant role in our ability to actually address the problem. If we do nothing, carbon dioxide and other greenhouse gas emissions will continue to rise, and global warming will continue. We don't have much time.

It is well established that global warming may cause significant negative impacts, including drought, rising sea levels, retreating glaciers, changes to wildlife migration patterns, and increased storm strength. These threats are real. They are the natural consequences of a worldwide over-reliance on fossil fuels, an insatiable appetite for energy, and inefficient use of resources.

There are things that people can do, right now, to help fight global warming. People need to be armed with the knowledge that will help them in this fight. I believe that by expanding knowledge, we can maximize the impact of carbon-reducing measures.

My new legislation, the Global Warming Education Act, will create a Global Warming Education Program in the National Science Foundation, to broaden the understanding of human-induced global warming, possible long and short-term consequences, and potential solutions. This program will provide formal and informal learning opportunities to people of all ages, including those of diverse cultural and linguistic backgrounds. The program will provide actionable information to enhance the implementation of new technologies, programs, and incentives related to energy conservation, renewable energy, and greenhouse gas reduction. Maximum understanding will ensure maximum impact.

The activities in the Global Warming Education Program will include a public information campaign to help people understand global warming, and grants for innovative projects to expand climate science education. These grants can be used to develop new climate science education materials including print, electronic, and audiovisual materials.

With the increased knowledge provided by this act, people will be able to make choices in their lives and in their communities to fight global warming. People will learn about home improvements, tax incentives, and other measures that can benefit the environment. They will learn about alternative energy sources and new technologies. They will learn about transportation and consumer choices that can also benefit their pocketbooks. They will learn how their own actions and their own informed choices can make a difference.

The Global Warming Education Act is one part of the solution to global warming. In addition to improvements in climate science education, this Congress will need to pass measures to reduce carbon dioxide emissions, promote clean, renewable energy, and increase energy efficiency.

I thank the cosponsors of this bill for their support, and I urge the rest of my colleagues