

**SECTION 403. MICROLOAN PROGRAM.**

Makes veterans eligible for assistance under the SBA's microloan program which provides small loans (under \$25,000) to people seeking initial financing for small business start-up or expansion.

**SECTION 404. DELTA LOAN PROGRAM.**

Includes veteran owned small businesses in the eligibility categories for assistance under the DELTA loan program at the SBA.

**SECTION 405. STATE DEVELOPMENT COMPANY PROGRAM.**

Includes the formation and creation of veteran-owned small business in the public policy goals sought in the 504 loan program for construction and long-term equipment loans.

## TITLE V—PROCUREMENT

**SECTION 501. SUBCONTRACTING.**

Requires the inclusion of small business concerns owned and controlled by veterans in the mandatory subcontracting clause in all government contracts that establishes subcontracting plans.

**SECTION 502. PROCUREMENT ASSISTANCE.**

This section requires the SBA to establish a five percent goal for contracting with small business concerns owned and controlled by service disabled veterans.

## TITLE VI—REPORTS AND DATA

**SECTION 601. REPORTING REQUIREMENTS.**

Requires the heads of each federal agency to report to the Small Business Administration concerning contracting with veteran owned and service-disabled veteran owned small businesses.

**SECTION 602. REPORT ON SMALL BUSINESS AND COMPETITION.**

Requires the SBA to include information on small business concerns owned by veterans and service disabled veterans in the annual report on small business participation and opportunities in federal procurement.

**SECTION 603. ANNUAL REPORT.**

This section requires the Administrator to submit an annual report to Congress on the needs of veteran owned small business and the progress of programs designed to aid and promote veterans small business ownership. The Administrator shall also provide statistical information on veterans participation in SBA programs.

**SECTION 604. INFORMATION COLLECTION.**

Requires the collection of procurement data on veterans and service-disabled veteran owned small businesses, and collection of information on the procurement practices of each federal agency. All such information is to be made available to any small business concern requesting it. The information is also to be distributed to federal procurement officers. Also requires the SBA and VA to work to establish a database on veteran owned small business concerns.

## TITLE VII—MISCELLANEOUS PROVISIONS

**SECTION 701. ADMINISTRATOR'S ORDER.**

Requires the administrator to strengthen and reissue the order implementing the provisions of PL93-237 which requires the SBA to fully include veterans in all the programs, purposes and activities of the agency.

**SECTION 702. OFFICE OF ADVOCACY.**

Requires the Chief Counsel for Advocacy of the US Small Business Administration to include an evaluation of the efforts of the federal government to assist veteran owned small business concerns as one of his primary functions. The Chief Counsel is also required to provide statistical information on veterans utilization of federal programs. Also requires the Chief Counsel to make recommendations to the Administrator of the SBA and Congress on programs and efforts to assist veteran owned small business concerns.

**SECTION 703. FIXED ASSET SMALL BUSINESS LOANS.**

Requires the Government Accounting Office to conduct a study of the feasibility of using the VA home ownership loan program as a source of fixed asset financing for veteran-owned small businesses.

## PERSONAL EXPLANATION

**HON. DAN MILLER**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 9, 1999*

Mr. MILLER of Florida. Mr. Speaker, I rise today to insert in the RECORD that I inadvertently voted "yes" on rollcall 392 on September 8, 1999. I intended to vote "no" on this Roemer amendment to H.R. 2684 to stop funding for the international space station.

I believe this is an important NASA project. I have supported the space station in the past and have voted against Mr. ROEMER's previous amendments to kill the space station.

## IN HONOR OF THE LATE MAX KLEIN

**HON. PETER DEUTSCH**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 9, 1999*

Mr. DEUTSCH. Mr. Speaker, I rise today to honor the memory of Max Klein, a volunteer and community leader who will be greatly missed by the South Florida community.

After spending a large portion of his life in New York as a highly successful newsreel editor, Max Klein and his wife Anne retired to South Florida where they took up residence in Lauderhill. Max soon plunged himself into the community in the hopes of improving the lives of his new neighbors and friends. Attending local government meetings on a regular basis, Max became totally immersed in the South Florida community. He contributed his time to various political campaigns and judicial battles, for Max truly believed that one man could make a difference. He was undoubtedly successful at getting his voice heard on all levels of government. As Commissioner Ilene Lieberman, former Mayor of Lauderhill and current County Commission Chairwoman, recently noted, "Max was a very special person. . . . He definitely made a difference in the community."

In addition to his outstanding activism, Max Klein distinguished himself through his extraordinary devotion to volunteerism. Soon after moving to Lauderhill, Max became involved at his local library, teaching gifted children how to write creatively. This involvement soon led him to become involved with the Pompano Beach Middle School as well. In honor of this tremendous devotion to volunteerism, Max was elected to the Dr. Nan S. Hutchison Broward Senior Hall of Fame.

In summary, Max's extraordinary devotion to the community around him is truly a rarity in this age, and he will be sorely missed by the Lauderhill community, as well as by the South Florida community at large. Max Klein was an extraordinary human being who went above and beyond what he needed to be, because of his sincere desire to help his fellow man. We

will all miss Max, but we are lucky to have so many memories of his life and work.

## IN HONOR OF NORTHEAST OHIO'S DESIGNATION AS THE 74TH CLEAN CITIES REGION

**HON. DENNIS J. KUCINICH**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 9, 1999*

Mr. KUCINICH. Mr. Speaker, I rise today to recognize Northeast Ohio's designation as the 74th Clean Cities region under the U.S. Department of Energy's Clean Cities Program.

Clean Cities is a national partnership formed to increase the use of clean-running alternative fuel vehicles. The Northeast Ohio Clean Cities designation encompasses Cuyahoga, Lorain, Medina, Summit, Portage, Geauga, Lake, and Ashtabula Counties in Northeast Ohio. The Northeast Ohio Clean Cities program is driven by The Northeast Ohio Clean Fuels Coalition, a group of dedicated people and organizations led by the Earth Day Coalition, a long-time leader in environmental protection for Northeast Ohio.

On Tuesday, September 14, 1999, U.S. Energy Secretary Bill Richardson will formally designate Northeast Ohio as the 74th Clean Cities region in a ceremony to be held at the Great Lakes Science Center on Cleveland's Waterfront. The Northeast Ohio region joins other partners recognized by the U.S. Department of Energy, including Pittsburgh, Cincinnati, and Chicago.

Northeast Ohio, a region historically known as a pioneer in the automobile industry, has more recently become a leader in the production and use of electric and alternative fuel vehicles. The Greater Cleveland Regional Transit Authority helped pioneer the use of alternative fuels in its fleet. Northeast Ohio is home to the NASA Glenn Research Center, an organization pioneering the future of hybrid engine technologies. Furthermore, the Northeast Ohio Clean Fuels Coalition was formed to promote alternative fueling stations and alternative fuel vehicles to regionally facilitate the development of a nationally viable alternative fuels industry. Achieving Clean Cities is a significant next phase in Northeast Ohio's commitment to alternative fuels and alternative fuel vehicles. This designation is an important step to achieving more local awareness and acceptance of alternative fuel vehicles that will, in turn, draw greater support for legislation that will enhance the alternative fuels marketplace.

As the 74th Clean Cities region, the Northeast Ohio Clean Fuels Coalition will seek to facilitate alternative fuel vehicle production, conversion, and use, expand fueling availability, create new jobs and commercial opportunities, advance objectives outlined in the Clean Air Act Amendments of 1990 and the Energy Policy Act of 1992, increase public awareness of alternative fuel benefits, and provide greater fuel choices in the Northeast Ohio area.

I am pleased to welcome Secretary Richardson to the Northeast Ohio area where I am certain he will be impressed by the commitment of the dedicated individuals who are working to make Greater Cleveland a more environmentally and economically sustainable

place to live and work. It is an honor to recognize the Department of Energy's Clean Cities program and the Northeast Ohio Clean Fuels Coalition on the floor of the U.S. House of Representatives.

IN TRIBUTE TO DR. ALEXANDER GONZALEZ, PRESIDENT OF CALIFORNIA STATE UNIVERSITY SAN MARCOS

**HON. RANDY "DUKE" CUNNINGHAM**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 9, 1999*

Mr. CUNNINGHAM. Mr. Speaker, I was honored on Sept. 1, 1999, to take part in the first inauguration ceremony of the California State University San Marcos, and to listen closely to the remarks of its energetic President Alexander Gonzalez.

The CSUSM campus represents a way station on the road to the American Dream for thousands of people of North San Diego County today and for tens and hundreds of thousands of people in Southern California tomorrow. While San Marcos until recently could claim to be the newest Cal State campus, like the community where it is located, it is growing and maturing. And now, in its tenth anniversary year, Cal State San Marcos is the sole four-year public university in one of the most rapidly growing regions of the country. And it is North County's only federal depository library.

And it is becoming truly great.

You can see its new greatness with new buildings arising on campus, new housing in the works, and a new outdoor facility for track and field. Even the long-overdue replacement of the Twin Oaks Valley Road interchange is under way, serving this campus and the surrounding community.

But its true greatness is more difficult to view on first glance. It is less evident in its buildings than in its people—in the legacies established by the late State Senator Bill Craven and its first president Bill Stacy, and in the person of its current President, Alexander Gonzalez.

Cal State San Marcos is on the front lines of training a new generation of quality teachers for our schools. It is instructing this generation and the next about the tremendous new opportunities available in science and technology, and in commerce and entrepreneurship. It is doing this for an increasingly diverse population of young people and adults, many of whom are the first in their families ever to obtain a college education.

For the vision of President Gonzalez is for men and women to gain at his campus the tools they need to achieve and, in the case of the many teachers that this campus trains, to pass that tremendous dream on to others.

North County's community future will be built upon the CSUSM campus, upon its people, upon its students and alumni, and upon President Gonzalez. With the work done there, the people of the community I represent will be better citizens, and a stronger community, making a brighter future.

I am honored to insert into the permanent RECORD of the Congress of the United States the remarks delivered by President Gonzalez on Inauguration Day, and commend them to my colleagues and the public.

INAUGURAL ADDRESS

(September 1, 1999)

Dr. Alexander Gonzalez

Mr. Chairman, members of the Board of Trustees, Chancellor Reed, students, faculty, staff, honored alumni, and distinguished friends of CSU San Marcos—

I accept this presidential insignia and the responsibilities it represents with a profound sense of optimism and my total commitment to building this young University's next decade of excellence.

When I arrived in 1997 as interim president, I promised to give 100% of my effort to the challenges the university faced. I knew I would keep that promise. But it became quickly apparent that the faculty and staff, as well as the citizens of North San Diego County and the greater Southern California region we serve, were prepared to match my effort with an equal effort of their own. To all of you—partners in building this University—thank you for the vote of confidence that led to the honor of my assuming the presidency of CSU San Marcos.

A typical inaugural speech might emphasize the present state of the University and a vision of its future. However, many of you have heard that speech from me, just last week in my convocation address. So, given the current challenges of higher education, today I would prefer to share some of my thoughts about the role of a university president within that context.

In doing so, I can take advantage of the unusual circumstances of this inauguration, one that comes more than two full years past my initial appointment as interim President, to reflect upon what I have discovered through attempting to provide leadership at this young institution.

As Mayor Smith mentioned, the motto of the city is "Valley of Discovery". The phrase comes from the discovery of the valley, named by Spanish soldiers chasing horse thieves on St. Mark's Day, April 25, 1797.

The Spanish soldiers came looking for horses, but discovered instead a fertile valley, a land of great beauty, indeed, a great discovery. Fifty years later, Major Gustavus French Merriam came here from Topeka, Kansas looking for farmland. He homesteaded 160 acres in north Twin Oaks Valley—just the other side of the clogged highway overpass you might have taken to get here. Unlike the Spanish soldiers, he discovered exactly what he was looking for. And he began to create—literally—a land of wine and honey amidst the Twin Oaks.

Of course, these discoveries were not new. Before either 'discovery' Native American people already lived here and some still live here today. They had inhabited this terrain for centuries. Similarly, university leadership, even in a rapidly growing valley that many new inhabitants are just now discovering, is not necessarily about staking out new territory. In many instances, the problems of leading a university remain the same as in the past. One challenge of a presidency is to bring a fresh perspective to the cyclical problems that universities face. As Hungarian scientist Albert Szent-Gyorgyi wrote, "Discovery consists of seeing what everybody has seen and thinking what nobody has thought."

Ironically, CSU San Marcos frequently has used language that implies no history at all, as if the external and internal forces governing universities had never existed. The first brochure about the campus referred to it as built "from scratch", and the first catalog talked about building "from the ground up". But the historians among us know that there is no ground zero; our present always contains our past. We know that events and circumstances occur within frameworks of meaning, of time, of geography, of culture.

CSU San Marcos exists within the particular histories of higher education institutions in the state of California and the United States. In fact, the young university soon became bound within the constraints of tradition, from the CSU system and from each individual's past perspective of what had worked or failed at the last university where each had been. So, history and tradition already govern this new enterprise. University leadership requires, in part, rediscovering the same problems that we have had all along, but encouraging the entire campus community to contribute new solutions.

The process of leadership has always been multi- and not unidimensional. Yet, since coming to San Marcos two years ago, I have also dwelled in the land of discovery, facing new challenges of public higher education and new ways of thinking about leadership. And while I have confronted novel situations, perhaps the greatest challenge that I have discovered at San Marcos is the fact that the bounds of tradition present the greatest barrier to discovery and creativity. The traditions that guide us can also thwart our attempts to break from the usual and push beyond the limits of convention.

We need to bring new perspectives towards meeting these challenges, a point of view based on student achievement and student success. Traditional structures, traditional measurements, traditional calendars won't do the job.

Neither will a traditional presidency. In the fall '98 issue of THE PRESIDENCY, Stan Ikenberry asks his readers: "Where are the giants? Where are the Conants, the Kerrs, the Gilmans, and the Hesbergs?"

I do not believe that we will find a new leadership for higher education by revisiting the past, invoking the good old days when the towering figure of President overshadowed the university campus. The gentlemen Presidents just mentioned—and it goes without saying that educational leadership was the province of a few gentlemen—were "larger than life" public philosophers. They were men—always men—convinced of their destiny to lead not only their institutions, but also the nation. They followed the tradition of millenia, the "great man" as leader.

Times have changed. We seek new ways to meet old challenges, but also innovative ways to respond to the new realities of student needs. We have learned that no one leader can create a new university; no one individual can assure that the university succeeds. Instead of a "cult" of leadership wrapped around one individual, we should evolve into a culture of leadership. We need to utilize leadership throughout our organization, not solely in the Office of the President. This model doesn't imply that everyone becomes an administrator, multiplying our layers of bureaucracy. It does mean that everyone takes responsibility for solving problems, and whenever possible, doesn't simply pass our students to another office, another professor, or to another university. And I believe that we—teachers, faculty members, and even the university president—are uniquely able to utilize such a model of grassroots or distributive leadership.

How will we do that? In a culture of leadership, leadership will be understood as an interdisciplinary endeavor. We will incorporate both the disciplines we have set about to master in our chosen fields as well as the culture in which we reside, that we will never master, only negotiate. This is the kind of leadership teachers already understand very well. And what is a teacher? A teacher is a guide, who both facilitates discussion and listens, who teaches by example, and learns by teaching. John F. Kennedy