

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

stated, "Leadership and learning are indispensable to each other." Despite the decades since his comment, we are not yet accustomed to thinking of interactive guidance as leadership. Perhaps the times and challenges are ready for us to do so.

Let me give an example of this sort of teaching and learning leadership. In the book, *Sacred Hoops*, Coach Phil Jackson talked about his work with Michael Jordan. With such a gifted athlete, no coach could do much traditional "coaching" to improve Jordan's basketball skills. Instead, Coach Jackson focused his efforts with Jordan on making him a leader of the team. Within five years of joining the league, Jordan began to see his role not just as stealing balls and scoring points, but as a leader-teacher whose job was to help raise the level of play of every other player on the team.

I see the job of university president as a leader teacher. That kind of leadership requires a few things of us. First, we must have teachable points of view. Of course, we need to have views on how the world operates and how to get things done, but this is never sufficient. We also need to invest the time and effort to make those points of view teachable to others. We need to think about our experiences, draw lessons from what we know, and figure out how to share those lessons with others.

Second, we need a serious commitment to teaching, to make it a top priority in everything we do. I learned this best through my mentor, Elliot Aronson, who is known primarily for his work as a researcher. But Elliot knows it is his mentors and students who teach him and inform his understanding of the world. It is his own serious commitment to teaching that has produced a new generation of great researchers. I am certain that he knew of the wise counsel of the great scientist, Linnacus, who recommended this practice centuries ago. "A professor can never better distinguish himself in his work than by encouraging a clever pupil, for the true discoverers are among us, as comets among the stars."

In his classic book on social psychology, *The Social Animal*, Dr. Aronson writes that, in order to grow, we must learn from our own mistakes. But if we are intent on reducing dissonance and finding comfort, we will not admit to our mistakes. Instead, we will sweep them under the rug, or worse still, we will turn them into virtues. He concludes by saying, (quote) "The memoirs of former presidents are full of these kind of self-serving, self-justifying statements . . ." (unquote)

That will not be the case for this President, nor this campus. Together, I trust that we will seek to foster a culture of leadership that is, above all, about learning. This culture is also about people, not person. I challenge each of us as leaders to become teacher learners. We are not only part of a culture of leadership—we are the culture itself. We are attracted to institutions like CSU San Marcos—faculty to teach, students to learn, presidents to help this process—because of values we find here or values we wish to bring here. New to this Valley of Discovery, I have learned that we must inculcate the value of shared leadership, of the leader as teacher learner, or we surely will not meet our collective challenge.

Soldiers came to this Valley searching for something they had lost, and they discovered a beauty that they had not known existed. The first homesteader found promise and developed a land of wine and honey. What is it we have come here to do? What have we yet to discover among the Twin Oaks?

Let me finish today by telling you the beginning of the story. The Spanish soldiers who arrived did not know the old Indian leg-

ends about the land that they discovered. Overlooking our valley to the south is a mountain the Indians called Wee-la-me. It was here on that mountain, the legends said, that the Indian Wind-Spirit brought the first students, Native Americans, to teach them together before they were divided into tribes. The most important lesson on the mountain, Wee-la-me, was learning the beauty of the Spirit, duty towards each other, and songs of love, of battle, and of death.

Change was not a good thing for those first settlers of the region. The legend says only that "the good spirits left them." But perhaps, through thinking again of our duty to each other, part of that good spirit may return to us. The duty of President, as I've tried to suggest, is not paternal. It is not about running the campus, nor supervising, and certainly not about dictating change. Our duties towards each other revolve around leading each other towards discovery, towards teaching and learning. The primary job of the University President is to foster that discovery, growth, and change, to ensure that we fulfill our duty to each other.

Honored guests, dear friends and colleagues, thank you again for the confidence you have placed in me. Let us continue to lead each other towards discovery.

DEPARTMENTS OF VETERANS AFFAIRS AND HOUSING AND URBAN DEVELOPMENT, AND INDEPENDENT AGENCIES APPROPRIATIONS ACT, 2000

SPEECH OF

HON. NANCY PELOSI

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 8, 1999

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 2684) making appropriations for the Department of Veterans Affairs and Housing and Urban Development, and for sundry independent agencies, boards, commissions, corporations, and offices for the fiscal year ending September 30, 2000, and for other purposes:

Ms. PELOSI. Mr. Chairman, I urge my colleagues to support Representative FILNER's amendment to provide \$35.2 million for health care benefits for Filipino World War II veterans who were excluded from benefits by the Rescissions Acts of 1946. These veterans have service-connected disability benefits and currently live in the United States.

This is an issue of importance to the Filipino community both in San Francisco and around the nation. As I have testified before at previous House Committee hearings, one can not over emphasize the crucial role Filipinos played in the war. It is clear that the Philippines played a vital role in the outcome of the second world war. Countless Americans and Filipinos sacrificed their lives for their democratic beliefs. Historians credit the battle for the liberation of the Philippine Islands as the beginning of allied victory in the war. The courageous efforts of Filipino soldiers, scouts and guerrillas were central to allied victory in the Philippines, and therefore in the Pacific theater. Now in their time of need, they deserve our support.

In 1941, President Roosevelt, by way of an executive order, brought the Commonwealth Army of the Philippines under the command of

the U.S. Armed Forces and in 1945, soldiers known as new or special scouts came under U.S. military command. Because U.S. law at the time dictated that any person serving actively in the military and not dishonorably discharged would be considered a veteran for benefit purposes, these Filipinos would have been eligible for full veterans benefits. However, shortly after World War II ended, Congress passed the Rescission Act of 1946, which revoked the full benefits eligibility of these soldiers, even though other Filipino soldiers who they fought side by side with, eventually became eligible. This Rescission Act is a scar on the historical record of the United States. In a time of war, we asked for and received the commitment of these Filipino soldiers to serve under U.S. authority. We should honor their military service on America's behalf.

While I appreciate the complexity of our federal budget and the benefits issue, it should be clear that this is a moral issue and an equity issue. I hope you will support giving these Filipino veterans the benefits that they deserve and support Representative FILNER's amendment.

TRIBUTE TO A GIRL SCOUT GOLD AWARD RECIPIENT

HON. DON YOUNG

OF ALASKA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 9, 1999

Mr. YOUNG of Alaska. Mr. Speaker, today I would like to salute an outstanding young woman who has been honored with the Girl Scout Gold Award by Farthest North Girl Scout Council in Fairbanks, Alaska. She is: Alisa Pierson.

She is being honored for earning the highest achievement award in United States Girl Scouting. The Girl Scout Gold Award symbolizes outstanding accomplishments in the areas of leadership, community service, career planning and personal development. The award can be earned by young women aged fourteen through seventeen, or in grades nine through twelve.

Girl Scouts of the United States of America, an organization serving over 2.5 million girls, has awarded more than 20,000 Girl Scout Gold Awards to Senior Girl Scouts since the inception of the Gold Award program in 1980. To receive the award, a Girl Scout must earn four interest project patches, the Career Exploration Pin, the Senior Girl Scout Leadership Award and the Girl Scout Challenge Pin, as well as design and implement a Girl Scout Award project. A plan for fulfilling these requirements is created by the Senior Girl Scout and is carried out through close cooperation between the Girl Scout and an adult Girl Scout volunteer.

As a member of the Farthest North Girl Scout Council, Alisa Pierson began working on her Gold Award Project during the summer of 1997. Alisa developed her time management and communication skills and then used them in the community by organizing and arranging a picnic at Alaskaland, an outdoor park in Fairbanks, for the residents of Denali Center, an organization that caters to senior citizens with special needs. She also volunteered her time at Fairbanks Community Hospital where she performed data entry for the