

2004, the House had a vote on S. 714, legislation that would authorize the Bureau of Land Management to convey land to Douglas County, OR. On House rollcall vote No. 27, I was unavoidably detained. Had I been present, I would have voted "yea."

HONORING CLARK KERR

**HON. BARBARA LEE**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 2, 2004*

Ms. LEE. Mr. Speaker, I rise today to honor the man who created the blueprint for public higher education in the United States, Clark Kerr. On December 1, 2003, Mr. Kerr passed away at the age of 92 in El Cerrito, California. The 9th Congressional District salutes and thanks him for his tireless and spirited service.

As the most distinguished American academic administrator of his day, and the man who introduced free university tuition in California, Clark Kerr was known as the Henry Ford of higher education. His nine-year tenure as president of the University of California in the 1960s, and his earlier chancellorship of the Berkeley campus (1952–58), set the standard for American universities.

After being elected governor in 1967, Ronald Reagan slashed the UC budget by 10 percent and threatened to bring in tuition fees. Kerr demurred, and was denounced as a sympathizer. Following an illegal harassment campaign conducted by the CIA and the FBI, the Board of Regents was persuaded to vote 14–8 for Kerr's dismissal. Yet he was never bitter, and the student uproar at Berkeley raged on after his departure.

Although offered posts at Harvard and Stanford universities, Kerr chose instead to head the Carnegie commission on higher education, where he produced a series of publications covering every aspect of higher education. These continue to be essential reading for educators, but when he left in 1980, the institution closed. Without Kerr, apparently, it was inoperable.

Kerr's earlier master plan for Californian higher education had a big impact across the U.S. and brought him renown abroad.

It established three tuition-free tiers: community colleges offering two-year courses; state colleges open to the top third of high school graduates and granting bachelor's and master's degrees; and the UC system, taking the top eighth of students and able to award doctorates.

The plan became law in April 1960, immediately making California a leader in American higher education, and earning Kerr praise for "mass-producing low-cost quality education and research potential for a nation that hungered deeply for both". Later, while at the Carnegie commission, he moderated his views on free tuition, reflecting that "a very high proportion of students at UC came from upper-income families. This was a free ride for the well-to-do. I now think it is better to charge a moderate level of tuition and have a strong program of financial aid for those who can't afford it." In 1972, Congress translated this financial aid program into the Basic Educational Opportunity Grant, later known as Pell Grants.

Kerr's years as UC president coincided with some of the most tumultuous periods of stu-

dent protests. In 1961, he responded to complaints that a communist was speaking to Berkeley students by declaring that "the university is not engaged in making ideas safe for students. It is engaged in making students safe for ideas." As the protests became increasingly bitter, however, he found himself caught between liberal students and conservative politicians.

Kerr was born May 17, 1911 in Pennsylvania, the son of an apple farmer and a milliner, who imbued their son with a deep respect for education. His father was the first member of his family to go to university and spoke four languages; his mother had left school at 12 but postponed getting married until she had saved enough money to fund a college education for her future children. Kerr graduated from Swarthmore College, where he was president of the student union. He also became a Quaker. He took an MA in economics at Stanford, and transferred to Berkeley for his PhD before entering the new field of labor economics. He taught for a bit at the London School of Economics and at Stanford, and then went into labor negotiating, completing 500 settlements up and down the West Coast. He would later emphasize negotiating skills as essential for leading faction-racked universities.

Kerr returned to Berkeley as an academic in 1945, as many ex-service personnel were entering higher education thanks to the GI bill. As the cold war gathered momentum, the UC Regents demanded that all professors sign a loyalty oath, and this controversy changed Kerr's life. He became a powerful advocate of faculty views and, in 1952, his peers successfully recommended him for chancellor. During his Berkeley leadership, he added eight new residence halls and expanded the faculty.

As head of the entire UC system, he doubled the number of students, broadened three specialized campuses and added three new ones—at San Diego, Irvine and Santa Cruz—bringing the total to nine. He also wrote *The Uses of the University* (1963), which developed the idea of the modern research institution as what Kerr called the "multiversity". Two volumes of memoirs appeared in 2001 and earlier this year.

Catherine, his wife of 69 years, survives him, as do two sons and a daughter. Finally, as we honor Mr. Kerr today, I want to thank him for being a noble visionary and humanitarian. I take great pride in joining Clark's family, friends and colleagues to recognize and celebrate the accomplishments and contributions of Clark Kerr.

IN SUPPORT OF TAIWAN'S MARCH  
20, 2004 REFERENDUM

**HON. ROBERT E. ANDREWS**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 2, 2004*

Mr. ANDREWS. Mr. Speaker, I rise today in strong support of the Taiwanese government's decision to hold a referendum on March 20, 2004, thus allowing their citizens to exhibit a true expression of democracy. It is clearly in the best interests of the United States to promote the spread of democracy, and to defend democracy wherever it exists, and I therefore urge my colleagues as well as the current Ad-

ministration to support Taiwan's right to hold this referendum free from intimidation or threat of force from any nation.

In 2001, President Bush declared that America would do whatever it takes to defend Taiwan. Now it is time for us to act on this promise, not by a show of military force but by a show of vocal support for Taiwan's desire to express its democratic form of government. On March 20, 2004, Taiwan plans to hold a referendum to ask voters two questions on governmental relations with the PRC. First, Taiwanese citizens will be asked if they agree that their government should acquire more advanced anti-missile weapons to strengthen Taiwan's self-defense capabilities if the PRC refuses to remove the missiles it currently has targeting Taiwan. Second, they will be asked if they are in favor of negotiations with the PRC to reach a peaceful resolution to cross-strait differences. The people of Taiwan, and not the Government of the People's Republic of China, should have the sole right and responsibility for determining the future of Taiwan. Within this right of self-determination for the Taiwanese people lies the undeniable right of the Taiwanese government to hold referenda votes, when necessary, to assist the government in making key decisions that will effect the lives of their constituency.

As a democracy, Taiwan has shown great promise. Over the past decades, Taiwan has gone from having a one-party, martial law dictatorship to a growing democracy that has shown great respect for human rights and freedoms. It has also become a strong ally of the United States as well as a stabilizing democratic force in the Asian Pacific region. Now, Taiwan is in need of American assistance to preserve and defend the democratic form of government that it has worked so hard to create.

President Woodrow Wilson once said, "Just what is it that America stands for? If she stands for one thing more than another it is for the sovereignty of self-governing people." Mr. Speaker, as the foremost promoter of democracy and a country that stands for the sovereignty of the people, the United States cannot allow the collective voice of the Taiwanese people to be muffled due to intimidation from the People's Republic of China. It is the right of the Taiwanese people to be the sovereign rulers of their fate. I urge my colleagues and the administration to support this right as well as the growth of democracy in Taiwan.

INTRODUCING A BILL TO PROHIBIT THE COMPARATIVE COST ADJUSTMENT PROGRAM FROM OPERATING IN THE STATE OF FLORIDA

**HON. ALCEE L. HASTINGS**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 2, 2004*

Mr. HASTINGS of Florida. Mr. Speaker, I rise today to introduce legislation that will prohibit the comparative cost adjustment program, as included in the recently passed Medicare bill, from operating in the State of Florida. My bill serves as a companion to legislation introduced last week by Florida's two Senators BOB GRAHAM and BILL NELSON. I am pleased that this legislation enjoys the full support of every Democrat in Florida's Congressional delegation.