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mitment of troops to battle; we have a positive obligation to do so.

It will not do, therefore, for any of us to say that we believe the presence of American manpower in Vietnam should be ended within a certain time but we want the President to do it. Voting the funds is not a neutral act. If we fail to limit their use it will be read as a statement by the Congress that the war should continue.

#### CANCER DETECTION MUST NOT BE STOPPED

Mr. MANSFIELD. Mr. President, I ask unanimous consent to have printed in the RECORD a statement by the Senator from New Jersey (Mr. WILLIAMS) entitled, "Cancer Detection Must Not Be Stopped."

There being no objection, the statement was ordered to be printed in the RECORD, as follows:

##### CANCER DETECTION MUST NOT BE STOPPED (Statement by Senator Williams)

Mr. WILLIAMS of New Jersey. Mr. President, the Administration has admitted that by December 31, 1970 it will eliminate funds promoting a program that detects uterine and cervical cancer, which is particularly prevalent among women from disadvantaged neighborhoods. Funds are also being cut that provide training of laboratory technicians to screen results of these examinations and tests.

The test, commonly known as the PAP smear test, is the most accurate method for identifying this cancer—a cancer that can be cured if detection is made early in its progress.

Precious lives will be lost if public knowledge of this testing program is not enhanced. It is doubly tragic because the program has had such widespread success. The public education process will have to be started anew when it is felt enough funds are available to resume saving these lives. It is impossible to understand how we can turn our backs on those who could be saved now.

Mr. President, I protest most strenuously this very dangerous cut in funds. This program saves lives. It is saving them right now. To discontinue public awareness-education is unconscionable.

An article by William E. Howard appeared in the Newark Star-Ledger of July 12th. The author discloses the particulars of this cancellation and comments on the tragic irony of cutting funds that save lives.

##### NIXON SHUTS OFF PROMOTIONAL FUNDS FOR PAP TESTS

(By William E. Howard)

WASHINGTON.—The Nixon Administration has quietly dropped a medical program to promote the detection of uterine cancer, especially among poor women.

Herbert P. Dunning, administrator of the Public Health Service's cancer control project, confirmed that funds had been cut off as of July 1. He said the \$6.1 million annually in grants to encourage the taking of PAP smear tests had been diverted to "other" medical programs.

Also phased out, he said, was a \$1.2 million program to train more laboratory technologists in how to screen PAP smears microscopically for cancer cells. Such technicians are in short supply.

Ironically, the dual programs are being abandoned at a time when federal health officials have been telling Congress that far too few American women are availing themselves to the PAP test. Although the test was proven out 30 years ago, and has been

widely publicized by the American Cancer Society and the government, federal officials estimate only 20 million out of 60 million women have it done annually.

An American Cancer Society survey earlier this year showed 53 per cent of the adult female population had the test performed at least once. This is a substantial increase over 1961, when only 30 per cent said they had undergone the test. But it still leaves millions unprotected.

Dr. Carl G. Baker, director of the National Cancer Institute, recently told a House subcommittee he felt use of the test was "distressingly low" and that "an insufficient effort" was being made to promote it in ghetto areas where it is needed.

Medical studies have shown women from poor or "disadvantaged" backgrounds to be more prone to cancer of the cervix and the uterus. Doctors relate the disease to having a child early in life.

Dunning said his recently dropped PAP test project had been conducted primarily in inner city areas and had been successful.

"I think we did perform a great service to 2 million women," he said in an interview.

Once detected, uterine cancer usually can be treated successfully by surgery. It is a question of removing it before the cancer spreads to other organs.

The Cancer Society and many physicians advise having the test at least once a year. Some doctors order patients on birth control pills to have it twice a year.

But Dunning said there is some controversy about the protection afforded by annual checkups, noting that "60 million tests a year really are impractical." He said the natural course of the disease shows that it remains localized for some time, perhaps several years. Hence, he said some doctors believe a woman could be adequately protected with a test at two to three-year intervals.

"The chances are, with the lower frequency of tests, we are protecting more than 25 per cent of American women now and the number is increasing," he said.

Dunning said his program began in 1963 as a demonstration project and has been administered regionally by the Public Health Service in grants to hospitals and clinics.

#### AN EXAMPLE OF POOR POSTAL MANAGEMENT; WEST TEXAS MAIL SERVICE DWINDLES

Mr. YARBOROUGH. Mr. President, I recently received a letter from Mr. B. E. Loyd, the president of Muleshoe State Bank of Muleshoe, Tex., in which he outlines some of the difficulties the people of this west Texas community are having with the mail service. As Mr. Loyd pointed out in his letter, in a town with a population of 5,225 people, it takes 3 days for a letter to be delivered from one place in the town to another, and it is taking 5 to 6 days for a letter from Muleshoe to be delivered to another point in Texas.

This type of mismanagement is inexcusable. However, instead of trying to correct problems such as those described in Mr. Loyd's letter, the administration would rather dismantle the Post Office and turn it into a corporation which would be managed by the same people who cannot effectively manage the Post Office in its present form.

No one denies that there are problems in the Post Office that need solving, however, rather than face the hard task of reforming the Post Office, the administration forces are going to destroy it.

Will the present Postmaster be able to administer a postal corporation with better results than he had administered the Post Office? I submit that he will not be able to do so. The passage of the postal reorganization bill may prove to be the worst piece of legislation in the history of this Nation.

Mr. President, I ask unanimous consent that Mr. B. E. Loyd's letter be printed in the RECORD.

There being no objection, the letter was ordered to be printed in the RECORD, as follows:

MULESHOE STATE BANK,  
Muleshoe, Tex., July 8, 1970.

HON. RALPH YARBOROUGH,  
U.S. Senate,  
Washington, D.C.

DEAR SENATOR YARBOROUGH: I am sure that you are aware that we are having considerable difficulty with our mail situation in Muleshoe. It is taking 3 days to get a letter delivered from one business to another here in Muleshoe and taking 5 and 6 days for mail to be delivered to other points in Texas where we used to get mail delivered in 2 to 3 days.

I cannot believe that the Post Office Department can save money by having all the mail sent from Muleshoe to Lubbock to be sorted and then returned to Muleshoe.

We would appreciate very much your checking into this and if anything could be done to help the situation we would be most grateful. Thanking you for your attention in this matter, I remain

Yours sincerely,

B. E. LOYD,  
President.

#### THE INDIAN AS A FELLOW HUMAN BEING

Mr. MONDALE. Mr. President, one of the principal findings of the Senate Indian Education Subcommittee was that the existence of myths and stereotypes about Indians was a significant factor in the public's refusal to accept the Indian as a fellow human being.

The subcommittee recommended that school curriculums must change to reflect the true history and culture of Indians, rather than contribute to the propagation of damaging, derogatory—and untrue—stereotypes.

I do not know how many school officials and teachers have taken that recommendation to heart, but I fear the number is far too small. I think we can get some sense of the problem by looking at the answers given by suburban Minneapolis elementary schoolchildren when they were asked what they knew about Indians.

Their responses: They kill white men. They take scalps. They tell lies and fibs. They are mean. They have funny names. They eat all raw meat.

These were the kinds of answers a University of Minnesota survey team found.

In response to this survey the university is preparing an Indian education college-credit course for viewing on statewide educational television. It is being designed to assist teachers in the preparation of curriculum units. Similar curriculum units will also be sent to districts throughout the State.

This is a significant response to a major problem, and I applaud the university's efforts in this area. I ask unani-

mous consent that a Minneapolis Tribune editorial of July 3, 1970, regarding the university survey and proposed TV course, be printed in the RECORD.

There being no objection, the editorial was ordered to be printed in the RECORD, as follows:

#### THE INDIANS AS SEEN IN SUBURBS

What do white suburban grade school students think about Indians? Indians mean big trouble. They killed white men. They take scalps. They tell lies and fibs. They are mean. They have funny names. They eat all raw meat. These attitudes, ironically, were expressed by students at Indian Mounds Elementary School in Bloomington.

The students were asked to write "What I Know About Indians" in a one-page essay as part of a survey by the University of Minnesota's Training Center for Community Programs. The survey produced 643 essays from eight grade schools in Bloomington.

The results, reported recently by the training center, are not all as negative as the expressions by some of the students at Indian Mounds. Pupils at Indian Mounds and other schools also mentioned the injustices inflicted by whites on Indian people, referred to Indians in a positive manner, and expressed admiration for Indians. "We didn't treat them as we ought to," wrote a sixth-grader at Brookside School.

But the generalizations in the essays were negative enough, said the authors of the report, to validate the conclusions of a recent U.S. Senate Indian Education subcommittee study. The subcommittee contended that the public schools present a picture of American and inaccurate. In Bloomington, said the un-Indians that tends to be uncomplimentary verity report, the students showed a depressing lack of facts about the present condition of Indians. The survey also indicated that some teachers were inclined to single out and overemphasize certain "facts" to the exclusion of the broader picture of past and present Indian life styles.

Although the survey was conducted in Bloomington, the results should not be construed as a specific indictment of that school district. Similar results likely could be found in most school districts of the state. Old textbooks containing distorted references to Indians are still in use. A balanced treatment of Indian history often has not been integrated into the curriculum. Not enough contemporary material on Indians is available to teachers.

As a result of the Bloomington survey, the university plans to offer a nine-credit Indian-education college course on educational television stations throughout the state next fall. The purpose of the course will be to give teachers the tools to develop curriculum units for their classrooms. At the same time, the university will be sending a series of curriculum units, produced by teachers, to all school districts in the state.

These and other efforts should help to prevent what the university report terms "a new round in the old cycle of myth creation and maintenance about the American Indian." But, as the report also points out, the schools can't do it all. Distorted perceptions of the Indian in the white family, peer group and media all help to explain why a Brookside fourth grader wrote, "If I saw an Indian, I'd be scared stiff."

#### ONE OF NATION'S OUTSTANDING EDUCATORS TO RETIRE

Mr. MANSFIELD. Mr. President, I ask unanimous consent to have printed in the RECORD a statement by the Senator from New Jersey (Mr. WILLIAMS) entitled, "One of Nation's Outstanding Educators To Retire."

There being no objection, the statement was ordered to be printed in the RECORD, as follows:

#### ONE OF NATION'S OUTSTANDING EDUCATORS TO RETIRE

(Statement by Senator WILLIAMS of New Jersey)

Mr. WILLIAMS of New Jersey. Mr. President, I wish to salute one of our Nation's outstanding educators, Dr. Mason Gross. Dr. Gross has announced that he plans to retire after 11 years as president of Rutgers University, the State University of New Jersey.

During his tenure as president, he has guided Rutgers through a period of tremendous growth. But his dedication has not been to growth alone. His overriding goal has been the quality and, most importantly, the relevancy of education.

Dr. Gross has been a precursor; he has set the patterns. When he assumed the role of President, he urged creation of a curricula in Asian and African studies. Today, such studies are commonplace but this was not the situation 11 years ago.

That speech set a pattern which did not vary. Dr. Gross has remained in the forefront of the most innovative educators in America.

To cite all of his accomplishments, would require a major volume.

However, I should like to mention that it was Mason Gross who established the first urban-oriented college in America, the Livingston College of Rutgers University. And it was Dr. Gross who opened the doors of university education to the disadvantaged.

As is true generally of university presidents, Dr. Gross has had his share of problems. And he has met them forthrightly and with success.

Perhaps the finest tribute that could be paid to Mason Gross is to realize that in an age when young people say "Don't trust anyone over 30," he was not only trusted but respected by his students.

While Dr. Gross is retiring as President of Rutgers, I have no doubt that he will continue to lend his great ability and dedication to the cause of quality education in America.

In the meantime, I think the people of New Jersey join in thanking Dr. Gross for a job well done.

How well he served is reflected in editorials which have appeared in New Jersey newspapers.

#### DR. GROSS SETS DATE

Like most college presidents, Mason W. Gross has not escaped controversy and conflict in this era when educational institutions are undergoing violent upheaval.

Now, after what will be 25 years with the university, including 12 years as president, he plans to step down from his Rutgers post in September 1971, by which time he will be 60 years old and eligible for retirement.

Few will blame Dr. Gross for seeking a quieter and more contemplative life. Although he declares his decision to retire was not influenced by recent events, certainly his view of the burdens he has carried must have undergone changes as the pressures mounted, and along with them, the inevitable criticism.

The dispute with Gov. Cahill over combining Rutgers Medical School with the New Jersey College of Medicine and Dentistry was only the latest of a series of conflicts. Rutgers and its administration have also been targets of criticism, some of it justified and some not, over the Urban University Program and the way it was launched, over discontinuance of ROTC, over student takeovers and other disorders, and over relations with the Legislature and other Trenton officials.

Nevertheless, the tall, scholarly and professorial figure of Dr. Gross has been a popular one on the Rutgers campuses and unquestionably he argued well the case for

greater understanding of students' viewpoints and for accommodations allowing youth a larger role in university affairs. He has been a pioneer in pushing for increased focus on the needs of students from disadvantaged groups and in trying to make Rutgers more responsive to the needs of a changing society.

At the same time, Dr. Gross has been a dedicated leader in guiding Rutgers through an 11-year period of unprecedented expansion while it was developing its newly found role as the state university. In the process, it increased its national stature.

For those achievements, and for bearing the recent awesomely difficult burdens with his usual courtliness and grace, Dr. Gross merits gratitude and thanks.

#### A SUBSTANTIAL LOSS

Dr. Mason Welch Gross at the moment is probably better known to most New Jersey residents for the last two years of his long and distinguished tenure as Rutgers University president than for the previous nine in which the institution had grown appreciably and taken on academic stature.

Controversy has a way of making a celebrity of a person. It was something that Dr. Gross neither sought nor wanted. He was a college president who like numerous colleagues in other universities was caught up in the vortex of violent social change, a mood that was and is deeply rooted in the nation's institutions of higher learning.

Rutgers has been disrupted by demonstrations and protests, but hardly in the clamorous and virulent dimensions that afflicted other universities. And despite the criticism of legislators, Dr. Gross was able to deal with these incidents in most instances with an admirable degree of restraint and understanding.

The period of stress on the Rutgers campus in a fuller, positive sense, was a stern test of the university's administration under Dr. Gross' guidance. And it is apparent that the school not only has survived but has grown with the experience.

The brief tumultuous period in the school's history may currently tend to obscure Dr. Gross' substantial contributions to the school's academic maturity and substance.

But controversy and differences are part of an institution's changing role in a society that is undergoing radical social change. It was apparent that Dr. Gross was acutely cognizant of the new and greater responsibility that American academe has had to assume in this transition. Open enrollment, a program that dramatically broadened educational opportunities for economically disenfranchised students from urban areas, was a major innovation instituted at Rutgers under Dr. Gross' administration.

Any appraisal of his tenure at Rutgers must include his unrelenting and courageous resistance to political incursion of the state university, an issue on which Dr. Gross and legislators have locked horns on a number of occasions. His most recent experience in this area was his opposition to the legislative passage of a measure that would transfer control of the school's two-year medical school to a new statewide medical education board.

This newspaper favored the revamped medical education program initiated by Gov. Cahill to improve the delivery of health care for the whole state, but it recognized that these differences stemmed from genuine conflicts on fundamental issues. Dr. Gross' primary concern was to develop the university's medical school into a four year institution under Rutgers' control; we subscribed to the thinking behind the governor's proposal to integrate medical education because it was addressed to the more urgent problem of meeting health care needs in fullest dimension with available resources.

None of this diminishes the enormous influence he brought to bear during his 11-