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years of retirement to plow their goodness back into the world they helped to build."

With the bill I sign today, we are returning some of that goodness to the world.

[From the Washington (D.C.) Post, July 7, 1967]

MEDICARE'S YEAR: A HAPPY BIRTHDAY
(By Marquis Childs)

At least two cheers should go up for the anniversary just past. Medicare is one year old and, despite some delays and dislocations, it has been instituted with remarkable success. To put 19 million people under a program entirely new to American medical practice and resisted by a large part of the organized medical profession as a socialist intrusion on the free way of life was no small task. As President Johnson has said, this is the greatest single civilian undertaking since World War II.

Small wonder that Social Security Commissioner Robert M. Ball is proud of what he and his staff have been able to accomplish. His report on the first 12 months bulges with impressive statistics—4 million persons for in-patient hospital services; \$2.4 billion paid to hospitals for these services; 25 million doctor bills for which \$640 million was paid out.

The gloom and doom opponents of Medicare predicted that so many people over 65 would rush to the hospitals for free service that hospital care would inevitably break down. This has not happened. The expected increase has been within reasonable limits, according to Ball. There has been a 15 to 20 per cent increase in hospital use by those qualifying under Medicare but this has resulted in less than a 5 per cent increase in total hospital use.

The President with his extraordinary capacity for spreading his interest far and wide, together with his driving energy, has helped to nurse the program along. He was determined to bring into active cooperation groups, such as the American Medical Association, that had fought Medicare. Under his direction Social Security contracted with Blue Cross, Blue Shield and 27 commercial insurance companies to administer both the hospital and the doctor's service phases.

Not the least of the achievement is the integration of the hospitals as required under the Civil Rights Act before they could benefit from Medicare. Of 6550 hospitals throughout the country only 146 cannot qualify. Of the latter 43 are in Mississippi, 21 in Alabama and the rest scattered throughout the South.

This is a revolution in custom and behavior. Blacks and whites share rooms in Southern hospitals. Where Negro doctors qualify they serve on hospital staffs.

At the start of Medicare delays in the repayment to individuals for what they had paid out to doctors, unwilling to accept responsibility for collecting directly from Social Security, caused hardships. Older people on small incomes had to borrow money to meet these obligations while they waited often for months to be reimbursed. Ball says that the waiting time has now been reduced to days instead of weeks in virtually every state. There are still problems in administering certain outpatient phases of Medicare, with the need perhaps to make minor changes in the law.

With these minor qualifications the overwhelming fact is that millions of Americans are getting quality medical care, many of them for the first time in their lives. They are getting it as a right grounded in the Social Security System and not, as the American Medical Association would have it in its swing toward reaction, as a privilege. Nor is there evidence that the program has contributed substantially to the spiraling costs of medical care.

Pride of achievement to one side, when measured against need this is a small revo-

lution indeed. Sargent Shriver produced the other day appalling figures to show how an affluent America with the highest medical standards in the world roughly one-third of the Nation has little or no share in the benefits of medicine or dentistry.

Two black marks on the record point this up. One is the high proportion of rejections in the draft for physical reasons. The second is the fact that the rate of infant mortality in the U.S. stands seventh or eighth in the list of nations, below countries with far more scarce resources.

It was so long in coming with Harry Truman denounced as a dangerous radical for daring to propose it, that Medicare must seem the successful end of the road rather than merely a beginning. The pinch of the cost of the war in Vietnam and the threat of a big government deficit, together with the increasingly conservative temper of Congress, seems to put a period to any further advance. Shriver is battling to save his poverty program from destruction with the odds against him.

Yet Medicare proved what can be done. And history has shown that revolutions can rarely be checked in midcourse.

COMMENCEMENT ADDRESS DELIVERED BY SENATOR MONDALE

Mr. MORSE. Mr. President, the public community college as a member of the family of institutions of higher education may be comparatively young but it, like the youngsters in our human families, is growing rapidly and filling out. It carries the bloom of youth and the exuberance of youth with it, and its potentialities for service to our young people are tremendous. It is hard to believe that in the spring of 1960 there were nationally only 310 public junior and community colleges with an enrollment of but 348,538. The latest figure I have found shows that as of the fall of 1966, the public and junior community colleges in our country numbered 565 and were educating 1,316,980 young men and women. I am confident that the rate of growth in 1968 and 1969 will continue to increase sharply, since 200 new ones are now in the planning stages and 50 per year or more start operation.

I am moved to make these comments, Mr. President, because I have recently been privileged to read the commencement address of the distinguished junior Senator from Minnesota, which was given at Anoka-Ramsey Junior College in Minnesota on June 9, 1967. I congratulate my distinguished colleague upon the remarks he gave at that occasion.

The questions he asked in it are questions which are being asked in campus after campus through the country. They are questions which, in my own State of Oregon, are being asked at Clatsop Community College, Lane Community College, and each of the other new members of the system in the State. These institutions will, I am sure, find the answers to the questions he has posed through the service each will give to the community they grace.

Mr. President, I ask unanimous consent that the address to which I have alluded be printed in the RECORD at this point in my remarks.

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

ANOKA-RAMSEY JUNIOR COLLEGE COMMENCEMENT SPEECH BY SENATOR WALTER F. MONDALE, JUNE 9, 1967

Dean Wilken, distinguished members of the faculty, students, and friends of Anoka-Ramsey State Junior College, I am proud to be here tonight at the first commencement exercises at this college. Those of you who are graduating tonight after two years of study, and those of you who have contributed the buildings of your school district to this new college, and those of you who have built curriculums and courses, those of you who have encouraged your sons and daughters, and those of you whose support of this new college has come in many other ways—you are all part of a great new experiment. What goes on here tonight is the first fruit of an exciting thrust in education, for Minnesota and for the nation.

Four short years ago, while I was Attorney General of the State of Minnesota, I was pleased to help work for passage of a brief law which carried the seed for a revolution in junior college education in this state. The law began: "Not to exceed fifteen state junior colleges are hereby established under the management, jurisdiction, and control of a state junior college board which is hereby created."

The State had previously been economically involved with Minnesota's junior colleges through special state aid formulas. But the passage of that law affirmed the dedication of the people of Minnesota to a statewide program of opportunity for young people. To the local effort that had previously brought eleven junior colleges into operation since 1915, the state now added its broad economic and administrative powers. Except for Fergus Falls in 1960 and Willmar in 1962, no new junior colleges had been established in the state since 1940. Since 1965, colleges have developed at International Falls, Thief River Falls, and here in the Twin Cities Metropolitan area. More are on the way.

I certainly do not need to tell most of you what a tremendous effort it has taken to establish this college and the other new junior colleges and to move the existing colleges under a central administration. You have been a part of it. The cooperation of the legislature has been consistent with its 1963 authorization. The State Junior College Board has demanded and received tremendous efforts from its appointed members and its staff, and a fine record of planning and development has been established.

Of course, there have been frustrations. Of course the temporary facilities have sometimes been inadequate. Of course there has been a scramble for staff.

But here you are, the 1967 graduating class of Anoka-Ramsey State Junior College, and over west there on the Mississippi a permanent home is being completed for occupancy next fall. This event tonight is a mark of the success that can be obtained when dedicated individuals, organized local communities, and a forward-looking state government combine their efforts in a common cause.

It is important to consider that cause and these forces very briefly, for what is happening in Minnesota in the state junior college program can be—I hope it will be—the first stages of a truly different kind of institution.

There is an opportunity here—and throughout the United States where various experiments with two-year colleges are taking place—for community colleges which truly serve their communities. That will not happen unless someone tries to make it happen—but it is possible. We need pioneers with vision and courage to devote themselves to a task which will be fully achieved only after many years.

A number of opportunities are built into the structure of the Minnesota state junior college system. First of all, an attempt has

been made to preserve the unique local responsiveness of the former junior colleges.

Although they have the advantages of central management procedures, each college is relatively autonomous. The law which created these schools provided for local, advisory boards. These will eventually be as effective as the local community and the school administration want them to be, but the possibilities are there.

This means that a community college can truly be a community resource. Let's talk tonight about what it can be.

It can offer education to adults as well as to 18-year-olds. It can offer non-academic programs as well as academic programs. Its library can be a community library as well as a college library. It can serve part-time students as well as full-time students. It can feed students to universities and technicians to local businesses and institutions.

There is a marvelous flexibility which is possible and partly realized in nearly every junior college in this state. It is limited only by the imagination and effort which is present in its staff, among its advisors and planners, and in its students, who are potentially the entire community.

Another special possibility for the community college arises from the conception that there should be many of them and they should be located strategically for the convenience of their students. Minnesota is not the only place where these colleges are developing rapidly. There are now nearly 850 two-year colleges in the United States, and they are being created at the rate of one per week.

Partly this is happening everywhere—including Minnesota—because we have a huge population of young people who cannot be accommodated physically by the existing college structures. But partly it is happening because of a growing feeling that education beyond the high school should be located conveniently for all—that the educational needs of the society demand that most young people have more education than the twelve years we have been providing, and that they should be able to obtain this education as conveniently as possible. We now are behaving as if we felt that colleges should come to our young people instead of young people going to our colleges.

Not too many years ago, this would have been impossible. But today, even in a state with the geography of Minnesota and the sparsely settled nature of many of its areas, transportation is such that the borders of a community have been greatly expanded. This has made it possible in Minnesota for the State Junior College Board to prepare a plan for location of two-year colleges that puts the great majority of our people within commuting distance of higher education. And these schools will come to these communities, for our commitment to increased education is clear.

When they do come, these two-year colleges have the potentiality to interact with their communities in more than the traditional ways that educational institutions change communities.

If we put these two characteristics together—the unique commitment of the two-year college to respond to the local situation and the convenient location of these colleges for the great majority of our citizens—the possibilities expand tremendously.

Within our state we will soon have the opportunity for community colleges to serve as unique social institutions, as community resources to unite separated citizens and carry on a continuous seminar on the needs and opportunities of people who live together.

I see no reason that this community college and the others in this state should not become centers of community action—organizations that concern themselves with general community needs in a pattern similar to that served by the Community Action Programs of the war on poverty.

Perhaps they can become resources for the Community Action Programs that now exist, but this is much too narrow a conception of what it is possible to do. There are all kinds of poverty around us besides economic poverty, and the projected two-year college program in Minnesota provides an opportunity to deal with them.

Why shouldn't this community college and others like it become the instrument for analyzing the unique individual and coordinating needs of governments in its suburban setting—or rural setting as the case may be?

Why shouldn't this community college examine the needs and wishes of the citizens of this community for continuing education for adults—for the study of international relations, for home and neighborhood improvement, for additional technical training, for the study of art and literature and music?

Why shouldn't this community college become a resource for citizens, young and old, who need help in adjusting to life in the suburbs—who need to learn how to buy, how to borrow, how to get along with husbands and children and neighbors and village councils?

Why shouldn't this community college study the transportation needs of a community where the great majority of its citizens commute to work on inadequate streets and highways and travel miles to shopping centers?

Why shouldn't this community college become the place where the solution is finally found to the needs of racial balance in the metropolitan community—to plan for acceptance and educate citizens in the human relations problems that we are all going to face with greater and greater intensity?

Why shouldn't this community college become the place where people learn to grow old gracefully and retire without tension? This week I have conducted hearings in my subcommittee on Retirement and the Individual.

I am frightened by what I am finding out about our lack of preparation of people for a period which is going to become a larger and larger portion of our life span. In a young community, it is easy to ignore age because there is so little of it to be seen around; but it is coming and it is going to swamp us if we are not ready for it.

This is only a sample of what a community college can do if it sets out to become truly a community resource. And it can adjust to any kind of local situation because it has that flexibility built into its conception. And it can deal with these problems because it is convenient to the area it serves.

Last fall I heard a prediction that by 1985, one-third of our population between the ages of 20 and 30 will be unemployed, if we use present definitions of unemployment as a criterion for judgment. Community junior colleges are a way of dealing with that problem by extending education beyond the years that we have traditionally established.

But if they see their function entirely as an educational resource for 18-year-olds and 19-year-olds who go on to universities or jobs, they will be missing a great opportunity. These colleges can become community centers that deal with the new kind of life we are all facing, that recognize that the day is coming when a 65-year-old man or woman will be physiologically equivalent to a 45-year-old man or woman today and will try to do something to wipe out the horrible poverty of spirit that such a citizen may face.

Those of you who are graduating tonight are the first formal products of a new experiment in education that can help to transform community life. Wherever you go from here, I hope you will remember all of the possibilities that this experiment can produce.

And I hope that you will watch this community college grow, and help it grow, so that wherever you may spend your life in Minnesota or elsewhere, community resources like Anoka-Ramsey Junior College will continue to serve you, your families, and your neighbors as you are entitled to be served and as community colleges are uniquely equipped to do.

THE IRSTON BARNES REVIEW OF JUSTICE DOUGLAS' "THE VANISHING WILDERNESS," SUPPORTS THE BIG THICKET NATIONAL PARK BILL

Mr. YARBOROUGH. Mr. President, in the July 20 Washington Post, Mr. Irston R. Barnes reviewed Justice William O. Douglas' eloquent book on Texas, "Farewell to Texas, the Vanishing Wilderness." By this review, Mr. Barnes, who is chairman of the Audubon Naturalist Society, an organization devoted to the promotion of conservation in the District of Columbia, joins the ranks of praisers of Justice Douglas as "the most forthright and independent spokesman for recognition of, and prompt action to preserve, our heritage of natural values."

The Big Thicket region of eastern Texas is part of "the great and varied, although fragile and easily destroyed, natural beauty" of the Lone Star State which Justice Douglas writes about. He praises the Big Thicket as an "area of speculation" remarkable for its plant communities and calls for Federal recognition of the area in order that the once great forest now reduced to one-tenth of its original size be adequately preserved—in time. My bill S. 4, creating the Big Thicket National Park was introduced to accomplish this purpose.

Mr. President, I ask unanimous consent to have printed in the RECORD the book review of Mr. Justice Douglas' book to which I have referred, entitled "Where the Ahabs Devour," written by Mr. Irston R. Barnes, and published in the Washington Post of July 20, 1967.

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

WHERE THE AHABS DEVOUR (By Irston R. Barnes)

With the appearance of "Farewell to Texas," Justice William O. Douglas becomes the most forthright and independent spokesman for recognition of, and prompt action to preserve, our heritage of natural values.

To Justice Douglas, as to most Americans, Texas was synonymous with dry plains and oil field wastelands. But after six years of exploring its vanishing wilderness, he gives us an authoritatively minted, two-sided coin:

Texas was originally a state of great and varied, although fragile and easily destroyed, natural beauty, and much that remains is worthy of preservation. Texas also presents the ultimate of all the forces working to destroy the natural values of the American scene. Conservationists in Texas are "a lonely lot."

Texas has one national park in full operation, another in process of creation and a third proposed.

Big Bend National Park has its challenging Rio Grande canyons, its relic forests in the Chisos Mountains and its dramatic geology everywhere, but these were only part of the reason for its creation. The ranchers who had worn out the land with overgrazing wanted to be "bailed out" by the Government. Thus Big Bend is also "a monument to free enter-