

money—and all that goes with it—but I speak also of those who are not in the upper, say, 25 percent of the academic elite.

There are many young people in this country, from my personal knowledge, on many campuses, who today are being eliminated from our system of higher education because they don't happen to have as high grades in high school as some of their classmates. The competition for scholarships is very great, and since there isn't enough money to go around, much of that scholarship program goes to the upper 2 or 3 percent.

Now, the history of higher education in this country clearly shows that the small liberal arts colleges have for 100 years or more taken in many students who have, I would say, been of limited opportunity. They have been disadvantaged sometimes because of poor high schools, sometimes because of the lack of culture in the family. They aren't the dregs of society. But they are in a way disadvantaged.

It has been shown again and again that these youngsters are being pushed out by constantly rising admission standards, even in publicly supported institutions. I have a great interest in these youngsters, because I agree with Senator Morse, who has said on the Senate floor many times—raised the question on the Senate floor many times: "What are you going to do for the C-plus student?"

The Nation needs the dedication of these students who, as we know from their records, turn out to be the leaders in government and industry, in politics and architecture and the arts. They turn out to be some of America's most distinguished and accomplished citizens.

Now, I want to clear up once and for all an idea that Eisenhower College is going to be a catchall for the dropout, or the flunkee. This is entirely incorrect. We are not interested in students who have no ambition to learn or who, unfortunately, have little ability to learn. We are not taking transfer students, as a matter of fact, so that a dropout from Amherst or Williams wouldn't be able to get into Eisenhower College.

We are, however, through a carefully devised selective system, trying to find youngsters who have high potential and who, with proper teaching, would accomplish a great deal, but who, in many institutions, without this tutorial assistance, would either not be accepted or would be cut off after the first semester.

We believe there is a great social loss in that group.

To get back to your question, Mr. Erlernborn, the disadvantaged—now I speak for the disadvantaged economically and socially—many of the disadvantaged would be in that group. And as we have demonstrated in New York City, if they get special instructional assistance, they can jump a couple of academic years in 1 calendar year.

So we would hope in Eisenhower College to be of special assistance to those people.

I have just two more points to make, Madam Chairman, and then I am finished.

As Dr. Hickman will tell you, this curriculum is limited to many fewer subjects than you commonly find provided even in institutions of comparable size, because we believe that too many specialized and expensive courses that are offered in these institutions can better be offered in graduate schools, and the graduate schools agree with that.