

When Congressman Stratton over a year ago brought up with me this idea of making the Eisenhower College a national monument, an expression of the American people's respect and affection for the man through the Congress of the United States, I was enthusiastic about it.

I did point out to him that I could not have anything to do with it because of my association with General Eisenhower. I just felt that it would be improper for me to push anything of this sort.

Since then, I have come to realize in some discussions with General Eisenhower that this is the time to move, while he is still alive. I was with him yesterday for 15 minutes. The man is intellectually brilliant. He gets sharper by the day. Physically, there is no question about it. His years are—the sands are running out.

I came here today because I hope that the impact of this resolution, should it be passed by the Congress, will be the most touching thing that has happened to him since he left the White House, and the most invigorating. I think it will be far better for him than anything the doctors can do.

There my testimony ends.

Mrs. GREEN. Thank you very much. That is very eloquent, I might say.

I have no questions.

Mr. ERLNBORN. I have no questions.

Mrs. GREEN. Mr. Hickman, do you have anything you would like to add?

Dr. HICKMAN. Madam Chairman, I will try to do as Dr. McGrath did, and scoot around the edges of what the other people have spoken about.

We have tried to develop a college with a curriculum which specializes in breadth rather than specialization. We have found that we could take certain elements that were important in various other institutions, some that were unique, had not been tried in other institutions, and bring them together in a complex which we think develops a strong new liberal-arts package, world oriented, and with a faculty, 18 out of the first 23 having traveled and lived abroad, who are interested in a world approach.

We have a divisional breakdown, not departments. We have done this to try to prevent the empire building referred to by Dr. McGrath.

The faculty are in part on hand at present. We have a good many faculty who have either been departmental chairmen or have had other types of semiadministrative positions and know how to develop curriculum. They are working on that at this point on the campus. Because the curriculum is unique, it is necessary for us to develop new course plans.

The courses have been identified. The descriptions have been written. They are now developing the actual class plans.

Special facilities such as multimedia lecture theaters have been provided. We intend to use the development of basic concepts. We are trying to develop the participation by the student.

In the world studies program, which involves philosophy, literature and so on, we use a disciplinary expert in each of these areas. We have large lectures. We break the students then into small 15-man seminar sections. We do this in order that the student may participate more than he usually does at the freshman or sophomore level.