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EISENHOWER COLLEGE

REV. DOG.

HEARING
BEFORE THE
SPECIAL SUBCOMMITTEE ON EDUCATION
OF THE
COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
NINETIETH CONGRESS

SECOND SESSION

ON

H.J. Res. 800

JOINT RESOLUTION TO PROVIDE FUNDS ON BEHALF OF A
GRATEFUL NATION IN HONOR OF DWIGHT D. EISENHOWER,
THIRTY-FOURTH PRESIDENT OF THE UNITED STATES, TO BE
USED IN SUPPORT OF CONSTRUCTION AND ENDOWMENT OF
EISENHOWER COLLEGE, SENECA FALLS, NEW YORK, AS A
DISTINGUISHED AND PERMANENT MEMORIAL TO HIS LIFE
AND DEEDS

HEARING HELD IN WASHINGTON, D.C., JULY 10, 1968

Printed for the use of the Committee on Education and Labor
CARL D. PERKINS, *Chairman*



U.S. GOVERNMENT PRINTING OFFICE

WASHINGTON : 1968

20-725

06-15442

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(III)

EISENHOWER COLLEGE

WEDNESDAY, JULY 10, 1968

HOUSE OF REPRESENTATIVES,
SPECIAL SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met at 9:25 a.m., pursuant to call, in room 2261, Rayburn House Office Building; Hon. Edith Green (chairman of the subcommittee) presiding.

Present: Representatives Green, Hathaway, Scheuer, Quie, and Erlenborn.

Staff members present: Richard Fay, subcommittee counsel; Phillip Rockefeller, minority counsel; and Rena Boyce, clerk.

Mrs. GREEN. The subcommittee will come to order for the consideration of House Joint Resolution 800 introduced by our colleague, Congressman Stratton, of New York.

(The resolution follows:)

[H.J. Res. 800, 90th Cong., first sess.]

Joint Resolution to provide funds on behalf of a grateful nation in honor of Dwight D. Eisenhower, thirty-fourth President of the United States, to be used in support of construction and endowment of Eisenhower College, Seneca Falls, New York, as a distinguished and permanent memorial to his life and deeds

Whereas Dwight D. Eisenhower has given a long and full lifetime of dedicated and devoted service to his country and to the free world, not only as President of the United States, but also as Supreme Commander of the Allied Expeditionary Force in Europe; and

Whereas President Eisenhower has always shown a deep personal interest in and concern for education, especially while he served as head of one of the Nation's most outstanding institutions of higher education, and as President of the United States; and

Whereas a newly organized and distinctive small liberal arts college in Seneca Falls, New York, scheduled to commence classes in July 1968, has been named Eisenhower College in honor of our beloved former President; and

Whereas President and Mrs. Eisenhower have on many occasions expressed their unremitting support for Eisenhower College because of its dedication to education in intellectual and moral values; and

Whereas this Congress desires to express in a concrete way, and while he is still enjoying his retirement years, the profound gratitude and appreciation of the American people for the many services rendered to the United States by General Eisenhower; and

Whereas this Congress believes that a contribution toward the development of the college which bears his name, Eisenhower College, in Seneca Falls, New York, would be an effective and meaningful living memorial to the former President:

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury shall grant to Eisenhower College of Seneca Falls, New York, the sum of \$2,500,000, on

condition that such funds shall be placed in trust and that the proceeds thereof be used for awarding Eisenhower scholarships to qualified secondary school graduates throughout the United States to assist in defraying tuition and other expenses involved in attending Eisenhower College.

SEC. 2. The Secretary of the Treasury shall also grant to such college the sum of \$2,500,000, on condition that such funds shall be used for the construction, operation, and maintenance of essential educational facilities, particularly those related to the teaching of international affairs, and shall be directed to the completion of the Eisenhower College campus at the earliest possible date.

SEC. 3. There is hereby authorized to be appropriated for the purposes of sections 1 and 2 of this joint resolution the sum of \$5,000,000.

Mrs. GREEN. This resolution would provide \$5 million to Eisenhower College in Seneca Falls, and of this, \$2.5 million, if I understand it correctly, would be put in a trust fund for Eisenhower scholarships.

It would also authorize an additional \$2.5 million to Eisenhower College for the construction and maintenance of facilities.

Congressman Stratton, we are delighted to have you this morning. I think I will let you determine the procedure.

STATEMENT OF HON. SAMUEL S. STRATTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. STRATTON. Thank you. I think it would be helpful if I could present my testimony as a preliminary matter, and Mr. Rosenkrans and the other members of the college are prepared to testify on other information that hasn't been presented to the committee.

First of all, let me express my appreciation for the opportunity to appear here this morning, and for the decision of the subcommittee to hold hearings on this legislation, which would authorize \$5 million in Federal funds for Eisenhower College, half of it to go into a scholarship endowment fund and half into construction purposes.

I would like to give a word of explanation with respect to Eisenhower College. It was conceived in 1962 by a group of public-spirited citizens in Seneca Falls, N.Y.

Seneca Falls is famous in history as not only the birthplace of the Republican Party, which may be a distinction contested by some other locations, but also I think without any contest it is the site of the first Equal Rights Convention for women, which was held under the sponsorship of Elizabeth Cady Stanton, Lucretia Mott and Amelia Bloomer.

Susan B. Anthony doesn't feature in this particular movement, I understand, until somewhat later.

The original idea of creating this college in the Finger Lakes region gathered support and came under the leadership of two individuals, Dr. Scott Skinner, an ophthalmologist in Seneca Falls, and Mr. John Rosenkrans, who was formerly an insurance executive in Seneca Falls, and is now the president of the college.

Subsequently this movement for a new college which would serve individuals who might not otherwise be able to attend college gained support and Dr. Earl McGrath, Commissioner of Education in the Truman administration and long recognized as an outstanding educator, assumed the academic leadership of the movement as chancellor.

Thereafter the group sponsoring the college succeeded in getting the approval of General Eisenhower to lend his name to the college, and in addition the Presbyterian Church in upstate New York indi-

cated its intention to support the new college. A preliminary charter for Eisenhower College was granted in 1966 by the Board of Regents of the University of the State of New York, and as a result of generous loan arrangements from both the State and the Federal Governments, four dormitory buildings have been completed, one administration and academic building has been constructed, and one cafeteria and student community center is in the process of construction. A full faculty, boasting a very large percentage of Ph. D.'s, has been assembled under the leadership of Dr. Warren Hickman, vice president for academic affairs, and some 250 students are scheduled to begin the academic schedule in September of 1968 when the college will open its doors.

I might just add to what is included in the formal statement, Madam Chairman, to point out that the association of General Eisenhower is not strictly the superficial one of the fact that the college bears his name. General Eisenhower has taken a close personal interest in the college since he agreed to allow his name to be associated with the college.

The board of trustees has met occasionally on his farm. He attended the ground-breaking in 1965, and he has followed very closely the development of the college, and Dr. Kevin McCann, who has been closely associated with President Eisenhower many years, is also a member of the board of trustees, and is here this morning, and will testify.

Based largely on the generosity of local businesses and citizens in the Seneca Falls area, generous gifts from friends of President Eisenhower, generous gifts from members of the board of trustees, and the proceeds from several nationally sponsored fund-raising programs the college has received a total of some \$3 million—and, incidentally, another \$3.5 million in loans—if my figures are correct. But, as the members of the subcommittee well know, colleges are expensive things to get started these days, and even this money still has not removed from Eisenhower College the problem of meeting some difficult commitments as it begins its operations in September.

However, the board of trustees has recently reasserted its determination to see that the college remains sound and viable, and I am certain that this will be the case. I am myself a member of the board of trustees, having been so designated, largely, I believe, because of my position as Congressman from the area. And I am as enthusiastic as are the other members of the board with regard to the future of this college.

I have with me this morning to support this legislation not only President Rosenkrans but distinguished members of the faculty: Dr. McGrath, the chancellor; Dr. Kevin McCann, a longtime close associate of President Eisenhower, who is also a member of the board of trustees; and the vice president of the college for financial development. These individuals can give the committee more details with regard to the academic and financial situation at the moment than I can do.

Let me just say that in general the purpose of the college is to provide a basic liberal-arts education with particular emphasis on individuals who may not be as readily able to attend college because of increasing academic requirements as those who are currently being

accepted by our public and private institutions. This does not by any means imply, however, that the college proposes to operate on inadequate academic standards, as the test scores for the class entering in September will indicate. The prospectus of the college also calls for substantial emphasis on international affairs, in line with the interests and services of President Eisenhower, and will seek to train young men and women for service in governmental and international undertakings.

The legislation which I have introduced would make available \$2.5 million to be used toward construction, operation and maintenance of educational facilities, with the particular view that the facilities of Eisenhower College should be completed at the earliest possible date. An additional sum of \$2.5 million would be placed in trust to be used for awarding Eisenhower scholarships to help defray the cost of tuition and other expenses involved for qualified secondary school graduates throughout the United States.

The bill does not specify the way in which these graduates would be selected, but I would assume that some impartial board, working with the college administration, might be established for this purpose.

I recognize, Madam Chairman, that to some extent this legislation is unique. It is the first time, so far as I know, that anyone has proposed making use of a contribution to an institution of higher education as a memorial to a former President of the United States. Most of our memorials to our former Presidents have, as we in Washington are well aware, been creations of brick and mortar; many of them, like the Washington Memorial and the Lincoln Monument and the Jefferson Memorial, are imposing structures, indeed, and have played a great and significant part in our history.

The idea, however, of a so-called living memorial is not entirely unique in honoring our former Presidents, the most impressive example being the John F. Kennedy Center for the Performing Arts, which is now under construction on the shores of the Potomac, supported in part by appropriation of Federal funds.

Incidentally, \$15.5 million in Federal funds are appropriated for this purpose.

I might also point out that the long-delayed difficulties in reaching agreement on a physical memorial to the late President Franklin D. Roosevelt have also revived renewed interest in making that public memorial, supported by the taxpayers' funds, also in the form of a living memorial rather than a matter of brick and mortar.

House Joint Resolution 800 is also unique, I believe, in that it proposes we should honor a former President of the United States while he is still alive, rather than wait until he has passed on. Frankly, I think this is a sensible change. I believe that we should honor our former Presidents while they are still alive to appreciate the honor that is being paid to them and while they still have a chance to smell the roses, so to speak.

Actually, even in this case, my proposal may not be completely unique; because I believe that in the organization and construction of the Roosevelt Library in Hyde Park and the Truman Library in Independence, Mo., some expenditure of public funds has been made to establish these libraries, which to some extent are also memorials, from the Public Treasury during the lifetime of the President in-

volved. So that, while my proposal may be some new departure, I do not think that it is by any means an unacceptable one. I believe that close friends of General Eisenhower would agree with me that it would be more appropriate that this honor be paid to the general while he is still with us.

Finally, there may be some precedent involved in the fact that this legislation would designate a contribution of Federal funds to one particular college. At least, if this is not entirely unique, it does become perhaps somewhat more controversial at a time when all American colleges and particularly those in a private sector are experiencing difficulties in raising funds and are competing vigorously with one another for such funds as are available. I am told that some educators oppose this legislation and for this very reason have felt that any Federal funds that are available, over and above those which are included in our regular higher education legislation, should be made available to all colleges and not just to Eisenhower College.

In all candor, I must say that I feel that this argument is based on a misunderstanding. The real question here, as I see it, is whether the Nation's primary and permanent memorial to a great former President of the United States is to be made in the form of a living memorial to some educational institution or whether it is to be made on a more conventional basis in terms of some monument or other physical structure.

If this resolution is rejected or if this resolution is not reported out favorably, the alternative will be to construct at some appropriate time another memorial, either here in Washington or somewhere else, to the memory of President Eisenhower. It certainly will not be to provide Federal funds for some college other than Eisenhower College.

I happen to believe that a living memorial does make sense, and I happen to believe that a contribution to education makes the most sense of all as a memorial to a distinguished President who did a great deal for education and who throughout his lifetime served for a number of years as President of one of the Nation's great universities.

If this resolution is to be enacted and the designation of assistance to a college is to be recognized as a suitable form of memorial for a President of the United States, or even other distinguished citizens, the net effect will certainly be better for education in general than if this resolution were to be rejected and we were to focus our attention solely on bricks and mortar.

So I think that those who are opposing this resolution, if there are any, on the ground that it only directs its funds to one college rather than all colleges, are in the long run being shortsighted with respect to the future of education.

If a living educational memorial is to be made, then obviously the college which bears Eisenhower's name, and one in which he has taken such a great interest, is the one and logical institution for this kind of assistance.

I believe that others who are here to testify this morning are in a position to indicate that President Eisenhower would be honored by this kind of recognition and that he certainly would feel that a memorial such as is contained in House Joint Resolution 800, if it is approved, should be the one and only memorial approved by Congress in his name.

I hardly believe that I need to dwell on the contributions of President Eisenhower to our Nation, to the free world, and to the unity and commonsense of America. We are all grateful to him for what he has done, and probably no President of the United States in recent memory has ever held or continues to hold such a profound grasp on the affection and the admiration of the American people. I believe that we would do well to recognize our debt of gratitude to President Eisenhower now while he can appreciate our actions, and I urge this committee to give speedy approval to House Joint Resolution 800.

Mrs. GREEN. Thank you very much, Congressman Stratton.

I must say that I agree with you that living memorials make a great deal more sense than slabs of concrete.

Do you believe that if this \$5 million were appropriated by the Congress it would be indeed the only memorial, or do you think that efforts would still be made for other memorials?

Mr. STRATTON. I think this would certainly have to be part of the legislative history of the legislation, as far as the Congress is concerned. And as far as the Federal Government is concerned, this would be the memorial to President Eisenhower.

We couldn't, of course, enjoin others from raising funds on a voluntary basis for some other form of memorial. But, as I say, it is my understanding of those who are close to President Eisenhower that this would be his wish, although obviously he can't come down here and urge this committee to approve funds for a memorial to him.

I think we certainly ought to make it clear in the report and in the legislative history that this would be the only memorial.

Mrs. GREEN. What did you say is the Federal contribution to the Kennedy Center for the Performing Arts?

Mr. STRATTON. My information is that it was \$15.5 million, which was appropriated in Federal funds in 1964, on the 7th of July. It was authorized on January 23, with \$15.5 million authorized for design and construction. Then on July 7th, \$15.5 million was appropriated, to be matched by private gifts, and \$2.1 million appropriated for land acquisition.

Mrs. GREEN. What was the Federal contribution to Hyde Park? Do you have that?

Mr. STRATTON. I haven't been able to track that down, and I am speaking more from general impression with respect to the Roosevelt Library than on the basis of any figures.

However, over the years there has been appropriated a fairly substantial amount of money for the development of the Roosevelt Memorial, some \$285,000 for the work of the Memorial Commission, until recently headed by our former colleague from New York, Mr. Kehoe, starting in August 1955 and going down to \$80,000 appropriated in the 89th Congress on the 31st of May.

In that connection, I might also point out, Madam Chairman, that \$1.89 million was appropriated for the Kennedy gravesite in Arlington, that some \$750,000-\$725,000—was appropriated by Congress for the completion of the Washington Monument, that \$3.375 million was appropriated for the construction of the Jefferson Memorial, that \$5,000 was appropriated for a suitable monument at Jefferson's grave at Monticello, that \$2 million was appropriated for the Lincoln Memorial, not including an additional \$75,000 for certain improvements to the reflecting pool.

\$15,000 was appropriated for a statue for Lincoln, \$31,000 to buy the Peterson House in Washington where he died, another \$3,800 to repair it, some \$250,000 appropriated for the Mount Rushmore National Memorial honoring Presidents Washington, Jefferson, Lincoln, and Theodore Roosevelt, and some \$40,000 was appropriated for the Theodore Roosevelt National Memorial in North Dakota, and another \$35,000 for a monument there.

The National Park Service, of course, also maintains at public expense the Theodore Roosevelt Island on the Potomac as a public park, to which a monument has recently been added. \$250,000 was appropriated for the Grant Memorial in New York City and \$7,500 was appropriated in 1882 as a memorial to the late President Garfield in this city. These figures are all from the Library of Congress. There was the marker placed in the front of the National Archives Building as a memorial to Franklin Roosevelt, whose cost has not been obtained.

Mrs. GREEN. We know both college construction and operating costs are increasing.

If Congress were to make this investment of \$5 million, do you see this as the only Federal contribution, or do you see this as the first of many continuing contributions?

Mr. STRATTON. As I have already indicated, the college has already benefited from one or two loans from the Federal Government for academic facilities under the provisions of the Higher Education Act of 1965.

I would assume that the college would request and probably qualify for other help under the general higher education statutes approved by Congress and to be approved in the future. But I would certainly not visualize any additional funds coming from Congress in the future.

I don't suppose we could bind a future Congress, but I think that this particular action would and should represent the memorial, and from then on the college ought to be on its own.

Mrs. GREEN. Congressman Erlenborn, do you have any questions?

Mr. ERLBORN. I have no questions.

Mrs. GREEN. Congressman Hathaway?

Mr. HATHAWAY. What was the total construction cost?

Mr. STRATTON. Well, the college is in the process of being built. I would—I am not sure that I can give you the total cost to date. We have as I have said, collected in terms of gifts and loans something on the order of almost \$7 million, and a good share of that has been invested in the construction costs.

I think President Rosenkrans can probably give you those figures more accurately than I can.

Mr. HATHAWAY. Let me ask you one more question.

I am in agreement with you that we should be constructing living memorials, but shouldn't we screen several alternatives before we make the decision that this is to be the living memorial to President Eisenhower?

Mr. STRATTAN. First of all, this is a specific piece of legislation, which was referred properly to this committee and to this subcommittee.

If we were going to get in the business of looking at memorials, this would probably have to be somebody else's responsibility. I am not

sure that it would even be Congress's responsibility unless some legislation were put before us to that effect.

Secondly, the experience of the Roosevelt Memorial, I think, is rather illustrative of the difficulties that you can get into. President Roosevelt died 25 years ago, and yet we still haven't reached any agreement on how we should memorialize him.

The Kennedy Center for the Performing Arts was presented to Congress as an idea. Congress didn't shop around for other memorials. We accepted it as the memorial to President Kennedy, and I have made this proposal to this Congress as a suitable memorial to President Eisenhower.

You may think it is perhaps odd that I should be the one to make the suggestion with regard to memorializing a great Republican President, but I think, as others are prepared to testify this morning, it will indicate that this is the wish of those close to President Eisenhower. And I think it is something that is shared insofar as the recipient of this kind of honor can be said to share this kind of idea, by the former President himself.

I think we have to act on specific proposals rather than undertake a quest for something we know not what.

Mr. HATHAWAY. Thank you.

Mrs. GREEN. Thank you very, very much, Congressman Stratton. You are a very persuasive spokesman for this particular cause.

Mr. STRATTON. Thank you very much, Madam Chairman.

Mrs. GREEN. President Rosenkrans? We are delighted to have you come before the committee this morning. We would like to have your views, and I am sure we do have additional questions.

STATEMENT OF JOHN ROSENKRANS, EISENHOWER COLLEGE, SENECA FALLS, N.Y.

Mr. ROSENKRANS. Thank you, Madam Chairman and members of the committee.

It is my great privilege to serve as President of Eisenhower College, as well as to represent the trustees, the faculty and administration in this hearing on the resolution under consideration, which will provide in most fitting manner enduring honor to General Eisenhower by underwriting the accelerated advancement of the college which bears his name.

The organizing committee and the successor trustees have acted in the belief that the finest way to offer permanent recall of the great contributions to humanity of this distinguished citizen-soldier is to build in his name a small college of distinction, the general attributes of which he has so often spoken with conviction and admiration. Recognizing that much is yet to be accomplished, we believe that we have in being just such a college, situated in Seneca Falls, N.Y., on a wonderful 265-acre campus bordering Cayuga Lake.

When he joined in the college groundbreaking on September 21, 1965, General Eisenhower, as part of more extensive remarks said:

I came here only to tell you something of the pride I feel in the action of certain dedicated men, and many others who agreed with them, in establishing a most needed college, in the United States and in this particular region, and that they found fit to give my name to that institution.

The liberal-arts college, in my opinion, is the key to the understanding and the exercise of real citizenship.

I believe that the liberal college should seek its natural habitat in the rural areas.

This is an honor that will be prized by me every day of my life, for I can think of no greater monument to any man than a college bearing his name; an institution which will be a vital, vigorous champion of freedom through proper education.

It is particularly appropriate that a college should be named for General Eisenhower. Following V-E Day he expressed the thought that he would enjoy serving in a small college following his retirement from the Army. History provided otherwise, but his sentiments were and still are sympathetic to the cause and to the value of the small college.

It would have been easier to start the college in temporary quarters, but it was our judgment, out of respect for the general, that we should open the college only with new and properly designed facilities. Further, it was our judgment to move ahead before total financing was secured. It was our wish to realize the college as soon as possible, so that he might enjoy the sense of accomplishment during his lifetime. This is underway.

We also know from his communications how much each step of progress has meant to him. Because of his great interest in youth, we also know how much he has anticipated the arrival of the first students, for he has planned all along to greet them personally early this fall.

With five completed buildings and a sixth started 1 month ago, we are ready to receive our first class of freshmen on September 1, 1968. The college faculty has been appointed, and as of yesterday 203 students have completed preregistration for the charter freshman class. Uniformly, they express delight in being pioneers at Eisenhower College. At the current rate of acceptance, we expect that our first class will exceed 250 students.

Fortunately for me, I have been a part of the college organization since the "idea" was conceived by my fellow townsman, physician Dr. Scott W. Skinner, who then joined with me in obtaining General Eisenhower's acceptance of the proposal to give his name to the college. I can attest to the sincerity and generosity of the citizens of Seneca Falls and the Finger Lakes region in creating the college to fill higher educational needs, as well as to pay tribute to General Eisenhower.

Dr. Earl J. McGrath, chancellor of the college, and three others of my administrative colleagues, Messrs. Coffee, Hickman and Mayer, join me here today to make known to you the current status and future prospects of Eisenhower College. The distinctive qualities of the college program, as well as the belief in its need and feasibility, are much the result of Dr. McGrath's early counseling with the organizing committee. Based on Dr. McGrath's proposals, the college was awarded the first charter in 30 years to a coeducational, liberal-arts college by the Board of Regents of the University of the State of New York.

Recognized candidate status has been granted by the Middle States Association of Colleges and Secondary Schools. This, again, is much the result of Dr. McGrath's educational program.

Our association with Dr. McGrath was inspiring, for his commitment to strengthening of the liberal arts was most persuasive and

supported so convincingly the beliefs of the organizers. More than that, he argued for a faculty devoted to teaching undergraduates. His championing of the small college has been fulfilled at Eisenhower.

The curriculum developed since by Dr. Warren L. Hickman, vice president for academic affairs, draws strongly on Dr. McGrath's recommendations that every undergraduate student should be required to take interdisciplinary courses in world studies to give him or her understanding of world literature, philosophy, economics, political science, history, art and music and, basic to all, an understanding of the differences and similarities in the great cultures of the world. Because it is timely and because we believe in it, we will be completely international in our approach to the liberal arts tradition.

Contrary to popular opinion that there is a shortage of able college faculty, committed to teaching as first priority, Dr. Hickman has enlisted a complete first-year staff. Their academic credentials were earned and their extensive experience gained at some of the most prestigious colleges and universities in the world, yet they join Eisenhower College eagerly for the opportunity to share in creating a new program which recognizes the essential teaching role of faculty in an undergraduate college. In extension, I attach to this statement a copy of our faculty directory and a copy of our bulletin, which is description of our undergraduate program.

I also attach a copy of a recent presentation made to the Xerox Corp. In it and in similar proposals to other corporations and foundations is our statement of belief and commitment regarding the involvement of disadvantaged youth in Eisenhower College right from the start. We recognize the unusual circumstances which permit us to assume our share of this national responsibility, and we have high hopes that we will obtain adequate funding for this program in time to make offers of admission to promising students already identified.

Mrs. Green and gentlemen, the reality of our situation is that we have not yet acquired sufficient assets to assure potential large donors of the viability of the college. Over 10,000 gifts and grants have been made since 1964. They total \$3,124,138, yet the largest gift is \$100,000.

Early in our efforts we had expectations of one or more million dollar gifts, which have not been realized. We still have hopes of such substantial gifts, but the lack of any of them inhibits the first one from being offered. It has been necessary to implement other means of attracting numerous small gifts. In that regard we have been successful, but the thrust of Eisenhower College can become forceful only if we win major financial commitments now.

In that context, the legislation under consideration would provide meaningful and convincing testimony to all observers that the college was assured of adequate financing to proceed with its essential additional construction and to initiate the Eisenhower scholarship program, which will do so much to bring deserving students to the college. The public attention given to both announcements will surely broaden popular understanding of the character and purpose of the college, thereby drawing other students to the college as well as inspiring confidence in prospective donors that their generosity will be significant in a cause with stability and assurance of long-term success.

You can see that we have made substantial progress in financing a college without a typical alumni constituency or a large business and

industrial community capable of major underwriting. We are ready to fulfill the promise of this new institution, and we have faith that the prospects for the future—with continued effort by everyone involved—are favorable.

The enclosed report on current admissions is in many ways a success story. To achieve as much as we have in our first year, overcoming all of the difficulties in making the college known to graduating seniors who are impressed with the traditional colleges, is in itself a fine commentary on the program we have offered. To do this in a year when the number of 18-year-olds was at its lowest in recent years permits me to claim this as a success story.

We are hardly alone among colleges in the country with empty seats expected in the coming academic year. However, with a growing pool of college applicants next year and the years ahead due to a growing birth rate and with a growing percentage of our college-age youth who will seek a college education, we plan our program for future years with confidence. Already over 700 have indicated a desire to attend Eisenhower College in September 1969. For many reasons I expect that we will have at least 2,000 qualified applicants for admission next year from which to select our class of 400. Similarly, we will be able to add able faculty as we need them from the growing number who have sought appointment.

The financial projection attached, covering the next 8 academic years, offers hope, with increasing gift success, of balancing our operational budget and permitting the excess to be used to help complete our projected campus for 1,500 students.

It will be some years before that date arrives, but we have surmounted all of the other major obstacles and feel, on the eve of opening, that the investment in higher educational opportunity offered by House Joint Resolution 800 will rebound to the benefit of a large number of students over the years while insuring the character and permanence of this national tribute to Dwight David Eisenhower.

I am grateful for your indulgence and for your consideration.

Mrs. GREEN. Thank you very much, President Rosenkrans.

The total investment at this time is \$5 million?

Mr. ROSENKRANS. As of the present, it is \$4.7 million in the plant, but we have under construction, started a month ago, another \$2.2 million. So, actually, it is roughly \$7 million, either completed in plant investment or underway.

Mrs. GREEN. What do you estimate your total investment will be in the next 10 years?

Mr. ROSENKRANS. In buildings and equipment, roughly \$20 million.

Mrs. GREEN. And you will serve how many students?

Mr. ROSENKRANS. 1,500. These are projections.

Mrs. GREEN. Within 10 years?

Mr. ROSENKRANS. Yes.

Mrs. GREEN. Do you think that \$20 million is a realistic figure?

Mr. ROSENKRANS. We hope so. That would depend upon the economy and inflation, and so forth, but we are hoping it would be. That is our projection at the moment.

Mrs. GREEN. Where do you expect the rest of the money to come from?

Mr. ROSENKRANS. From gifts, yes. Possibly from State construction funds through the dormitory authority, and private funds.

Mrs. GREEN. Do you have any endowment at all?

Mr. ROSENKRANS. Essentially, no. I think we have perhaps \$15,000 or \$16,000, roughly—that is all we have in endowment funds.

Mrs. GREEN. I notice you have funds from HEW and HUD.

Have you received accreditation?

Mr. ROSENKRANS. We have the accreditation status, which is the most advanced status we can receive until we graduate one class.

Mrs. GREEN. How did you receive that, on the basis that other colleges would receive your credits?

Mr. ROSENKRANS. That was part of it. We made application to the Middle States Association, and it was through their examination and their visitations that we were able to receive that status, which is the most advanced possible until we have graduated at least one class.

Mrs. GREEN. I think that one of the primary concerns to the Members of Congress would be some assurance that there is going to be a way to finance the college. I think they would be very reluctant to invest \$5 million unless they had the assurance there were funds available from other sources for future costs.

Do you see this \$5 million as the only special contribution the Congress would make? I am not talking about the eligibility of Eisenhower College to participate in other Federal programs for higher education, but do you see this \$5 million as the only special contribution Congress would be called upon to make? Or do you see this as the first of many continuing contributions?

Mr. ROSENKRANS. No, I would see this as the only contribution that they would be asked to make.

Mrs. GREEN. My concern stems from the realization of the spiraling costs. Twenty million dollars is not much in the way of an investment in a college. And I would be concerned that if Eisenhower College got into financial difficulty, the Congress, once having made an investment of \$5 million, would be pressured not to let a memorial to a great President die, and would be asked to help the college survive. I think that would be of concern to the Members.

Mr. ROSENKRANS. I appreciate your position. I think with the enrollment, the faculty, and the construction that is already underway with these funds, that it would assure the college going forward and would give it the necessary basic financing to go forward, particularly during these initial 2 or 3 years, which are going to be more difficult because of a limited enrollment.

Our efficiency, as you can appreciate, would be much less during the first few years when we only have the college partially filled with freshmen, and adding a sophomore class and a class a year for the first 2 or 3 years. They are difficult years.

Mrs. GREEN. How many members do you have on your faculty?

Mr. ROSENKRANS. We have 23.

Mrs. GREEN. And you want to open in September of this year?

Mr. ROSENKRANS. Yes, September of this year.

Mrs. GREEN. And you will have 23 on the faculty at that time?

Mr. ROSENKRANS. Yes; they have already been enlisted, and some of them are on the scene now working on curriculum development.

Mrs. GREEN. Of the 23, how many have Ph. D.'s?

Mr. ROSENKRANS. I believe 17.

Mrs. GREEN. You are offering work in what areas?

Mr. ROSENKRANS. We are working in three divisions, the division of humanities, social sciences, and natural and physical sciences.

Dr. McGrath and Dr. Hickman are both here, too, and would be happy to speak to any of the questions on the academic program in detail.

Mrs. GREEN. Thank you.

Do you have questions, Congressman Quie?

Mr. QUIE. One question, which may have been covered before I came in.

How did it happen that the college chose the name "Eisenhower College" and became connected with the President?

Mr. ROSENKRANS. Well, the man who had the original idea for the college is a physician, an ophthalmologist, Scott Skinner. He thought that this would be a proper and suitable way of honoring General Eisenhower, a great American who served the country with distinction in many areas. That was really his original thought on it. And we worked for several years on the feasibility of the college, working with Dr. McGrath.

Before General Eisenhower agreed to this, he examined it closely, as did his brother and his people, as to what the program was designed to be, before he would agree to have his name used in connection with the college.

Mr. QUIE. Did you anticipate at that time, or did the people involved in originating the college anticipate at that time that it would be desirable or necessary to come to the Congress for assistance in its construction?

Mr. ROSENKRANS. No; back in early 1962 that wasn't a point of consideration at that time.

Mr. QUIE. What if some other college chose to use the name of General Eisenhower? Do you think that they would have the same right to come in for \$5 million?

Mr. ROSENKRANS. I would doubt it, because they would not have obtained the name with his permission. We have in writing from him, and we have applied for a trademark for the name. It hasn't been granted yet, but we do have a letter on file with the Government, with the Patent Office, to indicate that this would be the only educational institution beyond the secondary level that would be named in honor of Dwight David Eisenhower.

Mr. QUIE. So then you are protected against anyone else?

Mr. ROSENKRANS. I don't know all the legalities of it. I am not so sure we are that solid. I know that as far as the general is concerned, we are protected, and we have it in writing from him.

I am not so sure, if you got into a court case—it hasn't come about yet, and it couldn't come about with his permission. It hasn't come about in the 6 years we have been working on it.

Mr. QUIE. From what has happened in the past, has there been any similar grant of money to a university bearing the name of a President?

Mr. ROSENKRANS. Congressman Stratton went through some of the appropriations for programs in memory of Presidents of the United States. I am not sure any of it went directly to a college.

Mr. QUIE. I know we couldn't get that monument built out here for George Washington for a long time.

Mr. ROSENKRANS. He mentioned many monuments, and the Kennedy Center for the Performing Arts.

Possibly, money may have gone to Washington College. I am not sure of that. That would be way back in history, if that was the case.

I don't know of anything in recent years.

Mr. QUIE. Back when George Washington University was called Columbia University, there may have been money, which I seem to recollect. That is the only thing I remember.

I have no additional questions.

Mrs. GREEN. Congressman Hathaway.

Mr. HATHAWAY. Is this your catalog I have here, the college bulletin?

Mr. ROSENKRANS. Yes, for the coming year.

Mr. HATHAWAY. What do you have in the philosophy programs? There is no breakdown of various courses. Is that right?

Mr. ROSENKRANS. Not in this bulletin, but Dr. Hickman would be pleased to speak on any course descriptions, and could do that better than I could.

We have a regular catalog that is in process with the printers now.

Mr. HATHAWAY. Would you make that available to the subcommittee when it is available?

Mr. ROSENKRANS. Yes, we would be happy to.

Mr. HATHAWAY. As a result of your efforts to get the \$5 million, do you have any pledges from other people that if you are successful they will match it in any way?

Mr. ROSENKRANS. Not formalized in writing, no. That is—we have verbal indications from people that with this kind of financial stability that substantial additional private funds will come forward, but we have nothing like that which we could present in writing to the committee.

Mr. HATHAWAY. Are you making an effort along that line?

Mr. ROSENKRANS. Oh, yes. We have an on-going development program.

Mr. HATHAWAY. I notice Bob Hope's picture was in the ground breaking—he is a fairly wealthy individual. Is he making contributions?

Mr. ROSENKRANS. Yes, he has. And we are hoping that this will continue.

Mr. HATHAWAY. How did he happen to make a contribution?

Mr. ROSENKRANS. He did so on his own volition. He attended the groundbreaking with General Eisenhower and other people, and also as cochairman of the committee, along with Secretary Robert Anderson, to help raise some funds. As a result, he has given on two occasions his own money to the college, and we are hoping that others will follow.

Mr. HATHAWAY. What interest did he have? Did he do it on his own, or—

Mr. ROSENKRANS. He was contacted and was asked to attend the groundbreaking, and did so out of his respect and friendship for General Eisenhower.

Mr. HATHAWAY. Thank you very much.

Mrs. GREEN. Congressman Erlenborn.

Mr. ERLBORN. I notice a program to involve the disadvantaged student at Eisenhower College. Is the college organized in any way to render special services to the disadvantaged? Is it designed particularly for the disadvantaged student, or is it just a general liberal arts college?

Mr. ROSENKRANS. That is correct, and we would hope to be able, as funds become available, to have as many of the disadvantaged attend the college as possible, but so far as any special physical facilities or anything of that sort is concerned, no. But we would have—as Congressman Stratton is indicating, if we had this scholarship program available, much of that could go to disadvantaged students, and to provide tutorial help for these students to bring them along and make it possible for them to do the college-level work.

Mr. ERLBORN. Have you collected any funds for this scholarship program?

Mr. ROSENKRANS. Yes, we do have some funds. We have received some funds from foundations that would help with a few people, but not for the numbers that we would be able to reach.

Mrs. GREEN. Congressman Scheuer?

Mr. SCHEUER. No questions.

Mr. QUIE. Could I ask one other question?

Mrs. GREEN. Yes.

Mr. QUIE. What will be the tuition, fees, and so forth charged to the students?

Mr. ROSENKRANS. For the entering class, the tuition and fees are \$1,800; room and board is \$1,200. And they are guaranteed for the 4 years needed to obtain a degree, so that they won't be increased during those years.

Mrs. GREEN. I thought I saw \$1,000 per year tuition.

Mr. ROSENKRANS. It should have shown \$1,800. It is tuition and fees that are \$1,800. That might have been for one semester.

Mr. QUIE. Fall, \$1,000; spring, \$800. And that would be \$1,800?

Mr. ROSENKRANS. The \$1,000 would be the tuition for the fall semester and the January project, and then \$800 for the spring semester.

Mrs. GREEN. Do you have 250 students who have indicated they are going to attend?

Mr. ROSENKRANS. As of yesterday, we have 203, and based on the number of applications that are in process, we expect we will open with about 250 in September.

Mr. ERLBORN. Could I ask one further question?

Mrs. GREEN. Yes.

Mr. ERLBORN. How many disadvantaged students have you enrolled in your first class?

Mr. ROSENKRANS. I believe, as of now, about four or five are all that we have.

Mr. ERLBORN. Are they drawn from the immediate area?

Mr. ROSENKRANS. Well, by the "immediate area," I would say New York City, Washington, South Carolina. "No" would be the answer to that.

Mr. ERLBORN. Would all of the students be living on campus, or would you have day students as well?

Mr. ROSENKRANS. Well, of the 203 that are coming now, all but five will be resident students. It is a residential college.

Mr. ERLNBORN. Thank you.

Mrs. GREEN. Thank you very much.

Mr. ROSENKRANS. Would you care to see just quickly some photographs of the buildings?

Mr. STRATTON. I might say, Madam Chairman, that these buildings are the most attractive ones I have ever seen. And if the students saw the college, they would sign up right away. They are very modern buildings.

The landscaping isn't in. The dormitories are really very unusual.

Mr. QUIE. Is it on a hill?

Mr. STRATTON. No, it is kind of flat.

Mr. ROSENKRANS. We have some lake frontage. It adjoins the lake.

Mrs. GREEN. I have never been aware of Seneca Falls other than the Women's Party having met there. I was unaware of the other—or refused to accept it.

Mr. ROSENKRANS. It is the undisputed home of women's suffrage.

Mr. ERLNBORN. Are you speaking of the claim that this was the birthplace of the Republican Party?

Mrs. GREEN. That is what I was referring to.

Mr. STRATTON. The city of Waterloo was designated as the birthplace of Memorial Day, and I think that Seneca Falls, perhaps in self-defense, claimed itself as the birthplace of the Republican Party. But I don't think that was well documented.

Mrs. GREEN. This business of Waterloo bothers me, if we make a \$5 million initial investment. [Laughter.]

Mr. Coffey, do you have things that you would like to add to this?

STATEMENT OF JOSEPH COFFEY, VICE PRESIDENT OF FINANCIAL DEVELOPMENT, EISENHOWER COLLEGE, SENECA FALLS, N.Y.

Mr. COFFEY. Briefly, Madam Chairman.

Mrs. GREEN. Mr. Coffey is financial vice president.

We welcome you.

Mr. COFFEY. In simple terms, that means fundraising. You are all subject to appeals from your colleges and universities, and you know it has to be a persistent practice. But in our case we don't have a guaranteed constituency from which to appeal for our funds.

But I am very hopeful, because of the 10,000 or so contributors we have already acquired, that this group will grow.

But you asked earlier, Madam Chairman, as to our prospects for financing the college in the future, and it would seem to me that favorable action on this resolution would assist the college greatly in having clear identification of Eisenhower College as the only memorial for General Eisenhower, so that in the years ahead, the long years ahead, the philanthropic action of individuals would be encouraged to give to this college by this action.

We have seen in many, many cases already that the inquiries we have had about preparation of wills, the simple action of a little lady the other day, a 94-year-old lady, in designating that a savings account should be turned over to the college. She no longer needed it.

We believe that we are acquiring the interest at the moment of great numbers of people in the college, and in the quality of the program.

Hopefully, much of that interest will be translated into gifts and bequests as time goes along. Certainly that is part of our function, to try to cultivate that kind of belief and confidence.

With regard to the question about the disadvantaged, if we are thinking only of black students with the label of "disadvantaged," I would say we have five or six now committed. However, the funds we have appropriated for scholarships would have covered some white disadvantaged students as well.

I would say the proposal we are making there is principally addressed to the assistance that can be given to black disadvantaged students, although we don't intend to limit it as such. But I can tell you that Shell Oil Foundation, New York Foundation, and others that we have discussed this proposal with—unfortunately it comes late in their year period of allocation for us to acquire funds for the coming academic year.

But these foundations have indicated a very substantial interest in assisting us to go forward with this in the following year. We are hopeful that the Xerox Corp., because of their great commitment in this area, will supply funds for us so that we may underwrite scholarship assistance for disadvantaged students in the coming class.

The principal point here is that we have identified already 30 black disadvantaged students who would qualify with the proper kind of precollege counseling this summer, probably an intensive 2-week period prior to college. Those have been identified for us by young graduate black students, university students, who are anxious to work with us, because they think we do have a chance of working with the disadvantaged in a small student body, in a concept that we call "relatedness," which is described there.

There is no magic in percentages, but we are talking in terms of 10 percent of this first class that would be black disadvantaged student.

Those are the only two points that I have at the moment, Madam Chairman, but I would say that the prospects for fund-raising in the future are unpredictable, even as they are at Harvard.

However, we have great hopes that the interest we have will mature into bequests and gifts as the years go along. There is enough we have had already that encourages us to think that this will multiply in substantial fashion.

Mrs. GREEN. Mr. Erlenborn?

Mr. ERLBORN. I have no questions.

Mrs. GREEN. May we hear from Dr. McGrath, the friend of many of us on this committee?

Welcome back. We haven't seen you in quite a while.

Mr. McGrath is the chancellor of the Eisenhower College.

STATEMENT OF DR. EARL McGRATH, CHANCELLOR, EISENHOWER COLLEGE, SENECA FALLS, N.Y.

Dr. McGRATH. Madam Chairman, I will try to work my remarks around what has already been said and what I expect others will say so as not to overlap with other people.

First, I would like to make the general statement that this country needs many more colleges, in spite of the fact that we have some 2,500. They are not entirely equipped to handle the coming enrollments.

Moreover, this is a personal prejudice, Madam Chairman. I think we need many more small colleges, and by this I mean under 2,000, because I believe they have special functions to perform, and they do things that the larger institutions can not do. These smaller institutions can perform special teaching functions.

Thirdly, Madam Chairman, I would like to say that the foundations and the Health, Education, and Welfare Department are particularly interested in innovations. They feel that the going programs of higher education in the country will not be adequate to suit all the needs or fill all the needs of the coming decades. They feel that innovations in operation and management, and efficiency in curriculum, all these things will have to occur if we are going to support this enterprise of higher education. And this institution I consider to be an innovative institution.

May I add just one other thing, Madam Chairman? Nothing I could say would add any acclaim to General Eisenhower, and his illustrious career, especially in the military. But I would like to point out something that I think no one else would refer to today, and that is 1968 is the 10th anniversary of the enactment of NDEA, which, as you and I know, was the first activity on the part of the Federal Government to give large support to higher education, and not overlooking the Land-Grant Act of 1862.

But while I was Commissioner, we were constantly trying to get the Government to make larger appropriations for higher education. This was accomplished in 1958, under General Eisenhower's administration, and I am reliably informed that there is activity underway to symbolize and signalize this event by some public occasion in the coming months.

This is a personal opinion, Madam Chairman. I would like to suggest that there could be no more fitting way for the Government of the United States to signalize the enactment of the NDEA legislation, and to signalize General Eisenhower's contribution to that legislation than by making this appropriation to Eisenhower College.

My primary interest in this institution, as you would expect, is largely educational. It was on that basis that I got interested in the college in the first place, and that has been my continuing interest.

I would like to point out, therefore, Madam Chairman, that I think the Government support of this institution might contribute to higher education in general in the United States, in addition to making a contribution to Eisenhower College, by establishing certain practices that might be imitated in other institutions.

As my colleagues have pointed out, this is going to be essentially a teaching institution. We are not going to prevent faculty members from doing research, but we feel sometimes research overshadows the teaching function. Dr. Hickman has listed 23 faculty members who are dedicated to the idea that the first responsibility of college teachers, at least, ought to be to undergraduate students, and in this case to undergraduate students in the liberal arts disciplines rather than in the professional schools.

I would like to speak to the question of the disadvantaged.

Mr. Erlenborn, among the disadvantaged, I include not only those who, because of race or other ethnic or social circumstances lack

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. Erlenborn, 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.

If you connect this up with the fiscal projections, then you will see why we expect in the matter of a few years the current operating expense budget will be carried pretty much from the income from students, because we will not have these very expensive classes with three or four students in the highly specialized advanced branches of the subject, and this will not impair the students' education at all. It will enhance it.

We will supplement these programs with interdisciplinary studies, which involve such things as sociology and economics and international affairs, so that the youngsters will come out of this institution not as specialists in physics or chemistry or history, or what not, but will come out as broadly educated citizens capable of taking their place in this very complex and difficult world in which we live.

Lastly, that leads me to the point which I think Dr. Hickman will also be glad to elaborate on.

We think every college has a responsibility to introduce the student to the main national issues and conditions today, and so we have a special program, not for those who are going into international affairs, but a special program for all students, introducing them to the world at large, the other cultures, the political problems in the Middle East and other sections of the world, and so on.

In conclusion, Madam Chairman, I would like to say that I believe this college deserves support not only because of the very distinguished name which it bears, but also because it is a distinctive institution and can make a distinctive contribution to higher education at large in the United States.

I know how tight the Federal budget is, but it seems to me that an appropriation of \$5 million is small in terms of the enormous contributions which the general has made to this Nation, and it is a small appropriation in consideration of all the money we spend on getting to the moon and on other activities which I consider have a lesser priority than higher education in America.

I believe that this investment on the part of the Congress would be a very profitable investment and would return large dividends in terms of educational practice in the United States and in improvement of the education of our young people.

Thank you very much.

Mrs. GREEN. Thank you, Dr. McGrath.

In your first class, are you admitting only freshmen?

Dr. McGRATH. Yes, that is so.

Mrs. GREEN. Then you will have a first-year and then a second-year—

Dr. McGRATH. Yes. The principal reason for that was economic, because if we admitted, let's say, juniors and seniors, then we might have three students in an advanced course in physics, and this would be highly expensive. We would have to cover the whole curriculum in 1 year with only 250 or 300 students, so we decided we would take freshmen and next year take another class and move up until we had four full classes.

Mrs. GREEN. You were making a point that you would not admit transfer students. Were you making the point with respect to not accepting dropouts of low academic ability?

Dr. McGRATH. That is up to the faculty, but I would hope we would not take transfer students until at least the third year, until we have

our curriculum established and our relations with other institutions established.

Mrs. GREEN. This would provide \$2½ million for scholarships. Have you made plans for scholarships? Do you have any money allocated for this fall?

Dr. McGRATH. Yes, \$40,000.

Mrs. GREEN. What is the maximum per student?

Dr. McGRATH. It would vary with need. Conceivably, we would give him anywhere from \$100 to \$1,000, and the very greatly disadvantaged, of course, would have to have nearly all the money they need to get in.

Mr. Coffey says that in extreme cases, combining the loans and the scholarships, it could go as high as \$2,500, which would, of course, cover the major expenses of the student for a whole year.

Mrs. GREEN. You are talking about the EOG and the NDEA loans. I am talking about the \$2½ million trust that you want for scholarships. You have not set a maximum figure on that?

Dr. McGRATH. Not on the \$2½ million, no.

Mrs. GREEN. And you haven't set a maximum amount on the scholarship to the student?

Dr. McGRATH. I think in theory we would give the student the entire amount he needed to stay in the college, if his case is meritorious.

Mrs. GREEN. But you are saying you would give the total amount from all sources?

Dr. McGRATH. Yes, and there would also be a work plan in which, as you know, in most institutions, 30 or 40 percent of the students gain some of their tuition, fees, and other expenses by working in the college year.

We will have opportunities for that, too, in the fall.

I think I can answer your question rather flatfootedly, Madam Chairman, that with the intense competition that now exists in colleges for students, we can say that we do not have in prospect enough scholarship assistance to get our fair share of the very able and underprivileged.

Mrs. GREEN. Your scholarships are based on need. They are a misnomer. They are economic opportunity grants. And that is what you want the \$2½ million for.

Dr. McGRATH. That is correct. That would be intermingled with the other \$2½ million we get.

Mrs. GREEN. Congressman Erlenborn.

Mr. ERLNBORN. On the financial projections you made reference to the fact that by 1970 you expect to reach the break-even point on expenses, and show what you might call a profit, although I realize there is debt service that has not been figured in your chart.

Isn't this unusual?

Dr. McGRATH. It is.

Mr. ERLNBORN. Isn't it unusual to expect a college to operate from student fees? Don't most colleges find it necessary to have rather large endowments to be able to offer an educational program?

Dr. McGRATH. That is true, sir. In fact, until very recent years it has been assumed that an institution without substantial endowments couldn't be a really good institution. But this, I think, is changing, Mr. Erlenborn.

This is only a personal conviction, but with the exception of such places as Harvard and Yale and Princeton and places with generations

of alumni and already large endowment funds, it is my conviction that more and more private institutions are going to have to solicit for current expenditures, and not for endowment funds, for the reason that, even if you get a 5-percent return on \$1 million, you only have \$50,000, and that is about three salaries.

So I am not suggesting that institutions will not be trying to get endowment funds and will be unwilling to accept them. Quite the contrary. I am suggesting that our economy being what it is and the demands being so great by so many institutions, that I think they must turn their attention to the annual giving program. And I am a trustee of three institutions where this, in fact, is what we are doing. We are trying to get people to sign up for a specified amount indefinitely.

The idea is that this would be a substitute for the income from endowment.

I don't believe—I can't speak for the board of trustees of Eisenhower College, and I shouldn't, but I ought to say, Mr. Erlenborn, that I can't believe that Eisenhower College could raise \$25- or \$30 million in endowments in the next 10 years unless something very unusual happened, as happened at McAllister College, where they received \$25 or \$30 million in one chunk. I can't believe this is going to happen in many places.

I believe we have to solicit for our funds year by year.

MR. ERLBORN. Do you anticipate that you will be doing this at Eisenhower College?

DR. McGRATH. I surely do.

MR. ERLBORN. So that the indications here are that you would make a go of it on student fees alone. This is not a true picture. You will need additional help over the long term.

DR. McGRATH. There are many other things, you see, Mr. Erlenborn. The instructional costs usually run between 50 and 60 percent of the current operating expenses. That is for teachers and library, and so on. But there are many other expenses in the institution, not capital expenses, but other kinds of expenses, which will also have to be covered.

We will need outside funds to do that.

I would hope that through the maintenance of a selective curriculum and a high student-faculty ratio, I would hope 20 to 1—20 students for each full-time faculty member—and that the income from student fees of all kinds would, within 5 years, carry the current operating budget.

Now, this assumes that we won't have an uncontrolled inflation, or a severe depression in which we lose students, as we did in 1933. But assuming a moderately normal economic condition, I would hope, and I believe, that that will be the case.

MR. ERLBORN. Is there any existing institution that can serve as a model for what you hope will happen, or will you be unique if you are able to achieve this?

DR. McGRATH. Well, there is one that got into a little trouble, and I hesitate to associate our name with it, out in Iowa. But this institution more than covered the current operating expenses out of tuition and fees. I say we don't want to be compared with this institution because that institution did take a very substantial percentage of its entering

class each year from the dropouts of other institutions. You may have seen a picture in one of the monthly magazines with the boys with Princeton and Harvard and Yale sweaters now attending this institution. Those were the flunkouts.

We don't want that kind of a situation.

MR. ERLBORN. I am not familiar with that school, but I would guess that if the draft law were done away with, they would be broke.

MR. McGRATH. Without knowing the facts, I would endorse your assumption.

I do think, though, Mr. Erlborn, that the educators have to face up to the fact that the academic establishment must be operated with greater efficiency; because, as Seymour Harris, the economist at Harvard, showed several years ago, the money is simply not going to be there to support them under the circumstances under which they have been operating.

Therefore, I believe, Mr. Erlborn, that even institutions of very great reputation and history will have to make better use of their endowment and current funds than they have in the past if we are going to get this job.

MR. ERLBORN. Thank you.

MRS. GREEN. I share Mr. Erlborn's concern. I do not know of a single college in the country that does not subsidize education to a very large extent. I don't know of a single one that is able to operate on only tuition and fees.

DR. McGRATH. Well, the one in Iowa did; but this, Mrs. Green, this varies all the way from—

MRS. GREEN. The one in Iowa has lost its accreditation; has it not?

DR. McGRATH. Yes.

MRS. GREEN. I think that is an unfortunate comparison.

DR. McGRATH. I think it is; but the variation in support from income varies all the way—I looked this up in New York State some time ago.

In one institution in New York State that has a very large endowment, the support of current operating expenses is 14 percent from the student fees, 86 percent from other sources.

You can find the reciprocal of that, too, where 86 percent of the operating expenses come from student fees and 14 percent from other sources.

I would further add that the better institutions academically, in the main, have the largest support from nonstudent sources.

MRS. GREEN. You mentioned a ratio of 20 to 1. Does that include everybody in your institution when you say 20 to 1?

DR. McGRATH. That would be an equivalent full-time faculty related to an equivalent full-time student body.

When we were talking to Milton Eisenhower about that, he suggested it would be realistic to consider 17 or 18 to 1 as an appropriate relationship. I think with our limited curriculum and larger classes—you see, these interdisciplinary courses will have several hundred students in them under one teacher.

We are trying to do what my friend Beardsley Ruml advocated, just before he died, in a book called "A Memo to a College Trustee," to bring the income of the institution from student fees closer in line to the expenditures for current operating expenses. And I believe the longrun destiny of the private institutions will rest on their ability

to do that. I always exempt such places as Harvard, with a billion dollars of face value, and such places; but I am talking about the cross section of liberal arts colleges.

I think they have to make the income from tuition and fees go a lot further than they do at the present.

Mrs. GREEN. Except that the statistics show that the number of students who are attending the public colleges is growing.

Dr. McGRATH. It is.

Mrs. GREEN. Amazingly so; and fewer can afford to attend the private colleges when all of the costs must come from the tuition and fees.

Dr. McGRATH. That is correct.

Mrs. GREEN. Let me turn back to the scholarship so I can clarify the intention. The \$2½ million would be provided on the basis of need. It would not be, in fact, a real scholarship. Is that correct?

Dr. McGRATH. It would not be, let's say, an outright grant of \$1,500 or \$2,000, or whatever. It would be an amount related to what the student needed to continue.

Mrs. GREEN. It would not be based on scholarship?

Dr. McGRATH. On academic grade, you mean?

Mrs. GREEN. Yes.

Dr. McGRATH. Yes; it would in part; because we are not going to take all comers. We are going to have a selective admission process.

Mrs. GREEN. But if you had a student who did not need the scholarship he would not get it.

Mr. COFFEY. May I suggest, Madam Chairman, that need would have to be present to have a scholarship grant made. There would be no outright grant to a person that didn't have to have the assistance.

Mrs. GREEN. Is Eisenhower College eligible for NDEA loans?

Mr. COFFEY. Yes. I believe in your folder you have a statement on that.

Mrs. GREEN. You are eligible for loans, economic opportunity grants, work-study, guaranteed student loans?

Mr. COFFEY. There are two. We have a page here—

Mrs. GREEN. If you are eligible for any, you are eligible for all in terms of meeting the eligibility standard.

Mr. COFFEY. The amount is \$39,800 in NDEA student loans. Our own scholarships, \$38,000, our employment grants, \$11,800.

Mrs. GREEN. What I am leading up to is, then, if this is the case, if they really aren't Eisenhower fellowships, why should Eisenhower College be given an additional \$2½ million for student assistance when you have available all four of the on-going Federal programs for this assistance?

Mr. ROSENKRANS. I think Dr. Hickman could speak to that.

Mrs. GREEN. Dr. Hickman, for the purposes of the record, is the vice president for academic affairs.

**STATEMENT OF DR. WARREN HICKMAN, VICE PRESIDENT FOR
ACADEMIC AFFAIRS, EISENHOWER COLLEGE, SENECA FALLS,
N.Y.**

Dr. HICKMAN. We do have two types of scholarships, Madam Chairman, the type that is granted for need, and also for the student who has ability. We also have what we call Eisenhower scholars. They are outstanding students who have been chosen because of their interest in this kind of curriculum.

Some of these scholars have been honorary scholars, and they have no need. They were the top students, in some cases, in their classes. Others of these have received \$2,000 in assistance, because they had the need.

These students receive a special certificate, a letter from the president, recognition from their home school. They have been chosen because they are interested in the world studies program, and the potential—one was the valedictorian of a class of more than 450 students.

We have several other students of this type who are Eisenhower scholars.

My point is that we have ordinarily scholarships, student assistance, and the Eisenhower scholars.

Mrs. GREEN. Then do you see the \$2½ million as going to Eisenhower scholars?

Dr. HICKMAN. We could put our total scholarship assistance into the disadvantaged and other programs and be able to take a large amount of this for the Eisenhower scholars, but this is to be determined on the basis of the first faculty meeting on scholarships.

Mr. STRATTON. Madam Chairman, I think perhaps the record ought to show that this matter of how the money is going to be handled has not been discussed in any detail. The whole proposal, as you know, has been the one that we have been struggling to get some consideration of, and some approval. And I think it would be unfortunate if the impression were given that some firm decision has been made, either by the trustees or by the administration as to how every nickel of this money was going to be spent.

I think certainly the college would be happy to be guided by the committee and by the Congress, in its own wisdom as to how this money ought to be spent in line with the purposes of the grant and the honor to President Eisenhower.

Certainly we didn't assume that the money was going to be coming tomorrow or the day after, so that there had to be a firm policy decision made, and I think the remarks that have been made in answer to your question on this point ought to be clearly indicated as being speculative rather than firm.

Secondly, I think it also ought to be recalled that the reason for putting some of this money into scholarship programs is precisely

because of the question that you have been raising, as to how is a college going to survive on student fees.

Well, you are going to find qualified students who might not otherwise come to college if there weren't scholarship funds available, so the money that is being made available as scholarship funds are ultimately going to end up, a large part of them, in the incoming income of the college itself, and will therefore help to keep the college going.

But I think that it would be unfortunate to suggest that we have arrived at any firm policy decision as to how this money is going to be spent. It was my understanding, and I don't pretend to be an academician, that almost all colleges today award scholarships entirely on the basis of need.

I was a member of the Board of Trustees of the University of Rochester, which along with Harvard and Yale is one of the top in terms of endowment. And I know that there the need was virtually the only consideration for awarding scholarships. So I don't think this is any unusual approach.

But certainly the college has not made any determination, and I am sure that we would be happy to be guided by your recommendations and those of the committee before the legislation is finally enacted and the appropriation is made.

Mrs. GREEN. Thank you, Congressman Stratton.

The reason for the question, of course, is, I think, pretty obvious. It is my conviction that the Federal assistance programs make it possible for almost any student who really wants to go to college to go to college, regardless of the status of the family pocketbook. Therefore, I would have reservations about another Federal program based on need.

Mr. STRATTON. Could I just in response to that, Madam Chairman—I am not sure I should be discussing it further, but as one who is the parent of one child in college and another going, that my faith in this statement, which I have frequently reiterated in my own constituency has been a little bit shaken as I face the problems of financing a college education.

I frankly don't think that we have yet reached the point where we can say that every child who wants to go to college and can handle it academically has available the funds that are needed to make that education possible.

Mrs. GREEN. I am not suggesting that every student can go to the prestigious schools. I am suggesting that every student could go to a postsecondary school under the present Federal assistance programs. I think this is true.

Do you have anything further?

Dr. McGRATH. No.

Mrs. GREEN. Thank you very much, Dr. McGrath.

Dr. Hickman, do you have anything to add?

Mr. STRATTON. Could I suggest that Dr. McCann be permitted to testify first?

Mrs. GREEN. Yes. Dr. McCann, we have a full committee meeting. We are going to have to conclude this right away, because I made an agreement that we would meet this morning and then go to the full committee meeting.

**STATEMENT OF DR. KEVIN McCANN, TRUSTEE, EISENHOWER
COLLEGE, SENECA FALLS, N.Y.**

Dr. McCANN. I will be very brief. Mine is only a personal witness to Dwight Eisenhower's interest in the college and his concern for it. I can speak with a bit of authority there, because I have been associated with him since he was Chief of Staff.

I share an office with him now in Gettysburg. As a man, he has no use for the run of monuments. I remember one day over 20 years ago, driving over from the Pentagon to the Hill for a committee hearing, and passing the old District Building and the statue of Mayor Shepherd, and he turned to me in the car and said: "I hope nobody ever spends a dime for a statue for me, that will only clutter up space and be a roosting place for pigeons."

There are elementary schools and high schools named for him. Those have all been built and are maintained out of tax money, local, and with the usual Federal assistance.

There are other monuments: the Eisenhower home in Abilene, the Eisenhower Center, the Eisenhower Library, a hospital in California. Those have been entirely paid for out of private money. And in this present instance, the Government of the United States will be at no cost in erecting a monument at his grave, because Mrs. Eisenhower and he will be buried in the chapel at the Eisenhower Center in Abilene. Their first-born son is already buried there.

There will be another monument to him. He himself and his wife are giving to the Government, to the National Park Service, their farmstead in Gettysburg, 190 acres. It is the assembly area for Pickett's troops and Longstreet's assault.

But in all the enterprises associated with him that have been, or that are rooted in the private sector, he has shown far more interest and has been far more active in this particular enterprise, Eisenhower College, than any other I have known of in the 25 years I have been with him.

He has not only written innumerable letters and discussed the college with innumerable people, he has given of his own substance, his paintings and things of that sort. No other institution has achieved as high a place in his attention and esteem as Eisenhower College, mainly because of the spirit of the place. He was fascinated when a few men from a small community came to him believing that they could build a college.

He was very impressed when he discussed Dr. McGrath's plan for the college.

Now, with a former President of the United States actively interested in a college, most people will say: "Well, there is no trouble at all in money affairs." Unfortunately, Dwight Eisenhower is probably the poorest hand in the world in the raising of money. He just doesn't know how to do it, and it is extremely difficult in any case for him to ask money for something honoring himself.

However, I was asked, and he urged me to accept the assignment as kick-off speaker at the first fund-raising dinner in Seneca Falls. It was one of my very, very few successes as a fund-raiser. In a community of 7,000, almost \$1 million was raised. It is that sort of spirit about the college that most impresses Dwight Eisenhower.

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.

Having the large lecture supplement what is done by the textbook, we have been able to keep the faculty low. Instead of the standard textbooks, we are going into the paperbacks. We are trying to get into original sources, more independent study.

The January program emphasizes depth to make a balance with the breadth that we have during the regular part of the year.

Our library books have already been ordered for the first year. The faculty have been participating in this for 6 months.

We have two types of scholarships. The Eisenhower scholars are being brought in—

Mrs. GREEN. May I interrupt here before Dr. McCann leaves?

There is one other question.

Has the former President indicated that he would leave his papers to Eisenhower College?

Dr. McCANN. His papers must go to the Eisenhower Library, because now the National Archives has taken over the administration and management of it.

However, a good bit of Eisenhower memorabilia is at Eisenhower College, and more will go there when the estate is dispersed.

Mrs. GREEN. But none of his papers will go to the college? So it won't be a source of research?

Dr. McCANN. The archival program in all the presidential libraries plan that all papers will be microfilmed in manifold print, and will be available to all colleges in the country. It is much better than depositing the papers in one place and insisting that everybody go there.

All the presidential papers of the Eisenhower, Truman, Roosevelt administration will be available to the colleges in the country eventually.

Mrs. GREEN. Thank you.

Dr. HICKMAN. We also have students at the other extremes, from disadvantaged backgrounds, for whom we are planning special tutorial work and even summer sessions.

We have students from 25 States and five countries from rural backgrounds and urban backgrounds. We have not chosen students primarily on the basis of any one type of test. We have chosen students on the basis of the recommendations of their schools, on various things we could find out about their background that indicated there was motivation, that this student had the potential for becoming some type of leader in the American community.

Therefore, the curriculum would give the student a world approach to every one of the disciplines, and because the disciplines, as I said earlier, are not developed under departments but under divisions, we do not expect the empire building. Also, we do not expect to have the overlap or the overspecialization which comes in trying to protect one phase of a discipline within a particular department.

This, in terms of operation, naturally, can be more economical, but, in terms of education, we also think it is sound education.

I would point out that, with the books that have been ordered, we will, for the first year, have the library facilities necessary for our January program. We will have space available for all the students we need in our present plant.

It is during our third year that we begin to move into the need for further plants.



