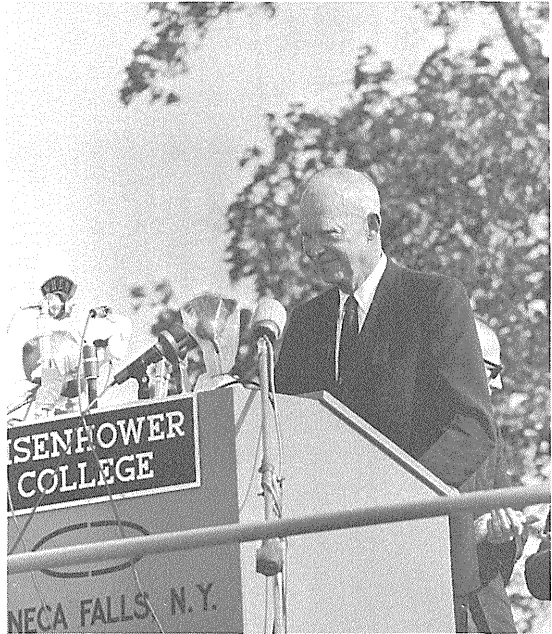


1968-1969

EISENHOWER COLLEGE BULLETIN 1968-1969 • SENECA FALLS, NEW YORK

EISENHOWER  
COLLEGE



*“Through liberal education, we achieve understanding of the relationship of every man to society. We do not become masters in our own profession until we know how that profession, by its proper practice, fits into the whole scheme of a civilized society. Until we know that, we cannot claim to be educated.*

*“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. Let the universities go to the cities where they have all the benefits of great lawyers, great engineers, great people all around them. In this period of maturing in a liberal college, let’s have the finest faculty, let’s bring in the knowledgeable lecturers, but let’s do it in an atmosphere and an environment where the student’s standards of respect for law, his moral standards, his willingness for accommodation with his fellow students will be expanded and strengthened.”*

1968-1969

EISENHOWER  
COLLEGE

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I

IN SEARCH OF  
PERSPECTIVE

EISENHOWER  
COLLEGE

- *Is a liberal arts college right for you?*
- *Why should there be a new college?*
- *Why should there be an Eisenhower College Program?*

Only if the answers to these questions fit your aims for life after college should you consider application for admission to Eisenhower College.

Sweeping through the ruins of the Roman Empire, barbaric hordes pillaged, burned, and kidnapped. People of all levels of medieval society turned to feudalism. It was not thrust upon them; they chose this organization of their society as their only means of defense for their homes and families.

Two hundred years later, the barbarians long gone, the people of the Western world could think beyond the next day's food, shelter, and protection from raiders. They looked at themselves and their world and saw themselves as unimportant as the dust of their fields. Peasants and merchants alike wanted to be individuals. They sought a rebirth of society in which man again was important, in which human dignity was respected regardless of one's station in life. This was the first Renaissance.

In the last half of the twentieth century men and women have again been losing their identity. They are no longer aware of their own importance as individuals. The great pressures of urbanization and continuing industrialization have made millions of citizens experience the same futile sense of unimportance that faced the youth of the feudal age.

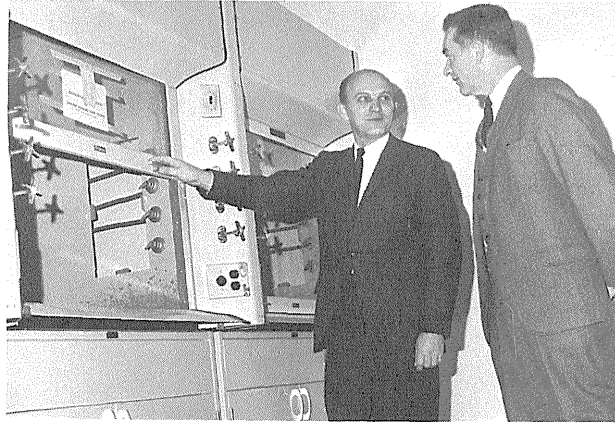
The waves of unrest which roll across the world today are in part man's new struggle for individuality. Each citizen is important, and the second Renaissance is already under way. The world continues to change, but only if you prepare to meet those changes can you accept the challenge of change—the challenge to be an individual.

Eisenhower College has been born to develop men and women who can meet the challenge of the new Renaissance. It is a liberal arts college. It is a new college. But is it the college for you?



*Governor Rockefeller, General Eisenhower, and Bob Hope at ground breaking ceremony.*

*Messrs. Velte and Olmstead "check out" modern fume hoods in chemistry lab.*




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## DO YOU WANT A LIBERAL ARTS EDUCATION?

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One dictionary defines "liberal" as "befitting of a free man." A true liberal arts college recognizes the need to prepare for life in a world of competitive, highly specialized vocations; yet it can only be a college of *liberal* arts if it offers a curriculum befitting men and women who can be free of the conformity of specialization.

The strength of the liberal arts traditionally has been in awakening the able and promising student to his own potential for intellectual growth. In an age of specialization, such as we are presently experiencing, the reinforcement of this strength becomes all the more important. Never before has the demand for broadly educated citizens and leaders been so great. Today, all of our most pressing social, political, economic, military, and moral commitments require balanced, informed judgment, built on a solid and broad foundation of general knowledge.

In addition to these qualities, there are definite vocational values in a liberal arts education fundamental to fulfillment in every vocation and profession. No matter how expert a person becomes in a field of special knowledge, a liberal arts background will enable him to assess a new situation or review an old one, not as a narrow specialist but with an overview. The individual is able to question his own first judgment in consideration of the attitudes of others and in consideration of the large implications of carrying forward with his own practical decisions.

Basic to all liberal arts education is development of the ability of the individual to understand himself and then to be able to express his convictions orally or in writing.



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## WHY SHOULD THERE BE A NEW COLLEGE?

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More than 2,200 colleges and universities now enroll students in the United States. Why should there be one more college?

The majority of the collegiate institutions which have opened their doors in the last half-century have been dedicated to preparing students for specific vocations until the opportunity to enroll for a liberal arts education is no longer in balance with the opportunities for narrow specializations in strictly vocation-oriented curricula. The expansion of college facilities throughout the United States, despite accounts to the contrary, has more than kept pace with the rapid rise in population. But few of the new facilities, especially among public institutions, have been designed to accommodate the students of liberal arts. Furthermore, much of the expansion has taken place in existing colleges and universities to the end that small colleges, able to emphasize the individual and to develop close contact and open exchange with members of the faculty and other students, have been disappearing. The climate which encourages discussion and debate of ideas and in which students may examine with others their concerns and expectations, and in which they may be able to gain individual recognition and confidence, has been lost in the mass registration lines, huge classes, and supermarket atmosphere which have accompanied the enrollment explosion on some campuses.

In the American Northeast, as elsewhere, there are some fine institutions of liberal arts. Some are reserved for women, some for men, and a few good liberal arts colleges are coeducational. The founders of Eisenhower College saw a need for a good, small, modern, independent, coeducational, residential liberal arts college. This College will intentionally remain small, growing over the years to a maximum enrollment of 1,500 students in order to maintain its dedication to the importance of the individual.

Even as no two students are alike, so no two colleges should be exactly alike. It is the strength of private, small colleges of quality that they may experiment and innovate, always seeking higher quality in education, because no two are required to follow a common educational formula. If two colleges were in no way different, there would be no justification for their separate existence. It is the challenge to each other through their continuing search for better ways of offering a sound liberal arts education that good colleges grow stronger. In order to develop a still different approach with increased emphasis on a world-oriented and interdisciplinary program, the founders of Eisenhower College determined to open a new liberal arts college.

Eisenhower College was established with the approval of The Synod of New York of the United Presbyterian Church in the U.S.A. It is totally ecumenical in its spirit, but it is dedicated to those moral and ethical tenets which develop the respect of one individual for another. The second Renaissance has been accompanied by an awareness by clergy and laymen alike that more of the energies of

religion must be transferred from formal services and edifices to the daily problems and conflicts confronting men and women in their relations with one another. The atmosphere of Eisenhower College reflects this awareness.

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## WHY SHOULD THERE BE AN EISENHOWER COLLEGE PROGRAM?

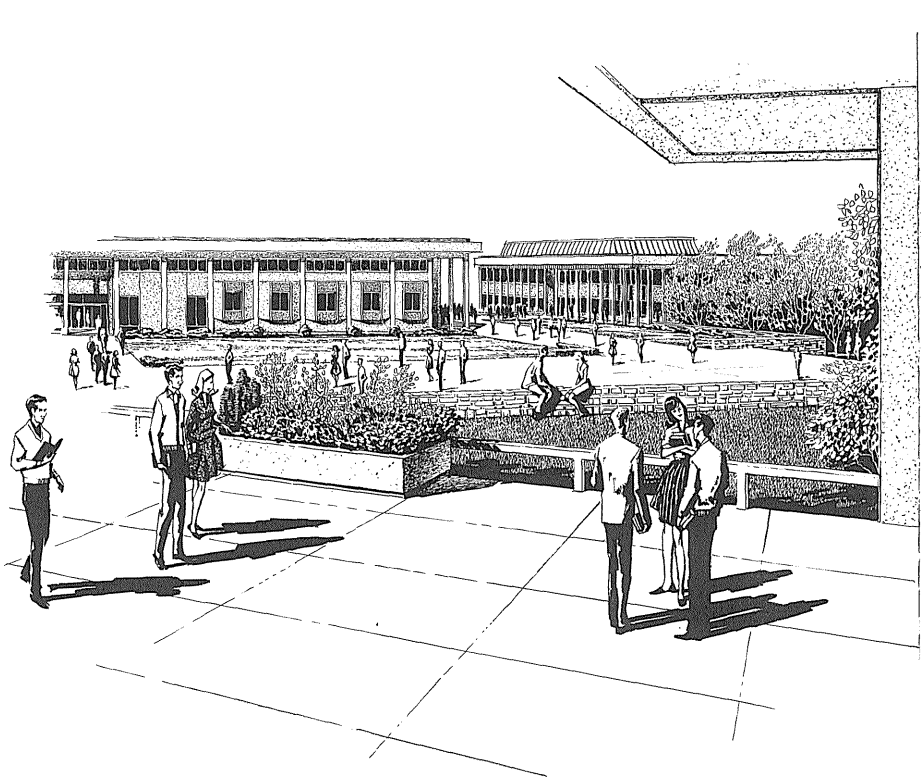
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The founders of Eisenhower College have been concerned from the beginning with the trend in American colleges toward greater specialization. There are increasing pressures from departments on college campuses toward specializing in that department's particular field at an earlier date. Specializations which began in the junior year have been moved down to the sophomore year, and in some cases, pressures are even displacing freshmen general education courses to make further room for specialized, vocations-oriented courses.

Recognizing that every discipline has been adding considerably to its body of information, its methodology, and its concepts, the staff at Eisenhower College has rejected the principle that this calls for earlier specialization. On the contrary, it is held that the increase in knowledge within each discipline indicates that there is more information which should be extracted from each discipline and added to the body of general education and general knowledge of all liberal arts students. This, then, requires a careful analysis of the offerings of all disciplines without the pressures of entrenched departments and traditional offerings in order to develop a program which assures the breadth of a liberal education, including new knowledge from each discipline, while establishing new patterns for depth study within a specialization. The faculty of Eisenhower College is committed to the belief that the increasing body of knowledge within each specialized area should be offered at the graduate level, and that rather than reducing the body of general education, it should be expanded to provide the proper perspective for the vast new vistas of our burgeoning specializations.

Many of the facets of the Eisenhower College program are not original; however, the total program is a complex devised to meet the needs of our contemporary youth, which includes those elements of numerous other academic programs which seem most suited for the strengthening of a new approach to liberal education. Further, the development of an original world studies program, as the core for this complex, offers prospective students a new and different way of approaching the problems they will face throughout the rest of their lives.

Essentially, the Eisenhower College program is designed to combine the merits of the world-oriented curriculum with the strengths of an interdisciplinary program. It aims to expand the foundations of general knowledge with a full awareness of the eventual need of each student to build a vocational specialization upon these foundations for leadership and critical thinking.



*Architects' rendering (detail) of Eisenhower College campus.*

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## ACCREDITATION

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The Board of Regents of the University of the State of New York granted an Absolute Charter to the College in 1966. From hundreds of applications this is the first such Charter granted in the past thirty years to a degree-granting coeducational college.

The Middle States Association of Secondary Schools and Colleges has granted Eisenhower College the most advanced status possible for any college prior to the graduation of its first class. The College has received a *Letter of Reasonable Assurance of Accreditation*, and is listed as a *Recognized Candidate* for accreditation by the Middle States Association of Secondary Schools and Colleges. No final action for accreditation of any new institution may be passed upon until the first class has graduated; however, the standards established by the founders of Eisenhower College have been far above the minimums required by accrediting associations.

# II

STUDENT LIFE

EISENHOWER  
COLLEGE

Collegiate education is hardly limited to the classroom experience nor is the development of responsibility and mature attitudes something to be acquired solely under faculty direction. Student life outside the classroom provides opportunities which encourage assumption of responsibility, thereby contributing to the growth of the student as a decisive and discerning individual as well as an effective person in social and civic affairs.

Freshman classes will be selected keeping in mind an ultimate enrollment small enough that students of all four classes will be able to know each other and the entire faculty. It is, therefore, extremely important that the Charter Freshman Class look upon themselves as pioneers. Establishment of a new college affords these first students the unique opportunity to establish the earliest traditions and regulations for future classes. Each year, this first class will see several buildings added to their campus until by graduation at least twenty buildings will house their College. It will be up to the first classes to match this physical construction with the development of the spirit, traditions, and regulations which will be so much a part of student life.

Each year, during the month of May, representatives will be chosen by the student body to participate during the following academic year as members of committees traditionally reserved for faculty. On such committees as those dealing with curriculum, the library, student life, and academic standards, two students will sit with the faculty as voting members.

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## STUDENT REGULATIONS

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Student regulations will be designed toward expanding the development of individual responsibilities, rather than restricting them. These regulations will be listed by the Dean of Students. The Dean of Students will assist in establishing student committees and will involve all interested students in the development of the body of student regulations. Therefore, those regulations which will be listed at the opening of the College are being kept to a minimum. The basis for all regulations will be to ensure that each individual respects the dignity and rights of all other individuals.

Minimum residence hall quiet hours and closing times, dress, dining room and alcohol use standards, and automobile regulations will be among those listed by the Dean of Students. These will be in force only until such time as the student body, acting through elected officers and committees, and with the approval of the Dean of Students, develops the machinery for governing itself.

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## STUDENT GOVERNMENT

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The body through which student government will be exercised will be elected by the students. A Student Senate, working closely with the Dean of Students, will

establish standards for all other student organizations which students may establish.

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## PUBLICATIONS

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A student newspaper will be operated in a manner similar to commercial newspapers. In this way, the students who are interested in journalism may receive practical experience in newspaper work. The College believes this to be a superior experience to merely printing a few pages of unprofessional expressions of opinion as is the case in some college publications. To assure this journalistic experience, a professor with background in journalism will assume the role which would be played by the publisher if the student were to obtain a position with a professional newspaper. The canons of journalism will be observed; professionalism will be emphasized; and the responsibilities of reporters and editors of professional newspapers will be assumed by all students on the staff of the College newspaper.

A College yearbook staff will be appointed during the first year. In this manner, a pictorial and editorial record may be made year by year as the first class progresses through its four year program.

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## DRAMATICS

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A dramatics organization will be formed by students under the direction of a professor with experience as a Director of Drama. This organization will experiment in workshop productions as well as in major productions for presentation to the college community.

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## MUSICAL ORGANIZATIONS

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Both choral and instrumental musical organizations will be established from the opening of the College. These will naturally grow in size as each class enters the College, until the full four classes are in attendance.

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## ATHLETICS

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Varsity athletic teams will be developed in soccer, cross-country, basketball, wrestling, baseball, golf, tennis, fencing, and track. During the first year, those teams which are ready for competition will have an opportunity to meet with freshman squads from other institutions. Students on these first squads will be the core of the first varsity teams to represent Eisenhower College during the following three years.

Intramural teams will be organized around dormitory units for both men and women. A full scale intramural program will be in effect as soon as the first class arrives on the campus.

#### CARRY-OVER SPORTS

Carry-over sports are required of all students not exempted for physical reasons. Students must pass a proficiency test in five of these sports as a physical education requirement for graduation. These carryover sports may be used throughout the rest of the student's life.

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#### DEBATE

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A debate squad will be organized among interested students. From this squad, a varsity debate team will be developed for intercollegiate competition.

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#### COUNSELING

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Both academic and non-academic counseling is organized under the office of the Dean of Students. Students will be advised in the selection of a field of concentration and may bring academic or personal problems to their adviser. A close relationship between faculty and students will result in a great deal of informal counseling and advising outside the regular counseling channels established by the office of the Dean.

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#### RELIGIOUS LIFE

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Eisenhower College has been approved by The Synod of New York of the United Presbyterian Church in the U.S.A. It is the only college in New York State or New England with such a designation.

Although completely independent in governances, the College endeavors to maintain the traditions and spirit of a non-sectarian Christian institution.

An inter-faith committee of local clergymen and interested laymen are working with the College to provide the opportunity for students to continue their religious interests and activities both on and off campus.

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#### HEALTH SERVICES

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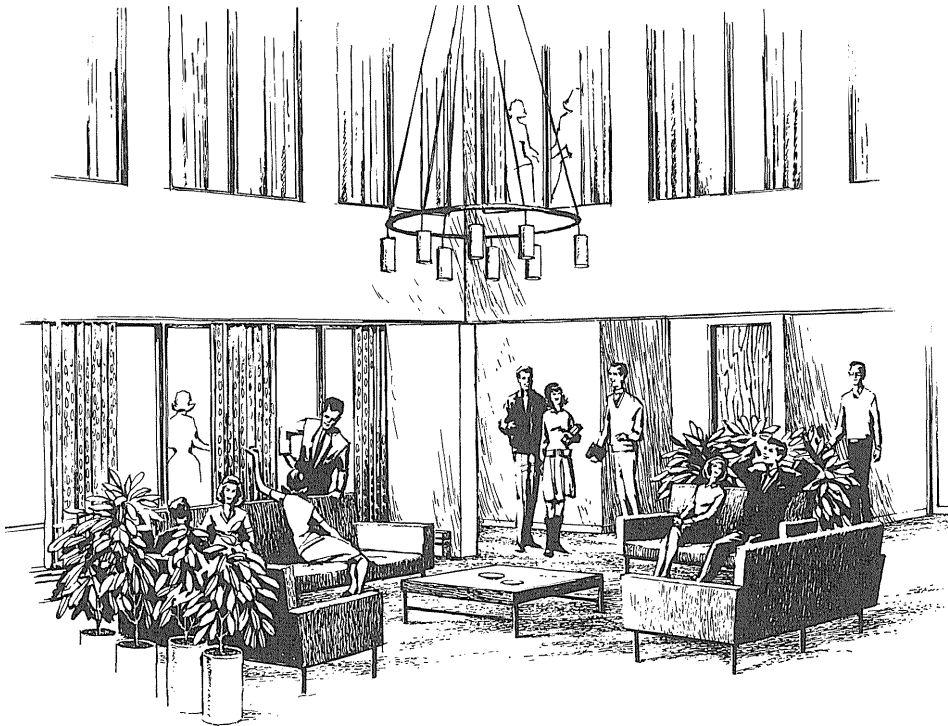
Each student is required to subscribe to the health insurance program provided by the College, unless the student submits evidence from his parents indicating that the student is adequately covered by other insurance. Provision has been made whereby local physicians and local hospitals will be available for students who may become ill while in residence at the College.

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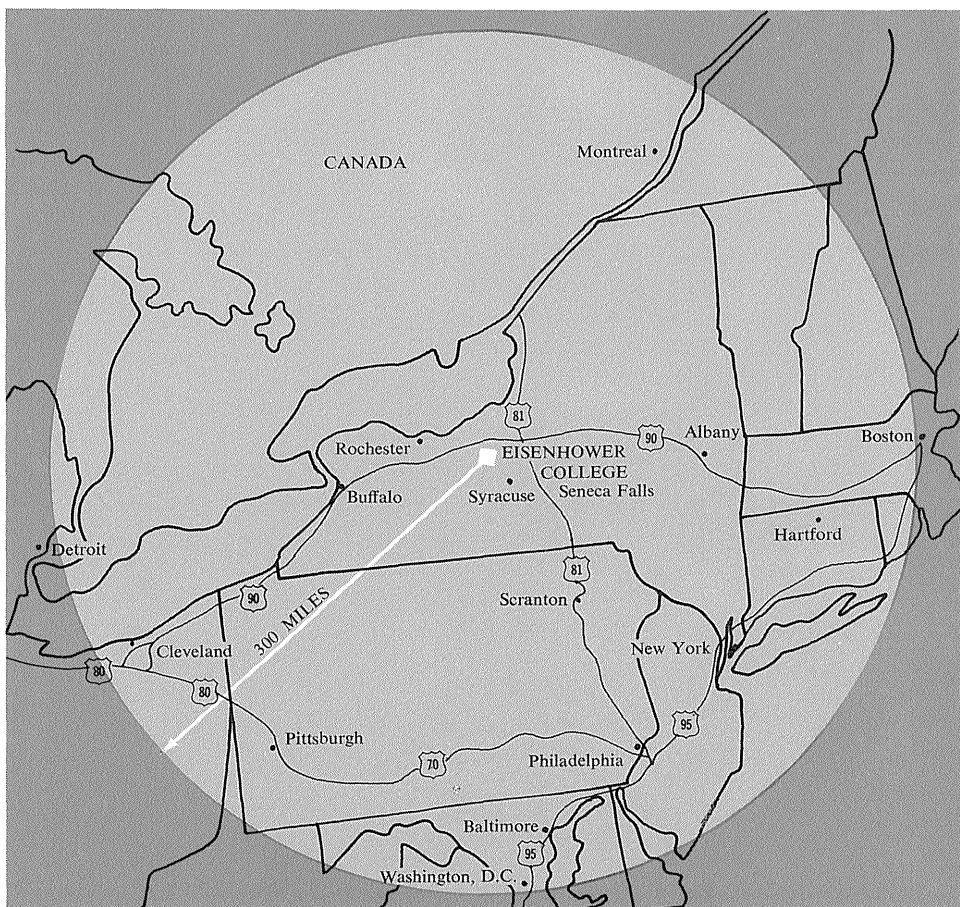
## STUDENT RESIDENCES

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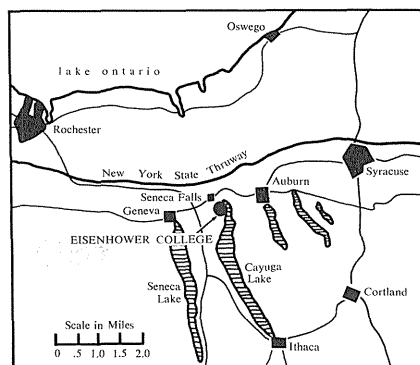
Nowhere is the emphasis on the individual more evident than in the design of the new student residences. These house plans limit occupancy to seventy students in each residence. Each residence hall is divided into suites for four to ten students. These small units include five double bedrooms, two shower rooms, a spacious living room, and an accoustically treated typing room. To provide an opportunity for small group recreation, the basement of each residence includes a large central recreation room in which students may dance, play table tennis, or hold discussions. Surrounding this central room are smaller rooms, including a kitchen equipped with refrigerator, stove, and sink for the preparation of snacks as well as a garbage disposal unit. Men's houses include a room with mats, weights, and wall exercise units. Women's residences have a similar room equipped with mats, exercise bars, and wall mirrors. In addition, there is a card and television room, a special lounge for entertaining parents or other guests, a laundry equipped with washing machines, dryers, and vending ironing boards and irons, a trunk room for storage of luggage, and a vending area where students may obtain refreshments during study breaks. Each residence will elect its own house officers.







*Location and Transportation* The completely new and modern coeducational, residential institution, operating on a year-round basis, is located on the northern shores of Cayuga Lake in the Finger Lakes region of New York State. The 265-acre campus lies just two miles east of Seneca Falls, a village of 7,500 persons.



# III

THE CAMPUS

EISENHOWER  
COLLEGE

Eisenhower College has been developing a new 265-acre campus located two miles east of the center of Seneca Falls on the northwest shore of Cayuga Lake in New York's picturesque Finger Lakes region. Seneca Falls, a community of 9,400 persons, is the birthplace of Woman Suffrage and rests in a region known for its colorful history from the days of the Iroquois, through the American Revolution, the building of the Erie Canal, the Underground Railway for escaped slaves, the birth of the Mormon Church, and the development of numerous fine independent colleges. On the southern fringe of the campus is Cayuga Lake State Park with its beach and other recreational areas available to the students. Directly beyond the park is the Seneca Falls Country Club, one of several golf courses located within easy reach of the campus.

The Finger Lakes are known for their excellent sailing and have frequently hosted international sailing races. Ski areas are located within approximately one hour's drive in several directions from the campus. These are ski areas frequented by the students of Cornell University, Colgate University, Wells College, Ithaca College, Harpur College, Hobart and William Smith Colleges, Syracuse University, the University of Rochester, and several other of the men's, women's, and coeducational colleges of the Finger Lakes and adjacent regions. A triangle formed by Syracuse, Rochester, and Ithaca places Seneca Falls in the approximate center, some forty-five miles from each city. Bus transportation is available from the major airports at Syracuse, Rochester, and Ithaca. Motels and motor inns have been established nearby. The campus is situated on Route 89, six miles southeast of the New York State Thruway (Exit 41).

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## THE FIRST ACADEMIC HALL

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A functionally and tastefully designed stone and glass building provides spacious, air conditioned areas for classrooms, language and science laboratories, a multimedia lecture theatre, and other educational facilities. During the first year, the offices of the Administration will be housed in this building. These offices will be moved to a new administrative-dining complex which will be under construction before the first class arrives on the campus.

This first academic hall, which will be followed by the construction of further classroom buildings in the next phases of campus construction, includes seminar rooms as well as standard classrooms. All are equipped with the latest furniture and equipment, so arranged as to assure maximum participation in the exchange of ideas by each student.

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## RESIDENCE HALLS

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The first four new residence halls have been described above in the section on Student Life. These are fireproof buildings of stone and glass which will be followed by the construction of four more residence halls to be completed during the first academic year.

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## THE RED BARN

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The College has obtained a large red barn on its lakefront property. In addition to the plans to construct a modern student union, this barn will be maintained for student activities. A survey of students around the country indicates the need for a student building with a completely informal atmosphere, such as will be developed in a barn theatre and activities center.

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## THE COLLEGE LIBRARY

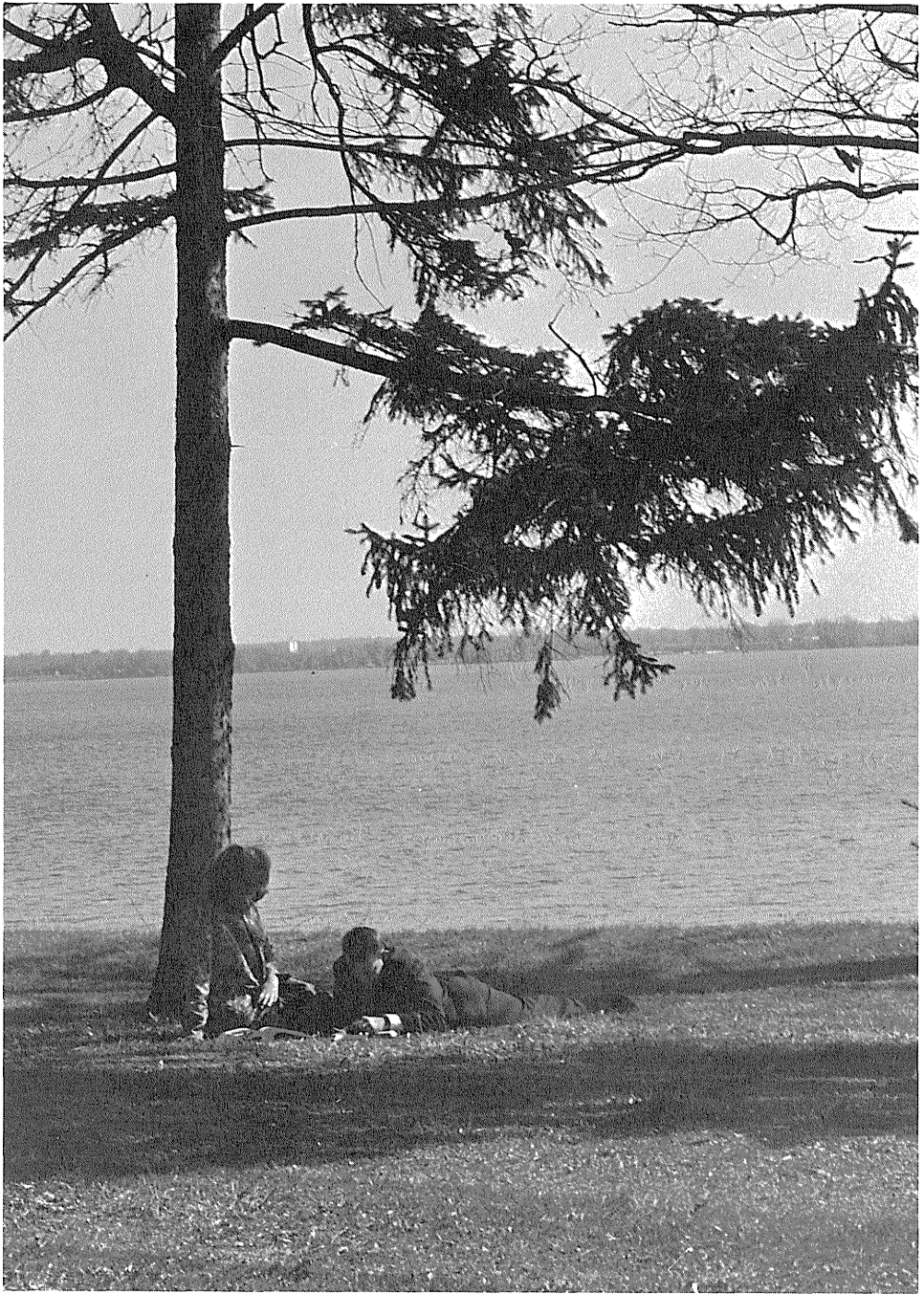
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The College Library is temporarily located on the second floor of Academic Hall. The Library will open with a collection approaching fifteen thousand volumes on its shelves. The book collection will contain scholarly reference and general titles appropriate to a quality liberal arts curriculum. Holdings are arranged according to the classification scheme of the Library of Congress. Mindful that open stacks may aid in the intelligent and productive use of the Library resources, the Library will allow students free access to the book collections. Initially, subscriptions have been placed for more than 350 periodical or other serial publications pertinent to the subject areas of the curriculum.

Seating for 85 students is provided in the public areas of the Library at individual study carrels or tables. The merging of bookshelves and reading areas in the attractively designed Library will serve to bring students, faculty and books together in an intellectually stimulating environment.

All members of the College community and their families are entitled to the use of the Library. Non-members of the College who may desire to use the Library should apply to the Librarian. The Library is open week-days 8:00 A.M. to 10:00 P.M. and Sunday 2:00 P.M. to 10:00 P.M.

A completely new Library Building will be constructed in Phase III of the campus construction plan in order to accommodate the rapid rate of acquisition of further library materials.



# IV

## TEACHING THE INDIVIDUAL

EISENHOWER  
COLLEGE

An undergraduate college should have as its primary function the education of its students. The college should, therefore, be student-centered. The program in the dormitories, in extracurricular activities, and in the classrooms should seek to meet the needs of each individual. There should be no program for the sake of a program, no survival of an institution for the sake of survival, and no faculty whose major concern is other than the student.

Good faculty will research. There is no other way for them to keep abreast of the rapidly changing body of knowledge within their disciplines. Some will publish the results of their research. However, there are two types of *good* faculty in the United States, and each has an important role to play. The first type is the professor whose major interest is his research and the contributions his research can make to other professors and professionals within his discipline. The second type of professor is the one who is primarily concerned with teaching his field to undergraduate students and who looks upon research and writing as an important means of keeping prepared in his field.

Eisenhower College has sought out and is continuing to seek out faculty and administration whose individual philosophies and desires give priority to teaching. The College believes that a philosophy which places priority on research is better suited for the graduate universities than for the undergraduate colleges. At Eisenhower, the search for an ideal faculty has been difficult but rewarding—difficult because it has been necessary to find that rare combination of scholarship and a desire to teach—rewarding because the search has brought us in contact with a surprisingly large number of such fine faculty across the nation. Eisenhower College is particularly pleased that it has been able to bring together an entire faculty which has in common this dedication to teaching the individual.

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## THE COLLEGE ADMINISTRATION

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The trustees of Eisenhower College have selected administrators who would bring to the College the educational and administrative experience required to make the dream of the founders a reality. The administrative staff of Eisenhower College now includes:

### PRESIDENT

*Mr. John Rosenkrans, one of the men who conceived the idea of the College and who has guided the College from its earliest days, is a former Seneca Falls businessman. He served as Chairman of the Founding Committee of the College and in 1966 was elected the first President by the College Trustees.*



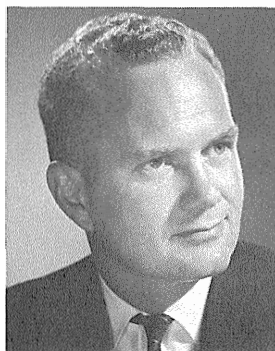
### CHANCELLOR

*Dr. Earl J. McGrath, the former U.S. Commissioner of Education, is a well known author and educational consultant in the field of liberal arts.*



### VICE PRESIDENT FOR ACADEMIC AFFAIRS

*Dr. Warren L. Hickman previously served at Ithaca College as Dean of the College of Arts and Sciences. He has authored numerous curriculum materials and was formerly Associate Director of the Social Studies Curriculum Center, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University. Dr. Hickman has also served as consultant to and visiting lecturer of various colleges, school systems, and professional organizations.*







VICE PRESIDENT FOR DEVELOPMENT

*Mr. Joseph D. Coffee, Jr. served as Associate Dean of Columbia College and more recently as Assistant to the President of Columbia University. He is consultant to various colleges, businesses, and industrial and labor organizations.*



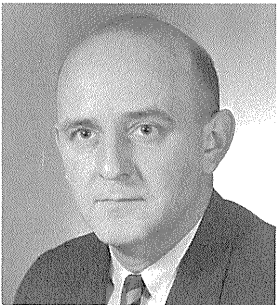
DIRECTOR OF BUSINESS AFFAIRS

*Mr. Joseph N. Mayer, Jr. was formerly Assistant Director of the Budget at Cornell University. He has also served as Treasurer at Ithaca College.*



DEAN OF STUDENTS

*Dr. William M. Reynolds comes to Eisenhower College from The Defiance College where he was Dean of Students and Professor of Economics.*

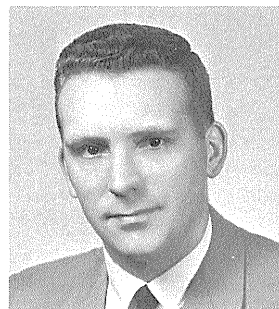


LIBRARIAN

*Mr. William G. Kerr came to Eisenhower from his post as Assistant Librarian at the United States Military Academy, West Point, New York. He has been responsible for operations of various United States Air Force Special Libraries and Book Deposits in several foreign countries.*

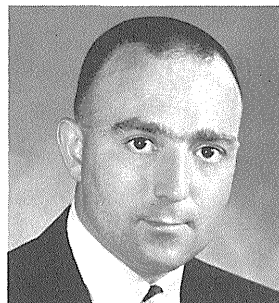
#### DIRECTOR OF ADMISSIONS

*Mr. Richard R. Klotz, prior to assuming his present post, was associated with Bucknell University as Assistant Director of Admissions, and the Pennsylvania State University as both Assistant Director of Admissions and Director of Admissions, Capitol Campus.*



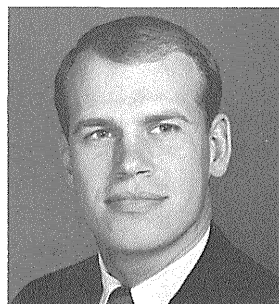
#### ASSISTANT DIRECTOR OF ADMISSIONS AND FINANCIAL AID OFFICER

*Mr. A. Bruce Milne, a graduate of the College of Wooster, is a former teacher of Social Studies in the Geneva, N. Y. public school system.*



#### ASSISTANT DIRECTOR OF ADMISSIONS

*Mr. James G. Miller, a graduate of Pennsylvania State University, was formerly employed by the Agricultural Economics and Rural Sociology Department of Pennsylvania State University.*



#### REGISTRAR

*Mr. Samuel R. Kilpatrick served for seventeen years as Registrar and Director of Admissions at Moravian College, Bethlehem, Pennsylvania.*



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## THE TEACHING FACULTY

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The faculty of Eisenhower College are organized in divisions. The Directors of these Divisions are:



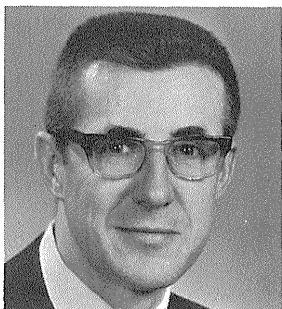
DIRECTOR, DIVISION OF NATURAL AND  
PHYSICAL SCIENCES

*Dr. Donald S. Allen is a Professor of Chemistry. The author of many articles and a textbook, Dr. Allen formerly served as Professor of Chemistry at the State University at Albany, New York. He held the post of Chairman of the Chemistry Department until taking leave to participate in a Ford Foundation project in Indonesia.*



DIRECTOR, DIVISION OF SOCIAL SCIENCES

*Dr. Albert J. Ossman, Jr., before assuming his present position, was Associate Professor of Political Science and Chairman of the Department of Economics at Chatham College, Pittsburgh, Pennsylvania.*



DIRECTOR, DIVISION OF HUMANITIES

*Dr. David D. Murdoch comes to Eisenhower from Wisconsin State University where he has been Associate Professor of English and Comparative Literature.*

V

A PROGRAM FOR  
INDIVIDUALS

EISENHOWER  
COLLEGE

Eisenhower College is student focused. Everything about the College—its curriculum, its completely new buildings, its carefully selected faculty, its extracurricular program, and its setting—aims for further development of the individual student.

The curriculum of the College is both interdisciplinary and world-oriented. It is impossible to develop leaders for our modern, complex society from men and women who are narrowly trained in a single, highly specialized discipline, or who are unaware of the numerous political, religious, and economic forces at work throughout the world.

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## THE ACADEMIC DIVISIONS

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To facilitate the interdisciplinary aspects of the curriculum and to curtail specialization at the undergraduate level, the disciplines are organized in divisions rather than in the traditional departments. Within divisions, faculty are stimulated to build mutually supporting offerings rather than constructing walls between their departments. The Division Directors have been chosen for their experience and ability to coordinate the efforts of the several disciplines within a division. Furthermore, these directors work with each other across divisional lines.

The three academic divisions within Eisenhower College are the Division of Humanities, the Division of Social Sciences, and the Division of Natural and Physical Sciences.

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## FALL-JANUARY-SPRING—ACADEMIC CALENDAR

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The staff and trustees of Eisenhower College spent four years studying the advantages and disadvantages of various academic calendars. After careful analysis of the trimester system, quarter system, traditional semester system, and the new “Four-One-Four” system, it was decided that the calendar should include as many advantages as possible of the “Four-One-Four” system, while retaining opportunities for students to elect as many as five courses within a term. This new calendar represents an effort to combine the advantages of breadth and depth.

*Fall-January-Spring* refers to a fourteen week fall term, followed by one month of carefully structured Independent Study, which in turn is followed by another fourteen week term. No long Christmas recess foils the student by falling just before his final examinations for the first term; instead, the sixteen day Christmas recess begins at the close of the first fourteen week term.

Staff studies at Eisenhower College indicated that the traditional semester system on other campuses provided limited opportunity for independent study. The quarter system, in turn, usually resulted in limiting the student to three courses per quarter, each course being taken five days a week for ten weeks. This enabled students in science to concentrate on more laboratories per week than under other systems and resulted in considerable depth study in certain other areas such as

language. However, students in the humanities and social sciences often do not have the time necessary for the reading, writing, thinking, and discussion involved in the digestion of the abstract ideas of those disciplines. The short term also offered little opportunity for innovation.

Terms of fourteen weeks in the fall and spring permit sufficient time for reflection and maturing of ideas, rather than placing undue emphasis on memory and short term recall. Furthermore, students may register for four or five courses per term, rather than being limited to three courses as in systems with shorter terms. This fourteen week term is vital to an interdisciplinary program. When limited to three courses per term, a student who was required to take a language and a science, for example, might elect a course in history during one term, in philosophy during a second term, and in literature during a third term. If these elected courses were attempting to cover the same period in the development of man, it would be necessary to repeat certain background material in each course each term. When a student is able to take three such courses during the same term, in addition to his required courses, it is possible for teams of faculty to relate carefully the material of their discipline to the offerings of other disciplines. For the sake of breadth, which is a strength to a liberal arts education, Eisenhower College is combining the advantages of having five courses per term, as in the traditional semester system, with depth study during January Independent Study, as in the new "Four-One-Four" programs.

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## JANUARY INDEPENDENT STUDY

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The January Independent Study provides an opportunity for study in depth to match the breadth of the fall and spring terms. It is difficult for independent study to be wholly effective during a traditional term in which the student must meet three or four other classes regularly. Field trips, investigations in large university or government libraries, or extended research in the science laboratory are not possible to the extent made practicable by a January project.

The faculty of Eisenhower College will prepare lists and descriptions of projects for independent study, which they will supervise on a semi-tutorial basis. These lists and descriptions will be available to the students in the early fall. Students will select the projects in which they are interested. In some cases, the students, in consultation with a divisional director and the appropriate faculty, may suggest their own project. Science students may select a problem which will entail five or six hours daily in the laboratory throughout January. Most students will probably choose a project entailing daily research in the library. Whenever necessary, these students will meet with their faculty adviser to discuss their readings and the direction in which their independent study report is being drafted.

Four independent study projects are required for graduation. These projects are graded Pass, Fail, or Honors. Thus a student need not be concerned that a chal-

lenging project which he desires to pursue will lower his point average. This is done to encourage students to select one or two projects in areas in which they are not majoring, but which have attracted their interest.

The senior project may be planned to be coupled with three to six credit hours of further independent study on the same subject during the last term of the senior year. The senior project is required in the student's field of concentration and takes the place of a senior essay.

An additional advantage of the January Independent Study is the opportunity afforded the student to elect an area of study which may be so highly specialized that it would not ordinarily be available as a course in an undergraduate liberal arts college. For example, a student concentrating in history might wish to emphasize a foreign area such as Russia. During his junior year, this student could elect a course such as Russian History during the first term and Soviet History during the second term. For his junior Independent Study, this same student might decide to concentrate on the November Revolution or the Peasant Revolt of 1905, and during the senior year the student might wish to research on the Constitution of 1936 or in Russo-Chinese Relations. Under the traditional system, it would be impossible to offer courses in such limited areas for the few students who would be interested. It is possible in the highly concentrated one month Independent Study to cover more material than can ordinarily be handled in a single course in a fourteen week term.

The achievement related to Independent Study should have an influence on the scholarly commitments of each student during the following terms. These units of independent study will encourage definition of career objectives. As important as the work accomplished in independent study may be, even more important is what independent study will do to help the student better measure his own capacities and interests.

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## WORLD STUDIES

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Each student is required to complete an interdisciplinary program of *World Studies*. For all but science majors, this program is scheduled as a part of each fall and spring term of the four year curriculum. Students concentrating in a science begin *World Studies* in their sophomore year. The distribution of the *World Studies* offerings is illustrated in the following three typical major programs. A program for a concentration (major) has been chosen from each of the three divisions for purpose of illustration.

## HISTORY

Fall			January		Spring	
Credit					Credit	
First Year	World Studies to 500 A.D.	10	Project	World Studies 500 to 1660	10	
	History			History		
	Philosophy			Philosophy		
	Literature			Literature		
	Art			Art		
	Modern Language	3		Modern Language	3	
	Expository Writing	2		Speech	2	
		15			15	
Second Year	World Studies 1660 to 1800	9	Project	World Studies 1800 to 1900	9	
	History			History		
	Philosophy			Philosophy		
	Literature			Literature		
	Art			Art		
	Music			Music		
	American History	3		American History	3	
Elective*	3	Elective*	3			
		15			15	
Third Year	World Studies 1900 to 1945	3	Project	World Studies 1945-Present	3	
	History			History		
	Philosophy			Philosophy		
	Literature			Literature		
	Science and Man			Science and Man		
	Ancient to Present	3		Ancient to Present	3	
	History Elective	3		History Elective	3	
Elective*	3	Elective*	3			
Elective	3	Elective	3			
		15			15	
Fourth Year	World Studies	3	History Project	World Studies	3	
	Contemporary Man, Values & Institutions			Contemporary Man, Values & Institutions		
	History Elective	3		History Elective	3	
	Elective	3		Elective	3	
	Elective	3		Elective	3	
	Elective	3		Elective	3	
		15			15	

\*12 Hours of Electives should be chosen from Anthropology, Economics, Political Science or Sociology.



## BIOLOGY

		<i>Fall</i>	<i>January</i>	<i>Spring</i>	
		<i>Credit</i>			<i>Credit</i>
First Year	General Biology	4	Project	General Biology	4
	Chemistry	4		Chemistry	4
	Mathematics	3		Mathematics	3
	Modern Language	3		Modern Language	3
	Expository Writing	2		Speech	2
		<u>16</u>			<u>16</u>
Second Year	World Studies to 500 A.D.	9	Project	World Studies 500-1660	9
	History			History	
	Philosophy			Philosophy	
	Literature			Literature	
	Art			Art	
	Invertebrate Zoology	4		Plant Physiology	4
	Organic Chemistry	4		Organic Chemistry	4
		<u>17</u>			<u>17</u>
Third Year	World Studies 1660-1800	9	Project	World Studies 1800-1900	9
	History			History	
	Philosophy			Philosophy	
	Literature			Literature	
	Art			Art	
	Music			Music	
	Comparative Embryology	4		Comparative Anatomy	4
	Physics	3-4		Physics	3-4
		<u>16-17</u>			<u>16-17</u>
Fourth Year	World Studies 1900-1945	3	Biology Project	World Studies 1945-Present	3
	History			History	
	Political Science			Political Science	
	Economics, Sociology			Economics, Sociology	
	World Studies	3		World Studies	3
	Contemporary Man			Contemporary Man	
	Values, & Institutions			Values, & Institutions	
	Genetics	3		Biology Elective	3-4
	Biology	3-4		Biology Elective	3
	Elective	3		Elective	3
		<u>15-16</u>			<u>15-16</u>

## LITERATURE

	<i>Fall</i>			<i>January</i>	<i>Spring</i>		
First Year	World Studies to 500 A.D. 10			Project	World Studies 500 to 1660 10		
	History				History		
	Philosophy				Philosophy		
	Literature				Literature		
	Art				Art		
	Modern Language 3				Modern Language 3		
	Expository Writing 2				Speech 2		
			15				15
Second Year	World Studies 1660 to 1800 9			Project	World Studies 1800 to 1900 9		
	History				History		
	Philosophy				Philosophy		
	Literature				Literature		
	Art				Art		
	Music				Music		
	Literature Elective 3				Literature Elective 3		
Elective 3			Elective 3				
			15				15
Third Year	World Studies 1900 to 1945 3			Project	World Studies 1945 to Present 3		
	History				History		
	Political Science, Economics, & Sociology				Political Science, Economics, & Sociology		
	Science and Man				Science and Man		
	Ancient to Present 3				Ancient to Present 3		
	Literature Elective 3				Literature Elective 3		
	Elective 3				Elective 3		
Elective 3			Elective 3				
			15				15
Fourth Year	World Studies 3			Literature Project	World Studies 3		
	Contemporary Man, Values & Institutions				Contemporary Man, Values and Institutions		
	Literature Elective 3				Literature Elective 3		
	Elective 3				Elective 3		
	Elective 3				Elective 3		
	Elective 3				Elective 3		
			15				15

The first year of *World Studies* offers four general areas—history, philosophy, literature, and art—as mutually supporting disciplines. Students will learn to think across disciplinary lines. Science for non-science majors is deferred to the junior year in order to take advantage of the mature ideas of students who have by then studied the development of man and culture from the beginning to the present. The senior year *World Studies* concentrates on the problems of man today and on problems students anticipate after graduation. Discussions of changing values and institutions will be based on the ideas and concepts students have developed during their previous three years of study.

During the first two years in the *World Studies*, the student will attend lectures in a specially designed multi-media lecture theatre. In addition, two-hour round table seminar sessions, limited to fifteen students, will be held in each of the segments of the block (history, philosophy, literature, and art). These dialogues will enable students to discuss and argue their ideas with their peers in company with their teachers.

The object of *World Studies* is not a mere accumulation of data. It is the fundamental general education offering of the College and has as its objectives:

1. *Recognition of basic concepts pertinent to the development of the individual and to his role within his culture.*
2. *Evaluation of a perspective within which the above basic concepts become meaningful.*
3. *Creation of an overview of culture throughout civilization which can inspire the wisest career choice for the individual student.*

The block of general education, which has been organized as *World Studies* at Eisenhower College, is developed chronologically. This is not because of a stronger emphasis on history, but rather because, in an interdisciplinary approach, it is possible to present man's ideas and efforts as they have developed (cause and effect relationships becoming more apparent). Those events, ideas, and creative expressions of man which best illustrate basic concepts will be highlighted, rather than giving equal emphasis to all periods of man's development. The scope of *World Studies* can be illustrated by the following chart listing major areas to be covered in the freshman year of *World Studies*:

## WORLD STUDIES—FRESHMAN YEAR

First

Term

*HISTORY AND  
POLITICAL SCIENCE*

Historical Method

Geographic Method

Emergence of Man

China to 500 A.D.

India to 500 A.D.

Babylonia

Egypt

The Hebrews

Early Greece

*PHILOSOPHY  
AND RELIGION*

Intro. to Philosophy

Taoism

Confucianism

Hinduism

Buddhism

Judaism

*LITERATURE*

Literary Analysis

Early Oriental Lit.

Hebrew

Greek

*ART*

Intro. to Art Forms

Early Chinese Art

Early Indian Art

Greek Art

## THE JANUARY INDEPENDENT STUDY PROJECT

Second

Term

*HISTORY AND  
POLITICAL SCIENCE*

Hellenistic World

Rome

Barbarian World

Islamic Civilization

China 500-1500

India 500-1500

Medieval Europe to 1660

Japan to 1500

America to 1660

*PHILOSOPHY  
AND RELIGION*

Greek Philosophy

Roman Philosophy

Judao-Christian

Islam

Medieval Phil. to 1660

*LITERATURE*

Roman

Medieval

Non-Western to 1500

Renaissance

(Shakespeare, etc.  
to 1660)

*ART*

Roman Architecture

Islamic Art

Oriental Art

European to 1660

### EXPOSITORY WRITING

Expository Writing, required of first year students, encourages creative expression, development of logic, and analysis of ideas. The subjects will be selected from ideas and topics being studied in the World Studies. These writings will be closely coordinated by the professors of Expository Writing and the professors of *World Studies* seminars.

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### FIELDS OF CONCENTRATION (MAJORS)

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Each student will select a field concentration (a major) before the close of his sophomore year. This may be a single discipline, such as chemistry or political science, or it may be an interdisciplinary major, such as international relations. There will be a divisional major available in each division as explained below under *Interdisciplinary Fields of Concentration*. The fields of concentration (major options) available to students are:

#### DISCIPLINARY

Biology  
Chemistry  
Economics  
French  
German  
History  
Literature  
Mathematics  
Philosophy  
Political Science  
Sociology—Anthropology  
Spanish

#### INTERDISCIPLINARY

American Studies  
International Relations  
Social Science  
Humanities  
Science

#### ELECTIVE DISCIPLINES—WITHOUT MAJORS

Courses may be elected from the disciplines below, but no concentration is offered in these disciplines.

Fine Art	Psychology
Geography	Religion
Music	Speech
Physics	

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## INTERDISCIPLINARY CONCENTRATIONS

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Interdisciplinary concentrations are planned by a student working closely with a faculty adviser. These fields of concentration must have a clearly defined focus or objective acceptable to the division concerned.

Divisional concentrations may be planned in the sciences, the humanities, or the social sciences. An example would be a pre-medical program with emphasis on three sciences rather than a major in a single science. It is possible also to major across divisional lines as in the case of international relations, wherein a student may design combinations such as Far Eastern Religion, Far Eastern Literature, and courses in history, international economics, anthropology, and political science. An inter-divisional concentration in American studies could likewise combine philosophy, literature, social and intellectual history, political science, and sociology. Area study foci are possible with disciplinary or interdisciplinary concentrations by electing related courses in other divisions. Such foci might be on areas such as the Middle East, Asia, Latin America, Russia, or Africa.

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## PRE-PROFESSIONAL CURRICULA

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Interdisciplinary fields of concentration are particularly applicable for preparation for admission to professional schools, such as medicine, dentistry, law, theology, and education.

### PRE-LAW

Any student interested in the possibility of eventually attending a law school would be well advised to obtain a copy of *Pre-Law Handbook, Part I, Law Study and Practice in the United States*, published in 1967 by the Association of American Law Schools in Washington, D.C. The Association of American Law Schools emphasizes that there is no "one way to prepare for law school." As in the past, the law colleges are recommending a broad liberal arts program, with sufficient depth at some spot within the program to require at least one major writing project. The Fall-January-Spring program, with the *World Studies* requirement, the depth of the January Independent Study project, and the opportunity to concentrate either in one discipline or across discipline lines provide an ideal preparation for law school.

### PRE-MEDICINE AND PRE-DENTISTRY

It is necessary for students planning to enter a medical or dental school to have completed a program in the natural and physical sciences, preferably in a liberal arts setting. This may be a concentration in a single discipline, such as chemistry or biology. On the other hand, the concentration may be interdisciplinary within the division. An interdisciplinary science program for a student intending to apply

for medical or dental college on graduation from liberal arts should be planned carefully with the student's faculty adviser. This type of program would take into account the admissions requirements listed annually in *Medical School Admissions Requirements—U.S.A. and Canada* published by the Association of American Medical Colleges. The opportunity to plan a program with a specific focus, while retaining the breadth of the *World Studies* program and the depth of January research projects, is an integral part of the Eisenhower College plan for emphasis on individual needs.

#### SECONDARY SCHOOL TEACHING

An increasing number of states which recognize the value of the liberal arts as foundation for teaching, now require at least one year of graduate study beyond the bachelor's degree for permanent certification, while deferring professional education requirements to the fifth year. In this manner, students who have received the bachelor of arts degree may apply for admission to one of the new master of arts in teaching programs being offered throughout the country.

The interdisciplinary divisional major is particularly suited for this four year academic preparation; for example, the young man or woman who is interested in teaching secondary school social studies will find most states requiring background in at least four areas other than Western World and American History. A student whose objective is teaching social studies can plan a divisional concentration which would include not only courses in history, but also courses in political science, economics, anthropology-sociology, and geography. In designing such a program, the student will prepare a short written rationale for the focus of his program. This should be prepared in consultation with the student's faculty adviser and when approved will become the student's official field of concentration.

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#### STUDY ABROAD

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Provision will be made for junior year study abroad for those students whose achievement during their first two years meets standards established by their division. A term or a year may be spent in a college or university abroad if the student's proposed program of study and the choice of college or university are approved by his Division Director and the Coordinator For Foreign Study.

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#### OFF-CAMPUS PROGRAMS

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Some upper-class January Independent Study projects take the form of faculty-led off-campus study groups in such locations as Washington or New York. These projects will be carefully structured and will meet the standards of January projects on the campus.

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## GRADING

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Students are required to have earned an average of 2.0 for graduation. Grade points are assigned to letter grades as follows:

A	—	4.0
B	—	3.0
C	—	2.0
D	—	1.0
F	—	0

Each student may enroll for one course per year (not including *World Studies* or a course required for concentration), which can be graded Satisfactory, Unsatisfactory, or Honors. This course will not be considered in arriving at grade point averages for graduation, but credit hours will be included toward graduation. It is hoped that this option will encourage students to elect courses in which they are interested, but in which they may have had so little background that they would otherwise not have decided to register for the course.

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## CREDIT HOURS

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Credit hours have been listed in the foregoing sample programs for concentrations in history, biology, and literature. However, the student will be encouraged to de-emphasize the importance of such figures. They are used primarily to assist in designing a student's program for a term, indicating not course value but comparative time involved.

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## THE COURSES OF STUDY

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In this brief bulletin, the courses of one division, the Division of Social Sciences, are listed below as an illustration of the scope of offerings at Eisenhower College. These may then be viewed within the framework of the earlier example of the history concentration.

As noted above, students may select a traditional concentration within a discipline, or may choose a disciplinary focus. Within the Social Sciences, there can be an international relations focus, regional foci, or such foci as:

### DEVELOPMENT OF IDEAS

History: *Social and Intellectual History of U.S.*

*Social and Intellectual History of Europe*

Political Science: *Western Political Thought*

*European Political Thought*

*Non-Western Political Thought*



Sociology: *The Development of Social Theories*  
Economics: *The History and Philosophy of Economic Thought*  
Geography: *The Development of Geographic Thought*

COMPARATIVE STUDIES (*Cross-cultural Studies*)

Political Science: *Political Modernization*  
Economics: *Comparative Economic Systems*  
Sociology and Anthropology: *Comparative Societies and Cultures*  
(as well as basic regional studies.)

DEVELOPMENT AND MODERNIZATION

History: *European Nationalism and Colonialism*  
Political Science: *Political Modernization*  
Sociology: *Social Change, Disorganization and Pathology*  
*plus regional/area studies*

MINORITY GROUP STUDIES

History: *The Contributions of Minority Groups*  
Political Science: *The Politics of Racial and Minority Groups*  
Economics: *None*  
Sociology: *Sub- and Contra-Cultures (Anthropology)*  
*Racial and Cultural Minorities*

RACIAL AND CULTURAL MINORITIES

Geography: *World Cultural Patterns*

The course offerings of the division of Social Sciences are listed below under their traditional disciplinary heading:

HISTORY

American:

*Colonial America (to 1783)*  
*The Making of the American Nation (1783-1850)*  
*Conflict, Development and Expansion (1850-1900)*  
*Twentieth Century United States*  
*Social and Intellectual History of the U.S.*  
*Economic History of the U.S.*  
*Diplomatic History of the U.S.*  
*The Contribution of Minority Groups*

European:

*Ancient History*  
*Medieval History*  
*The Renaissance and Reformation*  
*The Age of Absolutism*  
*Revolutionary and Napoleonic Europe*

*European Nationalism and Colonialism*  
*Contemporary Europe*  
*Social and Intellectual History of Europe*  
*Economic History of Europe*

Non-Western: (SIF)

*History of the Far East*  
*Latin American History*  
*History of Africa*  
*Middle Eastern History*  
*The History of the Islamic Peoples*  
*History of Russia*  
*History of the Soviet Union*

Methodology and Tool:

*Historiography and Bibliography*

#### POLITICAL SCIENCE

American Government and Politics:

*The American Political Process*  
*Political Parties*  
*The Legislative Process*  
*The Judicial Process*  
*The Presidency*  
*Metropolitics*  
*The Politics of Racial and Ethnic Groups*

Foreign Policy and International Relations:

*American Foreign Policy*  
*International Relations*  
*Cross-Cultural Studies in Politics and Government*  
*Soviet Foreign Policy*  
*Chinese Foreign Policy*  
*The Foreign Relations of the Developing Nations*

Policy Studies:

*Constitutional Law*  
*The Administrative Process*  
*Government and the Economy*  
*Political Modernization*

Political Thought:

*Western Political Thought*  
*American Political Thought*  
*Non-Western Political Thought*

Methodology and Tool:

*Approaches to the Study of Political Systems*  
*Research Methods in Political Science*

SOCIOLOGY AND ANTHROPOLOGY

Fundamentals:

*The Social System*  
*Social Stratification*  
*Modern Organization and Communications*  
*The Urban Community*  
*Racial and Cultural Minorities*  
*Social Change, Disorganization and Pathologies*  
*Society, Culture and Personality*

Regional:

*Societies and Cultures of Latin America*  
*Societies and Cultures of Asia*  
*Societies and Cultures of the Middle East*  
*Societies and Cultures of Africa*  
*Comparative Societies and Cultures*  
*The Development of Social Theories*

Methodology and Tool:

*Methods of Social Research*

Anthropology:

*Physical Anthropology*  
*Cultural Anthropology*  
*Cultural Change*  
*Sub- and Contra-Cultures*

ECONOMICS

Fundamentals:

*The Modern Economic Systems*  
*a. Macro-economics*  
*b. Micro-economics*  
*Price Theory*  
*Money and Banking*  
*History and Philosophy of Economic Thought*  
*a. Classical . . . to Adam Smith*  
*b. Modern . . . from Smith to present*



*Eisenhower College is located within motoring distance of many outstanding ski areas.*

**Institutional:**

*The Business System*

*Labor Economics*

*Agricultural Economics*

*Social (ecological) Economics*

**International:**

*International Economics*

*Economics of Developing Societies*

*Comparative Economic Systems*

**GEOGRAPHY**

*Physical Geography*

*World Cultural Patterns*

*Economic Geography*

*Political Geography*

In each of the above disciplines, there are courses listed which will not be offered in regularly scheduled classes, but will be available as combined Readings and Independent Study courses.

# VI

## ADMISSIONS, EXPENSES, AND FINANCIAL AID

EISENHOWER  
COLLEGE

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## ADMISSIONS

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Eisenhower College seeks students who are capable of profiting from a liberal arts program of study designed to provide a foundation for advanced graduate or professional study as well as enrichment for a lifetime.

Admissions policy purposely avoids the establishment of arbitrary admissions criteria. Rather, the applicant's total record—non-academic as well as academic—will be reviewed. The Admissions officers are searching for signs of seriousness of purpose and no one criterion, such as an isolated test score, will determine suitability for admission. Deliberate consideration will be given the pattern of courses the student has followed in his college preparatory curriculum, the guidance counselor's total assessment on the applicant's prospects for success in the liberal arts program, and the extracurricular record of the applicant. In every way possible the Admissions Committee attempts to obtain as much relevant information about each applicant as possible. It is more important that the Committee gain insight into the applicant as an individual, for Eisenhower College aims to build upon this individuality.

The following procedures are designed to gather pertinent information upon which to base the admissions decision.

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## SECONDARY SCHOOL RECORD

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Academic achievement and potential are the most important considerations in the evaluation of an application for admission. The Admissions Committee is not

*Van Cleef Lake—Seneca Falls*



interested in mere grades, but grades and rank in class are one means of studying the motivation of the individual student. It is the student with ability who lacks motivation who makes up one of the largest blocks admitted to colleges only to be dismissed for failure in the classroom. As this College intends to develop each individual to the fullest through its emphasis on teaching the individual, evidence of motivation will weigh heavily in the applicant's favor.

Candidates for admission should satisfactorily complete a college preparatory program of at least fifteen units in an approved secondary school. The fifteen units must include the following minimums:

English . . . . . (Composition, Literature, or Speech)	4 units
Foreign Language . . . . . (In one modern or classical language)	2 units
College Preparatory Mathematics . . . . . (Algebra, Geometry, or higher level course)	2 units
Science . . . . . (Including a laboratory science)	2 units
History and Social Science . . . . .	2 units

Students are strongly urged to complete more than the minimum required units consistent with their proposed area of study. For example, if an applicant expects to concentrate in the natural or physical sciences, he should have preferably completed courses in biology, chemistry, and physics and a program of college preparatory mathematics through trigonometry and advanced algebra.

There are some schools in which rank in the upper fifth of the class can be achieved by a student who does not do as well as a student in the third fifth of another school. The Admissions Committee will select students who have competed favorably with other members of their college preparatory classes. In this review of class rank, the differences among schools and classes will be taken into consideration. However, the Admissions Committee believes that students who have not ranked in the upper half of their college preparatory classes will have difficulty in satisfactorily completing a liberal arts program.

In addition to the pattern of courses and academic performance, the counselors', principals', or headmasters' assessment of the student will be considered an extremely important admissions factor in judging the qualifications of applicants. Furthermore, the school and community extracurricular interests and accomplish-

ments of candidates for admission are looked upon as evidence of potential for leadership and promise of interest in the broader program which characterizes the liberal arts.

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## ENTRANCE EXAMINATIONS

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Applicants are required to submit results of either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or the American College Testing (ACT) Program Examination. Both the SAT and the ACT are administered at numerous testing centers throughout the United States and in many foreign countries.

Results of either test will be considered as a part of the total record of the applicant. The Admissions Committee looks upon test results as indicators of probable success in a college level program. However, the Admissions Committee is aware that some students may achieve extremely high scores on such tests while failing several subjects in secondary school, an indication of aptitude without motivation. Likewise, there will always be a few applicants who achieve relatively low scores on the SAT or ACT but who have demonstrated their ability to achieve through their secondary school grades and the recommendations of their counselors.

**SAT:** Results of the March SAT administration of the junior year, or any later test, are acceptable for admissions purposes. It is the responsibility of each applicant to arrange to have his results reported to the Director of Admissions by the Educational Testing Service. (Eisenhower College's CEEB code number is 2236.)

Information on the SAT, as well as the CEEB's Achievement and Advanced Placement Tests, registration procedures, cost, test centers, and dates of the test administrations is available through guidance offices or by writing to the Educational Testing Service, Box 592, Princeton, New Jersey 08540; students living in the Western and Pacific states should address their requests to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.

**ACT:** Results of the American College Testing Program Examination of the May junior year administration, or any later test, may be submitted for admissions purposes. Applicants must arrange to have ACT results forwarded to the Director of Admissions from the ACT offices. (The Eisenhower College code and test center number is 2733.)

Information on the ACT battery, registration procedures, cost, test center locations, and test administration dates is available from guidance counselors or by writing directly to the ACT Registration Unit, Box 414, Iowa City, Iowa 52240.

## ACHIEVEMENT TESTS

It is recommended but not required that applicants submit results of CEEB Achievement Tests. Achievement Test scores may be submitted to be considered in



lieu of the college's course placement examinations. For example, students who plan to continue the study of a language previously studied in secondary school may wish to take that language achievement test.

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## PERSONAL QUALITIES

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The Admissions Committee will pay particular attention to those qualities of mind personality, and character which it feels are further indications of promise in college and in later life. The Committee is also interested in the applicant's goals and aspirations. These qualities will be revealed through the application, the applicant's community as well as his school extracurricular accomplishments, test batteries, and personal recommendations.

Although letters of recommendation (in addition to the assessment by the secondary school counselor, principal, or headmaster) are not required, the Admissions Committee will be happy to receive recommendations from individuals who have had unusually close association with the applicant.

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## CAMPUS VISIT AND INTERVIEW

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The purpose of the campus visit is to permit students to learn, first-hand, about the College program, facilities, admission requirements, and procedures. A personal interview with an admissions officer may be arranged. The interview affords the students, parents, and the admissions officer the opportunity to exchange information important in the process of selecting a college and in making admissions decisions. A visit to the campus is recommended but is not a requirement for admission.

Students who wish to talk with an admissions officer should write for an appointment at least three weeks in advance and suggest several alternate dates. Appointments are not necessary for campus tours. Preferred time for campus visits are 9:00-11:30, 1:30-4:00 weekdays; 9:00-11:30 Saturdays. Summer visits are highly desirable.

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## TRANSFER

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No advanced standing transfer students will be admitted during the 1968-69 academic year.

Candidates for freshman admission who have attended another college or university are required to have official copies of their complete transcript sent to the Director of Admissions by the Registrar of each institution attended. In addition, letters of recommendation covering the student's achievement and personal record are required. The letters shall be sent to the Director of Admissions from the appropriate Academic and Student Personnel Deans of the most recent college attended.

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## CANDIDATE'S REPLY

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To accept an offer of admission, the candidate shall return the *Acceptance of Admission* form with a non-refundable registration deposit fee of \$100.00 which will be credited to his college bill.

Eisenhower College subscribes to the Candidates Reply Date agreement. Therefore, students do not have to accept or reject their offer of admission before May 1.

Physical examination forms, residence hall and roommate assignments, and other information will be mailed to matriculating students prior to orientation and registration.

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## EXPENSES

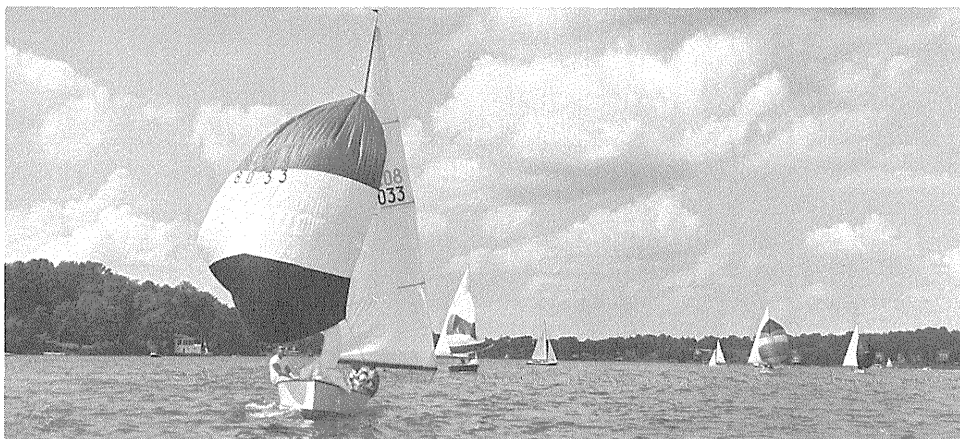
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Eisenhower College has established a *Guaranteed Cost Plan* for the charter freshman class. This plan assures students who enroll in September, 1968, that the comprehensive charge will not be increased during the four year period normally required to earn the A.B. degree. Cost of tuition, room, and board for a year is:

Tuition	\$1,800.00
Room	600.00
Board	600.00

Books and supplies, health insurance, personal items, laundry, and travel to and from college are not included in the above figures. A convenient insured method of paying tuition and other approved college expenses in monthly payments is available through reputable banking sources. Details may be obtained from the Office of Admissions.

*Sailboat races, Cayuga Lake.*



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## FINANCIAL ASSISTANCE

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A program of financial aid will seek to give all deserving youth equal access to Eisenhower College. The financial aid program consists of scholarships, loans, and work opportunities.

Scholarships and loans are awarded on the basis of proof of financial need, and achievement. Eisenhower College subscribes to the guiding principles for the administration of college financial aid as set forth by the College Scholarship Service (CSS) of the College Entrance Examination Board. The College uses the services of the College Scholarship Service to help determine the student's need for financial assistance. A limited number of Eisenhower Scholars will be selected from those applicants with outstanding promise. Included in the College's scholarship program are funds donated by the Jessie Noyes Smith Foundation to enable disadvantaged students to attend Eisenhower College.

The College has filed its application for National Defense Student Loan funds. New York State residents who are recipients of Regents Scholarships or Scholar Incentive awards may use such awards at Eisenhower College. Loans through the Guaranteed Loan Program in New York and in other states may also be used.

The College has established its own work opportunity program which offers on-campus, part-time employment in the library, language laboratory, campus bookstore, cafeteria, and dormitories.

Applicants requesting financial aid are required to complete the Parents' Confidential Statement of the College Scholarship Service.

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## REFUNDS

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### *Tuition:*

Withdrawal during the	1st Week	80%
	2nd Week	60%
	3rd Week	40%
	After 4th week	—

### *Room:*

Room contracts once made will be for the full amount. There will be no refunds.

### *Board:*

Refunds will be for the number of weeks remaining subject to terms of the College contract with its catering service.

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TRUSTEES

EISENHOWER  
COLLEGE

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*Author*

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*Member,  
New York Stock Exchange*

*Physician*

*Chairman of the Board,  
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*Special Aide to  
The Hon. Dwight D. Eisenhower  
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*Chancellor*

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*Physician*

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THE REV. MATTHEW H. THIES  
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*Executive, Synod of New York of the  
United Presbyterian Church in the  
U.S.A.*

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#### TRUSTEES, EMERITI

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DR. WALTER B. FORD  
Ovid, N.Y.

*Author,  
Professor of Mathematics, Emeritus,  
University of Michigan*

ADMIRAL LEWIS L. STRAUSS  
Washington, D.C.

*Founding Chairman*

## 1968-69 ACADEMIC CALENDAR

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4 MONTHS	September	3-4	<i>Orientation and Registration</i>
	September	5	<i>Classes Begin</i>
	November	27	<i>Thanksgiving Recess Begins—5:00 p.m.</i>
	December	1	<i>Thanksgiving Recess Ends</i>
	December	2	<i>Classes Resume</i>
	December	20	<i>Classes and Examinations Concluded</i>

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1 MONTH	January	6	<i>Independent Study</i>
	January	31	<i>Independent Study Concluded</i>

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4 MONTHS	February	7	<i>Classes Begin</i>
	April	4	<i>Spring Recess Begins</i>
	April	13	<i>Spring Recess Ends</i>
	April	14	<i>Classes Resume</i>
	May	22	<i>Classes and Examinations Concluded</i>

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For additional information about Eisenhower College, please communicate with:

Mr. Richard R. Klotz  
Director of Admissions  
Eisenhower College  
Seneca Falls, New York 13148  
Telephone: Area Code 315-568-9851