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NO GREATER MONUMENT

Offenberger

DEDICATED TO THE proposition that a college education should be offered to students outside the top ten per cent of their high school classes, Eisenhower College was created to honor one of America's best loved and most admired presidents with an institution as unique and productive as the General himself.

Now in its second year of existence, Eisenhower College was conceived in 1961 by Dr. Scott W. Skinner, a Seneca Falls, N. Y., physician. Dr. Skinner was dismayed by the number of able and talented boys and girls he knew that would have to forego a college education because of an unspectacular academic record in high school.

Concerned about the undoubted existence of late bloomers among this group, Dr. Skinner approached General Dwight D. Eisenhower with the proposition that a small liberal arts college named after the General be constructed in Seneca Falls. Upon receiving a tentative go-ahead from the General, whose substantial knowledge in educational matters was largely developed during his tenure as president of Columbia University, Skinner and John Rosenkrans, who was to become the college's first president, proceeded to organize a founders committee which began with a pledge of \$100,000 from the First Presbyterian Church of Seneca Falls and went on to achieve designation as the Presbyterian-approved college in New York State.

In June, 1964, a local charter campaign for \$1,000,000 was launched at a dinner in Seneca Falls, a campaign which was terminated in August, 1965, upon reaching the goal. Ground for the college's first building was broken the following September in an alfalfa field overlooking the north end of Lake Cayuga.

When Dr. Skinner first proposed to the General that a new college be named after him, Eisenhower received the notion with some skepticism, reserving his full approval for some point in the future when he should have had the opportunity to evaluate the feasibility of success. By April, 1963, he was convinced and granted permission to have the college bear his name. Throughout the long period of organization and fund raising he followed the progress of the college with interest but because of frail health during the period of actual construction, Dwight Eisenhower's only trip to the site of the college came at the time of the groundbreaking ceremony in 1965.

Eisenhower undoubtedly gave the institution much thought, reflecting shortly before his death his desire

that the college should fulfill certain aims. He hoped the college would offer all the potential leaders of the future the opportunity for an education, allowing those who want an education to get it through working part-time, as the former president himself had done in his early days. Eisenhower also thought it was important that the college should be imbued with a pervading religious atmosphere, since his own religious beliefs were very deep. As the college progresses toward full growth, the attention given these precepts by the founders and the college administrators is apparent.

Eisenhower College admitted its charter class on September 1, 1968, and enrolled its second class a year later. The total undergraduate body now numbers 480 with students representing 25 states and several foreign countries. Ultimately, when residence space is available, the school anticipates a maximum of 1,500 students. At present, the ratio of boys to girls is about two to one.

For the first year of operation, an instructional faculty of 23 was recruited from 2,500 applicants. Eisenhower College has sought out and is continuing to seek out faculty and administration whose individual philosophies and desires give priority to teaching rather than research, which the college feels is better suited for graduate universities than for undergraduate colleges. This emphasis on teaching, the opportunity for teachers to participate in development of a distinctive curriculum and syllabus, and a competitive position on teacher salaries are the three factors to which Eisenhower's exceptional faculty is attributed.

At a time when the national trend shows a decline in the percentage of doctorates held by members of college faculties, more than one-half of the present teaching faculty above the rank of instructor have earned their doctorates. Last year, 23 teachers comprised the faculty; this year, another 19 have been added, with approximately 20 more to be recruited over the next two years.

The college offers a broad liberal arts program leading to the degree of Bachelor of Arts. Beginning with the first year, 1968-69, Eisenhower College included



Mamie Doud Eisenhower Hall

two unusual programs as part of its over-all instructional plan, which drew extensively upon the experience of the faculty and included the best features of many other institutions in addition to some innovations. All students at Eisenhower College are expected to complete a "World Studies" core of courses, a carefully integrated curriculum which draws together and inter-relates the most significant knowledge of all man's cultures. It is made up of lectures and seminars in the social sciences, literature, philosophy-religion, art and music. The curriculum is designed so that relationships among philosophical notions and industrial developments and literary works begin to emerge. As study proceeds, each student is encouraged to develop his own concept of how mankind's story should be put together.

The college year is organized into two four-month terms separated by the month of January, which is devoted to an independent study in depth to complement the breadth of the fall and spring terms. Feeling that it

is difficult for independent study to be wholly effective during a traditional term when a student must meet three or four other classes regularly, Eisenhower's educators have instituted the January independent study term during which, with faculty approval, each student does what he thinks will most expand his educational experience. Some examples from last year will illustrate the variety of topics that are approved: One student studied campus social structures; another worked in a school for the retarded; several took a look at the nation's underground press; a freshman shot and edited a movie to accompany "Rhapsody in Blue"; two others created a campus magazine; a large group developed a presentation of William Saroyan's full-length play "The Cave Dwellers." Many projects took the students off campus—to New York to study Swedish, or to a state hospital to study religion and mental health, as examples.

The benefits of this program, a development of similar ones at Williams and Colgate, are not limited to students; a bonus for the faculty is that the professor can get away from his own field and work out a topic far from his regular teaching. Most topics are conceived by the professors for selection by students, but some

originate with students and are submitted for sponsorship by a teacher. At the end of the first year's program, the participants were delighted with what was, in most cases, their first exposure to independent study. It was apparent already that most students had demonstrated at the freshman level their ability to work on their own, to create independently and, in many cases, to contribute significantly to the development of the curriculum.

The development of the physical side of the maturing individual is not neglected, either. Opportunities are available for participation in soccer, cross-country, basketball, golf, wrestling, tennis, baseball, fencing and track on a varsity and freshman level. Fifteen different sports are included in the intramural athletic program for individual or team participation.

The less talented athletically are also encouraged to become involved in athletic activity. One of the requirements which must be met prior to graduation is for each student to demonstrate proficiency in five "carry-over" sports—those sports such as tennis, swimming, golf and horseback riding which can be continued after leaving the campus. In this way, Eisenhower College attempts to lay the groundwork for beneficial physical activity throughout a student's life.

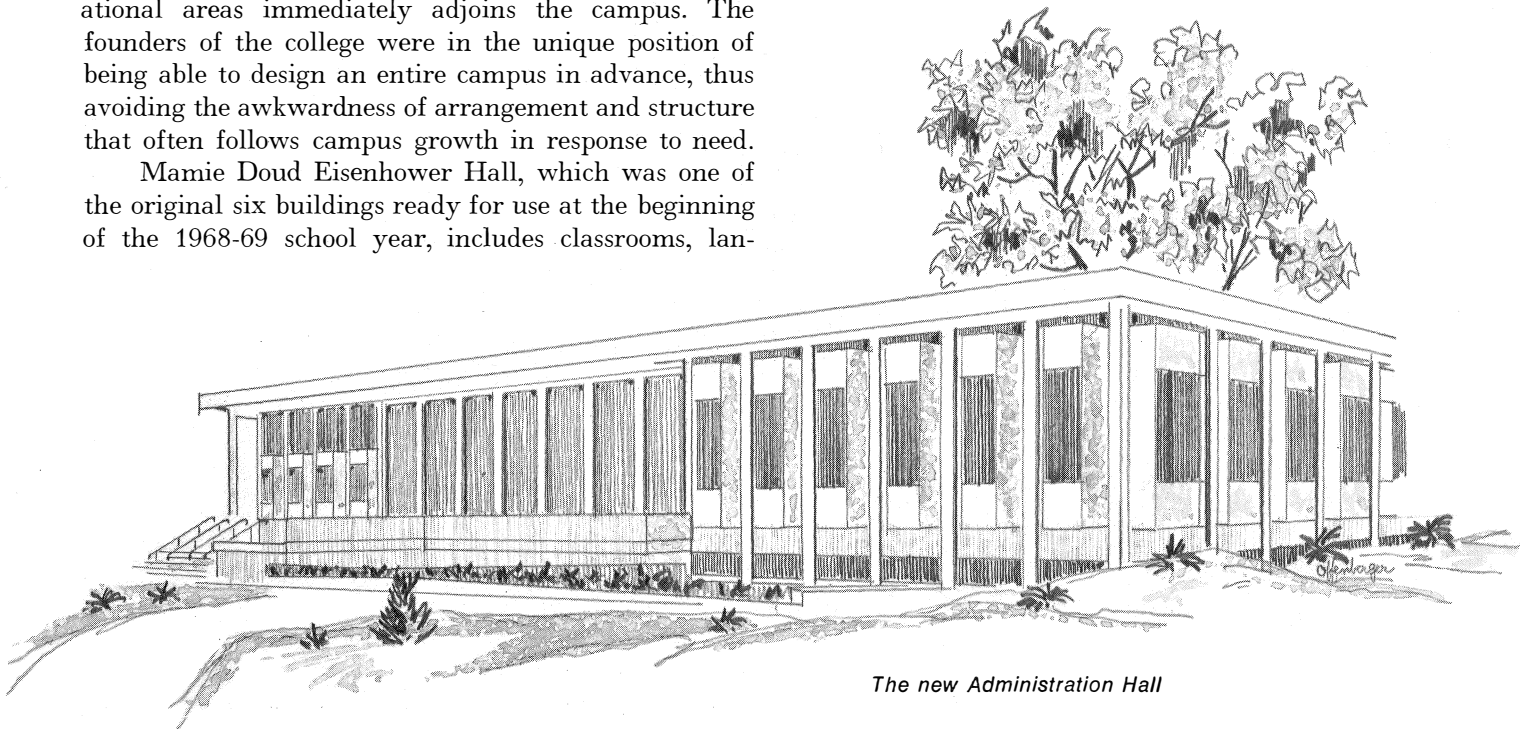
The campus of Eisenhower College is located on a 272-acre tract two miles east of the village of Seneca Falls in New York's picturesque Finger Lakes region. Cayuga Lake State Park with its beach and other recreational areas immediately adjoins the campus. The founders of the college were in the unique position of being able to design an entire campus in advance, thus avoiding the awkwardness of arrangement and structure that often follows campus growth in response to need.

Mamie Doud Eisenhower Hall, which was one of the original six buildings ready for use at the beginning of the 1968-69 school year, includes classrooms, lan-

guage and science laboratories, multimedia lecture theater, the first college library and other educational facilities. The other buildings included a small, temporary gymnasium and four architecturally distinctive "house plan" residence halls accommodating from 70 to 110 students in suites for four to ten students, with two students to a bedroom. Recreational, snack and laundry facilities are located in each residence hall.

This past fall, a second major building was put into use when the administration hall was completed. This structure includes, besides administration offices, an attractive dining room for 500, a little theater, lounges, bookstore, conference rooms and an infirmary. Eisenhower College is served with natural gas by Consolidated's wholesale customer, New York State Electric and Gas Corporation from its Geneva, N. Y., office.

As Eisenhower College's second class prepares for the January Independent Study, admission officers are involved in constructing the third class to matriculate next fall. Outside, buildings are being finished and others marked off with stakes. Eisenhower College is on its way to becoming the reality envisioned by Dr. Scott Skinner when he first wrote to Dwight D. Eisenhower about an idea he had for a monument. ♫



The new Administration Hall