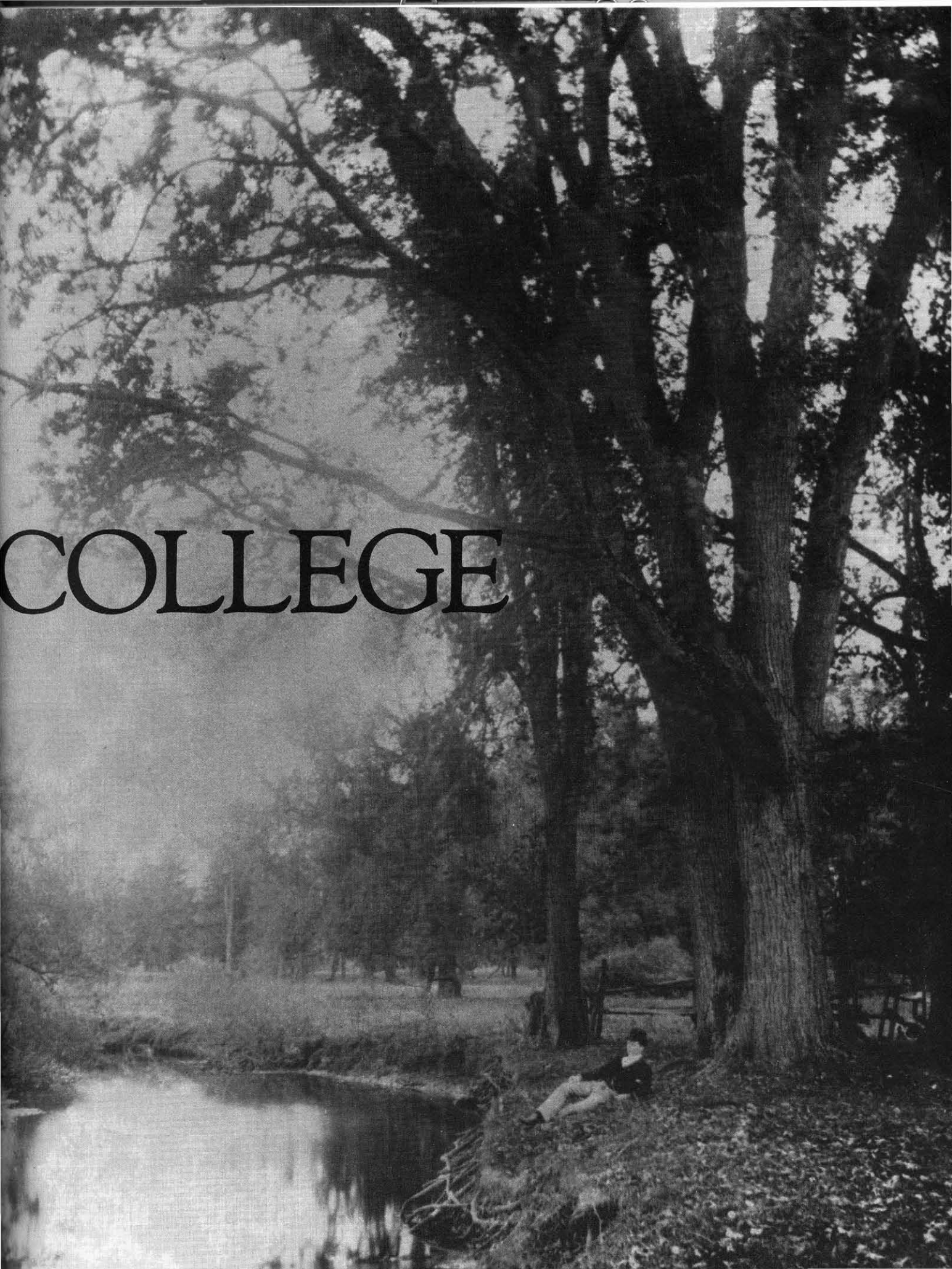


SWARTHMORE

An Informal History

BY RICHARD J. WALTON

COLLEGE



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Frontispiece: Looking west from Chester Road, in the late 1800s, from left to right you would have seen Robinson House (now the Black Cultural Center), Roberts House, Mahon House, and Garrett House. All of these houses are still standing in 1986.

TURMOIL, TRAUMA, AND RENEWAL

At 12:15 on Thursday, January 9, 1969, just as the Swarthmore Admissions Office was closing for lunch, it was occupied by members of the Swarthmore Afro-American Students Society (SASS). A week later, at ten o'clock in the morning, President Courtney Smith, age fifty-two, died in his office of a heart attack, with the issue that had preoccupied the entire College community still unresolved. Some, saddened—even outraged—by Courtney Smith's untimely death, saw a cause and effect relationship. Others, also deeply troubled by the death of a good man, saw only a sad coincidence. But all agreed it was the most traumatic week in the history of the College. Some, particularly alumni, saw it as the darkest week in the history of Swarthmore. Even now, seventeen years later, it is recalled with horror. Yet others believe, in the words of Professor Patrick Henry, that the period after Courtney Smith's death was Swarthmore's "finest hour."

The shock and grief that attended the death of President Smith made it difficult, perhaps even impossible, to reach a reasoned assessment at the time. Even now, given the strong and differing opinions, a generally accepted assessment may be impossible. It is necessary, however, to try to understand the context in which the occupation took place and to know something of the history of blacks at Swarthmore.

A college campus in the winter of 1968-69 was a troubled place. Even the normally tranquil oasis of Swarthmore could not remain unaffected. The Vietnam War, the draft, the assassinations of Martin Luther King and Senator Robert F. Kennedy—all had undermined the respect for authority on college campuses the nation over. At Swarthmore

the students at large were distressed by the attempts of the administration to retain parietal rules regarded by the undergraduates as outmoded and repressive. Although in far less destructive form than at Berkeley, Columbia, and many other colleges, the student power and black power movements were significant at Swarthmore.

It was the black activists who seized the initiative, believing that Swarthmore, despite funding from the Rockefeller Foundation, was not doing enough to meet the needs of black students, especially in recruiting and support of "risk" students. They asserted that Swarthmore throughout its history had been deficient in fulfilling what they regarded as the College's obligation to meet the educational needs of the nation's blacks.

Indeed, it is puzzling that a college founded by Quakers, among the most fervent of abolitionists and devoted to equality, should have been so slow to admit blacks at all and so slow later to admit them in significant numbers. There was no discrimination against blacks once the decision to admit them had been made. However, it is generally agreed that Swarthmore had not conducted a vigorous campaign to obtain more black applicants, had not done enough to raise scholarship funds for them, and had not been sufficiently willing to accept "risk" students, underqualified by conventional standards.

Although Swarthmore archives reveal little on the matter, one of the earliest references appears in the *Memoirs* of Charles J. Darlington '15. He reported that Dean William A. Alexander told him that sometime before Darlington came to the campus a light-skinned Negro had been accepted on the basis of his record and a photograph.

When he arrived it was found that he was a Negro boy. His picture was shaded in such a way that this fact had not been obvious. The college was in an embarrassing quandary. No Negroes had ever been admitted. As "Alec" had said, "It just wasn't done." After much heart searching by the college administration and probably some members of the Board, the boy and his parents were told that an error had been made. The college was very sorry but he could not be permitted to enter.¹⁴⁴

Another written reference to the racial question concerns an incident more than a quarter of a century later. This is how it was reported by Dean Everett Hunt:

In 1932 a Negro from a Philadelphia high school decided to apply to Swarthmore. He was a prominent athlete; had a good background in classics, his major interest; was president of Student Government and popular with his fellows; and, except for his color, was a logical candidate for an Open Scholarship. The admission of colored students had never been approved by the Board of Managers, and so the Admissions Committee referred the application to the Board. After a long discussion it decided by a large majority that Negro students could not yet be admitted to a coeducational college like Swarthmore. Their admission would raise too many problems and create too many difficulties. There was general satisfaction at the happy solution presented by Dean Speight, just arrived from Dartmouth, when he got the boy accepted there with a large scholarship. A men's college seemed just the place for him. . . .¹⁴⁵

Another eight years passed before the question again became a major issue. In 1940 students formed a committee on race relations to encourage the admission of blacks. They arranged recitals by black performers and exhibits by black artists and sculptors and brought speakers from the National Association for the Advancement of Colored People.

When John Nason became president, the committee gave him a memorandum urging the admission of blacks. He said he was seriously interested and would attempt to do something about it later, but that he had more pressing matters to deal with first. World War II had a double effect on this matter. It kept Nason fully occupied with managing the College; but it also led, without any conscious decision on the part of the College, to the admission of the first blacks. The Navy sent them as part of the V-12 program. Toward the end of the War, Nason thought the time was ripe and sent the student memorandum to the Board of Managers, who

"by a very substantial majority" resolved that students should be admitted regardless of race, color, or creed.¹⁴⁶

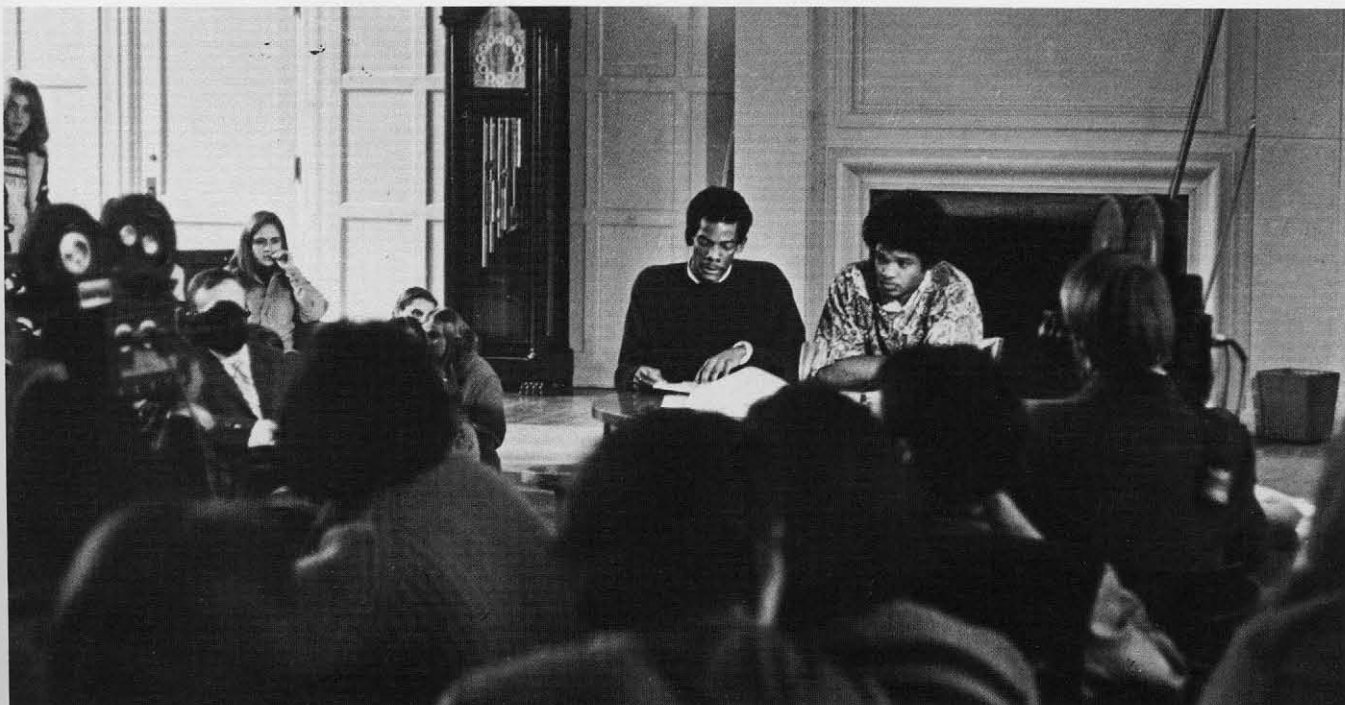
The matter arose again in the spring of 1948. After Dean Hunt told a student meeting that most blacks who applied were not qualified, he was asked: "Couldn't we stretch the line a bit for Negroes as we do for Quakers and alumni children?" Dean Hunt responded: "One small college can't solve a national problem. For our purposes, it would be harmful to relax requirements, thus watering down the student body."

Then a student asked: "From what side would the pressure come if you let many Negroes in?" Dean Hunt replied, "From parents of students, parents of prospective students. The Admissions Committee would lose their jobs."¹⁴⁷

The issue subsided for some years, and with the Rockefeller Foundation grant, the recruitment of blacks in the mid-sixties rose substantially. By the fall of 1968 when the crisis began to develop, there were forty-seven blacks at Swarthmore, about four percent of the student body, a proportion equal to or larger than that of most Ivy League schools. But the recruitment of blacks had declined. While there were eighteen black seniors, there were only eight black freshmen and a total of only twenty-one in the other two classes.

SASS began to question Swarthmore's commitment to increased black enrollment, and Frederick Hargadon, dean of admissions, took issue with some of its statements. The *Phoenix* aptly described the situation: "The whole affair has developed into a mass of personal conflicts which the parties involved could not resolve if they were to try to work it out with the emotional pitch that now exists."¹⁴⁸

The conflict developed with what seemed to be a tragic inevitability, despite the facts that, in retrospect, the two sides were never very far apart and that the administration and faculty were genuinely sympathetic to the blacks' goals. But personal conflicts and, perhaps more important, conflicts of style and perception prevented agreement. On the one hand was the Quaker perception that reasonable people in time can reach a "sense of the meeting." Given the emotional climate of the country, however—especially the mood of blacks who had seen the promises of the early sixties, when the civil rights movement seemed powerful, begin to fade away—no time remained. SASS perceived



During "the most traumatic week in the history of the College," black students occupied the Admissions Office and explained their demands to the College community and the press in several meetings such as this one.

things this way:

On a campus that professes to be liberal and enlightened, why does SASS encounter so much resistance and misunderstanding in its goals of self-definition and self-determination for black people? A great deal of the answer lies in the fact that the College suffers from white liberal mind-set on race relations. By that we mean that Swarthmore College as an institution has a "Love me, I'm a liberal" approach to race relations that *Phil Ochs in Concert* satirizes. In other words, because the College was founded under Quaker aegis, and because its administrators raise money for Wade House, and because its faculty helps run Upward Bound, because its students tutor Chester kids, lily white Swarthmore automatically assumes it's the racial scene and doing the best it can. White liberal Swarthmore has been content to push for racial justice and black self-determination in Chester, or in Philadelphia, or Media, rather than in its own backyard. Black Power is good in Chester, but bad on the campus. The racism of the outer white society stops at the edge of college property, because Swarthmore College, a small co-educational LIBERAL liberal arts [college] 11 miles southwest of Philadelphia, because the campus community is one big happy racial family.¹⁴⁹

The controversy escalated, with SASS presenting demands that were essentially these: increased black enrollment, especially of "risk" students,

those whose academic qualifications fell somewhat short of Swarthmore's normal standards; blacks in administration and in the Admissions Office; involvement of blacks in the decision-making at Swarthmore; the enhancement of the lives of black students on campus; and the replacement of Dean Hargadon if he did not change his attitude.

SASS sent a "clarified" set of demands to President Smith on December 23, instructing him to "issue a clear, unequivocal public acceptance of these nonnegotiable demands by noon, Tuesday, January 7, 1969," or "the black students and SASS will be forced to do whatever is necessary to obtain acceptance of same." The holidays made decision-making awkward. President Smith responded on December 31 with a letter to the faculty listing the SASS demands and the Admissions Policy Committee recommendations, which were not so different. The Committee had been working on the problem all summer and fall. While expressing "great sympathy for the underlying concerns of SASS," Smith said that "this College has never [been] and must never be governed by demands or moved by threats," and he expressed the hope that SASS would recast the demands in the form of proposals for faculty consideration.

On January 6, the first day of classes after



In the fall of 1968, there were forty-seven blacks at Swarthmore; there were eighteen black seniors but only eight freshmen.

Christmas vacation, President Smith met with eighteen members of SASS. Each side held to its position. Meanwhile various student and faculty groups were pointing out that the two sides were not far apart and that dialogue could resolve the few remaining differences. But SASS remained unmoved and, when the demands were not met, occupied the Admissions Office. There were suggestions at the time, disputed then and since, that SASS was influenced by outside agitators.

The SASS sit-in set off a frenzy of meetings by students and faculty. The students generally, as well as the *Phoenix*, supported SASS's goals but criticized its tactics. The faculty, often meeting late, night after night, took a similar position. Over a period of several days, the faculty adopted resolutions meeting most of the SASS demands, noting that they were so acting not because of duress but because many of the demands were justified. President Smith said it went without saying that he was "prepared to use the full influence and prestige of his office to win Board approval" of the resolutions adopted by the faculty. Despite the inevitable confusion, the situation appeared to be moving toward resolution by the middle of the next week.

Then, in the midst of the crisis, Courtney Smith died on January 16. Vice President Edward Cratsley, soon to be acting president, announced the sad news before hushed students at an 11 A.M. meeting in Clothier. As the *Phoenix* reported, the *Philadelphia Bulletin* caught the tone of the solemn occasion.

Students straggled slowly from the meeting, their faces drawn, many of the young women crying. About 200 students remained in the hall and sat with heads bowed in silence. Others walked through the campus grounds alone or in silent groups. Almost instinctively several hundred of them gathered on the lawn of Parrish Hall, standing in silent vigil. As the groups dispersed, some remained sitting on the cold lawn continuing their personal vigils; others gathered in small groups on the steps. Later, in the dining hall, it was like a convention of deaf mutes.¹⁵⁰

To say that Courtney Smith was loved and that his death was a bitter blow to the Swarthmore community would be an understatement. There were those who believed, however, that he had found it almost impossible to adjust to a world that did not obey the rules as he understood them, that although he sympathized entirely with the goals of the racial and sexual revolutions, they had

developed in a way he could not understand and could not accommodate in his liberal philosophy.

Among those who were moved by his death were the black students occupying the Admissions Office. They quickly issued this statement:

In deference to the untimely death of the President, the Swarthmore Afro-American Students' Society is vacating the Admissions Office. We sincerely believe that the death of any human being, whether he be the good President of a college, or a black person trapped in our country's ghettos, is a tragedy. At this time we are calling for a moratorium of dialogue, in order that this unfortunate event be given the college's complete attention. However, we remain strong in our conviction that the legitimate grievances we have voiced to the college remain unresolved and we are dedicated to attaining a satisfactory resolution in the future.

The president of the Student Council, Ellen Schall, also issued a statement:

The entire College Community deeply mourns the death of our President, Courtney Smith. There is no question in our minds of blame or guilt; there is room only for sorrow, not for bitterness. The College will continue to build towards the common goals for which we have all been striving.

The death of Courtney Smith also deeply affected the alumni, some of whom blamed SASS. Indeed there were some close to the situation who blamed SASS. On the other hand, there were also those on campus who felt differently and said then and since that President Smith's death made it difficult for people, especially those distant from the events on campus, to understand what had happened. A *Phoenix* editorial expressed it well:

President Smith's unexpected death has unfortunately tended to obscure the restraint and rationality of the events which preceded it. His death also makes it extremely difficult to evaluate objectively the true significance of the activities during the crisis and the effect these activities may still have upon Swarthmore. However we strongly believe that every attempt should be made to dissociate his death from the preceding events of that week. It was an unforeseeable accident that should not be considered the consequence of any action.¹⁵¹

The fact of Courtney Smith's death and the direct action tactics of SASS caused some to declare that violence had come to Swarthmore's serene campus. The fact is that SASS was never violent, responded reasonably to various proposals during the crisis, and left the Admissions Office

exactly as it had found it, in stark contrast to the genuine violence that often occurred on other college campuses during this troubled era.

Asmarom Legesse, then assistant professor of anthropology, was during the crisis the only black member of the faculty. He served a crucial role as liaison between SASS and the faculty. A week after Courtney Smith's death he addressed this question of violence.

Senior members of this community have suggested that the actions of SASS were acts of "violence." I can only understand this indictment as a response to grief. It would be self-defeating if we allowed the College's good name to be marred by speaking of violence where there was none.

By association with recent events in other parts of the country (Columbia, Brandeis, San Francisco State . . .) the Press has accused our students of violence. Can we plausibly admit such guilt and interpret a sit-in and a hunger-strike as acts of violence? Are we to believe that these instruments of peaceful protest are legitimate and "nonviolent" only when we use them to direct attention to grievances elsewhere, but cease to be legitimate when they are directed at our own institution? Even if we are to believe that our administrative and academic traditions are above criticism—which they are not—I fail to see the rationale by which we read belligerent intent into the actions of SASS. We should not forget that black students exhibited extraordinary restraint and discipline throughout the crisis.¹⁵²

Soon after Smith's death, Legesse circulated a petition saying that it would be unjust to blame the black student activists for the death of the president, as some faculty had done, and that the faculty should demonstrate its good faith to the black students by going back to its deliberation on its own initiative.

The petition, says Legesse, was signed by a major part of the College community, and the faculty did resume its deliberation. Within a few weeks it responded positively to practically all of the demands of the students for black administrators, black faculty, introduction of a black studies curriculum, and the establishment of a Black Cultural Center.

Within a few weeks most of the goals sought by SASS were achieved or set in motion. Now, seventeen years after the crisis, what is the verdict on campus? Some still believe that the gains obtained by SASS could have been made by dialogue, without direct action. Professor Legesse says, "I don't believe it for a moment; I didn't then. It may have

taken us twenty years to do what happened in fifteen to twenty days. It didn't cause any fundamental change in attitude but it did accelerate the process." Others still argue there was no need for the sit-in because the differences were not sufficient to justify such extreme action.

It is generally agreed at Swarthmore that the College has long since recovered from the trauma of that week, but it is agreed also that it will long be remembered and that it has permanently sensitized administration and faculty to the needs of the black community. So much so that there is often self-criticism—as well as criticism from blacks—that the College does not always do as well in that area as it should. Could it happen again? Robert A. Barr, Jr., himself a Swarthmore graduate, was dean of men in 1969 and is now dean of admissions. "For those who lived through it, it was a watershed. It was rather naive thinking that Quaker discourse could solve everything. We didn't recognize that sometimes confrontation is inevitable. It could happen again. It's not the fifties; it wouldn't take much to produce an itch here." Dean Barr said Swarthmore was no longer so insular as it used to be. If some foreign policy or domestic crisis affected colleges nationwide, "we'd be in it with both feet."¹⁵³



Retiring in 1969, undefeated after five victories in the General Electric College Bowl, the team used its \$19,500 winnings to establish a scholarship fund in honor of Courtney Smith.

Before leaving this "watershed" in Swarthmore's history, it is necessary to say a final word about Courtney Smith. Few were closer to the president than his assistant, Gilmore Stott. This is what he wrote in the *Friends Journal*:

Courtney Smith did much for Swarthmore, but maybe it will be judged in the long run that he did even more for education itself. . . . Courtney Smith spoke with the clearest voice, a voice known and respected not just in our country but around the world, to show that the small liberal arts college is importantly relevant to contemporary education, can meet its problems, and has the potential for outstanding intellectual excellence—many would say top excellence. He has helped show contemporary American education that the stimulus to faculty that normally goes with the strong university situation can, with planning and support, be made available to the faculty of the small quality college; and that during the undergraduate period—maybe even especially then, when young people's minds are growing and creative—teacher and student can have that extraordinary encounter of working together with live ideas, united in what Whitehead called "the imaginative pursuit of learning."¹⁵⁴

Another measure of faculty regard for Courtney Smith is well expressed in this letter to him in 1968, when he was in the hospital recovering from surgery:

Let me take this opportunity to say a few of the things all of us feel but generally leave unsaid. You are a great college President, and of course a great President of Swarthmore. You set high standards for yourself, and meet them. You make the rest of us raise our own sights, and at least aim at them. You believe in us all, more than we deserve, and we love you for it. Perhaps most of all you value all aspects of human worth without tolerating the slightest letdown in Swarthmore's special emphasis on scholarship, intellect, and the trained mind. Whatever you do is done with style, with finesse, with *eclat*.¹⁵⁵

Despite the grief and the mourning, life went on. The Swarthmore team retired undefeated after five victories in the General Electric College Bowl on the NBC television network. The winnings of \$19,500 were used to establish a scholarship fund in honor of Courtney Smith. In March Barbara Pearson Lange '31 resigned after having served as dean of women since 1962. "... I realized that I wasn't seeing things the way students were." And

Clothier Memorial as seen from Parrish porch.





Ruth and Robert C. Cross, newly elected president of Swarthmore, toured the campus in 1969 with Coach Lewis T. Elverson, Dean of Men Robert A. Barr, Jr. '56, and Vice-president Edward K. Cratsley.

Dean Hargadon announced that of the 340 freshmen the following fall, there would be thirty-one blacks, a notable increase over the eight of the year before. He said that 75 percent of the blacks accepted had chosen to attend Swarthmore. SASS played a role by taking the accepted students around campus and to classes. That September Dean Hargadon left Swarthmore to take a similar job at Stanford.¹⁵⁶

In April the hot issue of dormitory autonomy came up again, with the faculty finally accepting the students' argument that visitation rights were a matter for the undergraduates to determine. "To campus-wide dismay the Board overruled the faculty, which it rarely does. The following year the Board came around. For the first time since its founding, Swarthmore was no longer dragging behind popular attitudes, much to the relief of the administration."¹⁵⁷

The Board named Edward K. Cratsley, vice president-finance and professor of economics, acting president, a position he was to fill three times. When he was awarded the honorary Doctor of Laws degree in 1978, it was noted "he was the only vice president for finance under whom four presidents have served." The choice of a new president

was not long delayed since a selection committee (composed of members of the Board and faculty, alumni, and—for the first time—students) had already been at work following Courtney Smith's announcement the previous year that he would be leaving at the end of the 1968-69 academic year. The choice was a popular one: Robert Cross, president of Hunter College, who had been on the Swarthmore history faculty from 1952 to 1959 and in 1957 had served as the College's first director of admissions.

President Cross came to a lively campus. SASS was still pushing for its goals. The students as a whole were angry with the Board for rejecting dormitory autonomy, and the anti-war movement was at its height. On October 15 the president spoke on anti-war Moratorium Day. In so doing he reflected the feelings of most of the faculty and students. A couple of weeks later the *Phoenix* reported that the Ville, as usual, thought the College was too radical with all those beards and demonstrations.¹⁵⁸

In March, 1970, following a two-day sit-in in President Cross's office, the establishment of a Black Cultural Center was announced. And the following month it was announced that co-ed housing

in four dormitories would be tried as an experiment. Also that month the faculty voted 2-1 to abolish the foreign language requirement.¹⁵⁹

In May the Swarthmore campus, like those the nation over, responded with anger to the news that President Richard M. Nixon had ordered American forces into Cambodia. With widespread sentiment for ending classes, the semester limped to a close, some students taking final exams and turning in papers and others not.¹⁶⁰

That fall, under the headline "Radical Strike Fervor Subsides," the *Phoenix* reported that the campus was back to normal. But the Federal Bureau of Investigation was doing its best to revive the fervor. The *Phoenix* soon reported that twenty or more agents at two o'clock in the morning broke into the off-campus home of sixteen students at 1001 Baltimore Pike, brandishing guns, refusing to show a search warrant or to let the students call lawyers. After an hour and a half the agents left, having learned nothing about two non-Swarthmore women accused of robbing a Boston bank and killing a policeman.¹⁶¹

Also that fall tighter security measures were established following a rash of thefts on campus, a problem which grew worse in the years following. James A. Michener '29, the celebrated author, contributed \$100,000 toward a black studies program and the Black Cultural Center. And the *Phoenix* reported that there was little social life on campus on Saturday nights—a common complaint at Swarthmore for decades.¹⁶²

The FBI, it was learned, was still interested in Swarthmore, although the evidence gave a certain Keystone Kops quality to its investigation.

The most singular problem that Cross had to handle arose in March, 1971, when an FBI office was broken into in the nearby town of Media, Pennsylvania. Contents of the files were taken and subsequently released to the press, bit by bit. Nobody at Swarthmore had anything to do with the theft, but because of the locality of the office the College figured prominently in the papers which were released. The documents mostly reflected FBI ineptitude and misinformation, even in the cases of the very few students and faculty in whom specific interest had been shown. The most distressing development was the evidence that some College employees with access to personal information about students and faculty were accustomed to cooperate freely with the FBI whenever information was requested. There was little to be done about past indiscretions, since the authen-

ticity of the documents could not be established. To avoid further occurrences of this type, Cross promptly issued a stern statement to all members of the College community prescribing, as a condition of continued membership, "intelligent restraint" in dealing with future outside requests for information. He quickly put together a special committee to spell out the policy details of the obligations of the College, and of its employees, to preserve the privacy of the College community as far as possible. Later he made a strong public statement condemning indiscriminate surveillance of college campuses. Outside the College these responses predictably angered those citizens who feel that the FBI can do no wrong. Within the College the new policy should assure that College handling of inquiries from any outside person or agency will be formal, responsible, and more reserved than it has been.¹⁶³

On October 1, 1971, President Cross announced that he would leave at the end of the academic year, confirming a story that had appeared in the *New York Times*. He said, "I have concluded that being president is not my forte." The Board of Managers had let Cross know it was not satisfied with his administration. It was not an easy time to be a college president. The *Phoenix* in an editorial said, "His open style as President, the availability of his office and his person, has set a precedent which will hopefully survive Cross's departure." Later Cross recommended that the president serve a specified term. "... a college can squeeze what it can from a President in a moderate amount of time."¹⁶⁴

In the perspective of fifteen years, President



Robinson House, a dormitory, became the Black Cultural Center in 1970, following a two-day sit-in.

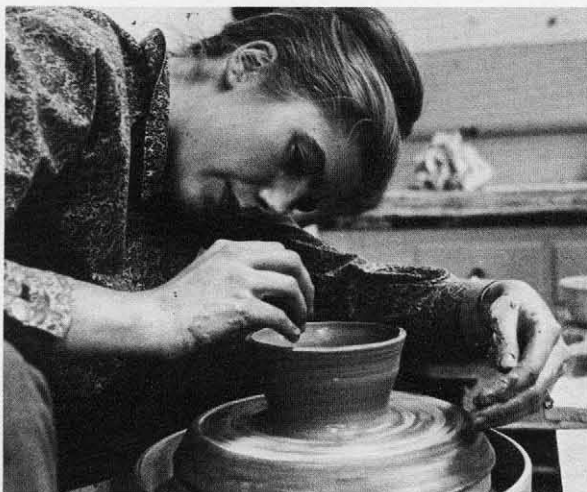
Cross's brief tenure coincided with numerous brief presidential tenures around the nation. Cross assumed Swarthmore's presidency at a time of maximum stress in the modern history of the College—in particular, at a time when institutional authority in the academy at large and on Swarthmore's campus was being criticized, resisted, and redistributed. Cross had to open up at Swarthmore an administrative tradition that had long been closed; in doing so he also helped modernize the College's management structure, developing the recently established position of provost and augmenting the position of vice president for development. The institutional challenges of racial integration and of campus demonstrations in this period were complicated administratively by the onset of financial stress in American higher education, which Cross had to confront in new dimensions at Swarthmore. Within the College's faculty, Cross is probably remembered most of all for his sensitivity to and defense of liberal academic values. In a time when pressures were heavy to politicize campus life and, in one view, to adulterate the curriculum, Cross stood effectively within the faculty for traditional principles of free inquiry and for academic integrity. In this respect especially he seemed true to his history as a teacher and scholar at Swarthmore.

About the time that President Cross announced he would be leaving, it was learned that "Mr. Swarthmore," Vice President Joseph B. Shane '25, would retire after twenty-one years of heading alumni, development, and public relations activities and as professor of education. John Nason characterized Shane as "the connecting link between Swarthmore and the Society of Friends," and under his leadership the Alumni Fund grew from \$81,000 a year to \$333,000 a year, with the total given to the College in the same period amounting to \$34,109,000. He was succeeded by Kendall Landis '48, director of development at Bennington College. Landis has since played a key role in Swarthmore's successful fund drives and, together with Maralyn Orbison Gillespie '49, associate vice president, has greatly enhanced the alumni relations program.

Although the percentage of tenured faculty for many years had been between 30 and 40 percent,



Flowering dogwoods complement Lang Music Building.



Top, in 1968 studio arts became eligible for credit courses; middle, folk dancing on Sharples patio; and, bottom, Vice President Joseph B. Shane '25 and his wife Terry greet Frances Spence Plate '26.

it had been creeping up; and President Cross announced that in the next year it would top 60 percent, a figure that has risen to 71.8% in 1985-86 and will go higher before a wave of retirements in the 1990's. While this means desirable stability, it also means fewer vacancies at a time when Swarthmore is attempting to recruit more women and minority faculty members, a problem compounded by the shrinking academic job market.¹⁶⁵

The year 1971 ended with the welcome news that Eugene M. Lang '38 would give Swarthmore \$1 million for a music building, an unusual modernistic structure that has won several architectural awards. The acoustics of its main auditorium are so superior that it is used for recording by outside musical organizations.

Of particular note: Although numerous buildings had been constructed for engineering and the sciences, the Eugene M. and Theresa Lang Music Building was the first building in the history of Swarthmore to be specifically dedicated to the arts. It filled a major gap in curriculum needs and has become a prime activity center for much of college life; it is said that more than 80 percent of the student body is in one form or another involved in some function of the Music Building.

Early in 1972, a group of women on campus—including faculty, faculty wives, and staff—started meeting on a regular basis and eventually organized the Swarthmore Women's Coalition. It called for such things as job descriptions, day-care, affirmative action, a student body 50/50 as to sex or one chosen without regard to sex, adequate health facilities, staff lounge, and courses in women's contributions to history. The faculty wives demonstrated that the days of tea and *petits fours* were past at Swarthmore (one reason why fewer seminars now meet at faculty homes).¹⁶⁶

Perhaps the renewed emphasis on feminism at Swarthmore contributed in some way to one of the more curious episodes in the College's history. Among the candidates for the soon-to-be vacant presidency was Jacquelyn Mattfeld, dean of academic affairs at Brown University, a woman who was rapidly attaining a national reputation as an educational administrator. After appearing before the selection committee, an open forum on campus, and the full Board, she was the unanimous choice as President Cross's successor. But to the astonishment and dismay of the Board of Man-

agers, she rejected the offer. Dr. Mattfeld subsequently went on to a short, and controversial, stay as president of Barnard College.

The search began anew. In the meantime Board Chairman Stephen G. Lax '41 appointed Vice President Cratsley again to serve as acting president. By December the new search had settled on Theodore Wood Friend III, Bancroft Prize-winning historian and executive assistant to the president at the State University of New York at Buffalo. Dorie Friend, 41, was also a keen soccer and squash player who later coached the women's squash team at Swarthmore and was injured scrimmaging with the men's soccer team.

Friend brought a kind of quiet jauntiness to the job. In January, 1973, some months before he was inaugurated, he spoke to the students at an informal Collection and said, "... if I speak with a certain air of triumph, I hope you'll forgive me." And he asked them to write him at Buffalo. "Write impulsively, systematically, impressionistically, whimsically, willfully. . . Tell me what your hopes for Swarthmore are."¹⁶⁷

President Friend set the tone for his administration in his inaugural address on October 13, 1973. He demonstrated his philosophical kinship with those on college campuses and elsewhere who were deeply concerned about the course of American life.

Let me express my own present concern and conviction as simply as I can. I believe that this nation in the decade past expressed an arrogance of power abroad from which it has duly suffered, and from which others have suffered unduly. This arrogance, even if we have begun to correct it abroad, has infected us at home. We continue to suffer from it. We continue to diagnose and try to combat it in all its manifestations.

This is not the time for case histories of the malady. But it is time to reassert what every society knows in its inner soul and forgets at its peril: that the prime resource of a nation is intelligent and conscientious manhood and womanhood; that wealth in these makes its so-called natural resources, however abundant, look meager, and however paltry, appear sufficient. The educated and devoted youth of a society are a cultivated resource of the highest importance, and against them, all that can be mined, or farmed, or synthesized in the laboratory, all that can be extracted from nature by force or ingenuity, is ultimately insignificant. Natural resources are in the service of life, and unless there be a quota of responsive and profoundly sensible human life directing the whole producing and consuming enter-



President Theodore W. Friend and his wife Elizabeth welcome parents to the campus on Parents Weekend.

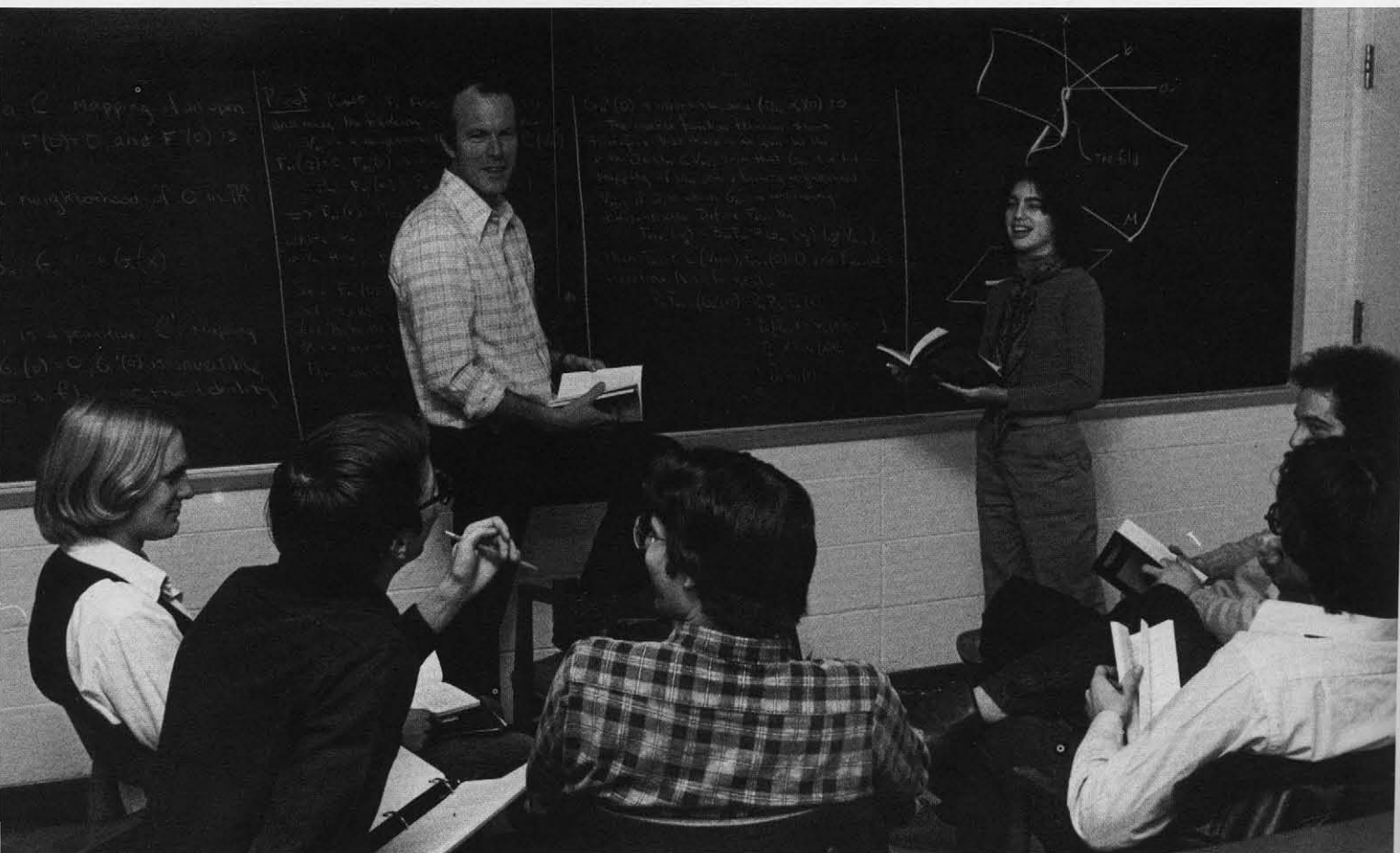
prise, we are in danger of leaching the planet dry and bankrupting its civilizations.¹⁶⁸

The new president discussed also "the peculiar American tension between the idea of excellence and the idea of equality."

In a college such as ours, excellence frequently takes the form of competitive individualism, and intellectual competitiveness appears particularly to flourish in the Swarthmore atmosphere. Among us egalitarianism takes the form of concern for the equality of all human beings, regardless of sex or race, an idea which, among Quakers, predated the American Declaration of Independence by almost one century and the founding of the College by nearly two. Clearly both ideas—of competitive excellence and non-discriminatory equality—are deep in the mores of the College. Who would be so foolish as to try to root out one or the other or try to resolve in any but a partial and temporary way the noble tension between them?¹⁶⁹

And President Friend alluded to a familiar argument at Swarthmore.

I suspect [Swarthmore] has learned, with others, that the "well-rounded person" as an educational ideal may be an empty one. Ball bearings are well-rounded, well-tooled, and useful, but they supply neither motive power nor direction. I suspect that the "intellectual person" is not a satisfactory ideal either, because it stresses



James W. England, professor and chairman of the Department of Mathematics in the seventies, was named provost in 1984.

only a part of being human. In any summary phrase there is the danger of saying both too little and too much. I knowingly risk that danger in saying that we will do well to think of educating moral persons. To me this means whole persons, aspiring to excellence in chosen fields and pursuits and putting thought, word, and act to the tests of integrity.¹⁷⁰

This new president, so well named for a Quaker college, came to Swarthmore at a difficult time. As he has said, the College had been "terribly riven" by the events of the late sixties and early seventies. One president had died tragically in office, another had resigned under pressure of circumstances, and a candidate selected for the job had rejected the offer. Friend saw as his first task the restoring of the unity that had long characterized Swarthmore. In 1981, as he neared the end of his administration, he said, "We do have again a spirit of community."

No one at Swarthmore doubts that a sense of community has returned to the College in recent

years, but there is also agreement that it is not quite what it used to be. Part of it is size. Swarthmore with 1,300 students (although still very small by university standards) cannot be as intimate a place as it had been when there were 900 students or 500. Also significant is the increased specialization among the faculty, scholars who put more emphasis on their discipline and less on the Swarthmore community. Professor Pierson spoke for many of his senior colleagues in saying that some of the young faculty "have a rather narrow view of what the faculty at a liberal arts school should be." He said some are reluctant to serve on committees and "some very bright young faculty members have no influence on campus at all."¹⁷¹

Provost James England declared, "There has been a growing sense of professionalism and less a sense of community in the last few years."¹⁷² While this professionalism occasions some regrets, it is also recognized that students of Swarthmore caliber would respect only scholars with standing

in their fields. Thus, to a considerable extent, a developmental process is at work, the benefits of which outweigh its costs. The job market often pushes in the same direction. The faculty, not too many years ago, used to remark, with a certain amount of irony, that their main function appeared to be self-replication, for so many Swarthmoreans went on to graduate school and then into academia. But in recent years the academic job market has dried up, and fewer students aim for Ph.D.'s. They tend, of economic necessity, to be more career-oriented, with engineering and courses in preparation for business, law, and medical schools gaining at the expense of the humanities.

In another important area circumstances beyond the campus have significantly influenced Swarthmore. With such prestigious institutions as Yale, Princeton, and Dartmouth having become coeducational in recent years, Swarthmore has severe competition for the finest women students. This has required more aggressive admissions work.

The same is true with blacks. Toward the end of the seventies, Swarthmore was criticized for not fully living up to the commitment it had made a decade earlier to establish a significant black presence on campus. It became clear, with increasing competition for qualified black students, that a greater effort was required.

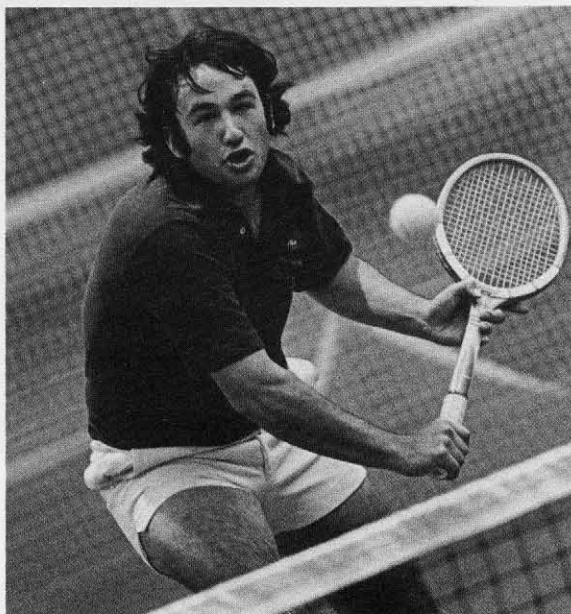
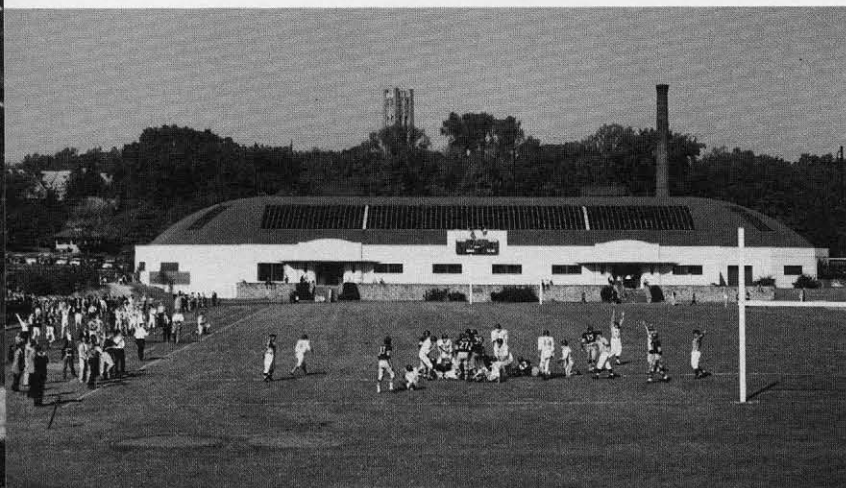
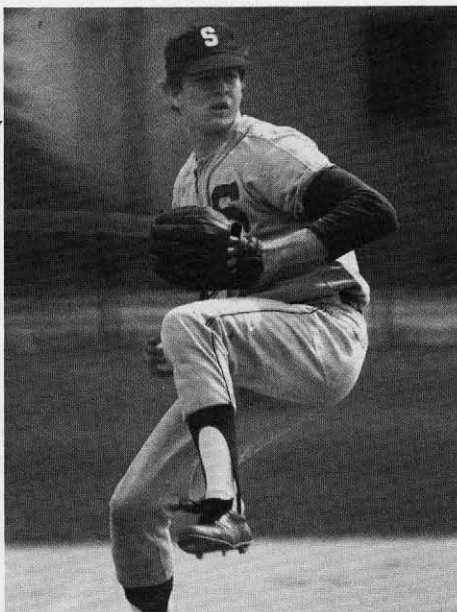
Such effort is being made, and by 1985 the number of black students accepted rose from seventy the previous year to eighty-five, with thirty reporting in May that they would attend Swarthmore. Although this increase was gratifying, some feared that cuts in federal financial aid could affect attendance by blacks and others requiring assistance, despite the College's pledge to maintain existing levels of aid.¹⁷³

Heightened emphasis on improving admission among all segments of society has borne fruit in the past few years. Figures for the Class of '85 show that applications were up in both numbers (1,940 compared to 1,885 the previous year) and quality. With the number to be accepted down from 770 the previous year to 735, selectivity was especially high. Fewer applicants were accepted, with the aim of keeping the total enrollment within the designated limit.

Self-selection plays a role in the Swarthmore admissions process to the degree that almost all the applicants are qualified for highly-selective colleges. An indication of Swarthmore's competitive



The Gospel Choir sings to standing room only audiences at its concerts, and activities in the Black Cultural Center are popular too.



level is the fact that, for the fall of 1980, of those accepted who chose to go elsewhere, "roughly 30 percent went to Harvard, Yale, and Princeton."¹⁷⁴

During the Friend years the reputation of Swarthmore remained as high as ever and, if possible, even improved. A study at Franklin and Marshall College based on data from the National Research Council reported that:

In the 56 years between 1920 and 1976, Swarthmore College produced more alumni—1,425—who earned Ph.D.'s after graduation than any of the nation's 942 other . . . primarily undergraduate institutions except Oberlin. But although Oberlin's alumni body was 2.3 times larger than Swarthmore's in 1976, Oberlin produced only 1.7 times as many Ph.D.'s as Swarthmore.¹⁷⁵

In the seven years since that study, fifty-three Swarthmoreans received National Science Foundation Fellowships, putting the College at the level of the top research institutions in this regard. In rewards per capita Swarthmore trailed only the California Institute of Technology, equalled MIT, and led Harvard/Radcliffe, Princeton, Stanford, and Yale. As one faculty member put it in 1977, "Judging by these results Swarthmore was the best place in the country to be studying undergraduate science during the past several years."¹⁷⁶

In President Friend's first year the College received a Ford Foundation Venture Fund Grant permitting three years of curricular enrichment, and in 1982 Swarthmore received a challenge grant of \$200,000 from the Hewlett and Mellon Foundations to endow a presidential discretionary fund. President Friend said, "Only two colleges have won both." Since very little discretionary money is available, "my successor will really enjoy it."¹⁷⁷

In December, 1978, President Friend reported that for the previous fifty years between 75 and 85 percent of enrolled freshmen had subsequently graduated, compared to a national average of less than 50 percent. For the Class of 1982, the figure was an incredible 95 percent. This at a college of exceptional rigor. And "the acceptance rate of Swarthmore applicants to medical schools continues greatly to exceed that national average of about one in three. For the past six years, cumulatively, 76 percent of senior premeds have been admitted to medical schools in the United States. For the same period the cumulative acceptance rate of our seniors to law school has been 73 percent, which is comparably high. In both areas the ambi-

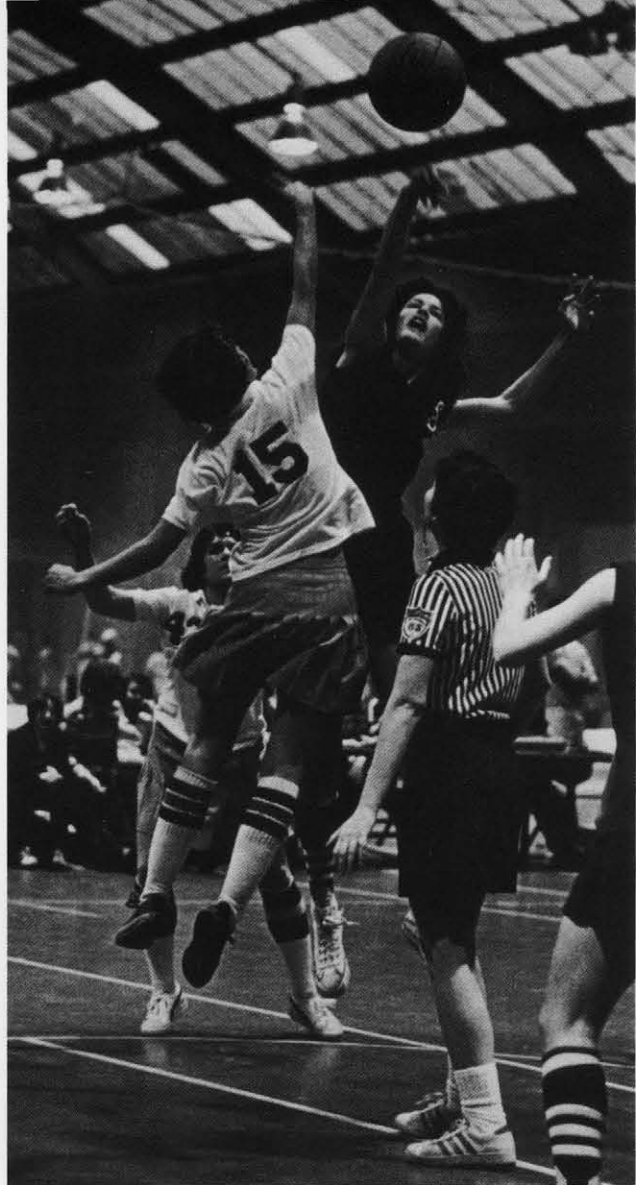
tion of our students to attend the best of such professional schools makes this record a testament to their hard work and to the thoughtful advising by faculty and deans."¹⁷⁸

A year later President Friend reported on the decennial visit by a team from the Middle States Association of Colleges and Secondary Schools, the accrediting institution. The team reported that the College fulfilled its objectives "to an extraordinarily high degree," in the president's words. But the Association also asked some rhetorical questions which the president expanded in his own words: "Are we in our pride of institution less broad-minded than we would like to think, and more provincial than we care to admit? Are we, in our zeal for work and play, less balanced in these intensities than we believe, and more in need of laughing—including mirth at the comedy we ourselves represent?"¹⁷⁹

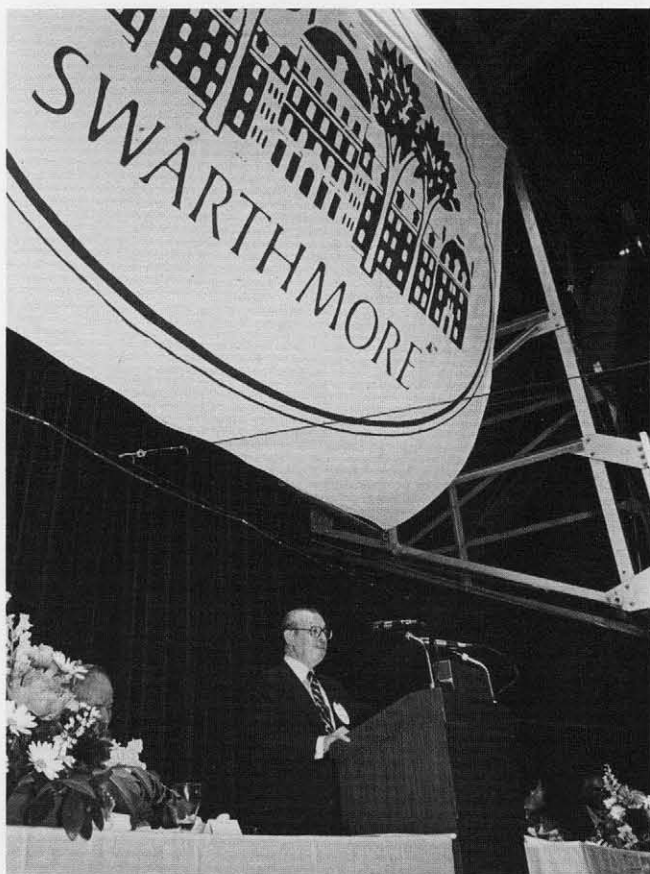
Friend also requested that the Board evaluate the management of the College and later commented on the results: "Faculty, students, and alumni participated fully and offered criticisms and suggestions with characteristic candor. Although hypercriticism and accentuation of the negative are dangers in such a process, I believe that the benefits to myself as president and to others with whom I share responsibility have been real and will have long-term value. We are in a time that requires administration to be particularly lean, efficient, and effective in realizing its goals for the sake of the College, and I believe the review was helpful in those regards."

Another study, this one concentrated on long-term planning, was undertaken by the Advisory Committee on Resource Use (ACRU), which had been established as a standing committee by the Board, at the request of President Friend, to advise the President on coordination of long-term planning and development planning with annual planning and budgeting. "Our history is good, as thirty-two years of operating in the black show; but we must further focus our planning to sustain the high quality of our program in a period of stagflation and demographic decline."¹⁸⁰ Under President Friend, as under his predecessors, Swarthmore was almost constantly in the process of searching self-examination.

The Honors Program, which symbolizes Swarthmore probably more than any other single feature, also was subjected to this self-examination. As



More than a third of men and women students participate in intercollegiate sports as undergraduates.



Eugene M. Lang '38 announced the opening of the \$30 million capital fund drive in 1979.

President Friend put it, "During the most intense period of the Vietnam War, the Honors Program was the apparent victim of student 'anti-elitist' views which were entangled with anti-authoritarian views." By 1974 the percentage of seniors graduating with Honors had dropped to a low of 17.5. The entire College turned its attention to the matter over a period of years and by 1981 the percentage had climbed to 27.8.¹⁸¹ In any case the Honors Program, although still important, was not so crucial as in its early years when it, almost alone, provided Swarthmore's academic distinction. For two decades now Swarthmore's entire academic program has been so strong that the reputation of the College no longer depends on Honors. The program, however, is still important to the self-definition of the College.

Friday, June 1, 1979, saw the largest gathering of Swarthmoreans ever assembled, at a dinner in the Field House hosted by the Board of Managers under Chairman Charles C. Price III '34; 1,150 alumni, faculty, and friends of the College heard

the announcement of a bold new fund-raising project, The Program for Swarthmore. Its goal was to raise \$30.5 million by December, 1981, so that Swarthmore could enter with confidence the 1980s, expected to be a financially troubled decade. The goal included \$15.25 million for such endowment purposes as scholarships, professorships, and the curriculum; \$11.75 million for physical improvements; and \$3.5 million for annual funds to support current operation. The chairman of the drive, Eugene M. Lang '38, announced that half the sum had already been pledged, including his own \$2.5 million and \$1 million pledges by Julien and Virginia Stratton Cornell, both '30, and Paul '43 and Mary Boyer Restall '50.¹⁸²

The drive ended six months early and \$6 million over. By June 30, 1981, the College had collected more than \$36.5 million, including an additional pledge from Eugene Lang (raising his total to \$6 million) and another \$1 million from the Cornells. Although there were 13,373 donors (including nearly 70 percent of the alumni), 1 percent of the donors provided 84 percent of the total. The Board of Managers, past and present, raised 40 percent of the total.

While an army of volunteers was ensuring the economic well-being of the College for the immediate future, President Friend and his colleagues in the administration and on the faculty also were considering the future of Swarthmore. The Ad Hoc Coordinating Committee on Black Concerns, appointed by Friend, released in April, 1980, a report that made thirty-nine specific recommendations. The thrust of the recommendations can be seen from the language of the first two:

That the College explicitly recommit itself to developing and maintaining a strong and vigorous black presence at Swarthmore and to doing what is necessary to achieve that goal. That the College, recognizing the importance of a viable black student community, strive to ensure that black students compose at least 10 percent of each entering class.¹⁸³

As we saw, Swarthmore achieved that percentage in the class entering in the fall of 1981, but the percentage would later decline somewhat.

Although the question has not yet arisen, the administration is also watching closely the situation of Hispanic, Asian, and other minority students at Swarthmore. While no cohesive Hispanic group yet exists at the College, the administration wants

to ensure that the situation never develops to the crisis stage as was the case with black students at the end of the 1960s. With Hispanic populations growing in the Northeast and Middle Atlantic States (from which Swarthmore draws many of its students), this could become an issue in the future.¹⁸⁴

The question of women at Swarthmore also concerned President Friend. In March, 1981, he appointed an ad hoc steering committee to "consider the possibility of a larger committee on women at Swarthmore that might take place during 1981-82." On May 15 the committee recommended that an Ad Hoc Committee on Women's Concerns at Swarthmore be established.

The list of concerns included:

1. Quality of life for women (including the role of support groups, athletics and extracurricular activities, third world women's concerns, and health care services)
2. Women's concerns as related to the academic program
3. The hiring, retention, and promotion of women

4. Security and safety of women (including questions of sexual harassment).

In the fall of 1978, Swarthmore had won what appeared to be the last round in the long court fight begun in 1972 by Dr. Barbara Presseisen when she was not reappointed (she accused the College of discrimination). Many on campus agreed that Swarthmore had not then had enough women on the faculty, less than twenty out of a faculty of 136.¹⁸⁵ As Professor Paul Mangelsdorf put it, "The College had gotten a little careless. Somewhere the attitudes of Harvard and Yale crept in here." Yet he recalled that in the early years of the College there was a goodly number of distinguished women faculty members.¹⁸⁶

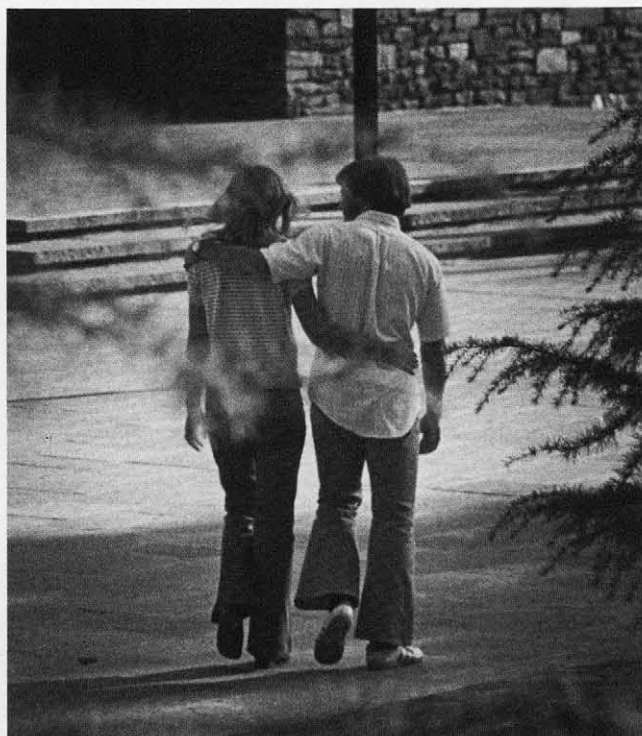
Even though the proportion of women on the faculty has recently reached the highest level in fifty years, and though the number of tenured blacks (four) is high for small liberal arts colleges, the College continues actively to seek qualified women and black faculty. The fact is, that with two-thirds of the present faculty tenured, there are few openings. What Swarthmore would like to



Some 1,150 alumni, faculty, and friends—the largest gathering of Swarthmoreans ever assembled—heard about the College's Capital Campaign.



Janet Dickerson was named dean in 1981.



Some Swarthmore couples may eventually become statistics for the "Quaker matchbox."

have is "more women and blacks in the pool and then to hire the most qualified."¹⁸⁷

Undoubtedly, Swarthmore's concern in both these areas was heightened by the fact that President Friend in April, 1981, appointed a black woman, Janet Dickerson, as dean to succeed Thomas Blackburn, who returned to teaching English literature full time. When the appointment of Dickerson, who had served as associate dean, was announced to students during dinner, there was "thunderous applause."¹⁸⁸

Although on the surface the days of parietal supervision at Swarthmore appear to be permanently over, the College, in another area of parental concern—psychological support and counseling—is steadily increasing services. While no one believes the academic rigor at Swarthmore causes emotional problems, academic pressures surely can aggravate them. Thus, the College feels the obligation to help students cope with a variety of emotional problems such as depression, insomnia, anger, alcohol and drug use, even possible suicide.¹⁸⁹

As the 1980-81 academic year came to an end, the Board of Managers took a step that student groups had been urging for some years: It voted to divest the College of certain of its investments in U.S. companies doing business in the Republic of South Africa. This action was the result of a recommendation made by an advisory committee composed of members of the student body, faculty, administration, and Board. The committee operates under a Board policy, established in 1978, permitting selective divestment as a last resort for companies that fail to implement equal employment principles. The policy is based on the view that American corporations can be agents for progressive social change and that the College should encourage such progress in whatever way possible.

When President Friend announced his resignation, effective at the end of the 1981-82 academic year, it was plain that he was leaving a college much more confident than the one that had greeted him in 1973.

President Friend believed he had contributed all he could to Swarthmore. The time had come, he said, for Swarthmore to undergo its "next phase of growth and change. . . . I will have served nine years in a position that is both exacting and exciting and I believe that by then a cycle of progress and renewal for the College will be complete."¹⁹⁰

In his president's report for 1980-81, Friend expressed his conviction that "we have moved together as a college community from fission to cohesion, and from alienation to institutional loyalty. Sometime in the late 1970s, it might be said that we passed from a norm of student mistrust in the institution to a suspension of disbelief; and we may even now be moving through another change in which trust may become normal and admissible, combined, of course, with the usual Swarthmore quotient of searching and imaginative criticism. Most students realized that if an enemy need be identified, a mega-state is more real as an adversary than is a small college. . . ."

Friend spoke also, in effect, for whoever would succeed him.

"All interesting jobs, I readily agree, are impossible in some ultimate sense. Swarthmore's presidency appeared to many outside the institution in the late '60s and early '70s to have become daunting, as distinct from challenging. It could become so again, unless those who care about the institution try to preserve the office and its holder from excessive expectations and suffocating pressures. The person who holds it next will indeed be fortunate if all constituencies sustain their sublime hopes without letting them become impossible

demands, and if they balance searching criticism with loyal support. I firmly trust that will be the case. . . ."

President Friend's last year was also the final year for a woman who was prominently associated with Swarthmore for more than 40 years—G. Caroline Shero '39, controller of the College since 1978. Because she absolutely refused to allow any "fuss" to be made over her departure, her colleagues resorted to an elaborate ruse. Knowing her love for sports, they made an alumni-varsity basketball game the centerpiece of an all-College "pre-exam bash" on December 13, 1981.

The ruse worked and Shero was astonished to find at halftime that the entire occasion was planned for her. She was presented with gifts and tributes, including a Caroline Shero Scholarship fund of \$30,000 to "assist future generations of Swarthmore students."¹⁹¹

At the December Board meeting just before the surprise party, President Friend reported on "a recent article in *Change* magazine which analyzed a comprehensive study of undergraduate education in institutions without graduate programs. In four of the six departments studied Swarthmore ranks in the top ten of the country. The number of citations for excellence in each field puts Swarthmore



Parents Weekend was the occasion for a volleyball game on the patio of Sharples Dining Hall.

in a tie for second in the nation."¹⁹²

For years there had been strong sentiment among undergraduates for Swarthmore's divesting itself of stock in all companies doing business in South Africa and, on February 21, 1982, Student Council adopted a resolution calling for full divestiture. A poll, in which 687 (more than half) students participated, showed 545 (79.2%) in favor of the resolution, 85 (12.4%) against, and 57 (8.4%) undecided.

On February 26 Eugene M. Lang '38, chairman of the Board of Managers, notified the Board of the Student Council resolution and the student



Divestment of stock in South Africa was a campus issue the year these seniors graduated.

poll and told them there would be a demonstration by the Swarthmore Anti-Apartheid Committee the following morning outside the Board Room in Clothier. The demonstration was held and indeed spilled over into the Board meeting, interrupting it.

Lang thanked the students for their concern and interest and said the Board's position on South African divestment would be discussed at the usual debriefing with the Student Council, the *Phoenix*, and WSRN after the Board meeting. The students left quietly.

Following this episode, the Board discussed the relative effectiveness of using proxies, presenting resolutions, and divestment in acting on the apartheid issue and the relationship between such actions and fiscal responsibility. The Board was unanimous in its concern that the issue of appropriate investment remain a subject of serious review. However, it strongly disapproved, as a separate issue of conduct, the lack of civility demonstrated by intrusion into a Board meeting.¹⁹³

Not for the first time at Swarthmore the students thought the College was moving too slowly and the Board thought the students were too impatient.

President Friend related to the Board highlights from the report of the Subcommittee on Comparative Indices of Faculty Compensation: Swarthmore had exceeded its goal of paying its faculty 103% of the average compensation in a select 11-college reference group, and the report recommended flexibility between 100% and 105% for the future.

On April 30 President Friend reported that he had accepted the recommendations of reports on athletics "including perceived tensions between athletes and non-athletes, recruitment of athletes, new varsity sports in relation to club and intramural activity, and the feasibility of a five-year experiment with a full-time member of the physical education department to coach football and one other sport."

In regard to football, Friend said that a successful program would be demonstrated by: (1) fuller integration of football players into the life of the College (without implying serious present deficiency); (2) continuing to field a team sufficiently large to play safely and competitively; (3) continued willingness of players to persist with the game for its own sake, and satisfaction in it, as part of the extracurricular opportunities; (4) the existence of resources that would allow the experi-



Some 1,000 alumni and nearly as many balloons turn out for the parade of classes on Alumni Weekend.

mental position to be converted into a regular one.

Although an outsider must smile at the notion that some Swarthmoreans might be concerned that this Quaker institution was contemplating becoming a football power—and it was true that at its competitive level it had fielded excellent teams in recent years—it was not surprising that a board member “expressed concern about extensive recruitment efforts for athletes.”

Robert A. Barr, Jr. '56, dean of admissions, told the Board that if Swarthmore was to continue intercollegiate sports, it must attract athletes, and he noted that “only 30 percent of Swarthmore’s students now earn varsity letters compared to 60 percent two decades ago.”

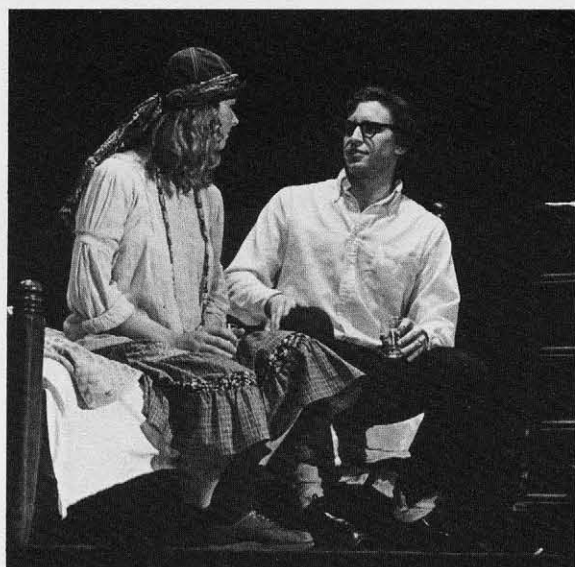
After much discussion the Board endorsed President Friend’s philosophy of athletics, apparently feeling that there was little likelihood that Swarthmore would become a football mill. Yet debates at Swarthmore do not die easily and, as we shall see, this question of “perceived tension” would soon surface again, meriting two articles in the *Swarthmore Alumni Bulletin*.¹⁹⁴

Friend concluded his report to the Board “by testifying from personal classroom experience this

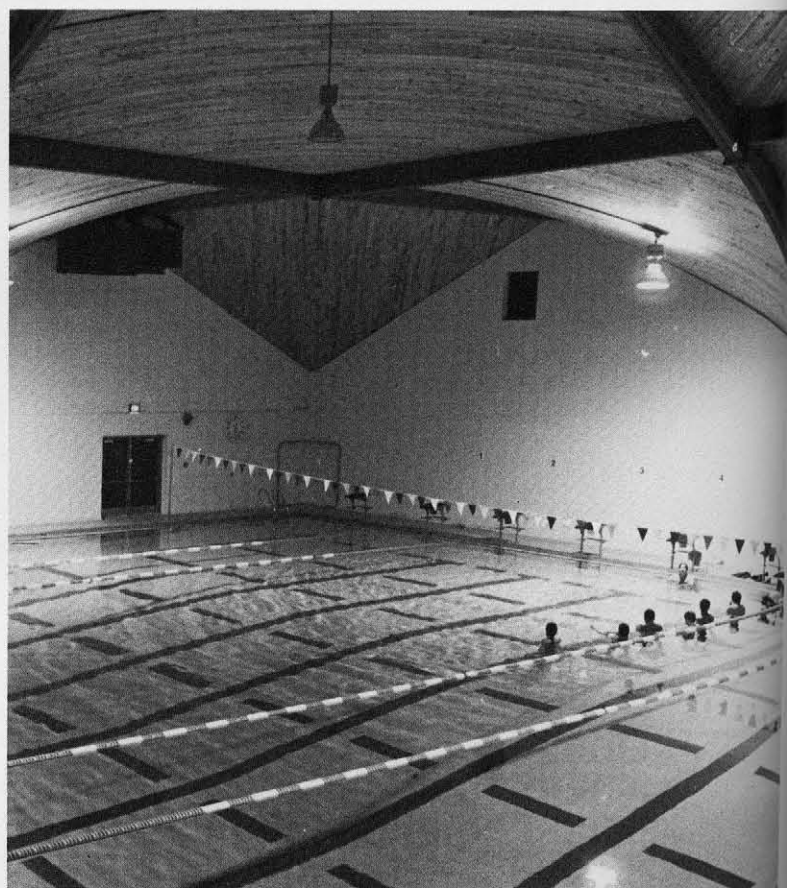
past semester that there are no better undergraduate students than Swarthmore’s for curiosity, sheer acuity, and avidity to learn.”¹⁹⁵ Friend taught, with Steven Piker, professor of anthropology, and Donald Swearer, professor of religion, Religion 21/Sociology-Anthropology 21—Southeast Asia: Culture, History, and Religion.

Board members heard also a report from Jerome Kohlberg, Jr. '46, chair of the Presidential Search Committee, who said that after a year of arduous work, the committee had not been able to fulfill its charge, and he offered its resignation. It was promptly refused, the Board expressing its “appreciation for your intensive efforts, integrity of procedure, and commitment to quality on behalf of the College. We reconfirm the charge to the committee with confidence that it will, in due time, succeed.”¹⁹⁶

The Board named Provost Harrison M. Wright acting president. Wright, who came to Swarthmore as an instructor in history in 1957, after receiving the bachelor’s, master’s, and doctor’s degrees from Harvard, has been widely recognized as a scholar. He became professor of history and chairman of the department in 1968 and had served as provost



Top, Dana and Hallowell Dormitories house 154 students; above, Heidi Rosa '80 and Michael Weithorn '78 keep alive the Hamburg Show tradition; right, Ware Pool was built in 1981.



since 1979.

In Friend's final appearance, at commencement, as Swarthmore's eleventh president, he spoke of two major successes.

One is increasing the size of our applicant pool and maintaining the quality of our student body, while at the same time continuing our student financial aid policy. Our policy allows admissions to be need-blind, and we bestow awards to the full extent of demonstrated and analyzed need.

The second success is to maintain the lowest student-faculty ratio in our 11-college reference group (Amherst, Bryn Mawr, Colgate, Haverford, Oberlin, Pomona, Smith, Swarthmore, Wellesley, Wesleyan, and Williams) while attaining a level of faculty compensation at a rate exceeded . . . by only two colleges.¹⁹⁷

Although he was no longer on campus, Friend's more formal summing up came in his *President's Report 1981-82*. It ranged widely. He noted that the retention rate at Swarthmore had been from 75 percent to 85 percent for fifty years compared to "a national norm of 50 percent or less."

"Retention to the end, however, will never suggest lack of tension in the middle. 'Pressure' is the hobgoblin of Swarthmore minds. It has many mythic and some antic shapes. It may be dextrously evaded or creatively confronted, and most of our students succeed with natural tactics of time-budgeting, activity-varying, and a little help from friends and advisors. Some others rely on substances which lead to dangerous dependence. If the drug culture has waned somewhat in American collegiate life and at Swarthmore, we note with concern the increased use of alcohol on our campus."

Friend reported a movement back to foreign language requirements, a swing of the academic pendulum back to the more traditional that has continued since. He discussed, too, the "particularly successful" Black Alumni Weekend: ". . . now the critical mass of black alumni provides a returning group significant in number and spontaneous in spirit. Especially moving this year were the speeches of those who had been leaders more than a decade ago. Appreciation and support of the College by black alumni was especially valued and their criticisms of Swarthmore are well-taken and well-understood."¹⁹⁸

How does one sum up the Friend years? In simple terms. Dorie Friend presided over a Swarthmore that in the space of nine years evolved from



Mertz Residence Hall, adjacent to the magnolia collection, is the newest addition to the front campus.

the disarray, dissension, and distrust of the late '60s and early '70s to a Swarthmore that, at the end of his tenure, July 1, 1982, stood, in the estimation of the College community and the educational community beyond, as high as it had ever stood. The student body compared well with any in the nation, as did the faculty. The alumni were supportive and thus the College was financially sound, one of the soundest in the land. When the new president stepped into his office in Parrish Hall, he found a Swarthmore as confident as it had every right to be. The Friend-ly years were good years.

ENDNOTES

May, 1927, pp. 593-604. Cited in Clark, pp. 196-197.

66. Aydelotte, pp. 32-33.

67. *Ibid.*, p. 34.

68. A good short history of the Honors Program was given by Professor Patrick Henry on 9/13/74 in his "A Talk for the Opening of the Year in Honors." A copy is kept on file in the College Archives, located in the Friends Historical Library.

69. Aydelotte, pp. 38-39.

70. *Ibid.*, pp. 35-36.

71. Clark, pp. 201-203.

72. *Report of the President*, 1923, p. 10. Cited in Clark, p. 190.

73. Clark, p. 189.

74. Hunt, p. 105.

75. Interview with Dean Everett L. Hunt, then in his 91st year, June 9, 1981.

76. *Report of the President*, December 1928, p. 7. Cited in Clark, p. 192.

77. Interview with Dean Robert A. Barr, Jr. '56, June 11, 1981.

78. Quoted in Hunt, pp. 55-56.

79. Quoted in Hunt, p. 9.

80. Interview with Thomas McCabe, 6/10/81.

81. *Report of the President*, December 1979, p. 2.

82. A number of publications on the gardens are available at the Scott Arboretum (formerly Scott Foundation).

83. Swarthmore College Faculty, *An Adventure in Education: Swarthmore College under Frank Aydelotte*, 1941, p. 149.

84. *Ibid.*, p. 209.

85. *Ibid.*, p. ix.

86. Interview with Dean Everett Hunt, 6/9/81.

87. Clark, p. 207.

88. *Phoenix*, October 22, 1940, p. 2.

89. *Phoenix*, December 3, 1940.

90. *Phoenix*, October 7, 1941, p. 1; *Report of the President*, December 1980, p. 11.

91. *Phoenix*, March 11, 1941, p. 1; February 25, 1941, p. 3; April 29, 1941, p. 3; March 3, 1942, p. 2.

92. *Phoenix*, February 11, 1941, p. 1.

93. *Phoenix*, September 15, 1942, p. 1.

94. Remarks of Thomas McCabe on Alumni Day, June 10, 1950, p. 8 of unpublished transcript on file in College Archives, located in the Friends Historical Library.

95. *Phoenix*, October 13, 1942, p. 4.

96. *Phoenix*, July 20, 1943, p. 1.

97. *Phoenix*, March 21, 1944, p. 2.

98. *Phoenix*, November 12, 1971, p. 3.

99. *Phoenix*, May 3, 1944, p. 1.

100. *Garnet Letter*, June 1944, p. 3.

101. *Ibid.*

102. Interview with Professor Emeritus John M. Moore, June 15, 1981.

103. *Garnet Letter*, June 1944, p. 3.

104. *Phoenix*, October 9, 1946, p. 1.

105. *Phoenix*, November 2, 1946, p. 1; November 14, 1946, p. 1.

106. *Phoenix*, December 18, 1946, p. 2.

107. Interview with Professor Paul C. Mangelsdorf, Jr. '49, June 9, 1981.

108. *Phoenix*, April 24, 1947, p. 1; October 3, 1947, p. 1; October 10, 1947, p. 1.

109. *Phoenix*, November 21, 1947, p. 2.

110. Notes dated 11/14/81 from Professor Emeritus John Moore to Associate Vice President Maralyn Orbison Gillespie '49.

111. *Report of the President*, First Month, 1949, pp. 7-9.

112. *Phoenix*, September 29, 1948, p. 1; October 21, 1948, p. 1; October 29, 1952, p. 1.

113. *Phoenix*, November 4, 1948, p. 1; October 19, 1949, p. 4.

114. *Phoenix*, January 13, 1949, p. 3.

115. *Phoenix*, April 19, 1950, p. 1; Letter from Isabel Logan Lyon '42 to Maralyn Gillespie, December 1981.

116. *Phoenix*, October 4, 1950, p. 1; November 22, 1950, p. 1.

Chairmen of the Board of Managers

Isaac H. Clothier, Hon. '03 and '18, 1907-1914

Robert M. Janney, Hon. '18, 1914-1920
Wilson M. Powell, Jr. Hon. '33, 1920-1933

Charles F. Jenkins, Hon. '26 and '40, 1933-1944

Howard Cooper Johnson '96, Hon. '51, 1944-1952

Claude C. Smith '14, Hon. '67, 1952-1966

Robert M. Browning '34, 1966-1971
Stephen G. Lax '41, 1971-1976

Charles C. Price III '34, Hon. '50, 1976-1982

Eugene M. Lang '38, Hon. '82, 1982-present

117. Interview with Professor Frank C. Pierson '34, June 10, 1981.

118. *Report of the President*, First Month 1953, pp. 10-11.

119. John Purnell '54, *Phoenix*, December 9, 1952, p. 2.

120. *Swarthmore College Bulletin*, April 1969, p. 3.

121. Clark, p. 217.

122. *Report of the President*, January 1955, p. 4.

123. *Ibid.*, pp. 5-6.

124. *Ibid.*, pp. 6-10.

125. *Ibid.*, pp. 12-13.

126. *Swarthmore College Bulletin*, April 1969, p. 9.

127. *Report of the President*, January 1957, p. 5.

128. Courtney Smith, inaugural address, October 17, 1953, *Swarthmore College Bulletin*, November 1953, pp. 15-17.

129. Cited in *Report of the President*, January 1959, p. 13.

130. *Report of the President*, March 1960, pp. 18-19.

131. *Swarthmore College Bulletin*, April 1969, p. 11.

132. Quoted by Dean Susan P. Cobbs in *Report of the President*, June 1961, p. 9.

133. Professor Peter Gram Swing in *Report of the President*, June 1961, p. 18.

134. *Report of the President*, May 1962, p. 13.

135. *Report of the President*, May 1963, p. 12.

136. *Ibid.*, pp. 13-14.

137. *Ibid.*, p. 8.

138. *Critique of a College*, November 1967, p. 418.

139. Interview with Professor Patrick Henry, June 8, 1981.

140. Interview with Dean Thomas H. Blackburn, June 16, 1981.

141. Quotations about the "red book" from "Swarthmore Knocks on Wood" by Professor Paul Mangelsdorf, Jr., in *Academic Transformation*, edited by David Riesman and Verne A. Stadtman, 1973, pp. 330-331.

142. *Ibid.*, pp. 333-334.

143. *Report of the President*, December 1968, p. 13.

144. Charles J. Darlington '15, *Memoirs of Charles J. Darlington*, Vol. 1, 1966, p. 133.

145. Hunt, pp. 101-102.

146. *Ibid.*, p. 102.

147. *Phoenix*, April 28, 1948, p. 2.
148. *Phoenix*, October 18, 1968, p. 1.
149. Undated statement, "Why We Can't Wait," issued by SASS during the crisis. A copy of the statement is on file in the College Archives, located in the Friends Historical Library.
150. During the crisis the *Phoenix* put out a daily mimeographed edition that covered the fast-moving events with a fairness and comprehensiveness that any professional newspaper might have envied. The summary of that traumatic period by Russell Benghiat '70, Douglas Blair '70, and Robert Goodman '69, published by the *Phoenix* on January 29, 1969, will almost certainly survive as the best single source of information on the crisis. The author relied heavily upon it, plus interviews with a number of the participants.
151. *Ibid.*
152. Letter circulated widely on campus on January 23, 1969. Reprinted in the *Phoenix*, January 29, 1969, p. 7.
153. Interview with Dean Robert Barr, June 11, 1981.
154. *Friends Journal*, February 15, 1969. Cited in *Swarthmore College Bulletin*, April 1969, p. 16.
155. Letter from Professor Emeritus J. Roland Pennock '27 to Courtney Smith.
156. *Swarthmore College Bulletin*, April 1969, p. 27; *Phoenix*, March 11, 1969, p. 1; May 6, 1969, p. 2; September 23, 1969, p. 1.
157. Mangelsdorf, p. 334.
158. *Phoenix*, October 17, 1969, p. 1; October 31, 1969, p. 3.
159. *Phoenix*, March 13, 1970, p. 1; April 21, 1970, p. 1; May 1, 1970, p. 1.
160. *Phoenix*, May 5, 1970, p. 1.
161. *Phoenix*, September 25, 1970, p. 2; October 13, 1970, p. 1.
162. *Phoenix*, October 20, 1970, p. 1; October 23, 1970, p. 1; November 24, 1970, p. 3.
163. Mangelsdorf, p. 337.
164. *Phoenix*, October 5, 1971, pp. 1-2; February 11, 1972, p. 1.
165. *Phoenix*, December 3, 1971, p. 2.
166. *Phoenix*, February 8, 1972, p. 2.
167. *Phoenix*, January 12, 1973, p. 1.
168. Inaugural Address, Theodore Wood Friend III, October 13, 1973.
169. *Ibid.*
170. *Ibid.*
171. Interview with Professor Frank Pierson, June 10, 1981.
172. *Phoenix*, April 16, 1981, p. 2.
173. Interview with Dean Robert Barr, January 1986.
174. *Garnet Letter*, October 1980, p. 1.
175. *Ibid.*, p. 2.
176. *The President's Report 1976-77*, p. 2.
177. Interview with President Theodore Friend, June 15, 1981.
178. Theodore Friend, *The State of the College 1978: A review of progress, problems, and objectives*, August 1978, pp. 5, 8.
179. *The President's Report 1978-79*, December 1979, p. 6.
180. *Ibid.*, p. 5.
181. *The State of the College 1978*, p. 2; interview with Provost Harrison Wright, June 12, 1981.
182. *Swarthmore College Bulletin*, August 1979, p. 21.
183. *Phoenix*, April 18, 1980, p. 12.
184. Interview with Dean Thomas Blackburn, June 16, 1981; interview with Dean Janet Smith Dickerson, June 11, 1981.
185. Interview with Dean Janet Dickerson; special student publication, November 27, 1973.
186. Interview with Professor Paul Mangelsdorf, June 9, 1981.
187. Interview with Provost Harrison Wright, June 12, 1981.
188. *Phoenix*, April 4, 1981, p. 1.
189. An excellent account of the emotional problems faced by Swarthmore students appears in the *Swarthmore College Bulletin* of June 1981, pp. 10-11.
190. *Phoenix*, May 4, 1981, p. 1.
191. *Swarthmore College Bulletin*, August 1982, p. 13.
192. Minutes, Board of Managers meeting, December 4, 1981.
193. Minutes, Board of Managers meeting, February 26-27, 1982.
194. Minutes, Board of Managers meeting, April 30, 1982; *Swarthmore College Bulletin*, March 1983, pp. 8-17, 26.
195. Minutes, Board of Managers meeting, April 30, 1982.
196. Minutes, Board of Managers meeting, May 1, 1982.
197. *Swarthmore College Bulletin*, August 1982, pp. 10-11.
198. *The President's Report 1981-82*, pp. 4, 5, 10, 18.
199. Minutes, Board of Managers meeting, December 4, 1982.
200. Swarthmore College press release, February 16, 1983.
201. Minutes, Board of Managers meeting, February 25, 1983.
202. *The Inauguration of David W. Fraser as President of the College*, June 1983.
203. *The President's Report 1982-83*, pp. 7, 9.
204. Interview with David Fraser, November 20, 1984.
205. *Phoenix*, September 14, p. 1.
206. This and the following sections on the curriculum are based on *The President's Report 1984-85*.
207. Minutes, Board of Managers meeting, September 24, 1983.
208. *Garnet Letter*, November 1984.
209. Telephone interview with Dean Janet Dickerson, November 20, 1985.
210. *Swarthmore College Bulletin*, June 1984, p. 14.
211. Swarthmore College press release, March 19, 1984; Interview with David Fraser, November 20, 1984.
212. Letter from Dean Janet Dickerson, December 6, 1985.
213. Interview with Eugene M. Lang '38, November 19, 1984.
214. Minutes, Board of Managers meeting, September 24, 1983.
215. Minutes, Board of Managers meeting, September 29, 1984.
216. Interview with Dean Janet Dickerson, November 20, 1985.
217. *Phoenix*, October 5, October 11, November 2, 1984; Letter, President David Fraser to College community, January 18, 1985; Interview with Dean Janet Dickerson, November 20, 1985.

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Presidents of Swarthmore College

Edward Parrish, 1864-1871
Edward Hicks Magill, 1872-1889
William Hyde Appleton, 1889-1891
Charles De Garmo, 1891-1898
William Wilfred Birdsall, 1898-1902
Joseph Swain, 1902-1921
Frank Aydelotte, 1921-1940
John W. Nason, 1940-1953
Courtney C. Smith, 1953-1969
Edward K. Cratsley, 1965-1966, 1969, 1972-1973
Robert D. Cross, 1969-1973
Theodore Friend, 1973-1982
David W. Fraser, 1982-