

*Please return to President's
Office*

Swarthmore College
Swarthmore, Pennsylvania

Office of the President

31 December 1968

To Members of the Board of Managers:

I am enclosing, for your information, copies of
the following:

1. A letter to me on December 23rd from the chairman of
the Swarthmore Afro-American Students' Society.
2. A memorandum from me to the Faculty on December 31st.
A copy of this memorandum will also be made available
to all students on their return from vacation. For
both the Faculty and the students I am enclosing copies
of the SASS communication.
3. The report of the Admissions Policy Committee com-
pleted on December 18th and mailed on December 31st.
4. A copy of the report of the Black Studies Curriculum
Committee released on December 17th.

Courtney Smith

SASS

Swarthmore Afro-American Students' Society

Swarthmore College

Swarthmore, Pennsylvania 19081

December 23, 1968

Mr. Courtney Smith
College Mail

To the President of Swarthmore College:

Merry Christmas!

Enclosed are the "clarified" SASS demands you requested some time ago. If you fail to issue a clear, unequivocal public acceptance of these non-negotiable demands by noon, Tuesday, January 7, 1969, the Black students and SASS will be forced to do whatever is necessary to obtain acceptance of same.

(signed)

Clinton A. Etheridge, Jr.
Chairman, SASS

cae/ah

Swarthmore Afro-American Students' Society

Swarthmore College

Swarthmore, Pennsylvania 19081

Demands

SASS has always insisted that black students be consulted and involved in all aspects of deliberation on matters involving black students. Not only does the Report of the Admissions Policy Committee violate this principle, it has several other faults. First of all the report included in its tables information taken from the confidential files of black students and attempted to put this information on public display. Second, the report maligned and questioned the integrity of black students and their organization, a questionable position for a document supposedly "concerned" with recruiting more black students. Finally the report approached the problem from the conservative, overly rigid viewpoint of an institution primarily concerned with the preservation of its own academic excellence. We cannot accept either the first or second edition of the report of the Admissions Policy Committee - Recruitment and Enrollment of Negro Students.

We therefore demand:

that a revised reworked and rewritten report on black admissions be produced by a committee consisting of members of the Admissions Policy Committee, members of SASS, and outside consultants including consultants recommended by SASS.

We further demand:

that in the interim the College take positive steps to increase the enrollment of black students in order to achieve the critical mass necessary to sustain a viable healthy black student population. Specifically these steps should include:

- a. the acceptance and enrollment of a significant number of so-called "risk" black students for the academic year beginning September 1969. Significant defined here to fall between ten (10) and twenty (20).
- b. negotiations with institutions presently conducting summer enrichment or reinforcement programs for entering freshmen so that "risk" students accepted by Swarthmore for the academic year 1969-70 may attend such a program.
- c. negotiations with several quality private secondary schools so as to arrange that "risk" students accepted by Swarthmore for the academic year beginning in September 1969 may have the option of attending such a school for one year prior to entering Swarthmore with the students total expenses for that year paid for by the College.
- d. the designing and implementation in academic year 1969-70 of a post enrollment 'support' program that would be available to black students after enrollment and that would take special consideration of "risk" students mentioned above. Such a package shall be designed by the Admissions Policy

- Committee in consultation with SASS.
- e. the review and revision of present admissions standards and practices involved in evaluating black applicants by a group consisting of Admissions Committee members and SASS members. This group shall determine standards and practices to be applied to black students seeking enrollment in September 1969.
 - f. the recruitment and encouragement of more black transfer and junior college students (particular attention might be paid to Community College in Philadelphia) waiving the rule on one year's attendance for financial aid.

SASS considers detailed policy on black admissions to be the appropriate task of the Admissions Committee - SASS special committee. Nevertheless, if the College is to make a firm commitment to having black students on this campus there are several things it should agree to now.

Therefore we demand:

- a. that the College agree to increase the total number of black students enrolled to one hundred (100) within the next three (3) years and to one hundred fifty (150) within the next six (6) years.
- b. that the College intensify its recruitment of black students in the West and South and search more actively for Puerto Rican students.
- c. that the College take steps to seek out and appoint an Assistant Dean of Admissions, subject to consultation with SASS, who shall be black and who shall be directed to concentrate his efforts on recruitment, enrollment and post-enrollment support of black students and other minority group students. This dean shall be installed no later than November 31, 1969.
- d. that the College take immediate steps to recruit and appoint subject to review by SASS a black counselor available to all black students for the purpose of providing confidential advice and guidance. It is to be understood that this counselor shall not be responsible to the Deans for providing them with any confidential, privileged information.

In comparison with other similar institutions Swarthmore has a significant lack of innovation and effort in terms of tapping of new sources of funds, utilization of existing funds, or implementing new programs in the areas of recruitment, admissions criteria, post-enrollment and enrichment. The only major innovation initiated by the Dean of Admissions in the last four years is the Post Baccalaureate Program, a relatively low-risk venture. Two outside observers, professionals in the area of black admissions have characterized Swarthmore's policies as overly-rigid, conservative, and too preoccupied with protecting its own academic standards. To quote:

"Our general conclusion is the the college is allowing its

own view of its academic excellence to rule out over ninety percent of potential black candidates. As long as they insist upon relying on traditional measuring tools to determine black potential they will fail in the attempt to get more students."

These are the mildest words that could be used to describe the present situation.

The present Dean of Admissions is not able to deal with a black viewpoint as presented by members of SASS; and in fact he is not able to deal with the very thought of black people defining themselves and issues for themselves.

Despite the efforts of SASS to make its viewpoint known, there have been those who have fought to maintain their ignorance on this matter, among them the current Dean who insists on clinging to his "integrationist ethic." However, not only has he insisted on his point of view he has gone to great effort to undermine SASS's. He has questioned its integrity and legitimacy portraying it as a small cult of ideologues who represent only a portion of the blacks on campus. He has even overlooked the common-sensical legitimacy and value of black student participation in a committee reviewing black admissions policy. His is the most dangerous kind of paternalistic racism, that kind which would deny blacks the legitimacy of their self definition, the legitimacy of their right to self definition, while at the same time seeking to impose its own viewpoint and the viewpoints of the few negroes who agree with it. At a time when black people all over the world are proclaiming their rights and abilities to define themselves and to have a voice in all decisions which affect them, blacks at Swarthmore will settle for nothing less than the same. Any administrator who denies this will find himself in the deepest of chasms.

The present Dean of Admissions has not only made statements from time to time which were aimed at undermining the integrity of SASS and black students of this campus, he has made these statements at strategic times and attempted through them to aggrandize his own power and undermine the influence of SASS whom he sees as an opponent. In other words he has acted as a self-interested power broker vis-a-vis an assumed enemy. For a supposedly neutral administrator to put himself in such a position is unjustified, undesirable, and dangerous. Not only has this Dean placed himself in such a position with regard to SASS, but in his now-buried letter to Student Council he questioned the integrity of that body implying that they acted in haste and without reason in endorsing the SASS statements. This was also aimed at isolating black students from white student supporters.

The preceding although it is directed at one individual, is not a personal attack in the pejorative sense of the word. We have merely related some of the actions and statements made by the Dean of Admissions and their consequences. It is only incidental that one person is involved. What is important are the concrete actions and consequences. We have simply called a spade a spade. The actions of the Admissions Policy Committee have not been touched on because their actions remain anonymous and in the back ground and it is our opinion that the Dean of Admissions is the leading actor in this play.

In sum then we have called to question the present approach of the Dean of Admissions toward black recruitment and enrollment. We have questioned the ability of the Dean of Admissions to deal with black students from a position of respect with regard to their self definition and their right to self definition. Finally we have called to question the fact that the Dean of Admissions is engaged in callous use of power vis-a-vis a student group.

In light of the above unless present admissions policies change or unless the actions of the current Dean of Admissions change, then

We demand:

That the present Dean of Admissions, Frederick A. Hargadon, be replaced in that position no later than September 1, 1969.

The time has come. The demands of the Swarthmore Afro-American Students' Society, issued in October, endorsed by Student Council in November, have lain on the table for two months. During this period there has been no word of positive response from your administration. SASS now undertakes to reiterate, in more detail, those demands. We expect swift and positive action on the part of this college in accepting these demands.

Swarthmore College
Swarthmore, Pennsylvania

Office of the President

31 December 1968

To Members of the Faculty:

I feel that I should let you know about the enclosed communication that came to me on December 23rd from Clinton A. Etheridge, Jr., Chairman of the Swarthmore Afro-American Students' Society.

As you will remember, several new problems in recruiting and enrolling able Negro students, after several years of considerable success in comparison with other selective colleges and universities, were identified by Dean Hargadon last spring. He spoke to the Faculty about the matter on April 19th, and again on June 6th. On May 9th, in a conversation with Sam Shepherd, then chairman of SASS, and Don Mizell I proposed that the Admissions Policy Committee and students to be designated jointly by the chairman of SASS and the president of Student Council begin early this fall to study the matter in depth and make recommendations to the Faculty and the Board of Managers. In preparation for this joint activity Dean Hargadon worked during the summer on a factual report of our experience and problems and prospects in regard to Negro recruitment and enrollment, in order to give us a solid basis for our policy discussions. What followed has been a frustrating sequence of events that delayed us in getting to the important policy questions that face us. It is instructive to compare these delays with the quickness with which we were permitted to move forward in a constructive way on substantive proposals made last April 26th for increasing black studies.

It is quite inaccurate and unjust to say that SASS's four earlier "demands," sent in mid October to members of the Admissions Policy Committee, "have lain on the table for two months." The two of those "demands" that bore on admissions have had the constant attention of the Admissions Policy Committee all fall. For the other two (the creation of a Black Interest Committee and the recruitment, subject to SASS's review, of a high-level Black administrator) the chairman of SASS was told by the Dean of Admissions in October that they were not the province of the Admissions Policy Committee and should be re-directed. They never were, except to Student Council for endorsement. Indeed through one student who had written an open letter about the administration's apparent failure to respond, and through the president of Student Council, I have been undertaking to find out exactly what members of SASS had in mind in their "demands." The first sentence in Clinton Etheridge's covering letter reveals an awareness of this fact.

On December 26th I telephoned Clinton Etheridge in New York, told him that I had received his letter and wished to talk to him about it. I asked him to come to my office on December 27th or, if that were not possible, December 28th. He was unwilling to come without knowing what I was going to say to him, and reluctant to come without other members of SASS for whom he was as chairman the signer of the letter. I said that he could bring any number of others with him. He asked if I was seeking amplification of some of the demands or wanted to discuss the whole concept of the letter; I said the latter. I said that I wanted us as two human beings to discuss a human problem in the search for a human solution to it. He said that he would call me back on December 27th. On December 27th he phoned to say that he would discuss the content of the letter, toward its implementation, but only with other members of SASS present, who would not be available until after vacation. He asked, therefore, for an appointment for SASS members to meet with me on Monday, January 6th, at 11:00 A.M. I said that this was too late in relation to the January 7th deadline and implied threat made during the vacation period by SASS, but he would not agree to an earlier meeting and I said I would in any case be glad to meet with the SASS members at the time he asked. I then told Clinton that I had wanted to explain that while I was sympathetic with many of their underlying concerns and was open minded on proposals for implementation, I simply could not act alone upon their demands since these involve basic policy matters for the Faculty and the Board of Managers, with, hopefully, student expression as well. The College, I said, never accedes to anyone's demands, but I said that in the early meeting I sought with him I was going to request him to recast the SASS letter and accompanying document in the form of proposals which would then go to the Faculty and the Board of Managers for full and unprejudiced consideration, along with the recommendations of the Admissions Policy Committee which I understand are to be released in a few days. I said that in view of his unwillingness to meet with me until January 6th, the day before the deadline and threat set by SASS in connection with a "public" acceptance, I wanted him to know that I might have no choice but to write, before then, the public response called for in his letter, making public at the same time his letter to which I was replying.

I want the Faculty to know, therefore, that I shall meet with members of SASS on Monday, January 6th, at 11:00 A.M., meet with them as an educator, and President of a college concerned for their welfare, not as a combatant anticipating siege. I expect to limit myself to making the following points:

1. I have great sympathy for the underlying concerns of SASS in seeking an increase in the number of Negro students, in seeking to create a viable healthy black student population, and in recognizing the importance of self definition. I want our entire College community to consider conscien-

tiously and imaginatively the best way to achieve these goals. In making non-negotiable demands SASS members are separating themselves from all who share so many of their concerns and wish to work toward them. They are saying in effect that other students and the Faculty and the Board of Managers have nothing to say about these goals and the ways and means to achieve them.

2. This College has never and must never be governed by demands or moved by threats. I cannot believe it is the best in individual SASS members that speaks of non-negotiable demands and threatens force, and I know that the best for the College has never been achieved in this way. As I said in my first Collection talk this fall, referring then to quite a different problem,

"It has never been Swarthmore's way to be shaped by demands -- whether demands of trustees, faculty, administration, students, alumni, or the public. Nor will it be shaped by anyone who thinks only as a trustee, a faculty member, an administrator, or a student. It will be shaped by what its faculty, administration, trustees, and students choose that it will be, and we, like Professor Finley, are thinking of choice as a rational and considerate process, not a cold process but a very warm and human process that realizes and responds to the felt needs of individuals."

3. In the case of the present demands the President does not have the authority to act alone on basic policy matters on which student views are welcomed and on which an eventual judgment must be made by the Faculty and then the Board of Managers. SASS predicates a power in the presidency -- a power to circumvent the role of the Faculty and the Board of Managers in the formulation of major policy -- which the President does not have and would not seek, a power it would in fact ill-serve the community for him to have.

4. I shall ask SASS members to recast their letter and accompanying document in the form of proposals which can be discussed by all students and go to the Faculty and Board of Managers for full and unprejudiced consideration, along with the report of the Admissions Policy Committee which, on the request of the Student Council, is to be sent as soon as possible to all students as well as to the Faculty and the Board.

The notice of the Faculty meeting for Tuesday, January 7th, at 4:15 P.M. said that we will continue our discussion of the reports of the Student Life Committee and the Expanded Student Affairs Committee. Subsequent to that notice, Professor Frank Pierson has asked, as chairman of the Black Studies Curriculum Committee, that we have a preliminary discussion of that committee's report at the meeting. Subsequent to that request, the president of Student Council has asked that we give the highest priority at that meeting to the proposal for "Student Week." Subsequent to that request, the SASS communication of which I have written was presented and should, it now appears, be our first order of business on the 7th.

Courtney Smith

SWARTHMORE COLLEGE
Swarthmore, Pennsylvania 19081

December 30, 1968

TO: Students, Faculty, Administration and Board of
Managers of Swarthmore College

FROM: Fred A. Hargadon, Chairman of the Admissions Policy
Committee

The Admissions Policy Committee, at its meeting of December 18, proposed to forward the attached policy recommendations on Negro student recruitment and enrollment to the Faculty for their preliminary consideration at the earliest possible date in January. Comments and suggestions regarding these policy recommendations may be forwarded to members of the Committee.

Negro Student Recruitment and Enrollment

I.

Since the beginning of the Fall Semester, the Admissions Policy Committee has been studying the various aspects of the problem of recruitment and enrollment of Negro students at Swarthmore. The College's efforts in recruiting Negro students over the past five years were reviewed in a report, drawn up over the summer, by the Dean of Admissions. The report discussed the problems and prospects to be faced by the College in its efforts to recruit Negro students in the future, and suggested various policy alternatives to be considered. The Committee adopted the report as its working paper and proceeded immediately to seek additional information on the problem from a variety of sources. Those Negro students presently enrolled at Swarthmore were asked by the Committee to present, either in person or by letter, their views of the problem. Specifically, we requested from them the following: (1) their critique of the working paper, (2) their thoughts on the matter of policy alternatives for the College, (3) their thoughts on various programs and/or supportive measures by which students of lesser preparation could be incorporated into, and pursue successfully, Swarthmore's academic program, and (4) those comments on their own experience at Swarthmore which they believe to be relevant to the discussion of recruitment and enrollment of Negro students, either "risk" or "non-risk," for Swarthmore. Other colleges and universities were solicited for information concerning their respective accomplishments in this area, and the Committee familiarized itself with special programs (e.g., Transitional Year Programs and A Better Chance Programs) aimed at increasing the pool of Negro high school graduates qualified to go on to College.

Were the pool of such qualified candidates sufficiently large, the recruitment of Negro students would present less of a problem. In order to enroll any

significant number of Negro students, many institutions have accepted students who do not meet their entrance requirements and who, in many cases, require remedial work. Few of these institutions have as yet fully evaluated their experiences with such programs. The large majority of them are still in the formative or beginning stages, and little in the way of comparative data (especially from institutions similar in nature to Swarthmore) can be expected before two or three more years have passed. Our inquiries have revealed only that as of yet there are no patents pending on either the means by which it is possible to accurately determine in which cases a student's performance on standardized tests reflects considerably less than his true academic abilities (while we know this happens, we discover it more by accident than by design), or the means by which colleges can successfully provide ways through which they can absorb students of inadequate preparation into their regular academic programs. To the extent that the Committee anticipated acquiring the necessary hard data by which it could chart a future course based on acknowledged wisdom, it was disappointed. One thing does seem clear, however: the definition of "risk" remains a relative one, and whatever progress is achieved in the area of "risk student" education, it is unlikely that any one device or method will work equally well for all institutions, given the great differences which characterize the curricula of colleges and universities in this country.

In trying to arrive at policy recommendations on this matter, it was necessary for the Committee to seek answers to questions, many of which could be phrased only in the abstract and none of which seemed to have absolutely "right" or "wrong" answers. Some of these questions are suggested below. We caution that we do not feel completely enlightened regarding all of the complexities of the problem of increasing the number of Negro students enrolled at Swarthmore or at similar institutions, nor are we pretending to dispense wisdom on that subject. Our thinking on the subject has been an admixture of experience,

intuition, social consciousness, and hope. Our policy recommendations are meant to be suggested approaches for the immediate future, subject to periodic review, rather than tightly reasoned dicta handed down for the decade ahead.

II.

Despite the fact that Swarthmore has in recent years been relatively successful in enrolling more Negro students, the conditions under which such recruitment took place have changed tremendously in the past two years. Whereas our recruiting of Negro students to date has been essentially "non-risk" in nature, and whereas the last two years have seen perhaps a two-hundred-fold increase in the number of colleges and universities actively seeking to enroll greater numbers of Negro students, and whereas the size of the pool of qualified Negro secondary school graduates remains relatively very small, we have found it increasingly difficult to maintain the success which characterized our earlier efforts in this area. The prospect of continually declining numbers of Negro students enrolled at Swarthmore has forced us to ask ourselves some hard questions. Why do we want more Negro students enrolled here? Is it simply because we want to be able to say that we have x-number in the student body? Is it because they represent the kind (or a kind) of well-qualified student whom we seek anyway? Or, is it because we feel a social obligation to meet a particularly pressing need of contemporary society? Is it because we believe that we have something special in the way of an educational program to offer them? And, if in order to enroll more Negro students, we find it necessary to admit students with inadequate preparation, would the necessary modifications in the educational program be such that we would thereby lose some of those qualities which distinguish our program from those of many other colleges? Is it because of the educational benefits which are normally thought to occur as the result of bringing together students of varied socio-economic backgrounds and life experiences? And do these benefits persist if a large number of Negro or other students adopt a largely separatist life-style within the community?

Questions of a slightly different sort also presented themselves to us, mostly having to do with the possibility of enrolling students with less than the normally required level of academic preparation. How adaptable is the Swarthmore educational program (in terms of its size, the quality and nature of its students, its other commitments, etc.) when it comes to considering the enrollment of "risk" students? Even if we could accurately measure the gap between the level of preparation of "risk" students and that required to pursue our curriculum successfully, how reasonable or valid is it to expect that Swarthmore's present faculty and other personnel are qualified to help such students overcome that gap, and in what amount of time? What are the non-academic conditions of student life within the College which would require development should such students be enrolled? What number of "risk" students is it feasible to talk about when discussing their possible enrollment?

When we asked ourselves and each other questions such as these, it was not because we expected to arrive at definitive answers upon which all would agree. Rather, the mulling over of a variety of answers to each of the questions provided us with a kind of backdrop against which we could highlight and contrast one possible course of action or another, seeking to determine the implications or shadowy areas of each. What may be said to have emerged from our collective thinking can be summarized as follows:

Neither by its size, the nature of its academic program, or the quality of its faculty and student body is Swarthmore representative of institutions of higher education in this country. It has deliberately chosen to remain small, to offer a rigorous curriculum, and to seek in both its faculty and its students the very highest quality. Believing in the desirability of pluralism among our colleges and universities, it has opted for offering a particular kind and quality of educational experience. It has neither the desire - nor, if it had, the resources - to be all things to all men. Among those things it might do well, it has set certain priorities and chosen to do well what it best knows how to do.

However, once having agreed upon the type and quality of education to be offered, the College has sought within those limits to gain as much variety within its student body - in terms of socio-economic background, life experiences, career interests - as the standards necessary to assure

reasonable success with our academic program would allow. We have, therefore, never sought to educate only those students whose academic credentials place them at the very top of their class. Rather we have established an acceptable range of academic achievement within which the College is able to enroll a sufficiently diverse student body which is capable of undertaking our academic program with reasonable success.

Whatever the benefits thereby derived from a diverse student body, however, the small size of the College dictates that they result more from the qualities of individuals and from the closeness of the community than from the representation of any one kind of student in large numbers. Only by emphasizing quality over numbers can a college of this size hope to maintain the considerable diversity which presently characterizes it.

With this in mind, the Committee sought to find those ways in which the College would be able to: (1) assure an increased enrollment of Negro students at Swarthmore; (2) use its resources to make whatever appropriate contributions it might toward increasing the number of Negro students able to go on to college in general throughout the country; and (3) more satisfactorily respond to those particular needs, both academic and social, deemed to be uniquely theirs by the Negro students already enrolled in the College. Our recommendations are then grouped under these three areas.

III.

1. Negro student recruitment and enrollment at Swarthmore.

- A. The College should continue to recruit vigorously the best qualified Negro secondary school graduates.

While it is recognized by the Committee that a number of factors (e.g., increasing competition from other colleges for qualified Negro students, and Swarthmore's rather forbidding academic reputation) preclude setting unreasonably high expectations of success in this area, it is suggested nevertheless that the Admissions Office be provided with the necessary additional resources to enable it to make initial contacts with greater numbers of Negro high school students. More available travel time to visit secondary schools, the necessary funds to enable more visits by Negro students to the Swarthmore campus, and more effective use of alumni and students and student organizations, such as the Swarthmore

Afro-American Student Society, would undoubtedly enhance the chances for making our recruitment efforts more effective in the future. The term "vigorous recruitment" implies making strenuous efforts to get as many of the best qualified Negro students as possible to look into the Swarthmore program, so that they may determine if Swarthmore offers the education they seek.

- B. The fact that an applicant for admission is a Negro will obviously be one consideration in the admissions process, but no applicant should be admitted without regard to his other qualifications and solely on the grounds that he is a Negro.

The admissions process for all applicants to Swarthmore includes appraisals of factors other than academic credentials. Judgments are made not only of factors such as intellectual achievement and curiosity, but also concerning a candidate's maturity, sense of purpose, capacity for growth, character and special abilities. Under no circumstances should the Admissions Office encourage unrealistic applications from students whose level of academic preparation places them clearly outside our acceptable range. Such applications would serve neither the College nor the individual applicant, and would too often result in creating expectations on the part of the applicant which could not reasonably be expected to be fulfilled. The Committee realizes that the Admissions Office must then walk a thin line in seeking those students who have not had the opportunity to achieve to their potential while at the same time avoiding the encouragement of unrealistic applications, and it suggests that no student who has not applied on his own should be encouraged by the Admissions Office to make application without some evidence of his academic record to date.

- C. The College should not adopt a quota system for enrolling Negro students. Given the fact that the Swarthmore student body is not itself representative of college students throughout the country, no particular enrollment figure for Negro students thereby suggests itself as the most appropriate or just one. Rather, the College is urged to strive for a minimum of twenty Negro students in each freshman class, with a slight margin of men over women.

The suggestion of a minimum number is not meant to imply any notion that such a number is either ideal or satisfactory. It simply reflects that number which the Committee believes represents a challenging but realistic target for the College to aim at in the immediate future. The Committee is not, however, optimistic concerning the chances of achieving that number for next year's freshman class. Recruiting efforts tend to pay off, if at all, in the years following that in which they were undertaken. Reinforced efforts to recruit both qualified Negro students and a small number of academically less well qualified students (described below) should make it possible to enroll a greater number of Negro students in the freshman class entering in the Fall of 1970. The Committee suggests that the situation of Negro student enrollment be reviewed every two years, thereby incorporating new information and new developments to that time.

- D. The College should, as an experiment, undertake to enroll a small number of students (somewhere between five and ten, and including some students who are not Negro) who, while they fall just below our normal admissions standards, are believed to possess other qualities which will enable them to "close the gap" in their academic preparation through individually tailored programs during their freshman year, or longer if necessary.

In looking at other colleges and universities which have enrolled students who had not met their normal admissions requirements, we found (not surprisingly) that most of them have only just recently inaugurated remedial programs of various types, largely innovative and experimental in nature. If Swarthmore itself embarks on such a program, it seems both desirable and appropriate that it develop an approach which is best suited to its own purposes, and one which takes into consideration the particular strengths and limitations of a college of our size and particular academic ethos. The Committee therefore recommends that we seek to enroll a given number of students who, while not meeting our general admissions requirements across the board, nevertheless reveal certain academic strengths and achievements. A freshman academic program would be

devised for each such student which would do two things: first, it would be built largely around his demonstrated academic strengths; and secondly, an appropriate course offering (probably introductory in nature) would be designated as the one through which he would work to reduce past deficiencies in his academic preparation. The faculty member teaching that course and a senior major in that department would have the responsibility of working with the student and devising a particular variation of the course which would satisfy the standards of that department and at the same time enable the student to use the course as an instrument by which he can improve his academic capabilities. For instance, for a student weak in the ability to think abstractly, a beginning course in Philosophy might serve the dual purpose of learning a new field at the same time as using the course to improve his ability to reason abstractly. Or the introductory Economics course might adopt slightly different readings and course problems to teach the same principles to a student who might otherwise find it impossible to understand the course as it is presently taught. The specific examples given here are meant only to illustrate the principle of using our regular course offerings in a manner which, while not reducing the level of information and understanding of the field necessary to achieve a passing grade, nevertheless is adapted to suit a particular student's need to use that course for improving certain academic skills in general. The Committee suggests that interested faculty and students in their departments meet to flesh out this proposal. The Committee further suggests that in those departments which find themselves able and willing to work with one or two students in this fashion that some method of keeping track of what works and what does not work be established. It is hoped that some students could be admitted under the conditions described above in the freshman class to enter the College in the Fall of 1969. Implicit in this recommendation, of course, is the need to establish the necessary counselling support (both social and academic) for those students who would desire and/or require it.

2. Enhancing opportunities for all Negro students to attend college.

- A. The College should continue to support and maintain an Upward Bound Program.
- B. The College should, in considering the use of its facilities during the summer, consider the establishment of a program similar in nature to the ABC Program.
- C. The College should establish a committee of interested faculty and students to explore the possibility of establishing a one-evening-a-week seminar program on campus for able, socio-economically deprived 11th and/or 12th grade students from local secondary schools.
- D. The College should continue its participation in programs, e.g., the College Bound Corporation of Philadelphia, whose efforts are expended on behalf of increasing the number of secondary school graduates in the area who go on to college.

In discussing the entire matter of Negro student recruitment and enrollment throughout the past semester, it occurred to many of us that Swarthmore may not be well suited to deal directly, as an institution, with those problems in society which our education makes us best suited to recognize. In all probability, the greatest impact which Swarthmore may have on social problems, such as the education of Negro students, will be the result of the individual efforts and achievements of our graduates, in contrast to those efforts which the College can hope to undertake on its own campus and in addition to its academic program. While our small projects (Upward Bound, the experimental program, Chester tutorial, etc.) may produce only quantitatively small results, when compared with the dimensions of the problem as a whole, the experiences thereby gained by those students of the College who participate in such programs are likely to have an enduring quality which will ultimately result in much greater benefit when those same students graduate and enter into responsible positions in society. It was with such thoughts as these that the Committee recommended that the College continue its old commitments in such programs as Upward Bound and consider seriously initiating new ones with programs such as ABC.

3. Negro student life at Swarthmore.

While it is not within the province of the Admissions Policy Committee to deal with issues covering aspects of student life on campus, the Committee recognizes that the quality of Negro student life here is and will continue to be inter-related with efforts to recruit and enroll more Negro students. Therefore, without our having been able to gather any significant data on the matter, we would nevertheless like to make some recommendations concerning Negro student life simply as encouragement to other parts of the College, in whose bailiwicks these matters ultimately rest, to bring their attention to bear on such problems. It is anticipated that both the Black Studies Committee and the Committee on Counselling will ultimately make relevant contributions touching on the recommendations listed below.

- A. Without specifying the position within the faculty or administration, the Committee believes the College ought to have Negro adults within the College community with whom the Negro students could consult on a wide variety of matters which usually come under the heading of "counselling." Whatever the position of such persons, however, they ought to stand in the same relation to all students as they do with Negro students, although the latter would undoubtedly find them useful in unique ways.

The Committee recognizes that the College is making efforts to seek qualified Negroes for available or expected future openings in both the faculty and administration, and it recognizes the difficulties involved. It hereby simply goes on record as recognizing this urgent need.

- B. The Committee recommends that some informal process be organized whereby those "felt needs" deemed by Negro students to be uniquely theirs can find expression and support within the College.

The Committee does not think itself particularly qualified to suggest the form such a link between the Negro students and the various component parts of the College community should take, but perhaps a group of Negro students and interested faculty, ultimately chaired by a Negro faculty or administration member, would be an appropriate starting point. It would be necessary to find ways to

relate both to individual Negro students and to organizations such as the Swarthmore Afro-American Society.

- C. The Committee urges the Student Council and other organizations, e.g., the Cooper Committee, to be constantly aware of the need to provide support for activities, which while "open to the entire student body," would be largely Negro in orientation.

IV.

It is much easier to recommend that new commitments be undertaken by the College than to divine exactly how the necessary funds for so doing can be acquired. Fortunately, the Committee's task is simply that of recommending policy and not that of raising funds. But it would be irresponsible on our part not to recognize that what may appear to be fairly limited extensions of our present commitments in Negro student recruitment and enrollment will nevertheless require hundreds of thousands of dollars to put into effect. The College's original grant from the Rockefeller Foundation is almost exhausted, and there is little prospect of renewing it, given their recent decision to distribute their funds in other kinds of projects. Foundation grants are normally of the "seed" or "starter" type anyway, followed by a withdrawal and accompanied by urgings to seek Federal support for continuation of such programs. Therefore, Swarthmore must begin anew, if the recommendations herein are adopted, to seek to establish the funds necessary to carry them out. It is well to remind ourselves that it requires \$15,000 to support one student without any financial resources through a four-year Swarthmore education. It is not difficult to figure out the additional cost in financial aid which thereby would be incurred by taking only ten such students (in addition to the average number of scholarship students we enroll) each year. And this does not take into consideration additional expenses for expanded counselling and other facilities. Nor does it include the additional expenses which would be incurred by the Admissions Office in stepping up its recruitment program for such students, or

the costs which the College would also have to meet if it were to undertake a summer program such as ABC. Therefore, the Committee urges the College immediately to undertake the search for the required financial support necessary to carry out those policy recommendations ultimately established as formal policy, and at the same time cautions that any optimism over the possibility of "instant success" with such policies must be tempered by our realistic concern over the anticipated difficulty in acquiring such funding.

Admissions Policy Committee

December 1968

Report of the Black Studies Curriculum Committee

The Black Studies Curriculum Committee was appointed by Courtney Smith in May, 1968 as an outgrowth of discussions with members of the Swarthmore Afro-American Students Society. Spokesmen for this group emphasized that little work is being done in the Black Studies area at Swarthmore and that the resulting gap in the curriculum should be filled as soon as possible.* In his letter of May 17, 1968 President Smith said:

"I will continue to encourage departments to be considering what studies can appropriately and effectively be made a part of their offering at the earliest opportunity but it is my hope that your committee will give focus to all of our efforts and see how individual additions to our program may build into some larger and more coherent program."

This report is addressed to the latter issue.

General Plan

While some important questions remain unresolved, the Committee agrees that Black Studies should be made a part of the Swarthmore curriculum at this time. As citizens, our students will need to develop greater understanding of Afro-American and African experiences. Many will pursue careers which will bear directly or indirectly on the urban and racial crisis. Scholarly work in Black Studies has already achieved significant results and major gains can be expected in the near future. This is an area in which members of our faculty will have increasing need for general familiarity and, in some cases, special expertise. The beginnings of a program already exist at the College and the addition of further work would fit in well with present offerings in a number of departments. For these reasons we conclude that Black Studies should be given a distinctive place in the Swarthmore curriculum.

*Black Studies may be defined as the role of blacks in society considered from cultural, historical and social points of view.

More serious differences arise over precisely what this place should be. Should Black Studies be treated as a separate major or as a scattering of courses along present lines, as a minor which could be attached to certain existing majors or as different groupings of courses among which a student could choose a particular rubric depending on his individual academic interests?

Initially, the Committee feels a broad and rather flexible approach should be followed with respect to these questions. Some of the courses are still in the planning stage. Faculty appointments are still to be made. The direction of student interests in this area is still unclear. The precise ways in which the different aspects of Black Studies can best be related to various academic disciplines are still to be determined. Thus, any step taken now should not preclude major readjustments later on.

The Committee accordingly concludes that students majoring in any subject bearing on Black Studies should be permitted to concentrate in this area as an aspect of the work in their major. Tentatively, the subjects falling in this category are Art History, Economics, English, History, Music, Political Science, and Sociology-Anthropology, but others might be added at a later date.

Recommendation I. Students majoring in subjects of which Black Studies are a part will be permitted to concentrate in the latter area as an aspect of the work in their major under conditions approved by the departments involved.

Specific Elements

Since the approach to Black Studies will differ among departments, it will not be possible to spell out in detail the requirements for the different concentrations in this area at this time. If general approval for the different concentrations in this area is given to the Committee proposal, individual departments will be invited to establish such requirements as they deem appropriate. Certain overall provisions, however, call for general faculty action.

One such question is whether the minimum requirement for a concentration in Black Studies should be set as low as two or three courses or as high as six or seven. If we limit the question of minimum requirements to courses that will be primarily concerned with Black Studies alone, it seems unlikely that students could take more than six courses in this area in addition to the work in their major. On the other hand, anything below four courses would hardly be enough to qualify as a concentration. It therefore seems appropriate, at least for the immediate future, to set the minimum at approximately five courses.

Another question is whether the work in Black Studies should be limited to the standard course form or whether considerable diversity should be allowed. Two quite different considerations need to be kept in mind in this connection:

1. In a relatively new area of this sort a certain amount of flexibility will need to be exercised just to get the program off the ground.
2. If the approaches taken by individual departments are not carefully planned and closely monitored, the work in this area will prove of little lasting significance.

The Committee therefore feels that experimentation with thesis projects, special reading courses, off-campus work-study arrangements and the like should be permitted in this area only where there is assurance the work will meet customary standards of the departments involved.

Still another question is whether there should be one or two basic courses which would be required of all students concentrating in Black Studies. Eventually, this might be desirable but it is too early to say whether, for example, a particular course in history or sociology would fill this need. On the other hand, since introductory course work in a number of departments is or can be limited to one semester, basic courses in Black Studies could be made available to students in these departments in the following semester of

the same year. The specific courses which students wishing to concentrate in Black Studies will take will have to be worked out by the individual departments concerned.

Recommendation II. Students concentrating in Black Studies will take at least five semester courses or their equivalent in this area. Departments in fields bearing on this subject will be encouraged to offer a basic course in Black Studies which could be taken after the first semester of the regular introductory course has been completed.

Staff Recruitment

If students at Swarthmore are to gain a full and balanced understanding of the Black Studies area, it is important that they have access to authorities and observers with black as well as white perspectives. Since both our students and faculty are predominantly white, the Committee believes that black teachers with black perspective should be given top priority in the staffing of personnel for the Black Studies program.

The problem is that many other institutions are planning or have already taken similar steps and the number of qualified black scholars does not even approach the extent of the demand. Some argue that if institutions like Swarthmore aggressively compete for these teachers, the Negro colleges and other less well endowed schools will be seriously undercut, the net gain of all our efforts coming to less than zero.

The view of the Committee is that a black scholar who decides he would be most effective at Swarthmore should be permitted to make this choice himself, and that, in the long run at least, it would be advantageous for all concerned if the options open to such scholars were many rather than few. At the same time, the scarcity of supply obviously poses a formidable problem and we

will have to resort to a variety of arrangements in order to attract qualified personnel. Some of the possibilities are part-time appointments, joint appointments with Haverford and Bryn Mawr, exchange professorships with Lincoln and Cheyney State, and visiting scholars from such institutions as Howard and the New School for Afro-American Thought in Washington, D. C. Without impairing essential academic standards, the College will probably have to consider persons for appointments in this area who do not possess some of the more usual academic credentials. The members of the Swarthmore Afro-American Student Society, majors in the departments concerned and other interested students should participate actively in finding qualified personnel.

Recommendation III. Recognizing the acute interest which the black students as represented by their organization, the Swarthmore Afro-American Student Society, majors and other interested students have in the successful development of this program, the faculty recommends that such students have an active participating voice in both the recruitment and evaluation of potential personnel. In order to correct the imbalance in its total curricular offerings, Swarthmore should emphasize the black perspective in its Black Studies offerings by making a special effort to recruit black teachers who will also meet the college's high academic standards. Part-time appointments and sharing arrangements will have to be considered because of the severe scarcity of qualified personnel.

Black Studies Curriculum Committee:

Marilyn C. Allman
Allen J. Dietrich
Clinton A. Etheridge
Marilyn J. Holifield
Don A. Mizell
Asmarom Legesse
John S. Shackford
Jon Van Til
Harrison M. Wright
Frank C. Pierson, Chairman

December 16, 1968

Swarthmore College
Curriculum Offerings in Black Studies
1968-69

Economics

Social Economics course (Marcus Alexis): the economics of race, discrimination and poverty; comparative educational, housing, and health patterns, consumption patterns in center city areas, programs for dealing with urban poverty. Dr. Alexis, a nationally known Negro economist, is Professor of Economics, School of Business Administration, University of Rochester.

Labor course (Frank Pierson): sections of course deal with employment and unemployment in urban centers, movement of labor from rural to urban areas, discrimination in hiring and promotion policies, black worker career patterns, private and public manpower development programs.

Labor and Social Economics seminar (Frank Pierson and Frederic Pryor): several weeks on the foregoing topics.

History

African History course and seminar (Harrison Wright):

American History courses and seminars (Robert Bannister and James Field):

The general courses in American history and the American history seminar deal with selected issues in this area.

Colloquium on special area (Harrison Wright): e.g., last year's colloquium on South Africa.

Political Science

Politics of Urban Ghetto course (Paul Lutzker and Alvin Echols):

According to Mr. Lutzker, "The course is conceived of as a confrontation of the general concepts and theoretical approaches of the discipline with the concerns of people involved in community organization. In what ways can confrontation with concrete problems clarify the ambiguities of the discipline's formulations of general principles? In what ways can the work of academics aid community action organizations in understanding the nature of the decision-making process they are trying to influence or alter?" Mr. Echols, an active leader in the Philadelphia Black Community, is head of the North City Congress.

Politics of Africa course (Raymond Hopkins)

Other courses and seminars, such as Political Development, Political Sociology, and Politics and Legislation, bear on this general area.

Psychology

A number of courses, including Psychology of Attitudes, Social Psychology of Social Issues, and Problems in Urban Education, bear on this general area.

Sociology and Anthropology

Courses:

Societies and Cultures of Africa (Asmarom Legesse)

Race and Ethnic Relations in the U.S. (Jon Van Til)

Social Change (Robert Mitchell): in studying theories and case studies of social change, special attention is given in this course to the modernization process in Africa.

Cities and Society (Jon Van Til)

Seminars:

Race and Culture (Jon Van Til)

Urban Sociology (Jon Van Til)