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We believe at Swarthmore that the separate liberal arts college is not a second best in American education, that it is not just a small university. It is, instead, a special kind of commitment, and a special kind of opportunity. But we must show that we realize that its justification depends upon our taking advantage of the exciting opportunity to concentrate on the richest of all studies—the liberal arts and sciences . . .”

—President Courtney Smith, Centennial Alumni Dinner Address, 1964

“We are all too prone in the academic world . . . to think of a college as a place where teachers teach rather than as a place where students learn. Our focus at Swarthmore seems to me to be on the student: we unconsciously think of the college as a place where students learn.”

—President Courtney Smith, Report of the President, 1953-1954

... the real drama [of the academic year] . . . is the individual's story of the sharpening and the toughening of the mind, the excitement of breaking through into many new fields of learning and the sense of developing powers in a few, the increase in sensitivity, the learning to live with other human beings, the increasing awareness of the possibilities of life, the finding of a few more of the values one wishes to live by.”

— President Courtney Smith, Commencement, 1963

... the private institution — if it has the financial means — need only worry about its wisdom and its will. For it has freedom to select, freedom to experiment, freedom to determine by conscience rather than by nose-counts, freedom to go against the main stream when it thinks best . . . Not an absolute freedom, of course, for freedom is never absolute, but a . . . considerable freedom.”

— President Courtney Smith, President's Report, 1961-62

“We know that it is an impressive amount of talent with which we are privileged to work, and that the call on us to be wise and strong in guiding it and helping it to achieve its fullest development is very great.”

— President Courtney Smith, Alumni Day, 1962

“A free society depends not only on large numbers of educated people, since democracy must have a broad base, but on the highest possible quality of education — on the identification and development of talent wherever it is to be found.”

— President Courtney Smith, Alumni Day, 1962

“It seems to me appropriate that a student should strive for excellence in physical development, in sports, so long as he does so as a student, and as an amateur, and not with the time or intensity of a professional.”

—President Courtney Smith, Alumni Day Address, “Sports in American Colleges and Universities,” June 4, 1960

It is not enough to develop intellect, for intellect by itself is essentially amoral, capable of evil as well as of good. We must develop the character which makes intellect constructive, and the personality which makes it effective.”

—Courtney Smith, ninth president of Swarthmore

to said that reason should be the part of us that guides, because it is supposed to guide: It sees where it is going. Thus individuals who gain the benefits of educational opportunity carry the responsibility of bringing reason, light, and open-mindedness into social action.”

—President Courtney Smith, “The Academic Community and Social Concerns,” 1965

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"A college is the place for the free exchange of ideas by responsible people who believe in the importance of seeking the truth and believe in the importance of living by what truth they believe they have discovered."

—President Courtney Smith, *The Dialogue*, Collection Address, 1962

"But the atmosphere is charged with something else too—a capacity of Swarthmore students to play hard as well as work hard, a margin, over and beyond the great talent, for fun, a delightful and exuberant vitality. I find my symbol for it in the Library clock, which strikes 22 of its hours with workmanlike efficiency, but then kicks up a bit, luxuriously and exuberantly, by striking 13 at one o'clock."

—President Courtney Smith, *President's Report* 1964-65

"I . . . believe that we gain strength from our Quaker tradition. Without imposing on us a creed that says 'this is true, and must be believed,' or 'this is untrue, and must not be believed,' it encourages us instead to keep our minds 'open to new light . . .'; it encourages us to resist every effort to suppress free thought or free speech. . . . It provides us with a guide at times of crisis. It encourages us to feel a deep concern for the individual student."

—President Courtney Smith, *President's Report*, 1961-62

December 1958

"I am sometimes inclined to think that if we bring together the right students with the right teachers in the right atmosphere we won't have to worry too much about what 'education' is."

—President Courtney Smith, *Inaugural Address*, 1953

"The Quaker tradition inheres in the sense of 'caring,' of caring very much, that characterizes this college. It is bound up with an insistence on the academically first-rate as against the merely passable, the intellectually 'fine' as against the intellectually spurious. It inheres in the belief that education should consist of the simultaneous cultivation of intellectual and moral powers."

—Courtney Smith, ninth president of Swarthmore

"My hope, as we begin our second century, is that Swarthmore maintain its own particular 'bent,' its own inner drive, its own controlling spirit. There are other academic programs as strong . . . as ours, and there are other colleges and universities which have a strong impact on their students' values. But there are not many institutions which combine these two strains, these two forces, to such a marked degree."

—President Courtney Smith, *Centennial Alumni Dinner*, 1964

"The liberal arts and sciences are the studies that can be most conducive to making us men, and not just working men, most conducive to helping us realize ourselves fully as human beings."

—President Courtney Smith, *Voice of America Broadcast*, 1959