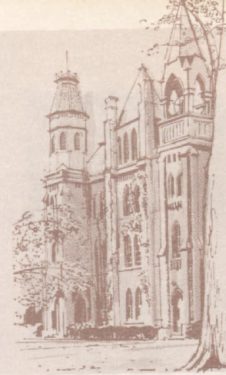


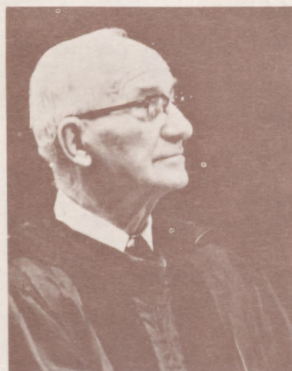
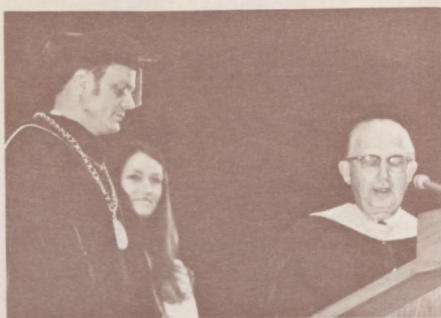
FOCUS ON OTTERBEIN



PRESIDENT THOMAS J. KERR INSTALLED OCTOBER 28, 1971

Presidents' Day was celebrated at Otterbein on October 28 with the installation of Dr. Thomas J. Kerr IV as eighteenth president of the College and recognition of the four living former presidents, who were given replicas of the presidential medallion. The four are Dr. J. Ruskin Howe (1939-45); Dr. J. Gordon Howard (1945-57); Dr. Floyd J. Vance (1957-58); and Dr. Lynn W. Turner (1958-71). Bishop Howard was unable to attend because of illness.

President Emerson C. Shuck of Eastern Washington College gave the installation address, and Dr. Harold L. Boda, chairman of the board of trustees, presided. James P. Fogg, senior and president of the Campus Christian Association, gave the invocation, and the concert choir, conducted by William Wyman, sang "The Last Words of David," by Thompson.



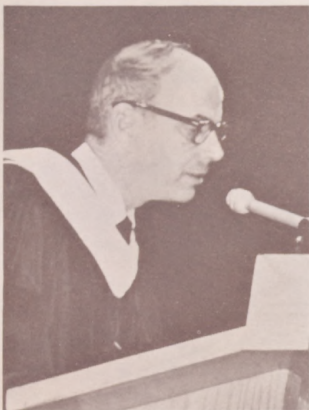
(Above) President Kerr and Student Trustee Christine Chatlain observe as Board Chairman Harold L. Boda installs the new president; former Presidents J. R. Howe, Lynn W. Turner and F. J. Vance on platform during recognition service; Alumni President Alan Norris speaks at Presidents' Day dinner.

(At right) Bishop Francis E. Kearns and Mrs. Kearns with other reception guests; President and Mrs. Kerr with College Senator Debby Ayers and Junior Counselor Claire Longshore.



(Below) Development Board member Ernest Fritsche and Trustee Elmer Funkhouser, Jr. at reception; Vice President and Mrs. Elwyn Williams (backs to camera) chat with Trustee George Dunlap and Mrs. Dunlap; President and Mrs. Kerr with Student Trustee Ed Vaughn.





Emerson C. Shuck

"WE PLEDGE ANEW"

A condensation of the address of President Emerson C. Shuck of Eastern Washington State College at the installation of Thomas J. Kerr IV as the eighteenth president of Otterbein College, October 28, 1971.

Self - congratulation must be tempered by the awareness that traditional four-year institutions of higher education in America today are in difficult times. A number of doomsayers predict that many institutions will not survive, at least as we know them.

One of the compelling needs of our times is to keep fear and mistrust from paralyzing reason. When men are ruled by fear, they strive to prevent the very changes that will abate it. Can a college specifically address itself to this great human problem?

Christianity's answer, in the words of the Apostle John, is that perfect love removes fear and makes us whole and free. In the ultimate Christian sense, this answer is the truth and the way; but because as human beings we insist upon the finite and the temporal, we also must seek *understanding* in order for love to take root and grow. If I understand correctly the original vision of the church-related liberal arts college in America, it is the belief that understanding, love and reason are *together* the instruments of human hope. Reason is the application of intellect to the management of the controllable elements of our environment. Love is the capacity to rise above the clutching compulsions of self-interests and fears. Together they are the components of that somewhat old-fashioned attribute, "wisdom"—the priceless human treasure.

Is "wisdom" teachable? Can a curriculum any longer unify a world which has gone complex beyond previous imagination? Knowledge *has* exploded, and simplistic or moralistic answers *are* dangerous. Despite such cautions, I believe that there is a sophistication of the intellect which can deliberately seek focus and perspective in the context of human experience. Far from denying science and objectivity, it can seek to embrace them into the process of understanding—to make them humane. This kind of simplification and unification is desperately needed in an age marked by the confusions of relativity, multiple choice and pollution.

In proposing a renewed pledge to the central goals of liberal education I am not suggesting a nostalgic return to the "good old days" that probably never were anyhow. It does not mean another exercise in piety, propriety and prudence—the three P's in a pod at any price of past years. It does, however, mean an investing of moral values with reason and reason with moral values. At this moment in history the key is in a commitment to the genuinely hard task of seeking humane understanding.

If "learning" is to aspire to wisdom, it must not only draw upon the experience of the past, but relate that knowledge to the changed conditions in which we live. The anti-historicity of the "now" generation may be naively provincial, but it is also perceptive in its rejection of the mausoleums in which the past has been formalized. We need to rid our curriculum of its fas-

cination with past forms, and reach beneath to the humane meaning of those forms and their relationship to the modes of today.

The college of today must break out of its rigidifying forms in its methods as well as its content. More emphasis has to be placed on learning and far less on teaching. Much of this learning will take place out of the classroom and off the campus. The key place of the library must be enlarged to include many other aids to learning than the printed page. The concept of an academic discipline as (only) a body of information must give way to a focus upon what the tools of discipline can do for an individual in problem solving. The role of the faculty needs to shift from purveyor, mentor, antagonist, to scholar-partner of the learner.

As Otterbein College has been demonstrating in its own development of curricular and learning strategies, genuine change is occurring. I believe that the changes can become more meaningful and responsive by being related to a conscious goal worthy of the place we believe higher education should occupy in our society.

What I have tried to say is, in the end, close to being old-fashioned and disturbingly simple. Perhaps it is also a difficult prescription and likely an unpopular one. But if it is valid for these troubled times, there is no fitter place for it to be applied than in a college such as Otterbein. Imperfect as we may have caused our own education to be, it was offered to us here by a shining lamp. The glow of respect and search for wisdom exemplified by such names in my memory as Altman, Engle, Esselstyn, Hanawalt, Mills, Rosselot, Troop and Schear has certainly not gone out. Can the penetrating spirit of that flame be updated and intensified perhaps, like the laser or radar, to help us find our way? Do we dare, indeed, to pledge anew?

Emerson C. Shuck, Ph. D., Litt. D.

A 1938 cum laude graduate of Otterbein, Emerson C. Shuck earned the M.A. at The Ohio State University and the Ph.D. at The University of Wisconsin, and was awarded the honorary Litt.D. by Otterbein College.

He was a former dean of the graduate school of Bowling Green State University and vice president for academic affairs at Ohio Wesleyan University, and assumed the presidency of Eastern Washington College in 1967.

Doctor Shuck is a member of Sigma Zeta, Omicron Delta Kappa, Sigma Alpha Epsilon, Kappa Delta Pi, Modern Language Association, and other professional groups, and chaired the 1964 National Conference of Academic Deans. He has served Otterbein as a member of the board of trustees and its executive committee and as chairman of the committee on education and administration.

Mrs. Shuck and two of their four children are also Otterbein alumni.

VENTURE INTO OPPORTUNITY

A condensation of Thomas J. Kerr's address at his installation as the eighteenth president of Otterbein College, October 28, 1971.

I am honored to play a part in recognizing the achievements of those past presidents of Otterbein College who are with us today as well as those who are in our thoughts. I am humbled by the magnitude of their accomplishments. They have set a standard of leadership and courage that demands the highest commitment.

Traditions exist in both records of the past and in the minds of men. I identify four essential characteristics of the Otterbein tradition. These are Christian idealism, participatory democracy, flexibility and optimism. From its founding Otterbein has adhered to Christian idealism. It has consistently manifested a commitment to develop the maximum potential of each student. It has reflected the philosophy that as a Christian community its impact is total rather than one dimensional. The Christian values of loving, caring, trust and respect have remained central.

Participatory democracy has reinforced Christian idealism in the Otterbein tradition. Equality and involvement have served as guiding principles. No less significant is the Otterbein commitment to participation. Early in its history both the trustees and presidents shared power and responsibility widely with faculty and students. In 1866 the trustees appointed faculty as advisory members of the Board. Trustee meetings have always been open. In 1929 trustees requested that three students sit as advisory members of standing board committees. By 1970 these participatory traditions reached a new stage when board reorganization led to the creation of three faculty and three student trustee seats.

Otterbein has grown in strength because of the flexibility and optimism of its leaders. They have discarded that which proved outmoded in meeting student needs

or which dissipated efforts to advance toward established goals. In the face of repeated crises Otterbein history embodies a remarkable blend of goal consistency, method flexibility and unshaken faith in the future. Lewis Davis, one of the founders and earliest presidents, set the tone when he stated, "We WILL by grace succeed." All Otterbein presidents have reaffirmed this optimistic faith.

Our dreams are no less important than our traditions in determining our future. I dream of new programs which maximize student growth potential. We must reach out and utilize the rich diversity of experiences available in urban life. I dream of involving students in common educational ventures with people of varying ages, professions and life styles. I envision more cooperative relations with other institutions. I dream of breaking down the barriers of specialization with increased interdisciplinary study. We need degree patterns from three to five years and course and program patterns from the highly structured to the individualized. We need a variety of campus living patterns. I dream of new teaching techniques. I have hopes for a new physical education facility to meet instructional and recreational needs of our students and an art-music-theatre complex serving the college and facilitating involvement in the central Ohio cultural life. My highest hopes are for an Otterbein with an even stronger sense of community. These dreams can only become realities through a skilled faculty and staff—one constantly re-educating and reorienting itself to changing needs, one deeply committed to the concept that total educational experience provides for maximum potential student growth.

Tradition, dream, reality. Only in combination do they lead to progress. Both tradition and dream must conform to the realities of the present. In higher education the realities are those of crisis. No longer do most Americans see education as a panacea for all our problems. Inflation, heightened in higher education by the labor intensive nature of our operation, has forced costs to skyrocket. The financial advantages of heavily subsidized public institutions and declining birth rates forebode increasingly competitive student recruiting.

Every generation has its crises. Every president has his leadership tested differently. Otterbein successfully met the crises of the past. Our current crisis is but a new variation of an old theme. It is a challenge. It is an opportunity. Our ability to meet the challenge and convert it into opportunity will depend on our ability to bring tradition and dream into conformity with current reality. This is my challenge of leadership. This is our venture into opportunity.

In the spirit of the "Man from LaMancha" let us "dream the impossible dream." Together I know we will find the proper mix of tradition, dream and reality "to reach the unreachable star."



Thomas J. Kerr IV

Thomas J. Kerr IV, Ph. D.

Thomas J. Kerr and his wife are no strangers to the campus or the community. President Kerr has been a member of the history department faculty for the past eight years, and Mrs. Kerr has been a teacher in local schools. They and their three children are active in the United Methodist Church and other organizations.

The president is a graduate of Cornell and Buffalo Universities and holds the Ph.D. from Syracuse University. His wife is a graduate of The State University of New York at Geneseo. Both were made honorary alumni of Otterbein in 1971.

An effective and enthusiastic teacher and administrator, Doctor Kerr has played a leading role in the curriculum and governance innovations at the College, both as faculty member and as acting academic dean. His honors include membership in Phi Kappa Phi, Kappa Phi Kappa, Omicron Chi Epsilon, Phi Eta Sigma, and awards of the Cokesbury and Syracuse University Fellowships in College Teaching.

In announcing his appointment, Dr. Harold L. Boda, chairman of the board of trustees, wrote: "... Otterbein is most fortunate to secure such a capable educator who is fully committed to the purposes and goals of Christian higher education."

Second class postage paid
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Vol. VIII — October 1971 — No. 1

Published Quarterly

Westerville, Ohio

Otterbein College

FOCUS ON OTTERBEIN

Otterbein
College



125 Years
1847-1972

NEWS FROM THE OTTERBEIN CAMPUS

OBSERVANCE OF THE 125th ANNIVERSARY is a reminder that representatives of the United Brethren Church purchased the Blendon Seminary in 1847 from the Methodist Episcopal Church for the sum of \$1300, to found Otterbein "University" for the "benefit of the Church and all mankind," the first institution of higher learning of the denomination. The design shown here symbolizes the anniversary, with the circle as the first initial of Otterbein and the cross representing the college's church relatedness.

A NEW HISTORY OF THE COLLEGE, written by Dr. Harold Hancock, historian and professor at the college, is now available at the College Bookstore. Price for the paper-back edition is \$3.64, and for the hard-cover edition is \$5.72, both including tax and postage.

OTTERBEIN AND GRANT HOSPITAL SCHOOL OF NURSING have entered into an agreement providing for the enrollment of freshman nursing students in three science courses on the campus in the Summer Term, and three advanced courses taught by Otterbein faculty members at the School of Nursing. The advantage to the nursing students accrues from receiving college credit for their studies, to count toward a degree if they choose, at Otterbein or another college. The advantage to Otterbein lies in a more efficient use of facilities and staff, especially during the Summer Term, which normally enrolls a relatively small number of students.

Faculty and trustees march in academic procession for installation ceremony of President Thomas J. Kerr IV; student members of College Senate await their turn in the procession. They were seated behind faculty members of the Senate in Cowan Hall.



IN RESPONSE TO THE KRESGE FOUNDATION'S CHALLENGE, Otterbein alumni and other friends have given \$3,046 more than the \$26,000 required to claim \$50,000 for the Learning Resource Center of the new library. As evidence of his faith in Otterbein as a church-related college, Mr. Stanley Kresge counter-signed the foundation's check with these words: "In the name and for the sake of Jesus Christ."

WITH AN ENROLLMENT OF 1400 STUDENTS, Otterbein is more fortunate than many colleges. The assistance of friends is solicited in the recruitment of qualified students for the years ahead. Send names of prospective college-bound students to the Director of Admissions, Otterbein College, Westerville, Ohio 43081, and you will serve both the students and the college.

THE NEW OTTERBEIN LIBRARY, scheduled for use in the Winter Term, will be dedicated officially on Founder's Day, April 26, 1972. More than \$2,000,000 has been pledged and/or paid to the Crusade for the library and United Methodist scholarships. In addition to the active pledges, approximately \$250,000 is still needed to complete the building.

NAMED TO THE POST OF ASSISTANT DIRECTOR OF DEVELOPMENT is James C. Granger, a 1968 graduate of Otterbein, former admissions counselor for the college. David Deringer, a 1964 graduate, replaces Mr. Granger on the admissions staff.

