



**The Installation Address  
of Paul Hardin**

*Ninth President  
of Drew University*

26 September 1975



### **Response To The Act of Installation**

Mr. Carnahan, Ladies and Gentlemen:

Ever since this event was scheduled, the following story, approximately true, has been running through my mind.

As a very young Methodist minister my father-in-law was assigned to a parish on the outer banks of North Carolina — a parish so remote that a good number of people there had had little exposure to clergymen. Thus, he found himself one day performing the marriage ceremony of a couple who had lived together for some time and whose three children were, in fact, present at the wedding.

The time came for the charge to the groom, substantially as follows: "Wilt thou, John, have Mary to be thy wedded wife, to have and to hold from this day forward, for better, for worse; for richer, for poorer; in sickness and in health; and forsaking all others, keep thee only unto her for so long as ye both shall live?"

John listened fervently to every word, looked my father-in-law in the eye, and said in a firm voice: "Preacher, I'll do the very best I can!"



Now I identify with that bridegroom today. In the first place Drew and I have been living together for some time now, and the official tying of the knot is somewhat "after the fact." In the second place, like the bridegroom I find this moment overwhelming. We are gathered here in a place of great beauty and rich tradition. I am following good presidents, and this University wants me to be a good president. Many friends have gathered here to wish us well, the music was inspirational, Vern Carnahan's installation charge was sincere and meaningful. Under all that pressure I simply cannot think of a more appropriate response than to look all of you in the eye and say, "I'll do the very best I can!" I do make that pledge, in confidence that with God's help and with the cooperation of all of you and many others, we can make this marriage fruitful.

### **"To Command the Future"**

As I prepared for this occasion and thought of what I might say to you today, I recalled a Commencement speech made at Wofford College several years ago by Bishop James Thomas, by coincidence a graduate of Drew's Theological School. I had the pleasure that day of conferring an honorary degree upon Bishop Thomas and was then privileged to hear him charge those young graduates not to pass meekly through life, reacting to crises, but "to command the future."

That seems a good theme for institutions as well as individuals. It is a sad thing to see colleges and universities hang grimly on, responding to each new difficulty by some desperate improvisation, hoping merely to survive until some outside force, perhaps a stroke of legislation, saves the day. Drew need not and must not fall into that pattern of behavior. We do face hard times, but I am convinced that Drew is strong enough to command the future, provided that in our work together over the next several years we hold to certain principles. Let me suggest what I think a few of those principles are. There is no time today

for definitive argument, so let us consider that we are starting our discussions on these issues, not settling them once and for all.

### **Unity**

First, if we are to command the future, we must move forward coherently as a *University*. I have observed that most or even all universities have what we might call centrifugal tendencies, meaning that schools and units are often tempted to go separate ways, seek substantial autonomy or even total independence from other units, and thus create a *multiversity*. I do not argue that the multiversity model is wrong for all institutions in all times, but I do feel it is all wrong for Drew. One of Drew's great strengths is that it is a small university which promotes cooperation between schools and especially a sharing of faculty resources. Indeed, neither our Graduate School nor our Continuing Education program has indigenous faculty members; both were deliberately designed to use existing faculty strengths in the Theological School and the College.

All of this makes sense! The units are compatible. They can move forward *together* far more efficiently than they can *separately*.

### **Excellence**

The second principle I would hold up this afternoon is that Drew must continue to strive for excellence in all that it undertakes. This must not be a matter of lip service only. Programs which do not meet very high standards after a fair trial must give way to other priorities. We cannot justify maintaining a weak program, for example, by arguing that it is essential to the liberal arts experience. If it is essential, it must be done well. If it is not being done well, we must doubt that it is essential.

Students often complain, as everyone knows. Drew students seldom complain about the quali-

ty of instruction. They often go out of their way to praise it. That is a precious asset of this University, and it reflects a clear commitment to excellence.

### The Liberal Arts

Moving on — if we are to command the future, we had better not let fads and pressures drive us too easily from the strengths of our past. Let me illustrate this principle briefly by discussing two present-day tensions in society which are terribly important to Drew.

One of these tensions is between the traditional liberal arts emphasis and the current concern in a tough labor market about “job entry skills.” Drew clearly must not become a trade school! Instead we must find ways to reassure students and prospective employers of the long range importance and, indeed, practicality of the liberal arts. We shall also probably have to make some adjustments in what we are doing. Such adjustments might include curricular changes, some expansion of field work programs, even serious consideration of a cooperative education program with alternating periods of work and study. Another approach with which Drew has some experience is to form consortia with schools having standards comparable to ours and offering programs which we do not offer.

The important guideline in all of this would be that we preserve our traditional liberal arts emphasis. We must adapt without over-reacting. Our continued full enrollment and rising retention rate indicate that many students still seek rigorous, general education in the humanities and sciences.

### Relationship to the Church

Recently, there have also been strong pressures on colleges and universities to sever all ties with churches. Our Theological School receives approximately \$300,000 per year from

the United Methodist Church and uses those funds and others to educate ministers. We celebrate that relationship and rejoice that the denomination which founded Drew is committed to an educated ministry. We want our faculty members and theological graduates to be at the cutting edge of the intellectual and spiritual life of the church.

But what of the relationship between the Church and “the rest of Drew?” Although Drew’s governing board is not elected by the Church or any other external agency, Drew is one of more than 100 colleges and universities maintaining some ties to the denomination. A national commission is now considering the future of such relationships. Does the United States Constitution require us to separate from the Church because of our participation in state and federal programs of educational support? Are there any narrow or restrictive attitudes or policies of the Church which make the relationship uncomfortable for Drew, or for students and faculty members of other denominations and other faiths? My answer to both of those questions is an emphatic no, and I think that there are important values flowing in both directions from the church relationship. I don’t expect all persons — even all persons hearing this speech — to accept my answer uncritically. Full discussions must be a part of our agenda.

### Value-Centered Education

If Drew is to command the future, I am convinced that the educational programs in all of our schools must be value-oriented. I should say that these programs must *continue* to be value-oriented, because evidence abounds that this emphasis is a distinguishing characteristic of Drew at the present time.

Almost everything I read or in other ways experience in these times points up the need for value-oriented education. Most of us probably still think of the bizarre chain of events we have come to call Watergate as the chief illustration of



that need, but it is not the only one. For further example, many of us heard General Moshe Dayan speak here last Sunday. It is surely important for students to discuss the great issues of social morality which underlie the Arab-Israeli conflict. It is not enough to know the mere facts about those occasional wars or even the ins and outs of "shuttle diplomacy."

There are other examples.

How can a young man or woman prepare adequately for a business career without asking why some American companies have felt justified in paying bribes to get contracts in certain foreign countries?

How can anyone meaningfully study genetics these days without pervasive discussions of the ethics of genetic manipulation? The tragic case of Karen Quinlan in Morristown amply demonstrates that our sophistication in medical science has far outstripped our sophistication in the moral issues surrounding death and dying?

How can one study government in any meaningful way these days without considering the moral implications raised when governments spy on citizens and routinely read all mail of a certain origin?

Dr. Earl McGrath in a recently published essay linked "Values, Liberal Education, and National Destiny." He included in his treatment of the subject the following familiar and arresting quotation from Victor Frankl: "I am absolutely convinced that the gas chambers of Auschwitz, Treblinka, and Maidanek were ultimately prepared not in some ministry or other in Berlin, but rather at the desks and in the lecture halls of nihilistic scientists and philosophers." I am sure Dr. McGrath would not suggest that this country has sunk to the moral level of Nazi Germany. Nor would he argue that the harshly nihilistic philosophies prevalent in Germany in the years before the Nazi experience have characterized recent American scholarship and teaching. However, he does argue cogently that what is taught or not taught about ethical values affects national destiny.

If there is not in this country deep moral depravity, there surely is malaise about the standards of ethics being applied in politics, government, business, and most other aspects of American life. If there has been no harsh nihilism prevalent in the philosophies of American professors, there has at least been a widespread attitude that it is somehow illiberal and contrary to scholarly objectivity to express value judgments in the classroom.

As I implied before, however, I believe I am "preaching to the converted" on this point. The principle for which I am arguing is very much at home on this campus. Ethical issues are discussed. It is no accident that within hours after the predicament of Karen Quinlan became known the press was seeking out the opinions of Drew professors. It is no accident that a Drew alumnus, who also happens to be a trustee, has become one of the lawyers in the case, or that another alumnus, a neurosurgeon, has been widely quoted as an expert on the delicate issues involved.

### **Drew and its Environment**

Another principle which Drew must follow if it is to command the future is that Drew must have a continuing, lively, mutually supportive interaction with its environment. This is a marvelous location for a university, and I am not now referring to the physical surroundings, as lovely as they are. I am referring to the human, social, corporate, scientific, and cultural surroundings which add such vital dimensions to what we are able to do in the classroom.

New York City is our laboratory for the study of the United Nations, for the study of the fine arts, and for theological school internships in urban ministry. Those examples barely scratch the surface of what our proximity to the world's most complex city means to us now and can mean to us in the future.

Moving closer to home, under the administra-



tion of President Robert Oxnam Drew made a major commitment to join with other institutions and with many individual citizens to enrich the cultural life of Northern New Jersey. Now this University enjoys a lively partnership with the New Jersey Shakespeare Festival and plays host to the administrative offices of the Morris County Arts Council and the Colonial Symphony. I am pleased to see in this audience today many friends from this area whose principal relationship to Drew is found in this shared cultural interest.

As we continue these established modes of interaction, we are breaking exciting *new* ground in continuing education and special programs. Approximately sixty women from this area are now enrolled in Drew's Continuing Education for Women program. They are, by the way, among our best and most enthusiastic students. Young people who live in this area but attend colleges in other states or regions are discovering our summer session, just two years old and growing fast. Several other special programs are bringing area residents to our campus.

Drew students often serve society as they learn. Our theological and graduate students serve churches throughout the state, undergraduate social science majors work with retarded children and on special projects with local government. Faculty and staff members take leadership roles in social service and civic organizations, in churches and public schools, and so on.

I am glad to have this chance to recite these areas of interaction with our neighbors in some detail because some of those neighbors are with us today and this is my first opportunity to tell them how much we value their participation in the life of Drew University. Many of you support us financially, and we are grateful. I invite all of you to take full advantage of the services Drew is now offering and to suggest other ways in which you feel that this University and this Borough, this County, and this larger area can be mutually supportive.

## The Miracle of Education

Since another sound principle on which we would all agree is that speeches should be short, let me begin to wind down by reciting just one further principle which must be ascendant as Drew faces the future. This one is so essential that it might have come first or even been omitted as too obvious to require mention. That is, that *we must believe deeply in what we are doing.*

One of my favorite stories from the 60's: A university president died suddenly and, predictably, went to Hell. He had been there 3 weeks before he realized that he was not still at work. By the time he realized where he was, he lacked only \$5,000 raising enough money to air condition the whole place!

That story and others of the same genre make the job of President seem not so pleasant. But I like what I am doing. I like it because I don't put out fires and ask for money as ends in themselves, but to the end that the miracle of education can take place. I believe in that!

If Drew is to command the future, all of us must look beyond class preparation, budgeting, personnel crises, raising money, answering mail — look beyond our own jobs and be committed to the *majesty* and *worth* of education. In that mood let me give the last word to Joseph Addison:

"I consider a human soul without education like marble in a quarry, which shows none of its inherent beauties till the skill of the polisher fetches out the colors, makes the surface shine and discovers every ornamental daub spot and vein that runs through the body of it. Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction, in solitude a solace, and in society an ornament. It chastens vice, it guides virtue, it gives, at once, grace and government to genius.. Without it, what is man? A splendid slave, a reasoning savage."