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THE SHIMER COLLEGE PRESIDENCY: 1930 TO 1980

by

Patrick H. Moorhead

A Dissertation Submitted to the Faculty of the Graduate School
of Education of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Education

April

1983

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Loyola University of Chicago

THE SHIMER COLLEGE PRESIDENCY: 1930 TO 1980

The purpose of this research was threefold:

1.) to examine four models of governance (i.e., bureaucratic model, collegial model, political model, and organized anarchy), and to ascertain the presence of each model at Shimer College from 1930 to 1980; 2.) to explore significant administrative decisions during this time period; and 3.) to isolate other important variables which appeared to have a significant role in the decline and closing of Shimer College at Mount Carroll, Illinois. Resources utilized for research, in addition to books and periodicals about governance models, included interviews with former trustees, and the use of institutional records and personal correspondence which are part of the Shimer College collection at the Regional History Center at Northern Illinois University at DeKalb. The results of the study indicated that each of the four governance models was present during the period from 1930 to 1980, and that these models existed as a blend along a continuum rather than as pure forms of a specific model. The political model was always present to some degree at Shimer because of the

diversity of the population, but it seemed to assume a stronger influence in reaction to the presence of the bureaucratic model. The most productive moments at Shimer occurred during the presence of the blend of the collegial and the bureaucratic models of governance. This study demonstrated the importance of maintaining strength among various factions of the college community, such as the Board of Trustees and faculty, as a check and balance against the bureaucratic model. Management at Shimer, with rare exception, was crisis-oriented and reactionary rather than proactive. There was frequent turnover among the chief executives with 12 individuals serving as President during the 1930-1980 period. The administrations, with rare exception, were characterized by a lack of creative problem solving, and by the absence of effort in development and long-range planning. It was a lack of concern with these areas which proved to be as significant as some of the major decisions made by presidents during this time period. Perhaps the most significant administrative decision was rendered during the administration of Albin Bro, and it involved total restructure of the curriculum, as well as, the philosophy of Shimer. It resulted in the introduction of coeducation, senior college status, and reaffirmation of the agreement between Shimer and the University of Chicago. While many variables affected the decline of Shimer College,

one of the most significant was the identity and image of the College. Shimer was the victim of a great deal of adverse publicity in the mid 60's, combined with the fact that the name of the College had been changed several times between 1930 and 1980. This served to confuse the public about the strength and purpose of Shimer. The identity of Shimer was in a state of flux. The events of the Grotesque Internecine Squabble in 1967, coupled with the decision to close Shimer in 1973, fueled the image of Shimer College as a "loser." Shimer administrators subsequently found it very difficult to recruit new faculty, students, and Board members. The result was the decision to file for Chapter XI bankruptcy in 1977, and to auction the campus and move to Waukegan during the Winter of 1979.

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Finally, and most significantly, to my wife Mary Beth without whose unselfish dedication of time, energy, effort, and love this dissertation never would have been

completed. It is with great affection and appreciation that I recognize my children, Susan, Laura, James, David, and Kathleen who gave of their time and pleasure so that this work could be completed. It is to my family that this project is dedicated.

VITA

The author, Patrick H. Moorhead, is the son of the late Dr. Louis D. Moorhead and the late Ann Patricia (Dorsey) Moorhead. He is the husband of Mary Elizabeth (Burch), and the father of Susan, Laura, James, David, and Kathleen. He was born, February 2, 1943, in Chicago, Illinois. His marriage to Mary Elizabeth took place on December 28, 1966, in Denver, Colorado.

Mr. Moorhead's elementary education was obtained at Bishop Quarter Military Academy in Oak Park, Illinois, and at St. Joseph School in Wilmette, Illinois, from which he was graduated in 1956. His secondary education was completed in 1960 at Loyola Academy in Wilmette, Illinois.

In September of 1960, Mr. Moorhead entered Regis College of Denver, Colorado, receiving the degree of Bachelor of Arts in Philosophy in June of 1964. While attending Regis College, Mr. Moorhead was, among other things, a Section Editor of the yearbook, a regular columnist for the school paper, and was appointed to the Dean's List.

In September of 1964, Mr. Moorhead began preparatory study for entrance to a Master's program in Clinical Psychology at Loyola University of Chicago. He withdrew from the program in November of 1965 realizing that

Clinical Psychology was not his career goal. Mr. Moorhead taught 7th grade at St. Vitus School in Chicago until June of 1966 when he accepted a position as counselor at St. Patrick High School in Chicago. In 1971, after serving as Director of Student Services at St. Patrick, he accepted a position as College Counselor and Associate Director of Guidance at Loyola Academy in Wilmette, Illinois where he is currently employed.

Mr. Moorhead has been active professionally with the National Association of College Admissions Counselors, the Illinois Association of College Admissions Counselors, the College Entrance Examination Board, and the Midwest Regional Office of the College Board. Moorhead was elected High School Director of the Illinois Association of College Admissions Counselors in 1977, and he is currently a candidate for National Delegate with that organization. He was employed, in 1971, as a Staff Facilitator with the Center for Studies of the Person in La Jolla, California, and as a member of the Adult Education Faculty at Wright College of Chicago. In 1976, he participated in the Institute on College Admissions at Harvard University.

Mr. Moorhead has written numerous columns for newsletters of both the Illinois Association of College Admissions Counselors and the Midwest Office of the College

Board. In addition, Mr. Moorhead had two articles published: Moorhead, Patrick H. "Toward Professionalization Among College Admissions Personnel." Journal of the National Association of College Admissions Counselors (September 1977); and Moorhead, Patrick H. "Overcoming the Communication Gap." Journal of the National Association of College Admissions Counselors (August 1972).

Mr. Moorhead was initiated into Phi Delta Kappa in May 1970. He was selected, by the faculty of Loyola Academy, as a finalist for the award of Educator of the Year in 1980 and 1982. In 1981 he was selected by the faculty as Educator of the Year. In May of 1980, Moorhead was honored by the administration at Loyola Academy as one of the recipients of the O'Donnell Outstanding Educator Award with a \$1,000 cash prize. The Illinois Association of College Admissions Counselors presented him with an Appreciation Award in May of 1980. In April of 1983, Mr. Moorhead will be inducted into the Jesuit National Honor Society, Alpha Sigma Nu.

In his community, Mr. Moorhead has been a member of the Holy Cross Parish Council in Deerfield, Illinois, for 3 years, serving as Vice President in 1981-82, and as President in 1982-83.

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CHAPTER I
INTRODUCTION

Focus of the Research

The responsibilities of the chief executive officer of a college or university are very important to the successful operation of the institution. Koerner (1970) emphasized the importance of the role of the college president in his book which recounted the events resulting in the closing of Parsons College in Fairfield, Iowa. All presidents, to some extent, encounter similar responsibilities and challenges as heads of an academic community of higher learning, but specifically how they manage these responsibilities and challenges is what determines their effectiveness as president.

The governance of a college or university is strongly influenced by the leadership of the president, but governance is also influenced by the involvement of other members of the college community such as the board of trustees, faculty, students, alumni, donors, and other private and public constituencies of the college. It is generally the president, however, who possesses the authority to establish a tone for the operation of the institution. The board of trustees, for example, while generally

not actively engaged in policy formation or enforcement where day-to-day operations are concerned, does serve as a form of check and balance on the vested power of the chief executive. While it is very important for the president of a college to have the freedom and power to lead, it is also vitally important that the other constituencies within the college, such as the board of trustees, be resources to assist him/her in the governing of the institution.

Shimer College of Mount Carroll, Illinois, was selected as the focus of this research. Shimer, founded in 1853 as the Mount Carroll Seminary by Misses Frances Wood Shimer and Cinderella Gregory, experienced a period of growth and expansion during the first 50 years of existence. During this period, two leaders, Mrs. Shimer and Dean William McKee, presided as Heads of the school. From 1930 through 1980, Shimer was served by twelve individuals in the role of President. During this period of time, the factors which seemed to influence the direction of the college were the models of governance, the specific management style of each of the presidents, the impact of the administrative level decisions, and other factors not specifically related to the term of any one president. The history of leadership at Shimer College, with several exceptions, is a history of crisis management. Shimer was a

College marked by fluctuations in the strength of presidential leadership; by a Board of Trustees whose strength, interest, and effectiveness was also marked by fluctuation; and by more generalized problems including confusion with the identity of the college, the general absence of creative problem solving, among the administrators, and the lack of significant long-range planning and growth in the area of development. In the final analysis, Shimer College appeared to fall victim to these weaknesses.

This research, then, explored some of the factors which were directly or indirectly responsible for the decision to close the College, sell the property to settle debtor's claims, and to relocate Shimer in Waukegan, Illinois.

The specific research objectives of this study were:

1. To ascertain the existence of patterns of college governance (i.e., collegial, bureaucratic, political, or organized anarchy) at Shimer College from 1930 to 1980. Governance patterns will be investigated primarily through the role of the President.
2. To review major, senior-level administrative decisions from 1930-1980 at Shimer and to analyze their long-term effect on the operation of the College.

3. To investigate other factors serving a major role in the decline and eventual closing of Shimer College in Mount Carroll.

The study does not dwell in detail on financial issues, except as they are related to presidential leadership at Shimer. The research is not intended to present a technical review of the financial problems which existed at Shimer College. Rather, it reviews issues related to the leadership and governance of the College, as well as the impact and significance of those events.

The history of Shimer College can be divided into essentially two periods. The first period extended from the founding of the school, as the Mount Carroll Seminary in Mount Carroll, Illinois, in 1853, through 1930. Shimer grew under the direction of only two chief officers during this time, and this first period can be characterized as an era of growth, expansion, and stability in leadership. The second period extended from 1930 through 1978 when the doors of the college closed in Mount Carroll. This 50-year span was a time of inconsistent leadership and direction, and was accompanied by a rather dramatic change in the image of the school from that of a finishing school to that of a liberal collegiate institution for bright students interested in a nontraditional education.

The purpose of Chapter I is to explore the concepts of leadership and governance in higher education.

Specifically, Chapter I will provide an overview of the role of the college president, including some discussion of the evolution of the college presidency from the earlier days in American higher education. Leadership of a college is vested in the president by the members of the Board of Trustees. The influence of the Board of Trustees can have a significant impact on the leadership of the institution, and the Board does have significant responsibility to assist the president in certain areas. Chapter I will include an examination of the role of the Board of Trustees in higher education. Finally, the combination of influences affecting leadership in a collegiate institution affects, and is affected by, the models of governance which may be evident on the campus. Chapter I will explore four specific models (i.e., political, bureaucratic, collegial, and organized anarchy) as they exist along a continuum of governance models. Chapter I provides the necessary theoretical background so important to the understanding of the leadership, governance, and decision making which took place at Shimer College from 1930 through 1980.

The Role of the College President

A recent advertisement in The Chronicle of Higher Education soliciting candidates for a college president specified qualities desired in the successful candidate (January 6, 1982, p. 60). Some of the qualities listed

included demonstrated leadership and administrative abilities, an earned doctorate plus evidence of scholarly pursuit, an understanding of the principles of shared governance, demonstrated competence in fund raising as well as fiscal management and planning and, finally, demonstrated ability to communicate and cooperate effectively with all segments of the college and public community.

The role of the college president requires sophisticated skills in management and development, as well as, the ability to work with a variety of publics. The skills of the college president are specific skills, and they must be fine tuned to meet the challenges facing higher education today. It is interesting to compare the roster of skills cited above with the skills sought for the position of President of Ohio State University in the early 1890s:

We are looking for a man of fine appearance, of commanding presence, one who will impress the public; he must be a fine speaker at public assemblies; he must be a great scholar and a great teacher; he must be a preacher . . . ; he must be a man of winning manners; he must have tact so that he can get along with and govern the faculty; he must be popular with the students; he must be a man of business training, a man of

affairs; he must be a great administrator. (Rudolph, 1962, p. 419)

The difference between the two advertisements is in the level of sophistication and specific skills required for the position of president. The qualities outlined by Rudolph are more general in scope, while the recent advertisement cites very specific skills which have been determined as critical to the role of the president of a college.

During the 19th Century, teaching was considered to be an important experience for one aspiring to be a college president. Over the years, however, because of the increased complexity of the responsibilities attached to the presidency of a college, the importance of being able to teach has diminished while the importance of administrative and managerial skills has increased. Millet (1974, p. 50) found the growth in enrollment, instructional programs, noninstructional activities, buildings, and costs was forcing the president into the role of a manager of services with little opportunity for educational innovation. The college president of the last century was able to know each member of the college community:

. . . the old-time president lived at the college, was not absent for long periods of time, probably taught every member of the senior class, knew most of the students by name . . . (Rudolph, 1962, p. 165)

Ferrari (1970) comments on the many changes over the years which have influenced the role of the president in higher education:

There was a steady move from a religious to a secular emphasis in college curriculum; from a simple to a complex academic organization; from a more classical curriculum to a vocational-utilitarian curriculum; from a philosophy of education for the few to education for the many; from simple literary societies to a great growth in extracurricular activities; and for the increased development of coeducational institutions. (Ferrari, 1970, p. 10)

Ferrari explained that in the early part of the 20th Century college presidents placed an increased emphasis on wooing alumni, benefactors, and foundations for funding. As responsibilities became more complex with the passing of time, support staff had to be added to the administrative team in order to be able to attend to the needs of students and college community at large. The concern for the whole student resulted in an array of student personnel specialists including deans of men, deans of women, counselors, residence hall directors, student health personnel, and placement and financial aid personnel (Baldrige, Curtis, Ecker, & Riley, 1978, p. 257).

The Great Depression was a challenging period for college presidents that was marked by austerity and a

struggle for survival among the colleges. The importance of a college education assumed a practical value:

While the students of the twenties had attended college purely as a matter of choice, those of the thirties often did so out of economic necessity. Jobs were difficult to obtain. . . . (Baldrige, et al. 1978, pp. 256-257)

The years following the Depression through the 1960's can be characterized as ones of dramatic growth for American higher education (Baldrige, et al. 1978, p. 26). While the population pool of prospective college age students increased steadily through the 50's and 60's, there was a parallel change in the value structure of American youth. Nothing in the training or experience of college presidents adequately prepared them to deal with increased use of drugs among students, anti-war demonstrations, the demand for a voice in policy making and decision making, and the resolve of the anti-establishment sentiment which seemed to overtake the young people of America. The cry for independence among students resulted in a major modification of policies governing student conduct and accountability on college campuses.

The decade of the 70's was an era of rapid inflation, and the increase in costs for goods and services increased the burden of the college president. Costs were surging in higher education, and colleges in the private

sector were challenged to keep pace with public institutions which had also experienced a period of rapid expansion during the 50's and 60's (Weissmiller interview, November 1981).

Presidents also found themselves having to negotiate with faculty seeking higher salaries and reduced teaching loads; students seeking more personal freedom; parents pressing for more supervision on campus; alumni reluctant to donate money because they did not understand what was happening on college campuses; federal and state government with its rules, regulations, quotas, and paper work; and minority populations seeking greater recognition in the curriculum, as well as greater representation among faculty ranks.

The college president does not preside in isolation over the college. The president is affected by a variety of influences which in turn affect decisions made regarding programs, policy and personnel. The model of governance in effect on a particular college campus is, in part, the result of the personal leadership philosophy of the president and the impact of other variables influencing the college community. Foremost among these influences is the board of trustees of the college. Because of the special importance of the relationship between the college president and the trustees, the role of the board of trustees is examined in the following section.

The Role of the Board of Trustees in Higher Education

During the formative years of higher education in this country, churchmen, according to Rudolph (1962, p. 174), were quite prominent and influential as members of college governing boards. One reason for this was the rapid spread of religious colleges across America. A particular religious denomination would establish a college, and the religious men or women of that denomination would then serve as trustees of the college (Rudolph, 1962). The trend toward greater representation by lay individuals in college boards came following the Civil War when college alumni asserted themselves and were able to gain a larger proportion of representatives on the boards. In 1860, clergy composed 30 percent of the membership on governing boards, but by 1930 they comprised less than 7 percent of the membership (Baldrige, et al. 1978, p. 259).

Rauh (1959, p. 17) restricted the role of the board to that of policy maker. The day-to-day management and administration of the affairs of the college are relegated to the president. The board functions to assure quality management of the college including:

1. To fill vacancies and make changes in the office of president.
2. To hold title to and conserve the property.

3. To act as a court of last resort.
4. To hold the charter and seek revision of it when it is deemed necessary. (Rauh, 1959, p. 19)

Rauh (1959) goes further to suggest specific responsibilities of a successful board of trustees:

1. It assures continuity by
 - a. appointing the president
 - b. fulfilling the legal requirements
 - c. adjudicating disputes
 - d. holding and maintaining the assets
2. It serves as a review body by
 - a. maintaining an overall supervision
 - b. balancing the interests of the various constituencies
 - c. asking discerning questions
3. It counsels by
 - a. providing impartial judgment
 - b. serving as a source of specialized skills
4. It supports by
 - a. financial contribution
 - b. interpreting to the public
 - c. upholding the rights of the staff and students. (p. 98)

With regard to fund raising as a responsibility, Richman and Farmer (1977, p. 233) indicate that the board

is responsible for approval of the college budget. It may also approve a major shift in sources and use of funds, new programs, faculties, and facilities. Richman and Farmer suggest that the board should approve targets for financial support and help in achieving them in whatever legitimate way possible. The board should also be in a position to help deliver the desired funds and resources (p. 233).

The degree of power allotted to a president is contingent upon the power sources. The line of responsibility for administration of the college is finely divided so that trustees heavily influence long-range institutional and budget planning. The central administration is also involved in areas of long-range institutional planning, and especially in curricular and personnel matters (Baldrige et al. 1978, p. 257). Cowley (1980, p. 8) divides the control of the institution into two areas: policy control which can be credited to the board of trustees, and operational control which is the responsibility of the president and central administrative staff.

The selection of board members is critical to the overall operation of the institution. Richman and Farmer (1977, pp. 226-228) cite three different models for selecting Trustees: (a) a self-perpetuating model allows board members to elect their own successors within certain guidelines; (b) a government-appointed model where

government appoints members to the board; and (c) a locally-elected model where members are elected from and represent the various constituencies of the college. Regardless of the process, the actual selection of candidates for the board is important. Rauh lists six qualities helpful in the selection of board members:

1. . . . a prospective trustee should have displayed qualities of leadership in community, state, national, or other public affairs.
2. . . . despite the strength of opinion commonly associated with leadership, he must be the possessor of an open mind, willing to entertain without prejudice thoughts and ideas that may at first seem to him not only unfamiliar but, in some cases, disturbing.
3. The interests of a trustee must be directed more at the general than at the specific when he contemplates the university.
4. The concepts of "proportional representation" on the board as among professions, social classes, or special interests of any kind is rejected.
5. . . . he should be clearly aware that his position is not "honorary."
- t. . . . preference should go to the man of more moderate reputation, possessing such willingness

and ability, over the man of more resounding reputation who might be able to give less freely of his time. (1959, p. 59)

As was mentioned earlier, the president of the college does not function alone. Indeed, the operation of a college is a matter involving the interest and participation of a variety of special interest groups. The governance model in effect at a particular institution is the cumulative result of the interaction of individuals and special interest groups, as well as the nature of the college itself as set forth in the charter of the school/

The Evolution of Governance Models in Higher Education

Cowley (1980, p. 6) indicates that the word "governance" originated with the Latin word "gubernare" which means to steer. Rausch (1980, p. 141) defines "university governance" as the exercise of authority over university matters, such as conferring of degrees, establishing the costs, appointing of staff and faculty, designing programs, or carrying out business activities. Rausch further points out that American university governance had its start in European patterns of governance, especially the British style. The medieval university began as an educational guild of teachers; and the guilds, in turn, organized themselves into nations headed by an officer known as the "rector." The rector thus became

one of the first university officials in the history of higher education.

At the University of Paris, the officer in charge was the Chancellor who supervised the cathedral school and possessed a great deal of authority. There was friction between the Chancellor and the masters (teachers), and the result was the appearance of a "proctor" who headed each of the nations into which the faculty had divided. By the middle of the 13th Century, a university official named the "rector" functioned as the elected head of all masters of art. The other faculties were each headed by a dean, but the rector claimed to be the chief officer of the university (Rausch, 1980, p. 142).

Oxford University governance followed that of the University of Paris, but there was a greater emphasis on collegiality. The Chancellor was the chief officer. In this system, the masters were divided into two nations headed by proctors, and while the Chancellor and proctors constituted the only officials of the university, the assemblies of the masters made policies and executed the functions of university governance (Rausch, 1980, p. 142).

Rausch discusses one final model prominent in Geneva, Leiden, and in Edinburgh. Under this system, universities were placed under the supervision of external, nonacademic boards. In these various countries, the precedent was set for outsiders to have a share in the

running of the universities. Rausch contends that colleges in America borrowed heavily from both the Oxford and Geneva models as demonstrated by the fact that Harvard had a governing council consisting of the president and teaching fellows as well as a board of external overseers, which had the right of visitation and final approval. (1980, p. 144)

The American state-supported universities, he says, also followed this model.

The Carnegie Report on Higher Education (Governance of Higher Education, 1973) lists major trends and events which transformed governance in higher education over the years:

1. The gradual diminution over a long period of time in church influence with the rise of public institutions and secularization of church schools.
2. The increase in the authority of the college president, particularly after the Civil War, as institutions became larger, more complex, and more dynamic, and as the administration became more professional.
3. The extension of greater academic freedom to faculty members and of greater faculty control over academic affairs especially since World War I and particularly as faculty members took

on more of the status of independent scientists and experts.

4. The decline of in loco parentis control over students, a decline accelerated after the Civil War and again after World War II.
5. The increase in direct public influence and authority generally, and in federal influence and authority in particular, especially since World War II.
6. The rise of multicampus systems of higher education which enroll nearly half of all students, and of coordinating councils and superboards.
7. The decline in the role of the single-campus board as these other changes have occurred.

(p. 7)

The state legislatures placed governing authority into the hands of trustees who were external lay individuals. The boards of trustees were comprised of men from business who brought their individual experience and expertise with them to membership on the board. Rausch sums up the process of governance in this way:

It is essentially analogous to the process of governing within the political system at large and, to a lesser extent, comparable to management in business organizations. Just as governmental levels have

constitutions or charters to guide this process, so institutions of higher education have statutes or charters. These documents spell out the major framework within which the organic process of day-to-day decision making takes place. Within this framework, rules and regulations develop over the years that adapt the decision-making process to the realities of the external environment and the political forces within the institution. Influencing these changes are the major constituencies that serve and/or are served by the institution. (1980, p. 146)

Having reviewed the historical roots of college governance, it is important to examine four major models of governance in higher education today as a background for understanding the role of the presidents and board of trustees at Shimer College; the governance practices exercised at Shimer; and the dynamics of decision making at the College.

The four governance models are each unique and have their own characteristics which set them apart from one another. Yet, in college administration it is seldom the case that a pure form of a particular model is found in operation. The models exist along a cross-continuum with the collegial model at the top of a vertical continuum and the bureaucratic model at the bottom (see figure 1). On the horizontal continuum lies the political

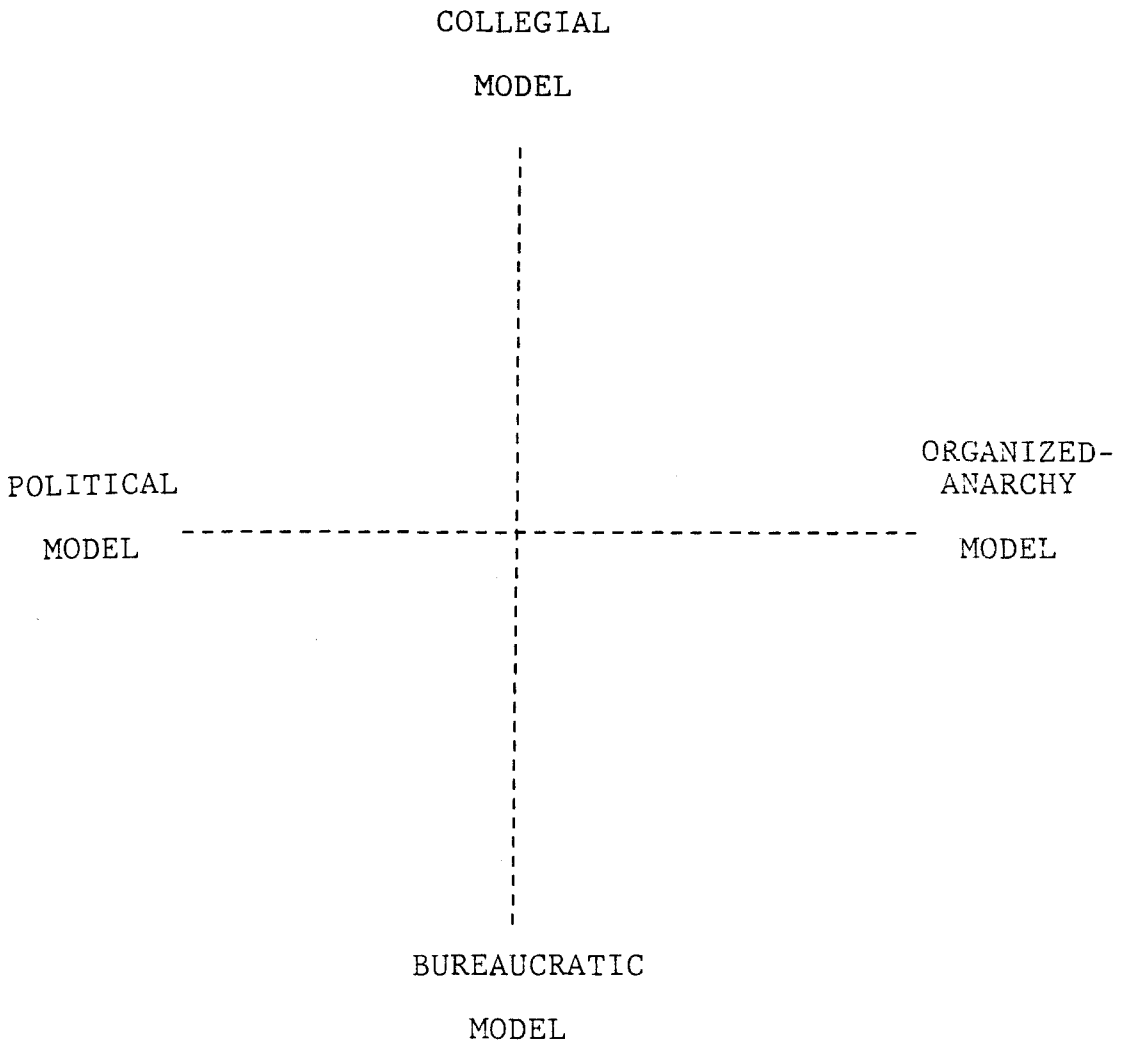


Figure 1. The models of governance exist along a continuum, and the model operating on a college campus is a blend of two or more models rather than one pure form of a model.

model at one extreme and the organized anarchy model at the other extreme. It is possible and highly likely that the models of governance in effect on a college campus will overlap. For example, Baldrige (1971) felt that the political model was more representative of an academic community and is always in existence on a college campus. But, the governance of the college can also have either bureaucratic or collegial characteristics depending on the leadership exercised by the chief executive officer. The models are constantly in flux and subject to change depending on the circumstances or events confronting the administration of the academic community. More often than not, a blend of governance models always exists on any particular college campus at any point in time. The chief executive officer establishes the tone and controls and thus keeps the community from slipping into a state of organized anarchy which is characterized by leaderless confusion in purpose and decision making.

The bureaucratic model of governance. This model of governance is analogous to a battery supplying electrical power to an automobile. The battery is the heart of the power source, and the energy flows one way toward those parts of the car dependent on the battery for life support. In an institution under bureaucratic governance, the leader is the power source.

Under the bureaucratic model the leader is seen as the hero who stands at the top of the complex pyramid of power. The hero's job is to assess the problems, consider alternatives, and make rational choices. Much of the organization's power is held by the hero, and great expectations are raised because people trust him to solve problems and fend off threats from the environment. (Corson, 1960, p. 44)

In this model, the center of power rests with the bureaucratic leader, and the roles of individuals within the system are clearly defined, as are the rights, obligations, and the relationships of those within the system. The goal of bureaucratic governance in an educational setting is to process students as efficiently as possible with as little cost as possible. Stroup (1966) characterizes bureaucracy in a college setting as follows:

- (a) competence is the criterion used for appointment
- (b) officials are appointed, not elected
- (c) salaries are fixed and paid directly by the organization rather than determined in a free-fee style
- (d) rank is recognized and respected
- (e) the career tends to be exclusive; little other work is done
- (f) the style of life is centered around the organization

- (g) security is present in a tenure system
- (h) personal and organizational property are separated. (Pp. 40-55)

Communication in the bureaucratic model flows downward from the power source. Conflict is held to a minimum and, if it does erupt, it is held fast as a result of certain self-imposed sanctions. Creativity and imagination are substantially reduced, or even eliminated. All thinking falls along a single plane. An organization that is bureaucratic in scope is simple and the power is centralized in one office or with one individual. There are formal chains of command and policies are adhered to. The chain of command clearly separates those at the top of the pyramid from those at the bottom. Communication upward is restricted to a minimum and, if it does occur, it is usually with the immediate superior and not the chief officer. This mode of governance is a disciplined mode which tends to build loyalty to the organization; and it frequently results in high production, high efficiency, but low job satisfaction (Lipham & Hoeh, 1974, p. 100). Coalitions tend to form in a bureaucratic setting; but if the power source is strong enough and the controls rigid enough, the political activity usually goes no further than mutual expression of frustration. In the bureaucratic model, workers are intimidated by the superior officer. The leader in the bureaucratic model is

clearly "the boss." Bradford and Lippitt (1945) describe the dynamics of the bureaucratic personality:

1. He is very conscious of his position.
2. He has little faith and trust in his subordinates.
3. He feels that pay is a just reward for work and is the only reward that will motivate the worker.
4. He gives orders and demands that they be carried out.
5. Group members assume no responsibility for performance and merely do what they are told.
6. Production is good when the leader is present, but drops in his absence. (P. 143)

The bureaucratic model is not without critics.

Baldrige and Riley (1978, p. 11), criticize the bureaucratic model for dwelling on formal authority and for ignoring the informal power sources which may take the form of mass movements or appeals to emotion and sentiment. Netzer et al. indicate that change is painful because of the highly structured methods of operation. It is easier to say "no" than to say "yes" in a bureaucratic setting (1970, pp. 89-90). Creativity is stifled, and people are afraid to attempt anything new at the risk of criticism and being defiant. Friendships become stronger as a result of the common bond of oppression, and a sense of solidarity begins to evolve among the

factions in the community. A hint of change at the top causes panic among organization members because they feel that a new replacement cannot possibly perform as well as the previous leader.

While the bureaucratic model of governance is one which features the leader as the source of power, the collegial model, by contrast, invites shared participation in decision making and two-way communication.

The collegial model of governance. The collegial model of governance in higher education welcomes and encourages active involvement of community members. The underlying rationale for this particular model is that community members are capable of handling their own affairs and, in fact, will invest more in the organization as a result of participation. The members of the organization feel a sense of contribution because of their involvement in the affairs of the organization. The emphasis is on the formulation of goals rather than on the execution of goals as in the bureaucratic setting. Lipham and Hoeh (1974, p. 100) summarize the organizational characteristics of the collegial model. The organization is complex because of a low degree of centralization and a high degree of dispersement of decision-making responsibility. The stratification of employees into levels is unimportant, and access to superiors is easily gained. Job satisfaction is high because of the perception of

involvement of the employees, but the production and efficiency are lower because execution of goals is not as important as their formulation. The organization tends to become preoccupied with planning rather than with implementing plans.

The basic idea of the collegial leader is less to command than to listen, less to lead than to gather expert judgments, less to manage than to facilitate, less to order than to persuade and negotiate.

(Baldrige et al., 1977, p. 45)

Rausch (1980) defines the collegial concept as a process of reaching consensus as compared to the pure political rule. It is reminiscent of the platonic state where the wise men and women ruled. The degree of participation of members of the community will vary with their particular technical expertise, and will depend on the perception of their competence with regard to the issue being discussed. Rausch comments, "Thus consensus can be reached, in each case, by those who possess the technical knowledge required for that decision, and acceptance will then be given freely by those others who have voluntarily abstained from participation" (1980, p. 147).

The collegial model of governance (Schlechy, 1976, p. 86) operates within a bureaucratic setting in education since all institutions are bureaucratic in

scope. Khandwalla (1977) amplifies this position by pointing out that within every organization, no matter how collegial, there are individuals who carry out the orders of other individuals, and the latter carry out orders of their superiors. Organizations, states Khandwalla, are naturally hierarchically organized simply because this is helpful in employee supervision. The collegial model (Rausch, 1980, p. 148) fails to take into account the student body and student organization. Rausch feels that the collegial model is best employed when top managers inform employees that the collegial model is in effect whenever it promises that consensus is possible. The collegial model ignores the splinter groups within an organization and the interaction of these groups. While consensus can be said to exist, this does not mean that all faculty agree with the result. In fact, the collegial concept seems to ignore the opposing factions and presumes that they accept the decisions without any consequence to the community.

Between the bureaucratic model and the collegial model lies the political model located on the vertical continuum. The political model acknowledges attempts at bureaucratic decision making within an organization, and it recognizes the existence of consensus within an organization. The political model also focuses on the exception to consensus, and the resistance to attempts at

bureaucratic decisions. This model allows for multiple opinions and tends to be concerned with the dynamics of the process of conflict resolution and decision making.

The political model of governance. "Under the political model, the leader is a mediator, a negotiator, a person who jockeys between power blocks trying to establish viable courses of action for the institution" (Baldrige, Curtis, Ecker, & Riley, 1978, p. 45).

Baldrige (1971) first described the political model during an analysis of decision making at New York University in 1968. The entire faculty and student body were invited to participate in the research. Baldrige could not fully accept the notion of consensus in the university community and, as a result, proposed a model based on the political process. He explained that the college community was divided into various interest groups, each with subgroups, with conflict between their various interests. The conflict was the actual struggle for power in the academic community. The groups were continually involved in compromises, discussions, negotiations, and developing coalitions as part of the decision-making process. Governance of the university, claimed Baldrige, was the monitoring of political behavior:

These groups articulate their interests in many different ways, bringing pressure to bear on the decision-making process from any number of angles

and using power and force whenever it is available and necessary. Once articulated, power and influence go through a complex process until policies are shaped, reshaped, and forged from the competing claims of multiple groups. All of this is a dynamic process clearly indicating that the university is best understood as a "political" institution. (1971, pp. 8-9)

The political model is based on several higher education related assumptions:

1. To say that policy making is a political process is not to say that everyone is involved. . . . By and large, decisions that may have a profound effect on our society are made by small groups of elites.
2. Even people who are active engage in fluid participation. . . . this normally means that small groups of political elites govern most major decisions, for they invest the necessary time in the process.
3. Colleges and universities, like most other social organizations, are characterized by fragmentation into interest groups with different goals and values. . . . But they are likely to mobilize and try to influence decisions when resources are tight, outside pressure groups attack, or internal groups try to assume command.

4. Conflict is natural. . . . Conflict is a significant factor in promoting healthy organizational change.
5. The pressure that groups exert places severe limitations on formal authority in the bureaucratic sense. . . . They (officials) must find a viable course acceptable to several power blocks.
6. External interest groups exert a strong influence over the policy-making process. (Baldrige & Riley, 1977, pp. 14-15)

The college president is frequently the focus of the political model, because it is the president who facilitates and manages the political process that takes place in the college community. Rausch (1980, pp. 151-154) states that two important skills for any administrator who works within the framework of the political model are coalition management and conflict management. The skilled administrator (i.e., college president) should be able to work well with the various issue-oriented coalition groups that arise and be able to mediate and negotiate in times of conflict.

Outside groups also influence the political process on the campus, as "It is important to examine the social setting with its fragmented groups, divergent goal aspiration, and conflicting claims on decision makers" (Baldrige, 1971, p. 12). Within the various groups

comprising the university community, interests are articulated and defined to clarify the purpose and goal(s) of each group. The groups then proceed to bargain, negotiate, compromise, and attempt to formulate a mutually agreeable policy. Coalitions may be formed in order to strengthen a group's position on an issue. This legislative process, according to Baldrige (1971), is central to the entire political process. Out of the initial conflict comes compromise, and from compromise evolves legislation. The final step of the political process is the stage of execution where the new policy, recently arrived at, is actually implemented. The entire process is cyclical (see Figure 2) and, as a result, once a decision is implemented, new groups begin to form to focus on new conflicts. The function of the leader throughout the process is to mediate and/or negotiate between the groups and the tensions which develop as they process through the stages of negotiation, compromise, and legislation.

Like the collegial model, there is shared decision making in the political model, and there is room for total involvement of the community. Routine bureaucratic decisions must also be made within the political mode; but unlike the collegial model, the political model recognizes and deals with conflict. In all three models reviewed thus far, a leader (i.e., college president) has been significantly involved in the process. In these

Social Context Factors	Interest Articulation	Legislative Transformation	Policy	Execution of Policy
What are the social conditions which promote the formation of divergent values and interest groups?	How do the interest groups bring pressure to bear?	How are the multiple pressures translated into official policy?	Policy: An official commitment to certain goals and values.	Policy Execution

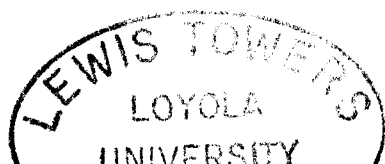
Feedback Processes

The generation of new political conflicts

Figure 2. Policy formulation in the university: a simple political model. (See reference: Baldridge, J. V. Power and Conflict in the University (New York: John Wiley & Sons, 1971), p. 11.)

models the leader has played a specific role as director, facilitator, negotiator, or observer. The governance process may differ from model to model, but the focus each model is on the president as leader. One final model, however, stresses the lack of leadership. In fact, governance evolves as a direct result of the absence of a strong leader.

The organized anarchy model of governance. In referring to the concept of organized anarchy, Cohen and March (1974) describe the university community as a confused composition of individuals and groups with little centralized decision making. There is neither control nor coordination in the decision making, and the specific process by which the decisions are made cannot be clearly defined. The perception of organization is vague, and any goal direction is perceived as equally vague. Baldrige & Riley (1977, p. 7) point out that the organized anarchy model breaks down the traditional formality surrounding decision making in the college or university. Institutions of higher education are always subject to unclear goals, unclear technologies, and environmental vulnerability, and organized anarchy simply captures this spirit. Solutions to problems are commonly found in pre-existing solutions which tend therefore to restrict any creativity in the area of problem solving.



Baldrige (1971) describes difficulties with organized anarchy with regard to its implementation as a governance model:

The properties set forth by Cohen and March had to do with purposes, performance and participation.

There was almost no discussion of structure and still less about the process of governance. The different interests of faculty members and students were recognized, but leadership rather than governance was the expected procedure or reconciliation. The concept of organized anarchy was put forward as an idea rather than as a fully developed construct. (p. 17)

The organized anarchy model was applied to existing problems and processes in a university or college as a means of rationalizing what it is that takes place in the decision making process. It does not propose a process of leadership; it merely explains what is perceived as the process by Cohen and March. With the bureaucratic, political, and collegial models, both the process and the outcome are fairly easy to predict. Under organized anarchy, both process and outcome tend to be elusive.

Chapter II provides a historical overview of the founding and development of Shimer College from 1893, when the Mount Carroll Seminary was established, to 1930 when Dean William McKee resigned office for reason of

health. The chapter includes no detailed discussion about governance models in effect from 1893 to 1930 because such an undertaking was not the purpose of this study. But it is clear, nevertheless, that both Mrs. Shimer (the founder) and Dean McKee were natural leaders with remarkable leadership qualities. Both were strong leaders, and both worked vigorously for the welfare of the institution and the students. Mrs. Shimer, though strong willed and thoroughly committed to perpetuating her school, exhibited qualities of open-mindedness and gentle sensitivity to those around her; and McKee was a man of remarkable qualities who possessed unusual executive skills.

Shimer college was one of many schools founded during a period of great expansion in higher education in this country. However, the college stands unique, not only because of its programs, but also because of its turbulent history. From the beginning it was beset with financial problems, and its development is a history of struggle and misfortune.

CHAPTER II

SHIMER COLLEGE: 1853-1930

Purpose of Chapter II

Chapter II reviews the history of Shimer College from its founding until the year 1930. The chapter describes the dramatic growth of the college. Chapter II, in addition, focuses on problems faced by Shimer throughout its long history such as an ongoing concern about the financial condition of the college, as well as, the changes in identity and perceived mission of the college.

Never again in the history of Shimer College was there a period of stability in leadership and growth as was experienced during the period from 1853 to 1930. Chapter II highlights the events, the spirit, and the people of Shimer during this period in order to provide not only understanding of the college history but also a contrast with the years which followed.

Frances Wood Shimer

Frances Wood, the youngest in a family of four children, was born in Milton, New York, Saratoga County, in August of 1826. By the time she was two years of age,

Frances was attending school conveniently located directly across the street from her home. During her early years, Frances lost both her mother and one brother, and she was sent to live with a cousin. Frances developed such a severe case of homesickness that she returned home to live with her older married sister. When she was a little older, Frances again went off to school away from home, but homesickness again forced her to return home. She lived with her father and acted as his housekeeper. The opportunity arose for her to teach on a part-time basis at a nearby school. She worked hard and saved her money until, with sufficient funds in the bank, she entered the Albany Normal School where she remained until she was 23 years of age. Her intention, originally, was to study medicine; but realizing the limited opportunities for women in the health career field, she chose, instead, to pursue a career in teaching. One of her goals, however, which evolved from her experience was to somehow contribute to the improvement of educational opportunities for women.

Judge John Wilson, a long-time friend of the Wood family, had taken his residence in Savanna, Illinois, on the banks of the Mississippi River in the northwest corner of Illinois. He had been involved in the decisions which resulted in the formation of boundaries for Jo Davies County, which included Savanna, and, later, for Carroll

County which evolved from a subdivision of Jo Davies County. Mount Carroll became the county seat for Carroll County, and the land for the courthouse was donated by three prominent residents of Mount Carroll. Mr. Emmert, Mr. Halderman, and Mr. Christian played a significant role, not only in the development of the county, but were prominent in the development of other aspects of life in Mount Carroll as well.

With the population growth in the northwest section of Illinois, it became more apparent that there was a critical need for education, especially educational programs that would offer opportunities beyond the elementary school level. Wilson felt strongly about this issue, and he was one of several individuals who encouraged the passage of a bill incorporating the Mount Carroll Seminary. Once the school was established on paper, there developed an immediate need for a teacher to staff and coordinate the educational program for the children. Wilson had, over the years, been communicating with the Nash family with whom Frances had been staying. Mrs. Nash was the older sister of Frances. Wilson was aware that Frances had been taking courses at the Normal school, and he wrote to invite her to come out to Illinois and teach. Prior to this time, Frances had been periodically receiving letters from her brother, Talmadge, who had gone to Missouri. His letters were full of enthusiasm, and the

picture he portrayed of life on the new frontier was a very exciting one. Wilson's invitation, therefore, was all that Frances needed to convince her to set out for Illinois and take up a new role. Miss Cinderella Gregory, a friend of Frances and also a resident in the Nash household, agreed to go along with Frances.

No sooner had Wood and Gregory arrived in Mount Carroll than school was opened on May 11, 1853, to educate eleven young female pupils. The initial facility, which was temporary, was located in the Presbyterian Church. Six weeks later the school moved to better equipped and more comfortable surroundings in the only brick building in town. The enrollment grew rapidly to forty students by the close of the term. Because of demand, a boys' division was opened on the third floor of the building the following term.

The growth of the Mount Carroll Seminary under Frances Wood. Within a short period of time, both Wood and Gregory came to realize that more physical space was necessary in order to meet the growing demand for the education offered at the Seminary. They, as well as the Board of Trustees of the Seminary, agreed that a more permanent location would be in the best interest of the school. The residents of the Mount Carroll area were both excited and supportive of the idea of having a new facility to house the Seminary, and many volunteered to purchase shares of

stock in the proposed Seminary corporation in order to help underwrite the cost of constructing the new school building. The price was set at \$5.00 per share. Initially, there was a great flurry of activity and interest when the stock became available, but eventually only 548 shares were sold or guaranteed by pledges. When it came time for those who had pledged to pay for the stock which they had purchased, several decided they were no longer interested in the investment. The cash realized from the stock sale was considerably less than had been anticipated.

Miss Wood, in the meantime, had been searching for property on which to locate her school. Five acres of land were purchased from the prominent Mount Carroll residents, Mr. Halderman and Mr. Rinewalt, in exchange for 500 shares of Seminary stock. Miss Wood immediately contracted for the construction of a building with dimensions of 42 feet by 46 feet to house 20 rooms. The site of the purchase was flat open prairie.

Miss Wood traveled to New York while the building was still being completed. She had been issued \$2,000 by the Board of Trustees to be used for the purchase of furnishings. In addition to the furniture she had managed to buy, she also brought back sheets, linens, and food supplies.

Some investors who had purchased shares of stock began to realize that they would not be receiving any

dividends from their investment, and they wanted to dissolve their relationships with the Seminary. At the same time, members of the Board of Trustees were becoming discouraged at the increasing expenses connected with the Seminary, and they finally agreed to sell the school to Miss Wood. The agreement called for Wood and Gregory to purchase the Seminary for the original construction price of \$4,500. The Board agreed to donate both land and furnishings provided that the two ladies would stay on for a period of ten years as Principals of the school. Miss Wood used inheritance money from her father, as well as private backing from interested Eastern investors, to purchase the Mount Carroll Seminary. She later purchased another 20 acres of land adjoining the campus. A new charter was issued in 1855 by the State of Illinois showing ownership as vested in the two women as proprietors of the corporation.

Shortly after they assumed ownership of the Seminary, another addition to the facility was planned. In 1857, however, the country was shaken by a rather severe financial panic, and construction of the new building was forced to a standstill. Pressed by the commitment for space by the opening of the Fall term, Miss Wood literally took up the tools and completed the remainder of the work herself from cement and brick work to painting. She was the architect, engineer, and interior designer.

In December of 1857, Frances Wood became the bride of Henry Shimer. She had first met him briefly when he worked as a stonemason on the construction of the original seminary building in 1854. She later came to know him socially through her association in Mount Carroll church circles. Henry Shimer came to Illinois from Chester County in Pennsylvania where he had first learned the trade of stonemason. The money earned from his construction work paid for his medical education, as well as his master's degree from the University of Chicago. He was a doctor as well as a naturalist, and while he did teach on the Seminary faculty and worked as a medical resource person in the area and for the school, he developed quite a reputation as a taxidermist.

The circumstances surrounding the engagement and marriage of Dr. Shimer and Frances Wood are subject to much discussion. Palmer (1933) remembers the efforts of Miss Wood to raise money for expenses at the school and, in bargaining with Dr. Shimer over the debt of the school, agreed to marry him providing that he would assume responsibility for the outstanding debt of the Seminary. An alumna (Jacobsen, 1937), reflected on the evening when, during the course of some routine entertainment, and without prior announcement, Dr. Shimer and Wood came into the room and were married in front of the group. Another reference to the somewhat mysterious circumstances

surrounding the marriage is mentioned by Jencks and Riesman (1966) which cites the idealism of Miss Wood as the tool which gave her the strength to marry her creditor and become Mrs. Henry Shimer.

Dr. and Mrs. Shimer enjoyed the company of one another, but their interests remained separate. Mrs. Shimer devoted herself, almost exclusively, to the running of the school. Dr. Shimer, a quiet retiring individual, pursued his hobby as a naturalist, as well as his medical work. The Shimers remained married until July 28, 1895, when Dr. Shimer took his life with a gun.

The Civil War years were significant in the history of the Seminary because it was during this period that the school had its first major change in identity. When the war began, many of the young men who were in attendance at the Seminary joined ranks with the military. The girls stayed behind supporting the war effort by making uniforms, flags, and other useful items. The number of female applicants to the school increased while the number of male applicants decreased markedly. In 1866, a decision was made by Mrs. Shimer to restrict the enrollment to female students.

Growth and expansion of the Seminary characterized the remaining years in the 19th century. Miss Gregory traded her role as Principal for that of a minister's wife. She was replaced at the school by Miss Adelia Joy who came

to Mount Carroll in 1872. Glass (1953) characterized Miss Joy as a person of culture, and with high ideals, good judgment, dignity, and with the goal to help each student maximize her talents. With advancement in years, Mrs. Shimer's energy level, while still strong, slowed more and more each year. Miss Joy gradually assumed duties and responsibilities as Mrs. Shimer relinquished them. She was an excellent executive, and she managed the school quite well. The class day was long, Glass (1953) explains, with the day starting at 8:00 and ending with the lights out at 9:30 p.m. Mrs. Shimer and Miss Joy had encouraged the formation of various extracurricular programs including a Literary Society, a newspaper, and the Oread Society. In addition, there was a German Club, a Missionary Society, and an early version of an alumni organization called the Reunion Club. Mrs. Shimer earned extra money for the school by contracting to sell Chickering pianos to interested parties.

The Mount Carroll Seminary was a conservative and structured finishing school for young women who desired exposure to a liberal arts education. Perhaps nowhere is the conservative finishing school environment more clearly recorded than in this passage:

. . . no leaving school without request from home; no phone calls or travel on the Sabbath; students expected to attend church or Bible School; clothing must

be plain, neat, and extravagance in dress and jewelry particularly deprecated; pocket money for students deposited with the Principal, kept in safe; borrowing and lending money or clothes strictly forbidden; occupants of rooms paid for all damages; correspondence restricted to parent-approved list; no young lady will receive phone calls from a young gentleman of the town unless introduced by the Principal and no stranger received as a visitor unless known and approved by the parents. (Glass, 1953, p. 12)

Transfer of the Mount Carroll Seminary to the University of Chicago. Mrs. Shimer spent more and more time at her Deland, Florida home as the years passed. She had been able to work at the College and follow a rather rigorous schedule until 1883, when, after an attack of pneumonia, she was forced to retire to her plantation. After her retirement, she spent the cold months in Florida, but she still came North for the warmer months of the year. Her orange groves became known for the quality of the fruit produced, and Mrs. Shimer developed her orchards into one of the leading producers of oranges in Florida.

In her later years, she was consumed with concern about the future of the Seminary. Her desire was, first of all, to have the school continue to thrive after her death. Second, she wanted to attach the Seminary, to the Baptist Church and, in so doing, perpetuate its

existence. The Baptist religion was healthy, and church support, both financially and in terms of students enrolled, would add a new dimension of strength to her school. Initially, about 1895, she approached the Baptist Women of Northwest Illinois in an attempt to solicit their interest in the school. Mrs. Shimer offered them the school for free if they would agree to raise a \$100,000 endowment (Important Events and Dates . . . , 1941). The response was most disappointing to Mrs. Shimer. She then contacted Dr. William Rainey Harper, in 1895, then President of the University of Chicago. Mrs. Shimer was aware that Harper had been trying to develop a system of feeder academies for the University, and it was her hope that she could interest Dr. Harper in the Mount Carroll Seminary. She informed Dr. Harper that, in addition to the school facility itself, she would provide an endowment of \$150,000 after her death. The money was to come from the income derived from her orange groves in Florida. Harper was very impressed with Mrs. Shimer. Unfortunately, during the course of the negotiations, a killer frost covered most of Florida and nearly wiped out Mrs. Shimer's groves. It proved to be a financial disaster and serious setback for Mrs. Shimer.

The minutes of the Executive Committee of the Board of Trustees of the University of Chicago (December 14, 1895) mention the appointment of a special

committee assigned to investigate the feasibility of acquiring the Seminary as an Academy of the University of Chicago. The final report from the Committee was positive, and it included the recommendation for affiliation between the Mount Carroll Seminary and the University. This was presented to the Board and approved (Minutes of the Board of Trustees of the University of Chicago, February 14, 1896). The agreement called for the name of the Seminary to be changed to the Frances Shimer Academy of the University of Chicago. It also stipulated that Shimer was to remain independent with a separate Board of Trustees including a membership majority representing the interests of the University. The Academy was transferred to an independent Board of fifteen members with eight from the University and seven from the Mount Carroll area. At least two-thirds of the Board had to be of the Baptist denomination, including the Principal of the school. Thus Mrs. Shimer had been able to realize her goal of having the school perpetuated, and perpetuated with the Baptists in control.

The joint agreement, while authorizing an independent Board of Trustees for Shimer, reserved power for decision making with the University. This meant that the Principal of the Academy located in Mount Carroll would only be a figurehead and would have to submit to a chief administrator in Chicago for final decisions. Miss Ida

Gardner, formerly a principal at the Warren Academy, was appointed as the resident Principal at Shimer Academy. Dr. Frank Miller of the University was appointed as the chief administrative officer. Miss Gardner soon sensed that the arrangement was ineffective. Delays in the decision-making process proved frustrating, not only to Miss Gardner, but to the faculty as well. She resigned in April of 1897.

Dean William Parker McKee (1897-1929)

William Parker McKee was born in Indianola, Illinois, on August 8, 1862. His father was a church pastor in Indianola. McKee attended Wabash Preparatory School, as well as Wabash College in Crawfordsville, Indiana. In 1883, he graduated from Wabash with a Bachelor of Arts degree. McKee went on to attend the Baptist Theological Seminary at the University of Chicago, and it was there that he first encountered William Rainey Harper and the beginning of a long and deep friendship. He had been serving as a pastor at a Baptist church in Indianapolis when he received a call from Harper asking if he would consider assuming the role of Dean at the Frances Shimer Academy. McKee, a widower, agreed to the offer, and he and his son, Harper, and McKee's mother moved to Mount Carroll in August of 1897. He was given full administrative powers, and the ability to make decisions and establish policy was thus returned to the chief officer.

of the Academy in Mount Carroll.

When McKee arrived in Mount Carroll, enrollment was down and the morale of the faculty was quite low. He understood the challenge that lay in front of him, and since he was basically optimistic, he set out to rebuild the spirit that had been Shimer.

On November 10, 1901, Mrs. Shimer passed away. She left the bulk of her estate in trust as an endowment for the Academy. Mrs. Shimer was buried in the cemetery in Mount Carroll. In addition to money realized from the Shimer estate, and the estate of Miss Joy who later passed away, McKee was able to generate donations for the school building program. He facilitated the development of a strong academic program with an emphasis on the arts, and he also encouraged the formation of a meaningful extra-curricular program. During his tenure as Dean, he supervised the construction of twelve, Georgian, colonial style buildings on campus. He was characterized as gentle yet firm, cautious yet not afraid to make decisions, and as an effective leader. His style of governance was as a facilitator with a collegial leadership philosophy. McKee seemed to possess a charisma which afforded him the skill to unite all factions of the Academy community from the Board of Trustees to alumnae and students. The construction on the campus offered tangible evidence that Shimer was building for the future as well as the present. He

was revered because he moved Shimer aggressively forward through an era of expansion and growth.

McKee was a man who did his work quietly and without desire to be in the limelight. He did not court a cheap fame or publicity. He was in no sense of the word a showman. He did his work in a quiet way but always with a firmness of decision, with tenacity of purpose, and with unswerving loyalty. (Fetter, 1933, p. 7)

Fetter points out that McKee was a determined individual as exemplified by the significant amount of construction on the campus during his tenure in office. Yet, despite the expansion, the buildings were not built as a monument to McKee. Rather, he built himself into the buildings. McKee, says Fetter, was a man of unusual stature and breadth. He appraised his skills:

He was an executive of unusual ability. He was always dreaming. . . . He proceeded carefully and cautiously. He thought things through. . . . Dean McKee was an administrator and a financier of unusual ability. Dean McKee was as great an educator as he was an executive. Dean McKee was a man of broad culture and scholarship. . . . Dean McKee was also very frank and to the point in his criticism. (Fetter, 1933, pp. 3-6)

He surrounded himself with those who shared his vision.

McKee provided a strong moral tone for the campus and

almost a fatherly image for the students.

On a cold February morning in 1906, the campus went up in fire building by building. Some thought McKee's spirit might also be destroyed, but as he stood watching the fire, those around him heard his words vowing to rebuild the campus. The school community quickly rallied to the cause and cleared enough debris from the wing of one of the buildings to permit resumption of some of the classes. Donors again poured money into the reconstruction project at Shimer. Included among the roster of donors was the name of Andrew Carnegie with a gift of \$10,000.

McKee was instrumental in changing the curriculum which affected the direction of the Academy. He molded a program which elevated Shimer to the ranks of a junior college. The first junior college class graduated in 1910. In the same year, the name of the Academy was changed to the Frances Shimer Junior College and Preparatory School (Glass, 1953). In 1920, Shimer applied for and received accreditation through the North Central Association of Secondary Schools and Colleges.

McKee, like his predecessors, expanded extracurricular programs at Shimer. In fact, it was during McKee's era as chief executive officer that many of the college traditions were initiated. The annual May Fete was established to celebrate the close of the school year and

featured the crowning of a May Queen. This was an event in which town people came to participate as well. In addition, Shimer sponsored a Drama Society, an alumnae association, and lectures, recitals, and other events on campus. McKee, a fan of James Whitcomb Riley, read to groups of students, during the evening quiet, from some of Riley's works. This eventually developed into a treasured custom known as the "Riley Evening with Dean McKee."

It appeared that McKee's energy and enthusiasm knew no boundaries. One of his final contributions to the school was the construction of a new gymnasium. Unfortunately, the money necessary to pay for the building did not materialize as expected, and \$10,000 was borrowed from the operating fund in order to satisfy the debt. It was intended that the \$10,000 would be paid back as soon as funds were available.

As the years passed, McKee began to slow down. He simply was unable to devote the same time and care to the operation of Shimer. While it is not clear whether McKee was aware of his diminished energy, it is apparent that the members of the college community sensed that matters were adrift. The conditions deteriorated at the school to the point where individuals began to speak more openly and with concern for the operation of the College. In the letter to Dr. Dickerson, Shimer Trustee on the faculty at the University of Chicago, Samuel J. Campbell, a local

Trustee from Mount Carroll, wrote to impress upon Dickerson the gravity of the situation on the campus. He wrote (Campbell, October 28, 1929) that he felt things were at such a low ebb on the campus, that he went and talked with Mrs. McKee who, in turn, agreed it was the appropriate time for her husband to retire. Apparently, however, she was taking on responsibility for some of her husband's work, possibly in an effort to shield him from the rampant criticism and concern. A few days after Campbell's first letter, he wrote another to Dickerson with a tone of urgency:

Perhaps I am an alarmist regarding the situation, but I believe things on the campus in many ways are in a deplorable condition. During the last week I have had several interviews with members of the faculty who are dissatisfied with the conditions under which they are working and state frankly that, in their opinion, unless some change is made they will not be able to carry on their work. (Campbell, November 4, 1929)

With regard to McKee's role, Campbell wrote:

It seems to me that this action on her part was extremely unwise and I for one do not see on what authority she was justified in making such an assertion. Certainly matters of that sort are the province of the Trustees. . . . I have high regard for Mrs. McKee, but I am convinced that the school is destined to have

difficulty if she is allowed to continue to act as President. She is not fitted by temperament to handle the job and many of the faculty are almost in a state of revolt because every problem that should be handled by the president is referred to her. (Campbell, November 4, 1929)

Dean McKee finally submitted his resignation on November 29, 1929, concluding one of the strongest periods in the history of Shimer College.

Summary

The first 76 years for Shimer College represented a period of stable leadership. Mrs. Frances Wood Shimer was the first Principal of the Mount Carroll Seminary, and her task was far from an easy one. She founded the school in Mount Carroll and proved to be a determined leader with a genuine pioneering spirit. Mrs. Shimer was a good fund raiser, a good business person, and a good educator. Her desire to have Shimer affiliate with the University of Chicago proved to be a sound decision. This relationship afforded Shimer instant prestige gained from affiliation with the University, and it offered Shimer financial security while allowing it to retain its independence in administrative areas. William Parker McKee completed what Mrs. Shimer had not been able to finish. He developed a master plan and proceeded through phase after phase of construction until twelve buildings had been completed.

Enrollment surged, the school expanded its curriculum so as to become a private, two-year junior college. In addition to expansion in the physical setting and enrollment, McKee favored the development of extracurricular programs and many of the traditions which accompanied them. He piloted the college through the period of unprecedented expansion at a time when parallel expansion was taking place in higher education in America. Rudolph (1962) explains that between 1890 and 1925 enrollment in institutions of higher education grew 4.7 times as fast as the population in this country.

Conclusions

1. The crisis of identity which plagued Shimer through the years is in evidence during the Shimer-McKee years. The institution was first a secondary school for boys and girls, then became a preparatory school for girls, was affiliated with the University of Chicago as an Academy and, finally became a junior college during the tenure of McKee. The changes in identity, at least at this point in the history of the school, were forward moving as the college grew and expanded its role of service.

2. Toward the close of the McKee years, a gymnasium was completed on campus. The final payment on the gym, around \$10,000, was made from an in-house loan borrowed from the operating budget of the college. Such maneuvering of the college funds placed stress on the

budget for years to come. It was an early example of the hand-to-mouth financial operation which was to plague Shimer throughout its next 50 years of operation in Mount Carroll.

3. Governance at Shimer became substantially more complex once Mrs. Shimer turned the school over to the University of Chicago. The influences affecting the operation of the college increased in number. Dean McKee became accountable, not only to the Board of Trustees, but also to alumnae, expanded faculty, students, parents, and prospective donors. Toward the close of McKee's term as President, his participation in school affairs diminished. There was, however, increased activity among members of the Board, as well as faculty, in response to this void in leadership. The wife of the President was suspect in her role as decision maker in school affairs in order to reduce the impact of her husband's absence. There was certainly political activity among some members of the Board of Trustees at Shimer. Trustee Sam Campbell was vocal about his concern for the leadership at Shimer. The leadership was, in fact, adrift at the time, and there was competition among factions for leadership.

4. The decision to build the many buildings on the campus after the fire in 1906 was a wise decision. Had construction been delayed to any great extent, the post-Depression years would probably have eliminated any

opportunity for expansive building plans because of the economic conditions of the country.

The Shimer-McKee years, in retrospect, could easily be classified as a series of "peaks" in the life of the College. They were years of stability, sound leadership, and expansion. As McKee left office the country was beginning to spiral into one of the greatest financial panics ever to impact on America. The Great Depression marked the end of optimism and the good life for many people. While the college managed to survive the rough years that followed, the decade of the thirties was a period where there were five new Presidents at Shimer. Ironically, the man who followed McKee into office would be the subject of severe criticism from some factions in the Shimer community. The leadership, however, of Floyd Cleveland Wilcox was significant if for no other reason than because he managed to bring the college through the Great Depression years.

CHAPTER III

SHIMER COLLEGE: 1930-1939

Purpose of Chapter III

Chapter III will demonstrate the contrast in frequent turnover of leadership at Shimer with the period of stability during the preceding 30 years under the leadership of one man. While governance at Shimer had become more complex during the term of McKee, there is very little mention made of any conflict with the Board of Trustees, alumnae, parents, or other segments of the Shimer community. From the very first moment he took office in 1930, it became clear that President Floyd Wilcox would be a mediator between College factions. Alumnae donors had become a more powerful group, the Trustees were reluctant to relinquish their more active role in directing the college, and the administrative structure of the College became more complex. It was this complexity which, in part, was responsible for removing Wilcox from closer day-to-day contact with the institution.

Chapter III reviews the increasing frustration felt by some members of the Shimer community as leader after leader assumed the role of President. Tired and in a state of disarray after President Culver's death in 1938,

Shimer limped into the decade of the forties in search of stable and dynamic leadership. The faculty morale was low as a result of pay cuts. The identity of the College changed again during the ten-year span from 1929 to 1939. Chapter III is a chronicle of frustration, despair, and tension for Shimer College.

President Floyd Cleveland Wilcox (1930-1935)

Looking back at the situation that existed at the time of Mr. McKee's retirement and particularly the special circumstances surrounding the last two years of his administration I feel sure that any one coming in to succeed him was pretty sure to find trouble in store for him, especially in the local situation.

(John F. Moulds correspondence, October 29, 1935)

Floyd Cleveland Wilcox emerged as the choice for the presidency of Shimer from a list of six finalists (Board of Trustees, May 19, 1930). The committee appointed to select the new chief executive officer indicated that it was exercising much caution because of the superb record of the previous president. The committee wanted to ensure, as best it could, the selection of an individual of stature equal to the two previous chief executive officers.

It may be that no succeeding administration may surpass the progress of the past 75 years under the fostering care of just two leaders, yet I hope for

the future, and a sincere wish and trust that the influence and standards of the F.S.S. may increase and radiate into the homes of coming generations.

(Sawyer correspondence, February 17, 1930)

Dr. Wilcox graduated with an AB in 1910 from Kalamazoo College in Michigan and went immediately to the Newton Theological Institute in Massachusetts where he resided until 1911. He earned a Bachelor of Divinity Degree from the Union Theological Seminary in 1913 in New York. Wilcox then enrolled at Columbia Teacher's College and graduated with a Master of Arts in Education in 1920. At that point, he crossed the country to attend Stanford University where he received a Cubberly Fellowship, and also earned the doctorate from the School of Education in 1930. The focal point of his graduate study was the junior college, and this background was perceived by the committee to make Wilcox especially strong as a candidate for the position of President of Shimer. In addition to the theoretical preparation he received, Wilcox was an experienced administrator with service as a Principal, Dean, and instructor at schools in China. Wilcox was a youthful looking 44 years of age, the father of four children, and was in excellent health. His credentials were impressive, and his recommendations very strong. Indeed, he came highly recommended from prominent educators. The Search Committee, in concluding its

work, unanimously recommended that Wilcox be appointed President of Shimer at a Board approved salary of \$5,000 per annum.

It is not clear whether Wilcox was fully cognizant of the extent of involvement of some of the Board members with regard to the operation of the College, but it certainly did not take long before an apparent struggle for power began to surface. The essence of the struggle is captured in a letter of recommendation, on behalf of Wilcox, from a member of the Board who was not in total concert with other Board members:

When he became President of Frances Shimer, Mr. Wilcox encountered a situation in which his predecessor, because of ill health during the last years of his regime, had found it necessary to rely largely upon the advice and guidance of some of the local Trustees, which amounted practically to an active participation in the management of the School. As a result it was probably unavoidable that there should arise differences of opinion and some lack of sympathy with Mr. Wilcox and his program, which finally resulted in his resignation at the end of the academic year 1934-35. (Moulds, correspondence, October 10, 1935)

The foregoing is exemplified in correspondence received by Wilcox, prior to his arrival in Mount Carroll, from Board member J. S. Dickerson of the University of Chicago.

The letters from Dickerson to Wilcox may have been innocently intended to help acclimate the newest member of the Shimer administration to the events taking place within the College community but, in retrospect, the letters can also be viewed as an attempt to let Wilcox know who was in power and what items were on the administrative agenda. The first letter received by Wilcox (Dickerson correspondence, June 13, 1930) contained suggestions for improving the commencement program, a summary of the details surrounding the departure of McKee from Mount Carroll, an announcement to the effect that Miss Hostetter had been appointed Dean of Women, and an indication that Dickerson had suggestions for Wilcox about his role as Secretary of the Board of Trustees. In addition, Dickerson discussed improvements for the campus art gallery, as well as a suggestion for the remodeling of part of College Hall. A second letter to Wilcox (Dickerson correspondence, June 26, 1930) mentioned that he would be happy, if desired, to meet with Wilcox and offer advice on various topics as needed.

Expectations for the performance of Wilcox were running high in other areas of the College community as well. The alumnae, for example, had a vested interest in Shimer and the welfare of the College. Mrs. Winona Sawyer, an alumna, best represented the expectations of the moment when she wrote:

. . . if a man ever had a chance to succeed, the opportunity is open to Mr. Wilcox. The enlarged and improved grounds, the twelve magnificent comparatively new buildings, the equipment of each, the library, the faculty, the endowment, all of which meet the requirements of that most exacting of all standardizing agencies, the North Central Association of Secondary Schools and Colleges. There is no indebtedness. Hereafter, the pres. will have the entire income to spend on his educational program. (Winona Sawyer correspondence, June 23, 1930)

The honeymoon for Floyd Wilcox, as President, was short lived. The report of the auditors made public in October cited the following:

. . . numerous evidences of carelessness in the handling of accounts and the existence of many mistakes, etc., which it was necessary to locate and correct. (Board of Trustees Minutes, October 14, 1930, p. 2)

The minutes of the same meeting also record another item which became a concern of Wilcox. During the final years of McKee's term, the Board of Trustees voted to place some cash savings in the operation fund to pay the final payment on the recently completed gymnasium. The amount, \$13,187.36, was intended to be an in-house loan from the operating fund, and it would be repaid over a period of

time. As Wilcox soon discovered, no provision had been made for payment, and the total amount was being carried forward into the next budget year.

During the tenure of President Wilcox, there was also a rather significant decline in the enrollment at Shimer and, subsequently, a decline in the amount of money available for the budget from tuition income on which Shimer was so heavily dependent. In 1930, when he first took office, the enrollment stood at 215 students and the income from tuition amounted to \$147,516. By the close of the school year 1934-35, the enrollment pattern suffered a rather serious decline in the year immediately following the Great Depression, but it was much more gradual over the remaining years of Wilcox's tenure.

The changes Wilcox initiated at Shimer came relatively early in his administration. During his first year in office, for example, he successfully reorganized the preparatory program into a four-year junior college program. He simplified the fee structure by requiring one comprehensive fee instead of a fee for tuition plus several additional fees for various items. He added a psychologist plus two admissions officers to the student personnel staff. He expressed concern about the attrition rate and he indicated that he would focus his effort on other areas, as well, including scholarship, campus

appearance, and endowment (Board of Trustees Minutes, January 31, 1931).

Wilcox on the defensive. By the following August, it was apparent that the power struggle between certain members of the Board and President Wilcox was gaining in strength. Board member S. J. Campbell, a prominent resident of Mount Carroll, wrote a letter to Dr. Dickerson at the University of Chicago expressing concern about negligence by Wilcox to certain of his responsibilities:

He let me understand that certain things which had always been handled through the Treasurer's Office would be handled by him with the result that I am confident that they have been neglected. (Campbell correspondence, August 31, 1931)

Campbell was upset about some tactics Wilcox had employed in working with several insurance agencies in the Mount Carroll area in an effort to have the insurance premiums of the college reevaluated.

On January 6, 1932, in light of a severe financial squeeze at the College, the Board of Trustees voted a 10 percent salary reduction for all faculty (Board of Trustees minutes, January 6, 1932), Campbell's concern about Wilcox grew more intense:

I am now convinced that unless his views on certain fundamental matters are changed, that his selection was unwise and that his continued activity along

these lines will be of no benefit to the institution.
(Campbell, correspondence, May 2, 1932)

Two days later, Campbell, in an attempt to firmly establish his position, reiterated his opinion to Dickerson:

My convictions as expressed in my recent letter have become stronger since I wrote to you. Perhaps I am far too critical but I have always had a habit of being rather outspoken and I have held my peace as long as I thought I could. (Campbell correspondence, May 4, 1932)

Campbell was persistent and straightforward with his attack on Wilcox. Two months later, he again wrote to Dickerson (Campbell correspondence, July 5, 1932), this time critical of the management skill possessed by Wilcox. There were still additional efforts by Campbell to document the perceived faults in the President of Shimer, as well as urge his removal (Campbell correspondence, July 21, 1932; September 13, 1932). By December of 1932, Campbell was urging Dickerson to obtain a sampling of opinion of other members of the Board (Campbell correspondence, December 19, 1932). If such a meeting did occur, there is no record of what transpired.

A proposal had been introduced to consider an evening division at Shimer which might offer the residents in the area surrounding the campus an opportunity to take courses after hours, and it was hoped that such an offering

might have some appeal to high school students who desired college level work prior to graduation from secondary school. It was felt that the additional revenue generated by the evening division might provide some sorely needed cash for the operating budget, and it was viewed as a way for Shimer faculty to increase their own income. The hoped for enrollment did not materialize, and plans for the evening school were abandoned.

The auditor's report (Scovell, Wellington Co., November 8, 1933) cited inefficient record keeping procedures in the Business Office of the College as a source of concern. The matter was not an easy one for Wilcox to resolve since the Miles family had long been associated with Shimer College. It was a Miles family member who was acting as the bookkeeper for the institution. In a rather shrewd maneuvering of personnel, Wilcox replaced one family member with another, and this seemed to appease all concerned.

During the 1933-34 school year, Wilcox reassigned Miss Hostetter to handle guidance functions and revised school rules to provide the girls with more freedom and responsibility (Annual Report of the President, 1933-34). Wilcox, in the report, reaffirmed his position that Shimer should increase activity in promotion work.

The minutes of the Board of Trustees (November 16, 1934) record a vote for a second salary reduction of 10

percent by Board members. The Board directed Wilcox to become more directly involved in promotion work and recruiting efforts in the field. The salary reduction angered faculty who felt they were shouldering the financial problems of the College. The Board agreed to give the faculty notes which would allow them to recover a portion of their salary at a future date contingent on the enrollment reaching a designated figure. The Finance Committee minutes (December 1, 1934) show that the Board members and faculty signed the notes.

President Wilcox had seemingly attempted to make a few strides forward by assigning a guidance person to the staff, by expressing concern about attrition at Shimer, and by expressing a desire to have Shimer become more visible through promotion work. His chief accomplishments really occurred early in his role as President. They included changing the fee system of multiple fees plus tuition to one, single, all-inclusive fee, and structuring the four-year junior college program. The remainder of his term in office, while new ideas were discussed and planned, was devoted to responding to the pressures brought on by the Board because of concern over mismanagement, by the faculty over salary concerns, and by outsiders to the College community who applied pressure because of what they heard or read about Shimer. Wilcox was on the defensive, and confidence in the chief officer at Shimer was

rapidly eroding. The sense of deterioration was running rampant and appeared to have a snowball-like effect on those associated with Shimer. Wilcox was unable to move forward with any plans for construction or expansion because of the budget constraints resulting from the lower college income. He was caught in a "damned if you do, damned if you don't" situation. Fuel was added to the already roaring fire by an item which appeared in an annual report summarizing a survey of conditions at Baptist affiliated institutions:

Frances Shimer, on the other hand, has had a serious setback. Its student body has been reduced from 212 in 1929 to 129 this year. This has caused a serious decrease in its current income necessitating reduction on staff and salaries and other economies. It is doubtful whether this school puts on a sufficiently strong campaign for students. (Padelford, January 2, 1935, p. 8)

The perception of the faculty was that their concerns were not being heard at the level of the Board of Trustees because Wilcox was attempting to stem the flow of communication by incorporating the faculty comments into his own reports. Documentation was gathered reflecting the ineffective performance of the President of the College (lack of information . . . , date unknown). S. J. Campbell contacted John Moulds (March 5, 1935), fellow Board member at

the University of Chicago, and suggested that plans be drawn up for an informal meeting of the Board to review and discuss the Wilcox matter. This was the second time, during the term of Wilcox, that Campbell made such a suggestion. Obviously under a great deal of strain and tension, and realizing that his hands were tied in defeat with regard to his role as the President of Shimer, Wilcox issued the following brief message to the Board:

I hereby hand you my resignation as President of Frances Shimer Junior College, the same to take effect June 30, 1935. (Board of Trustee Minutes, April 27, 1935)

In return for his resignation, the Board voted Wilcox a severance pay of \$4,500. In addition, they agreed to pick up the difference between his salary at Shimer and the salary from a new position if the new salary did not match his salary at Shimer College. Wilcox and his family returned to Menlo Park, California where he undertook a program of post graduate study at Stanford University.

Reflections on Floyd Wilcox as President. Perhaps the greatest single accomplishment that can be attributed to President Wilcox was the fact that he was able to keep Shimer open through one of the worst economic periods in the history of this nation. His specific accomplishments focused more on projects and policy rather than on brick and mortar. He came to Shimer well-schooled in the theory

of the junior college, and he had earned a great deal of experience in secondary schooling. In an attempt to simplify bookkeeping and make Shimer more appealing, at the same time, to parents, Wilcox reduced the multiple fee structure plus tuition to one flat fee. He was responsible for completing the transition of the separate preparatory program into the junior college program which made Shimer somewhat unique as a four-year junior college. Wilcox hired new staff, seemed conscious of the problem with attrition, and emphasized a need for improved recruitment and promotion of the College.

While Wilcox did come to Shimer well versed in theory, he was not adequately prepared for his encounter with some of the members of the Board of Trustees. He was accused of mismanagement, ineffective leadership, and for being uncommunicative with faculty. He was faced with a Board comprised of members from Chicago who were interested but somewhat passive about what was going on at Shimer, and members from the Mount Carroll area who were heavily invested in their role as Board members. Foremost among them was S. J. Campbell who figured prominently in the move to encourage retirement of William McKee who was the predecessor of Wilcox. It was Campbell, again, who relentlessly pursued a campaign to have Wilcox removed from office. The lower enrollment and reduced income for the school were the means Campbell used to make his point about the poor

quality of leadership demonstrated by Wilcox. In reflecting on the situation, it is difficult to determine the significance of the Depression period on enrollment, and the significance of the leadership of Floyd Wilcox. What is clear is that Wilcox was forced into becoming more bureaucratic in his own personal leadership style in attempting to ignore the communications from faculty and Board members regarding his leadership. The coalitions which formed among Board and faculty united and ultimately put enough pressure on Wilcox to force his resignation. The faculty had been treated relatively well under the direction of McKee, but they were confronted with the reality of the economy, reduced enrollment, and subsequent salary problems under Wilcox. The Board, on the other hand, contained some members on the local scene in Mount Carroll who seemed reluctant to surrender their involvement and power once a new leader was elected to succeed McKee.

Not all members of the Shimer Board were in disagreement with President Wilcox, however, as indicated by the following excerpt from a letter written by a member of the Board who objected to the treatment given Wilcox:

I find myself so completely out of harmony with what has transpired in the relationship between the President of Frances Shimer and one or more local members

of the Board of Trustees. . . . (Works correspondence, April 12, 1935)

The reality of the state of affairs at Shimer at the time of the resignation of Wilcox was that morale was low, enrollment had declined rather substantially, and the finances were in a somewhat precarious state. The Wilcox years were characterized as a period of tension and stress at Shimer. The school was desperately in need of a steady leader who could stabilize the turbulence which the school was experiencing in the mid-thirties. It was unanimously agreed by the Board that a Search Committee be formed to seek a new President. In the meantime, however, a leader had to be appointed to temporarily steer a course for Shimer. The most obvious candidate seemed to be Miss A. Beth Hostetter who was an experienced, well regarded, veteran member of the Shimer faculty.

Interim President A. Beth Hostetter (1935-1936)

On April 27, 1935, the Board of Trustees (Board of Trustee Minutes) appointed Miss A. Beth Hostetter as Interim President of Shimer College for one year effective July 1, 1935. Hostetter had earned the respect and trust of the Shimer academic community because of her long-time association with the College, and because of her skills as teacher and administrator. Hostetter was a woman of her convictions, and yet she was able to mediate successfully between different factions within the College community.

Her task was to stabilize the situation at Shimer and supply needed leadership until her replacement could be selected.

Hostetter's mother had served as a teacher at the College and, later, as a member of the Trustees. Miss Hostetter, herself a teacher, had attended Shimer as a student, went on to study at the University of Chicago, and attended Columbia University in New York. Prior to service at Shimer, she had been both a teacher and administrator at Central College in Pella, Iowa. She had also been employed at the Annie Wright Seminary in Tacoma, Washington, and at the Christian College in Columbia, Missouri. She had spent a semester in study at the Sorbonne in Paris as well.

Miss Hostetter's year as President was marked by a rather substantial increase in the student enrollment at Shimer. The student body enrollment for 1935-36 was at 154 students as compared to 126 student in the previous year. She was concerned about student recruitment and retention, and she launched a study to focus on precisely what it was that was attracting students to Shimer College. The results of the study concluded that Shimer should expand and revise the program of promotion for Shimer.

The Search Committee completed its work and recommended that Raymond B. Culver be elected, by the Board, to the presidency at Shimer. There was both hope and optimism

involved in the selection of Culver as the choice candidate for the office.

President Raymond B. Culver (1936-1938)

The name of Raymond B. Culver surfaced several times in the recommendations from various individuals who had been solicited to present candidate names (Anderson, November 11, 1935; Padelford, April 3, 1936). The current of feeling about Culver was quite positive and quite enthusiastic. His credentials were impeccable. He seemed just the tonic needed by the College to carry it forward through the remainder of the decade. Culver had been educated at Yale where he received four degrees. His undergraduate education had been received at Linfield College in McMinnville, Oregon where one of the two degrees he earned was in music. During World War I he had served with the Navy and, afterward, became quite active in the YMCA. He had been sought as a candidate for President by two other colleges, but he had declined the invitations saying that he did not feel they were quite right for him. His annual salary at Shimer was set at \$3,600 plus fringe benefits which included the use of Sawyer House and an allotment for meals in the school cafeteria on certain occasions.

His personality was low key, and yet Culver demonstrated a genuine sensitivity to the various factions of the College. He devoted some of his time to visiting

alumnae in their homes to bring them up to date on what was happening at Shimer. When the faculty salary notes signed during the term of Wilcox came due, he easily cast them aside saying that the terms of the agreement had not been fulfilled. The faculty had agreed that the notes would be deemed worthless if a certain enrollment figure did not materialize. Culver showed the Shimer community that he was an able fund raiser by bringing in a gift of \$15,000 from a family who had expressed an interest in the school. He was a man with goals as highlighted in the Annual Report of the President (Culver, August 13, 1937):

- 1.) the cultivation of the constituency of the College by preparing articles on the students and the College, advertising, development of a film on Shimer, and by making numerous appearances and speeches;
- 2.) the development of better spirit among alumnae through the organization of a National Alumnae Association;
- 3.) increase the enrollment and place added emphasis on personnel in the admissions office;
- 4.) improved the physical plant as a result of the \$15,000 gift from the Bennett family;
- 5.) further revision and integration of the curriculum.

Culver also expanded his administrative team to include a Director of Publicity and an Assistant Dean for Personnel. Dean Hostetter was assigned as Director of Admissions and Secretary of the Alumnae Association.

Culver believed in the strength of the faculty,

and showed his support for this belief by offering a modest salary increase in 1937-38. In regards to his concern for better promotion, Culver developed the "Shimer College Half Hour" on radio WROK in nearby Rockford to promote the interests of the college.

In the Fall of 1937, Culver was taken ill while attending a conference in California. He attributed the illness to overwork and the lack of a vacation (Culver correspondence, November 27, 1937). Mrs. Culver went to Los Angeles to be with her husband as he underwent exploratory surgery for a diagnosed brain tumor. At the December meeting of the Board of Trustees (December 27, 1937), Miss A. Beth Hostetter was again appointed as Acting President. The Board felt that Culver's illness would not permit him to resume his responsibilities at Shimer. Mrs. Culver agreed, and on January 20, 1938 submitted his letter of resignation from the presidency of Shimer (Culver correspondence). The letters which followed from Mrs. Culver provided a record of the ongoing deterioration of the health of her husband. On June 8, 1938, the Shimer community was informed, by telegram, of the death of Dr. Culver.

Reflections on Raymond Culver as President. Culver's term in office was brief, but his impact on the community was significant. He proved himself to be a sensitive chief officer, and a man of action. He made some

inroads in the area of promotion for Shimer, and he seemed to have very little difficulty with the faculty. In fact, the College community seemed genuinely saddened at the loss of Culver. His mode of governance seemed somewhat collegial in nature since he did not exert himself consciously as a leader, but did seem interested in involving factions within the College community in what was happening at Shimer. A former Trustee and student at the College recalled Culver with affection and characterized his tenure as one which preserved and maintained the finishing school aura which characterized Shimer (Former Trustee interview, August 1982). He was, she recalled, approachable and friendly. He had a zest for his work and, given the time, he might have been a modernizing influence on the College.

Culver seemed perceptive about the needs at Shimer, but he barely had time to implement any programs or policy changes. His term in office afforded Shimer a stable and peaceful period, but an all too brief period.

Once again, Miss A. Beth Hostetter was asked to resume her duties as Interim President while a Search Committee reviewed candidates for the permanent position of President at Shimer.

Interim President A. Beth Hostetter (1937-1939)

The second term in office, for Miss Hostetter, proved to be slightly more eventful. Her predecessor had begun to explore the idea of eliminating the 9th and 10th

grades, and under the guidance of Hostetter, this was accomplished. In February of 1939, Shimer was dealt a blow when the visiting team of the North Central Association recommended that the College be issued a "warning" with regard to its accreditation because: 1.) Miss Hostetter did not hold a Master's degree, and it was important that the chief officer be properly credentialed; and 2.) there had been a significant and potentially harmful turnover among faculty.

The state of crisis was short lived since a new chief officer was soon appointed. The College had rebounded from the stress of the Great Depression. Times were changing; war was on the horizon; and Shimer needed to review its mission and focus on the future. Shimer had successfully navigated the troublesome decade of the thirties because of the stable direction of several Presidents. Stability in the Office of President, however, was a high priority as the new candidates for office were reviewed.

Albin Bro was selected to be the next President of Shimer College. He presented strong academic credentials, and he was experienced in secondary education. He was also an advocate of the junior college philosophy. Bro was progressive and would be appropriate in office as Shimer proceeded with a thorough self-examination in the early forties. It would be Bro who would lay the foundation for fresh educational concepts at Shimer and set a course with

new directions for the future. Shimer "grew up" in the forties, and Albin Bro was the major catalyst in the process.

Summary

The decade of the thirties was a period of hardship for the American people following in the wake of the Great Depression. For Shimer College this was an unsettling time as well. While a new president was appointed to fill the vacancy left by the resignation of William Parker McKee, the term of President Floyd Wilcox, who served as chief executive officer of the college from 1930-1935, was a tenure characterized by tension and a struggle for power among various factions connected with Shimer. Wilcox shouldered the leadership of the institution through one of the most difficult periods yet faced by the population in this country. He was blamed for a number of the problems faced by the college including a decline in enrollment, subsequent reduction in income and faculty salaries, and a lack of communication between his office and his constituencies in the college community. From the very beginning Wilcox was faced with a struggle for power, first between himself and some members of the Board of Trustees; and later with faculty and, to some degree, the students. It becomes difficult to sort out what was occurring as a direct result of the leadership style of Floyd Wilcox. In retrospect, placing the history of Shimer in

perspective, it is clear that, while the executive ability of Wilcox was called into question at the time, the College was able to survive the Depression and continue on at the Mount Carroll location for just under another 50 years. Wilcox, however, was on the defensive almost from the outset of his administration at Shimer. His career at Shimer closed as a result of what was virtually a forced resignation because he was perceived, in some circles, to be ineffective.

During the decade of the thirties, Shimer College also benefitted from the quiet, stable, and sound leadership of Miss A. Beth Hostetter. Miss Hostetter had attended the College and later joined the faculty. She was asked to fill in as interim president after Wilcox resigned. A Search Committee had been formed to seek a new chief officer for the College. In 1938, Hostetter was again tapped for the role of interim president after the untimely death of President Raymond Culver. Her brief tenure as President, in both instances, provided a needed bridge of stability for the College. Hostetter was a capable individual, and she was respected.

President Raymond Culver, who served the College from 1936 through 1938, was very well liked by the College community, and he proved himself to be an effective leader. There was very little change during Culver's brief term in office. One can only speculate as to what might have

happened at Shimer had Culver lived.

The period from 1930 to 1940 at Shimer was characterized by a time of Depression-related tensions, a time of real financial concern and panic within the College community, a period of relief with the quiet, effective direction of Miss Hostetter, and a time of sadness because of a loss of hope as a result of the death of President Culver.

Conclusions

1. In analyzing the patterns of governance which existed during the decade of the thirties at Shimer, two governance models seem to predominate on the continuum of models. During the term of Wilcox, a political system of governance seems to have been in effect. Despite the fact that he was a unanimous choice of the Presidential Search Committee, Wilcox found himself in a rather difficult situation. On the one hand, he contended with some of the members of the Board of Trustees who appeared reluctant to surrender some of the power which they had experienced during the latter days of the term of President McKee. While McKee's failing health had restricted his direct involvement in fulfilling some of his responsibilities, some of the local members of the Board had taken a more active role in policy making and general leadership of the college. When Wilcox came in as a relatively strong leader and began to implement some changes,

those same members of the Board attempted to sabotage some of his work by influencing other Board members into believing that Wilcox was becoming a trouble maker. During a good part of his term, Wilcox was able to preside over the resistance, coalition forming, and attempt to legislate administrative policy on the part of a few. As time progressed, however, mediating and negotiating for Wilcox became more difficult as the effects of the Depression were felt at Shimer. The faculty began to react to the pay cuts they were asked to take. The faculty evolved into another pressure group for Wilcox to contend with, and the members of the Board who originally pressured Wilcox now gained wider support among their colleagues. Wilcox became restricted in his capacity to fulfill his responsibilities as President, and he resigned in frustration.

Raymond Culver's term in office seems more clearly representative of the collegial model of governance. He was warmly received by the faculty, by the Board of Trustees, and by the other members of the Shimer community. He was characterized by a former Trustee as being very collegial in his management style (Bro-Racher, August 1982). Culver seemed interested in getting the members of the Shimer family more actively involved in what was going on in Mount Carroll. He believed in his faculty, and he did not seem at all intimidated or threatened by the Board of Trustees. In one sense, Culver's term in

office ended before the real honeymoon with his role as president had ended. He had initiated some changes at Shimer, but significant changes did not take place.

Dr. Bro-Racher (1982) indicated that Culver's contribution to Shimer was the preservation of the finishing school mentality. The political activity among factions of the community had quieted down as the focus changed from the severity of the Depression to new hopes for recovery.

2. Among the administrative decisions implemented during the decade of the thirties was the reduction of the fees at Shimer to one single comprehensive fee. Such a decision showed foresight, as well as, a genuine awareness of the financial plight of so many during the period. Perhaps a more significant decision made by Wilcox was changing the name of the school to the Frances Shimer Junior College. From 1908 until 1910, the name of the institution had been the Frances Shimer Academy and Junior College; and from 1910 through 1932, the name had been simply the Frances Shimer School. Perhaps at the time, the name change in 1932 by Wilcox might not have appeared to be such a significant change. In retrospect, however, the change was just one of several, and it was simply a part of a broader dynamic of identity change which tended to confuse the public as to type of institution Shimer claimed to be. Very little is made of the name changes, and yet, the continual change of identity, particularly

in this case where the word school was changed to junior college, implied a new focus or direction every time a change took place. The true identity of the college was never really allowed to settle into place in the mind of the public. Shimer, in short, was probably a victim of confused labels and stereotypes.

3. The decade of the thirties was a costly decade for Shimer. Floyd Wilcox, despite his shortcomings perceived by some members of the Board, brought Shimer through the critical period of the Great Depression. His tenure in office really marked the beginning of a more formalized crisis management style which seemed to permeate the terms of all but a few of the Shimer presidents from 1930 through 1980. Where the focus at Shimer, prior to 1930, had been on growth and expansion first and the administrative processes and community life secondarily, the period after 1930 seems, for the most part, to be a period where the focus of those at Shimer was turned inward. The chief concerns revolved around the operation of the institution on a day-to-day basis rather than focusing on the operation of the institution in relation to planning and long-range growth. To an extent, though many changes took place subsequent to 1930 at Shimer, the College stopped growing after the Crash of 1929. Both the purpose and the hopes seemed to become lost in the greater

concern for short-sighted planning and the struggle for survival.

The decade of the forties introduced Shimer students to the Atomic age, presented the country with a Second World War, and marked a distinct change in both the philosophy and purpose of Shimer College.

President Albin Bro (1939-1949) provided the administrative stability so badly needed at Shimer College. As a result of a study completed in 1944 at Shimer by the Department of Education at the University of Chicago. Bro was able to facilitate the establishment of plans which altered the curriculum at Shimer, re-established the affiliation which had existed with the University of Chicago at the time of the death of Frances Shimer, and lead to the introduction of coeducation and a four-year senior college program. Bro was primarily responsible for changing the image of Shimer from that of a conservative rural finishing school to that of a more nontraditional liberal institution accommodating bright, sometimes underachieving, students. It was also at this point that Shimer's philosophy began to differ from the collective conservative philosophy of its rural neighbors in northwestern Illinois. While this was not of immediate concern to Shimer or the community, it is a factor which would take on more significance in later decades.

CHAPTER IV

SHIMER COLLEGE: 1939-1949

Purpose of Chapter IV

Chapter IV is significant for several reasons. First, the decade of the forties is a time marked by only two leaders at Shimer. President Albin Bro served the College as President for a period of 10 years, and this marked one of the longer terms for the presidents serving Shimer between 1930-1980. Second, President Bro has been characterized as having demonstrated a management style which was collegial in nature, and forward looking in scope. Bro was generally well received by all factions within the Shimer College community. His expectations were high, and while he demanded much from faculty, he supported faculty as well. Bro met with some early resistance from a small block of faculty, but the resistance was short lived as the leader of the group was dismissed from the faculty. Bro could be forceful and bureaucratic, but Chapter IV examines the more collegial Bro who invited colleagues to share in the planning for the many revisions in curriculum and life style that were planned for Shimer. Chapter IV is a look at the very rare occurrence of long

range planning. Bro was a man of vision, and he was not afraid to initiate change if the change was for the good of the Shimer family.

Bro was unable to fully implement the changes planned for Shimer, but the latter part of Chapter IV focuses on the Interim Presidency of John Russel who had served as Dean during Bro's presidency. It was Russel who provided the bridge between the planning stages and the implementation stages which marked the terms of Albin Bro and A. J. Brumbaugh.

The real significance of Chapter IV can only be felt later in the history of Shimer College. For at the time Albin Bro decided to initiate change at Shimer, he did so with the best interest of the College and community in mind. The decision to adopt a much more nontraditional curriculum and place greater emphasis on early enrollment, and less emphasis on the stratas separating the freshman through senior levels of education, was a decision made in the light of the time and the information and recommendations available. Bro could not foresee the student revolution of the 60's and 70's and understand that non-traditional students in the years to come would cause friction with the community as a result of life style and philosophy. Chapter IV records Bro's decisions as wise decisions, but it does afford a look at how a decision at

one point can have different ramifications in another period of time.

President Albin C. Bro (1939-1949)

The first obligation of the institution should be the determination of its aims and objectives. Certain principles concerning the purposes of the College have been expressed in various places, especially in the catalog of the College, but it appears that the aims have never been brought together into a single statement which is well understood by the faculty, the administrative staff, and the Board of Trustees as an authoritative declaration for the guidance of the policies and procedures of the institution. Without such a statement the activities of the numerous staff members, whose efforts ought to be coordinated toward the achievement of a single set of goals are certain to be less effective than they might be. (Frances Shimer College Survey, 1944, p. 175)

The Shimer community was in need of a statement focusing on the mission of the College. The identity of the College had changed under the direction of Dean McKee, and it had changed once again under the leadership of Wilcox and Culver. The changes in the identity only served to confuse the Shimer community about what public it was serving, and the direction in which the college was headed. To some extent, the institutional identity was adrift in a

sea of vague purpose. The need for stable leadership which would provide direction was critical.

Albin C. Bro was elected to the Presidency of Shimer College on May 13, 1939. He was a native of Prentice, Wisconsin where he graduated from high school. Bro graduated from Northland College (Wisconsin) in 1917, and he was heralded for his rank as the Valedictorian of the class. In addition to his studies at Northland, he attended Butler University (Indiana), the University of Nanking in China, and the University of Chicago. He was not only an accomplished scholar, but he was also a certified linotype operator. Bro had learned the skill while still a student in high school. Bro, like one of his predecessors at Shimer, Floyd Wilcox, had served as the Principal of a school in China. He returned to the United States in 1927 to teach philosophy at Northland for one year. While there, he was able to gain experience as a member of the staff in the Development Office. In 1932, he came to the University of Chicago Press where he remained until his election to the Presidency of Shimer College.

Those who worked with Bro praised his efforts and results (Memorandum Concerning Albin C. Bro, March 31, 1939). He was a member of the Baptist Church, the father of five children, and was 45 years old when he assumed the Presidency at an annual salary of \$4,000. Bro was a

strong advocate of the junior college philosophy, but he also believed that the junior college should offer a program that was more encompassing of academic and non-academic areas (Memorandum Concerning Albin C. Bro, March 31, 1939), pp. 5-6). He realized the value of the intellectual-academic education, but he also perceived the need for practical educational opportunities including course work on the campus, as well as, the utilization of community resources to expand the horizons of the students through practical experiences. Bro's agenda for Shimer College was clear:

The immediate objective for this fall would be to secure an increase of at least 25 new students over the average for the present year. This increase in students would involve:

1. getting acquainted with the present field staff, estimating the quality of work now being done.
2. correlating the data that has already reached the office regarding prospective students.
3. examining and perhaps revamping present promotion and advertising plans.
4. meeting alumnae groups and parents.
5. using opportunities through Parent-Teacher groups, women's clubs and church groups. (Memorandum concerning Albin C. Bro, March 31, 1939, p. 7)

Bro also felt one of his prime responsibilities to be to secure a list of active donors and to work on the endowment fund.

Bro's perception of leadership involved shared responsibility for ideas, planning, and for implementation. The faculty, he felt, was an integral part of the entire process of operating the college:

The problem of unifying the educational task of a small college belongs to the entire faculty. Shimer is small enough so that there could be at all times lively participation in and appraisal of such experiments as the faculty approved as steps toward their general educational objectives. . . . one helpful way would be constant conference and study with the faculty of those comparatively few principles which underlie all good teaching. (Memorandum Concerning Albin C. Bro, March 31, 1939, p. 6)

Bro was aware that with an increased enrollment, and the complex needs of students coming to campus, there would be a need for additional support personnel. He had demanded a great deal from his faculty, and this was not without frustration on the part of faculty (Gustafson correspondence, June 11, 1943; Warner in Board of Trustee Minutes, March 22, 1943). Bro wanted to enable faculty to teach and thus be freed of other teaching responsibilities.

His awareness of the stress on the faculty was expressed in his Annual Report of the President (1940-41, p. 1), in which he said, "To this end it (the faculty) bends its resources, physical, educational, cultural, and spiritual." Bro made it clear that he wanted to reward effort and energy spent with increased salary based on merit:

It is also my conviction that superior teaching should be rewarded by recognition in increased salary and in increased opportunity for further study, for the obvious reason that such procedure prevents undue turnover and stabilizes a strong faculty. (Memorandum Concerning Albin C. Bro, p. 7)

His rationale for demanding so much of faculty was his desire to strengthen the image of the College to the public:

I would like to think of the school as one not too easy to get into and very difficult to leave before the four years are finished. (Memorandum Concerning Albin C. Bro, p. 6)

In order to accomplish his goals, he wanted a faculty that was willing to extend itself to the holistic approach to higher education. He felt that teachers could be counselors, Deans could teach, and the College should have an adequate support staff to effectively work with students in the small college setting. Additional staff and training of existing staff would be needed:

. . . the registrar, the dean of students, the

librarian, and the nurse . . . are all facets of this constant job of building human personalities that will find greater usefulness both to themselves and to those about them. I look forward to the development of a counseling program. . . . Such a program will mean the dean will need . . . summer courses in the field of counseling. . . . special courses for the heads of halls. . . . special reading on the part of instructors. . . . it may mean adding a staff member skilled in the mental hygiene field. . . . we look toward developing an educational approach which will take the voluminous reports of our testing program out of our files and into our procedures. (Annual Report of the President, 1940-41, p. 3)

Albin Bro was a President concerned with the academic instruction at Shimer College. In the Annual Report of the President (1940-41, p. 1) he pointed out the contrast in the budget for instruction from 1939 to 1941. In 1939 the instructional budget amounted to \$28,565.00, but in 1941 the figure had grown to \$32,332.00. He encouraged his faculty to try new methods, and he was especially fond of the concept of team teaching. Bro wanted the faculty to be able to cross disciplines in their teaching at Shimer. In order to encourage student and parent interest in the College, he introduced the deferred payment plan for the payment of tuition (Minutes of the Board of

Trustees, November 22, 1941). His plan for expansion began to pay off as the student enrollment began to grow over the years until it peaked in the school year 1946-47 (see Figure 3).

<u>Years</u>	<u>Students</u>	<u>Years</u>	<u>Students</u>
1939-40	152	1944-45	199
1940-41	147	1945-46	226
1941-42	154	1946-47	302
1942-43	133	1947-48	261
1943-44	172	1948-49	182

Figure 3. Enrollment pattern at Shimer College from 1939 through 1949 during the Presidency of Albin C. Bro. Source: Shimer College Enrollment Figures from 1923-24 through 1953-54.

Bro was able to attract money to the college and, as a result, during his term in office Hathaway Hall was renovated, as well as Metcalf Chapel. With additional donations he was able to erect and open the Glengarry Stables on campus as part of the new program in equestrian studies. He encouraged the development of a summer enrichment program in the Fine Arts. This program also served as an attempt to bring high school students to campus in order to interest them in Shimer College. Bro knew the area of development well, and this is evident through the results of his fund-raising efforts. Mrs.

Charles Walgreen joined the Board of Trustees on June 23, 1943 (Annual Report of the President, July 8, 1943) after being encouraged by President Bro. The news of Mrs. Walgreen's appointment to the Board came at a time when some of the faculty had begun to voice frustration over their work loads. Bro's knack for timing was perfect since the news of Mrs. Walgreen's appointment impressed the Board and reduced the impact of the faculty discontent. In addition, Bro, in the Annual Report of the President (July 8, 1943), stated that the year was ending with a surplus of cash which he felt should be used for faculty salaries, as well as, the improvement of faculty housing. While appeasing the faculty with news of salary increases, he also emphasized that the College needed a Dean. Bro also wanted to hire some para-professionals who would assume many of the routine responsibilities being attended to by faculty.

The Department of Education of the University of Chicago was invited to come to campus during the school year 1943-44 to launch a survey of the Shimer community. There had been some discussion on the campus about the approaching centennial of the College, and it was felt that planning should get underway for this event. In preparation for the celebration, the Board of Trustees wanted to establish a series of goals that would lead toward the centennial celebration. The final report (Frances Shimer

College Survey, pp. 178-189) listed 77 recommendations for Shimer. The report called for expansion in the enrollment to two or three times the present enrollment in 1944, and it recommended, among other suggestions, the introduction of coeducation. The recommendations also included a closer working relationship with the Baptist constituency because of the advantages for increasing the enrollment. The report concluded that as long as Shimer College remained a two-year preparatory program and a two-year college program, the attrition rate would remain high. This was the most exhaustive study ever undertaken at Shimer, and the results reflect remarkably accurate perceptions on the part of the researchers. The recommendations were the seeds for many of the changes to come at Shimer. The goal of Bro's administration was to review the recommendations and implement those deemed feasible and worthwhile for Shimer College.

Bro was creative, and his ideas kept the administrative staff and faculty thinking, reacting, analyzing, and implementing at a frantic pace. Being a part of Shimer during the forties was exciting because there was a nervous energy fueling the efforts directed toward change. Bro felt that the mechanics of running the college should be left to trusted staff as much as possible. Bro seems to have been a chief executive who was interested in ideas and concepts, but not as concerned with the completion of

the details. He even tended to overlook important details in his planning and implementation. One case in point was the "tennis court matter" during which Bro received a chiding from Board member John Moulds (Moulds correspondence, November 3, 1943) for overlooking the larger than expected cost of finishing off some tennis courts which were being constructed on campus. The issue was short lived, however, as Bro appeased Board tensions by announcing the establishment of the Dearborn-McKnight Scholarship on behalf of a student who had attended Shimer, and who went on to fame in a musical-acting career. The money and accompanying publicity greatly pleased the Board of Trustees.

In July of 1943, the College business officer submitted the annual financial report after having little or no consultation with the President in the preparation of the report (Board of Trustees Minutes, July 13, 1943, p. 2). Bro's lack of concern for the financial report frustrated the business officer.

In 1946, Bro's lack of awareness about what was happening on campus resulted in a potentially damaging situation in which a Shimer applicant had received a letter from a member of the admissions staff informing her that the quota for Jewish students had been filled at Shimer:

At the present time our registration for Jewish students has been filled. If agreeable with you, we shall hold your application on a waiting list.

(Campbell correspondence, June 20, 1946)

The letter was brought to the attention of President Colwell of the University of Chicago by Erwin Freund, a friend of the girl's family. Bro's candid reply to Colwell stated:

We have tried to avoid using the term "quota" in enrolling Jewish students. . . . in a residential school such as ours I see no way to avoid some kind of limitation. (Bro correspondence, July 31, 1946)

The issue was laid to rest with a response from President Colwell to Mr. Freund informing him that the College did not have a quota for Jewish students (Freund correspondence, September 12, 1946).

Toward the close of the forties, Bro was growing tired of his role in fund raising. He began to encounter friction with S. J. Campbell who was serving as the President of the Board of Trustees (Bro-Racher interview, August 1982). In the Fall of 1948, John Russel joined the staff as the new Dean of the College. In the President's Report to the Board of Trustees (September 11, 1948), Bro reviewed, for the Board of Trustees, the progress made on the recommendations of the Department of Education survey which was conducted in 1944. He cited the improved

cooperation with the Baptist church, the development of a mission statement, an effort to attract more local students, and the modification of the curriculum to a vertical organization with five divisions containing course offerings for all four years. The latter was developed in an attempt to reduce the gap which existed between the two-year preparatory program and the two-year college program. The enrollment had declined rather substantially in the Fall of 1948, and Bro was puzzled as to why this had happened. He suggested to the Board that perhaps Shimer had either priced itself too high, or else it was appealing to a narrow market. He felt this issue needed further reflection and exploration.

Bro's good friend, A. J. Brumbaugh, was residing in Washington D.C. He contacted Bro to inform him that there was a need for his expertise in a government position in Korea. There had been some concern about the future of education among Korean children because of the strong communist influence in that country. Funding had become available, under terms of the Fullbright Act, to have some individuals go to Korea and select children who would come to the United States to pursue their education. Bro found the idea intriguing, and he was also tired and welcomed a new challenge. He and Russel had been working on curriculum revision, as well as, formulating plans for some other changes at Shimer, but Bro was comfortable with

the idea that Russel could move ahead on his own to finalize the plans for change. Bro, therefore, petitioned the Board for a leave of absence in order to participate in the training program in Washington. Prior to his departure, he was directed to take additional routine tests given by the F.B.I. to test his character. It was during the routine physical examination that it was discovered that Bro was suffering from a rather severe case of high blood pressure. This ruled out any further involvement with the program. He submitted his resignation from Shimer to the Board of Trustees on October 18, 1949 (Board of Trustees Minutes). After retirement, Bro and his wife traveled to Indonesia but returned to the United States in 1953 after he suffered a heart attack. Albin Bro passed away in 1956 (Bro-Racher interview, August 1982).

Reflections on Albin C. Bro as President. Albin Bro's place in the history of Shimer, and his most important contribution to Shimer, is that he was a change agent at the appropriate moment in time. He was gifted with foresight and realized that if this College intended to continue for any length of time, it needed to examine its mission and determine its direction. While he did not see the plans through to fruition, he had contributed to the institution by encouraging and welcoming the review, and then by pursuing the implementation of the recommendations deemed reasonable and wise. Bro brought Shimer up

to date. His importance, then, stems from his role as the bridge from Shimer being a traditional conservative finishing school for women to a progressive, intellectually alive, and rather unique small college.

The Shimer Record Centennial edition highlights some of Bro's achievements at Shimer:

Under his leadership Shimer continued to prosper. Hathaway Hall was renovated in 1939 and the lounge refurbished . . . the college became the beneficiary of the will of Mrs. Winona B. Sawyer; in 1940 the Carnegie Foundation made a grant of 600 notable musical compositions valued at over \$1,000; the college offered a summer session. . . . In 1941 the Carnegie Foundation allotted a Carnegie Art set to the College. . . . The Fall of 1941 marked the opening of Glengarry Farm Stables for the classes on equitation. . . . Dr. Bro sponsored the International Relations Club, and in 1948 instituted "Dad's Day" on the campus. That year foreign students were welcomed to the campus. (Shimer Class Record, July 1953, p. 21)

Bro was an exciting President because he stimulated change and, in so doing, stirred both energy and effort to new levels. The College community had been hungry for leadership, and in Albin Bro, Shimer had a leader. He was interested in ideas and concepts, but he was not as

precise with the details of the day-to-day functioning of the College. He brought in money, and he was able to attract prominent persons to work on behalf of Shimer. He felt that good publicity was very important to Shimer. Bro was interested in developing a strong faculty, and he was aware that salary was an important ingredient, in not only attracting top quality faculty, but in treating them well once they were on the faculty.

The development of the relationship with the University of Chicago, the modifications in curriculum and the plans to turn Shimer into a coeducational four-year college were long in the planning. Bro had brought in the staff to help plan these changes. During his tenure, very little is mentioned about turnover among the Board of Trustees. Board members, for the most part, were loyal long-term members of the Board. The college had not benefitted from the surge of returning veterans to education as they had hoped. The enrollment was continuing to decline.

Bro seems to have been, without question, the acknowledged leader at Shimer. He believed in collegiality in the administration, and he sought the involvement of faculty and other factions of the College community in developing plans for the future. At times there was some political activity among faculty and members of the Board, but Bro seemed adept at stemming the concerns. If there

was pressure for the Shimer mode of governance to become more openly political, Bro skillfully resisted the pressure by appeasing or changing the focus of the situation. Albin Bro can be characterized as the right leader at the right time for Shimer. It would remain for Interim President John Russel to implement the many changes that had been planned. The identity of Shimer was again changed under Bro's leadership, and it would be changed again in the early fifties. The program had been traditional in traditional times aimed at traditional students. Bro's plan called for a less traditional Shimer, and one more liberal in spirit and academic in climate. The program being developed would allow students to progress through Shimer as rapidly as their talents would allow. The program at Shimer, developed under Bro's direction, was a reaction to the traditional. It is this factor that would play a significant role in the problems Shimer faced over the next two decades.

Interim President John E. Russel (1949-1950)

John Russel came to Shimer College in September of 1948 as the Academic Dean of the college. He gained experience working in Illinois public schools and as an Instructor at Blackburn College in Carlinville, Illinois. He was appointed Dean of Blackburn in 1942 and held that post until he entered the Navy in 1943 as a lieutenant with the Educational Services Division.

Russel was a graduate of Illinois College, earned a Master's degree at Harvard, and also studied at the Sorbonne in France. In September of 1948, just prior to his arrival in Mount Carroll, he was awarded the Ph.D. from the University of Chicago.

It was Russel who brought Bro's work to fruition. Russel did much of the preparatory work for Shimer turning coeducational. The coeducation was necessary if the agreement with the University of Chicago was to be effective, and it was hoped that coeducation would stimulate an increase in the enrollment as well. Russel's work is contained in a paper, "Problems to be Considered If and When Frances Shimer Should Become a Coeducational Institution (author unknown, circa 1949). Some of the issues which Russel and the Shimer community were dealing with included:

1. the balance between male and female faculty,
2. new personnel in physical education for the male students,
3. the question of whether there should be one general Dean or a Dean for men and a Dean for women,
4. the clientele attracted to Shimer,
5. the span of age levels at Shimer, and
6. the need to modify residence hall space for male students.

Russel's term as Interim President was actually very brief, but he was important in his role to see that Bro's programs were put into place. He provided a consistency in the administration during the course of

significant change.

The appointment of A. J. Brumbaugh as President of Shimer College was to be announced in April of 1950. It would remain for Brumbaugh to now oversee the changes and pump some new life into the enrollment.

Summary

Shimer College survived the worst economic crisis in the history of the United States, the Great Crash of 1929 and the consequent Depression. The decade of the thirties had proven to be a period of hardship for many Americans, and it was a period of strain for Shimer College as well. During the period from 1929 to 1939, there had been no fewer than four separate administrations serving the College. Shimer was entering the forties in need of stable leadership, and with a need for some long-range strategy for development. While Shimer had experienced a dramatic growth and expansion during the first 29 years of the 20th century, the decade of the thirties, by contrast, seemed to focus on the inward adjustment to the growth which had taken place. Shimer's growth and concern for the future seemed to stall during this period while the bulk of the College community devoted energy to the internal adjustments in leadership. There was a need to rejuvenate the spirit of growth that had been so characteristic of the school in years gone by.

Albin C. Bro came to Shimer College, in the role of

President, with strong recommendations. Bro believed that Shimer could become a dynamic force in higher education despite the small size of the institution, by stirring public awareness about Shimer. He was deeply concerned with the mission of Shimer and, in fact, the early years of his administration were devoted to long-range planning. Bro was supportive of a strong faculty, and he encouraged their ongoing development in professional areas. Bro's belief in the future of Shimer was a contagious agent which, to a great degree, was responsible for many of the significant changes which were going to take place during, and immediately following his term in office.

Perhaps Bro's most significant contribution to Shimer was his role as change agent between the conservative idealism and finishing school image that characterized Shimer prior to 1949, and the more liberal, intellectually free spirited institution which was Shimer after 1949. Bro was the catalyst in a process which encouraged members of the Shimer community to think, research, react, and, eventually, formulate plans for a major curriculum revision. Bro laid the ground work for a reaffirmation of the relationship between the University of Chicago and Shimer College. He was the spirit behind the decision that Shimer should become coeducational and offer the Bachelor's degree.

Bro's term in office was considered lengthy by

comparison with his predecessors at Shimer, but it ended before he was able to implement his plans for program changes. The responsibility for putting the programs in place fell to Dean John H. Russel who stepped in as Interim President after Bro resigned. Russel arrived at Shimer in the Fall of 1948, and it was he who was destined to complete the bridge separating the "old Shimer" from the "new Shimer." With the appointment of former Trustee, A. J. Brumbaugh, as President in 1950, the programs which had been prepared and installed under the direction of the Bro-Russel team began to take effect. Shimer's course was set. The school had established itself as intellectually significant and unique in higher education. The University of Chicago had gained further prominence as a result of the role it played in the development of atomic power during World War II. Shimer's renewed relationship with the University would be, Bro hoped, a source of strength for the College by association. Shimer was not going to just play a role in higher education; it was going to play a unique role.

Conclusions

1. The decade of the forties was significant for Shimer College because it provided the institution with a stable period of leadership spanning the ten-year period. Albin Bro provided Shimer with strong, visionary leadership. Just as the world changed as a result of the introduction of the Atomic age which concluded World War II, so

too, Shimer changed from an identity which marked the College as a conservative finishing school to that of a more progressive nontraditional College with emphasis on early enrollment of secondary age students and less emphasis on the stratas separating the freshman through senior levels. Students at Shimer, under the revisions introduced by Bro, could progress through the college program at their own pace.

Albin Bro's invitation to the Department of Education of the University of Chicago to come to Shimer and evaluate the entire college community was one of the most significant attempts at long-range planning in the history of the institution. The 77 recommendations which resulted from the research, proved to be the foundation for the program changes which followed at Shimer. Albin Bro brought in a sound administrative team and, together, they facilitated the changes which resulted. Faculty, Board members, and students were involved in the planning. Results were not quick in coming, but rather, took several years. Bro resigned from office before the programs were implemented.

Bro's management style was collegial in that he encouraged and seemed to welcome the input and the challenges posed by other members of the Shimer family. The faculty and Board sensed that Bro had visions of change, and they were encouraged and stimulated by his thinking. The Bro years were years concerned with process and

generating new ideas. They were years when the faculty seemed loyal and the Board very supportive. Bro was a master facilitator of people.

2. The decisions made by Bro were significant and marked a radical change in the direction of the college. They were decisions which were a direct outgrowth of the recommendations which resulted from the study conducted in 1944 at Shimer by the Department of Education at the University of Chicago. Bro's strategy resulted in the abolition of the finishing school image. Shimer was dressed in the image of the progressive liberal institution striving to challenge bright students, and offering them an opportunity to encounter faculty from the University of Chicago, as well as, have the opportunity to study at the University. Bro made his decisions in the light of the best information available at the time. In fact, Shimer seemed to prosper through the early part of the sixties. Bro, however, could not possibly envision how the decision to adopt a more liberal philosophy and policy in education could come back 20 years later to haunt Shimer and the Mount Carroll community. He could not know that the students of the 60's would be attracted to Shimer because nontraditional meant anti-establishment to them. At the time, the changes at Shimer actually placed the college among the more elite in education. Bro wanted to emphasize the intellectual challenges offered at Shimer, as well as,

the unique approach to education. The decision in the 1940's was an asset for the College, but it was a decision which, in the 1960's, became a liability for Shimer.

John Russel's role at Shimer was to serve as the bridge between Bro and President A. J. Brumbaugh who took office in 1950. He provided the continuity needed between the vision of Bro and the task of implementation which faced Brumbaugh. He was part of the planning, and he was responsible for the successful implanting of the new programs at Shimer.

3. In 1942, the name of the College was again changed to Frances Shimer College from Frances Shimer Junior College. While it is true that a more substantial change in the philosophy and identity of the College took place late in the 1940's, the name change in the early 40's again pointed out that confusion with the public in attempting to understand Shimer's purpose. Shimer had once had the identity of a preparatory school, then as a junior college, and though still a junior college, it was known through the forties as Frances Shimer College. As in Chapter II, the specific change was, perhaps, incidental at the time, but in an overall perspective of the changes in the name at Shimer, it prevented the public from getting a clear understanding of the nature of Shimer.

The most significant philosophical changes were effected at Shimer during the term of President Bro. Bro

was an idea man, and he relied on others to handle the details and specifics. Chapter V is an example, also, of the importance of planning for change rather than making swift changes in policy. Bro involved the community in the plans for change, and he allowed plenty of time for the implementation of the changes.

CHAPTER V

SHIMER COLLEGE: 1950-1970

Purpose of Chapter V

Chapter V covers a period of twenty years at Shimer College. Aside from the decade of the forties where, under the influence of Albin Bro, the planning for the many changes at Shimer took place, the 20-year span from 1950 to 1970 is, in many ways, the most exciting and the most interesting period in the history of Shimer College. During this period of time, three presidents served Shimer College. Chapter V records the implementation of the changes planned under Bro as President A. J. Brumbaugh assumed the role of chief executive at the College. During the tenure of Brumbaugh, the college surrenders its role in admission of Shimer students to the admissions office at the University of Chicago. The Ford Foundation provides Shimer with funding for the Early Enrollment program and, as a result, very little is done from 1950 through 1954 in the area of admissions or development. By the mid-fifties, Shimer discovers that it is in the midst of a severe financial crisis, and this chapter reflects the struggle, on the part of President

F. J. Mullin to inject new life and money into the College. The Mullin years provide clear examples of several models of governance blending and yielding one to the other. Mullin is first somewhat collegial in his leadership, but as the years progress he becomes more of a mediator in a very political situation. The model of organized anarchy is present in the late stages of Mullin's term as a leaderless community struggles to find purpose and direction. Finally, there is evidence that the political model is again visible as some of the forces in the community unite and force Mullin's removal.

Finally, Chapter V explores the tenure of Milburn Akers and offers a clear example of the bureaucratic model of governance at Shimer.

At this critical period in the existence of Shimer College, there was little long-range planning, little concern for any significant fund-raising efforts, the struggle to revive the functioning of the admissions office at Shimer, and the continued problem in the change of identity as Shimer introduced coeducation and offered the Bachelor's degree. The enrollment peaked during the tenure of F. J. Mullin and continued a fairly steady overall decline until the closing of Shimer in 1979.

Chapter V records the turning point which marked the beginning of the fight for Shimer's life with the Grotesque Internecine Squabble in 1967. As a result of

this internal squabbling, half the faculty and a large number of students failed to return to Shimer College in the Fall of 1968. This incident combined with some adverse publicity about the drug culture at Shimer, immensely damaged the image and identity of the College.

Finally, Chapter V reflects how the decision made by Albin Bro to alter the philosophy of Shimer from that of the conservative finishing school to that of the more progressive nontraditional institution came back to haunt the College in the mid 60's. With the introduction of drugs, as well as, the liberal life style at the College, there was an attraction for students who were anti-establishment and interested in nontraditional education. The students did not blend into the Mount Carroll community, and the results of the publicity about the liberal life style, and the friction with the surrounding community served to adversely affect Shimer's image.

The Shimer Plan

During the late twenties and early thirties, the Progressive Education Association was contending that American high schools were restricting the creativity, initiative, and academic horizons of young people (Rudolph, 1962). The curriculums were restrictive in nature, and there was a lack of continuity in the academic program as well. The education offered at the secondary level was not well articulated with academic opportunities

available in higher education. During this period, and into the early forties, a variety of experimental programs in higher education was developed. The thrust of the movement into experimental education is summarized by Rudolph:

. . . individual programs to fit each student's needs, abilities, and interests; an insistence that each student, with the help of a competent advisor, take charge of his own education; an orientation toward contemporary society, the elevation of the theory and practice of fine arts to full curricular status, interdisciplinary courses, winter field periods somewhat reminiscent of the Antioch extramural work program . . . a de-emphasis of such traditional practices as grades, examinations, degree criteria, and entrance requirements. (1962, p. 476)

Robert Maynard Hutchins was an educational leader who examined the system of traditional higher education in this country. Hutchins was quite opposed to the idea that education was a practical preparation for life. He advocated, instead, a hard core program in basic areas such as the classics, logic, rhetoric, grammar, and mathematics. His influence on the curriculum at the University of Chicago was most significant:

Beginning with the arrival of Robert Hutchins in 1929, Chicago became the scene of one of the most dramatic and widely publicized recent efforts to

reform undergraduate education within a university context. (Jencks & Riesman, 1966, p. 416)

The "Chicago Program," on which the Shimer curriculum was eventually modeled, proposed a return to the original sources, class discussion rather than lecture, and the use of objective tests:

The Chicago program comprised sequences in the natural sciences, the humanities, and the social sciences which were supposed to integrate past and present work within these divisions of knowledge. In addition, these sequences were capped by work in philosophy and history. The emphasis in teaching was on small classes with bright students, where discussion could supplant monologue as the dominant pedagogic technique.

. . . At the same time, in order to retain high academic standards and contact with the "frontiers of knowledge," the College's pedagogy emphasized reading originals (sometimes although not invariably, defined as Great Books). (Jencks & Riesman, 1966, p. 416)

During the latter part of the forties, President Albin Bro and his assistant, Dean John Russel, had formulated a proposal for a renewal of the relationship between Shimer College and the University of Chicago. Bro felt that Shimer would benefit from the reaffirmation of the relationship between the two schools. Documents were prepared which outlined the benefits to be gained by both

parties involved in the agreement. While it was reasonably clear that Shimer would indeed benefit if the proposal for renewal were approved, it was also clear that the University of Chicago would benefit as well. In the Statement Proposing a Closer Affiliation Between the Frances Shimer Academy of the University of Chicago (February 22, 1950, pp. 1-2), the following was listed as likely benefits for the University:

1. Such an affiliation would provide enlarged opportunities for expansion and development of the University of Chicago type of program in general education.
2. Such an affiliation would provide excellent opportunity for practice teaching facilities for graduate students of the University. . . .
3. . . . opportunity for young people in grades eleven through fourteen to assure their first few years of training in a small institution away from the large city of Chicago, with the accompanying possibility that those students could transfer to the College of the University of Chicago for further training.
4. This affiliation would provide for extensive experimentation in the area of testing.

While the idea of affiliation with the University had a great deal of appeal for the Shimer College community, such

an agreement could not be finalized until some rather substantial changes were authorized at the college which would allow the agreement to become workable:

1. Introduction of coeducation
2. Introduction of the quarter system
3. . . . changes in curriculum which would enhance opportunities for experimentation and development in the area of general education
4. . . . authorize the granting of the Bachelor of Arts degree
5. . . . negotiate a detailed memorandum of agreement which would implement this affiliation. (Statement Proposing a Closer Affiliation Between the Frances Shimer Academy of the University of Chicago and the University of Chicago, February 22, 1950, p. 2)

President A. J. Brumbaugh (1950-1954)

Dr. Aaron J. Brumbaugh had been a member of the Shimer College Board of Trustees for a period of ten years until his appointment as an Honorary Trustee in September of 1948. Brumbaugh was born in Hartville, Ohio on February 14, 1914 (Rockford Morning Star, February 22, 1953, p. 12). He attended Mount Morris College, and earned the M.A. and Ph.D. at the University of Chicago (Shimer Record, May 1950, pp. 3-7). During his tenure as an educator, he received honorary degrees from Albion College, Manchester

College, and Bethany College. His professional background included teaching experience in the Illinois public school system. He also served as Superintendent of Schools in Mount Morris. In 1915, Brumbaugh was appointed to the chairmanship of the English department at Mount Morris College. During his ten-year stay there, he also served as Dean, Professor of Education, and as President of the college. While at the University of Chicago, he was both Professor of Education and Dean of Students. Brumbaugh had been the recipient of an appointment with the American Council on Education, and he was living in Washington, D.C., until his arrival in Mount Carroll. Brumbaugh was married and the father of two children.

Brumbaugh was characterized as "affable" and "jovial" by his colleagues (Rockford Morning Star, February 22, 1953, p. 12), and he believed that the community college would be the new look of the future in education. He felt that while education was a many-sided process including academic development, it also included development in the physical, social, and spiritual dimensions as well. His personal philosophy of education merged well with the philosophy of the new programs instituted at Shimer. At a special meeting of the Shimer Board of Trustees (April 16, 1950), Brumbaugh was elected President of the college. His salary was \$15,000 including benefits such as the use of Sawyer House. Brumbaugh's salary was guaranteed for

a period of five years.

The secrecy surrounding the announcement of the changes at Shimer paralleled the secrecy which typically surrounded the introduction of new automobiles at the time. Any possible leak was stopped in an effort to enable Shimer to derive maximum positive exposure from the announcement. Former president, Albin Bro, had written an article which he was about to submit for publication, and when former Dean and Acting President Russel became aware of the impending publication, he quickly wrote a letter to Bro asking him to hold publication of the article for fear that the specifics in his article would no longer be relevant, and they might conflict with the information in the press releases:

We have been sitting on some rather important news here in Mount Carroll for the last six weeks and if all plans go well there will be an announcement on April 13 which will indicate some rather marked changes in the College. . . . this is all top secret material, and although many people know about it, absolutely nothing can be released either in formal speeches or written documents. . . . I am wondering if there is not some wisdom in recalling the article which you have written. . . . (Russel correspondence, March 29, 1950)

On April 13, 1950, the Board of Trustees of the University of Chicago met to recommend that the agreement for affiliation between Shimer and the University be approved (Minutes of the Board of Trustees of the University of Chicago, April 13, 1950, pp. 43-45). On April 16, a newspaper headline recorded another milestone in Shimer history:

Shimer College Reorganized as Co-educational

(Unknown Source, April 16, 1950)

The Shimer Record (May 1950, p. 4) highlighted the changes taking place at the College:

1. The Shimer curriculum in general education will be restructured in line with that of the College of the University of Chicago.
2. The A.B. degree will be granted to those students who meet certain graduation requirements which will include satisfactory completion of a series of comprehensive examinations.
3. A plan of coeducation will be adopted beginning in the autumn of 1950.
4. The school year will be divided into three terms rather than into two semesters.

Brumbaugh was excited about the changes taking place, and it was his responsibility, as the new President, to make certain that the transition was smooth and effective. The Board of Trustees first had the opportunity to meet Brumbaugh at a Board meeting (May 13, 1950) held at

the Hazlewood Farm, near Dixon, which belonged to Mrs. Charles Walgreen. He presented a paper entitled, "The New Educational Program at Shimer College" (see Figure 4).

1. English: a year course in writing

Humanities: three-year courses in methods, interpretations, and the understanding of music, literature, philosophy, and the visual arts, as well as advanced work in writing and criticism.

Social Sciences: three-year courses in American History, economic, social and political institutions, and the problems of contemporary society.

Mathematics: a year course in mathematical systems

Natural Sciences: three-year courses for students who enter after two years of high school

Foreign Language: a year course in the history of western civilization

Observation, Interpretation, Integration: a year course in the methods, principles, and the interrelationships of the fields of knowledge

In addition to the basic education courses cited above, elective work was available in algebra, trigonometry, intermediate French, chemistry, zoology, creative writing, and harmony. Instruction was

available as well in voice, piano, organ, drama, applied art, and typing. Placement examinations were to be administered when a student first arrived at Shimer as a means of determining appropriate placement in the course work. The student, once placed, would be able to advance at his/her own speed and not be restricted by the label of age or academic level (i.e., sophomore). A student could, if desired, take a proficiency exam in a subject without having taken the subject. If the student passed the exam, he/she would advance to the next academic course in the sequence. Graduation requirements would be met by having satisfactorily completed a series of comprehensive examinations. The planning of the course and the timing for the examinations were matters between the student and the teacher.

Figure 4. Explanation of the Shimer Plan for general education as outlined by President Aaron Brumbaugh in the Minutes of the Board of Trustees on May 13, 1950, pp. 2-4.

In the paper, he summarized, for members of the Board, the changes taking place at Shimer, and he specifically outlined changes in the academic program representing the new general education curriculum. Brumbaugh made reference to the rationale for this program by referring to

Harper's analogy (Brumbaugh, May 13, 1950) of a doctor treating 50 patients with one mass prescription for their ills. Education, as well, he pointed out, should involve individual planning and progression. Early Entrance to college should be allowed for the student who is ready.

Hutchins had resigned his post at the University of Chicago. He was appointed Chairman of the Ford Foundation at about the same time as Brumbaugh took office at Shimer College as President. As a result of Hutchins's involvement with the Ford Foundation (Weissmiller interview, November 1981), Shimer became the beneficiary of a great deal of funding. Shimer was one of twelve colleges chosen to participate in an experiment sponsored by the Fund for the Advancement of Education through the Ford Foundation. Shimer received approximately \$250,000 designated as scholarship money from the Ford Foundation. The enrollment at Shimer grew as a result of the injection of this money into the budget at the College.

Additional changes were introduced at Shimer in the Fall of 1950 as recorded in the Minutes of the Board of Trustees (October 6, 1950):

1. . . . change the name from the Frances Shimer Academy of the University of Chicago to Shimer College.

2. Transferring to the By-Laws the specification as to the number and manner of election, etc. of the members of the Board of Trustees.
3. Reducing the percentage of Baptists on the Board from 2/3 to 1/3 and eliminating the requirement that the principal be a Baptist.
4. Substituting the word "college" for "preparatory school wherever it appears. . . .
5. Adding to the charter an authorization for the Board of Trustees to award the degree of Bachelor of Arts.

Prior to the introduction of the Ford money at Shimer, the enrollment and finances were in a precarious state. Between 1951 and 1952, the enrollment doubled. It peaked in 1953 along with the income of the college. From 1953 to 1956 the enrollment and income of the college experienced a rather significant drop.

Under pressure from the Board, Brumbaugh resigned in 1954. The Ford Foundation support had acted as an artificial shot in the arm for the finances at Shimer. It had inflated both the enrollment figures, as well as, the income of the college. Brumbaugh, however, had not been an aggressive fund raiser, and when the Ford funding began to decline, it had become apparent that Shimer was in a difficult financial position. If Shimer was going to survive, new and dynamic leadership was required. A

Search Committee was established by the Board of Trustees to seek a candidate for President at Shimer.

<u>Year</u>	<u>Enrollment</u>	<u>Percentage of Students on Ford Money</u>	<u>Overall Income of the College</u>
1950	116	-----	\$213,883
1951	63	-----	181,040
1952	115	-----	271,139
1953	150	74%	328,995
1954	142	76%	317,413
1955	125	84%	295,362
1956	98	81%	256,257

Figure 5. Chart reflects the enrollment pattern, total college support from Ford Foundation money, and the annual total income at Shimer. Ford Foundation support for student scholarship was initiated during the term of President Aaron J. Brumbaugh.

Reflections on A. J. Brumbaugh as President. A.J.

Brumbaugh's responsibility at Shimer was to oversee the implementation of the changes which had been designed by Bro and Russel before him. The enrollment did not accelerate as was expected, but the introduction of the Ford money served to artificially inflate both enrollment and income figures. As a result of this, however, Aaron Brumbaugh did not aggressively seek other sources of finding.

It appears as though personnel at Shimer mistakenly felt that enrollment might surge as a result of the changes which had taken place, and that Ford money would be sufficient to see them through this period at Shimer. A great deal of Brumbaugh's time was consumed with educating people and explaining the new programs and policies at Shimer.

Brumbaugh was characterized as an easy-going person. Governance at Shimer was, for the most part, collegial. Brumbaugh worked with a Board of Trustees which was tired and apathetic about matters pertaining to the college. The Board became more active in the mid-fifties as it began to realize that enrollment and income had been eroded, and Brumbaugh had not developed any programs to offset the dangerous position in which Shimer was now situated. When Brumbaugh left office, the deficit had doubled in 1954 to \$89,874, and there was virtually no money in the endowment fund (Shimer College, 1959). The challenge for a new administration was clear. Shimer College was in the midst of a financial crisis:

. . . in 1954, leadership was weak. A cadre of University of Chicago faculty was here, imbued with the ideals of general education. . . . the next few years were difficult for a variety of reasons. The College was unknown, financially weak; old alumni were reluctant to accept the new Shimer; students were few;

the faculty, outside of the small cadre, was unstable, and the Trustees, for the most part, were tired.

(Weissmiller correspondence, October 26, 1967)

The immediate needs of the College, if it was to survive, required the reestablishment of an Office of Admissions and staffing for the office, more direct work with alumni to overcome the division caused by the news of the revisions at Shimer, and a determined effort in fund raising (A Special Case, Shimer College, Date Unknown). F. J. Mullin assumed the responsibilities of the presidency in 1954.

President F. J. Mullin (1954-1968)

In 1954, F. J. Mullin came to Shimer College as President to fill the void left by the retiring A. J. Brumbaugh. Mullin had served as a Professor at the University of Chicago where he had earned a Ph.D. in physiology. Weissmiller pointed out that the crisis at Shimer actually grew worse before things began to improve (Trustee interview, November 1981). For one thing, the heart of the interdisciplinary program could be completed within two years at Shimer. Students were electing to leave the College at the end of two years rather than stay and take their degree from Shimer. The faculty, on the other hand, was more interested in specialization in their respective fields rather than participating in the more general interdisciplinary program which was in effect at

Shimer. The life style, in Mount Carroll, proved frustrating to both faculty and students. Coincidentally, public higher education was growing by leaps and bounds across the country in anticipation of a projected growth in population which was expected to number six million births by the year 1980. Much pressure for survival was being felt, in general, by the small private college. Shimer, at this critical moment, lacked a solid alumnae base to provide sorely needed funds, and it seriously lacked an endowment fund of any significance. Weissmiller recalled that the situation was so bad that the Board of Trustees convened in Chicago to discuss the possibility of closing Shimer:

During the school years 1954-5 and 1955-6, things grew worse. Enrollment fell, faculty turnover continued, Trustees quarrelled, and finances declined. Throughout constant crises Dr. Mullin hung on. Somehow his determination and his quiet dignity held things together. In the summer of 1956, the Board held a special meeting ostensibly to decide how to close the College. (Weissmiller correspondence, October 26, 1967)

A few days before the scheduled meeting of the Board in Chicago to decide the fate of the college, a Chicago area business man by the name of Nelson Dezenorf came to the rescue of Shimer by pledging enough money to keep the

college open. He was a Vice President with the Electromotive division of General Motors in La Grange, Illinois. Weissmiller indicated that Dezendorf "twisted arms" of suppliers to Electromotive, and he "encouraged" their support of the institution in Mount Carroll (Trustee interview, November 1981). Weissmiller chuckled as he recalled that people from various businesses were donating sums of cash to this small college in northwestern Illinois which they had never heard of prior to their dealings with Dezendorf. In recognition of his rather substantial and life-saving contribution to the College, Dezendorf was elected a member of the Board of Trustees.

The Board of Trustees was reorganized, and Dezendorf brought new life and vigor to a group that had ceased to be interested in the operations at Shimer:

Prior to the reorganization of the Board, the Trustee Committee system had virtually ceased to function.

(A Special Case--Shimer College, date unknown)

During the summer of 1957, Dr. David Weiser came to Shimer as the Dean. He had been sought by President Mullin. Weiser had recently earned his Ph.D. at the University of Chicago. Mullin was devoting much time and energy to the fund raising, and he needed a solid, aggressive, and dynamic figure to shore up matters in the academic arena. According to Weissmiller (November 1981), Weiser was a man with ideas by the bushel. He possessed

a charisma which was like a magnet to faculty and students. It was Weiser who provided the competent leadership in academics at Shimer. The Weiser-Mullin team yielded positive results as Shimer's enrollment grew from 98 students in 1955-56 with 81 percent of the students on Ford scholarship money, to an enrollment of 131 students in 1956-57 with only 15 percent on Ford money. The years from 1957 through 1962 were relatively stable and productive years at Shimer. Enrollment was growing, and the College community seemed at peace within itself.

The University of Chicago, for reasons of its own, began to lose interest in the working relationship with Shimer College. In a letter to President Mullin, Lawrence A. Kimpton (March 6, 1956), Dean of the University, outlined terms of an agreement for the termination of the formal relationship between Shimer and the University of Chicago. The terms called for Shimer to retain use of the comprehensive examination system as part of its program, but it would, once again, resume total responsibility for admissions and promotion activities at the College. The University would no longer pay faculty salaries for University of Chicago professors who were visiting at Shimer. Four immediate problems surfaced for Shimer (State of the College, 1958) as a result of this relationship being terminated: (1) trying to maintain a good faculty in Mount Carroll, (2) a collegiate program which

could keep students in residence longer than two years, (3) attracting students to Shimer, and (4) institutional and financial support. Shimer set a course for itself:

Rather than sharing the mission of the University of Chicago to train rather bright--sometimes rather strange young people who were looking for something out of the ordinary. . . . Instead of defining its curriculum as general education, Shimer has preferred to define it as general education plus the specialized courses necessary for a transition appropriate to each student's vocation. (State of the College, 1958, p. 7)

Following the separation from the University of Chicago, Shimer sought affiliation with a church as a means of both financial and student support. In a document entitled, "Need for a Church Relationship" (1959), Shimer officials outlined a rationale for affiliation with a church:

. . . by definition, it requires higher tuition and independent gifts to provide for its operation and capital requirements. In return for this support, it can maintain high educational standards independent of state or political pressures and expediency.

One obvious benefit from a church relationship would be a rather steady flow of students in search of a values-centered education. The Board of Trustees (June 30, 1959)

voted to accept affiliation with the Episcopal church. While the By-Laws were not revised to accommodate new membership, it was hoped that at least three members of the Board would be representatives of the church.

Partly as a result of the baby boom population, and partly as a result of church affiliation, the enrollment at Shimer was growing. It was decided by the Board and President Mullin that expansion and renovation was necessary if Shimer was to be able to accommodate any significant growth in enrollment. One residence hall was opened in 1958, and two more were planned for completion in the early sixties (see Figure 6). There was a great deal of activity on the Shimer campus as construction seemed to be an ongoing process. Nelson Dezendorf resigned from the Board of Trustees in 1959, and he was replaced by weatherman Clint Youle, a Chicago area television personality. Dean Weiser's influence on campus (Weissmiller, 1981) continued to grow from 1957 through 1962. Mullin was tending to leave more and more of the campus operation in Weiser's charge, and Mullin was becoming more involved in professional activities. Weiser's influence grew, and he became a strong leader among the faculty. David Weiser resigned in 1963 under circumstances which, as yet, are unclear. He returned in the Fall of 1964 as a member of the faculty (Weissmiller correspondence, October 26, 1967). He was replaced by Dean Blackburn.

<u>Year</u>	<u>Enrollment</u>	<u>Significant Event</u>	<u>Funding Source</u>
1954-55	127		
1955-56	94		
1956-57	131		
1957-58	109	Howe Hall opened	Unknown
1958-59	171		
1959-60	208		
1960-61	210		
1961-62	293	Dezendorf Hall opened	Unknown
1962-63	280		
1963-64	325		
1964-65	418	New Hall opened	Unknown
1965-66	476		
1966-67	519	Kupcinet Theatre completed	Privately funded
1967-68	391	New Library com- pleted New hall completed	Title III loan/ private funds HUD loan/private funds
1968-69	381	Dining Hall/Stu- dent Union	HUD loan/private funds
1969-70	312	Field House	Private funds
1970-71	306	Chapel	Private funds

<u>Year</u>	<u>Enrollment</u>	<u>Significant Event</u>	<u>Funding Source</u>
1970-71		Faculty residence	HUD loan/private funds
		New hall completed	HUD loan/private funds

Figure 6. Chart depicts enrollment figures from 1954 through 1971, and the extent of building at Shimer College for the same period of time as well as the source of funding if available. Source: Student Enrollment, 1974.

Weissmiller (1981) indicated that during this period, while gift income did not increase substantially, at least the financial crises were less frequent. The problem of student attrition seemed to diminish as the name of Shimer became more widely known, and the faculty attrition also seemed to ease a bit. From 1954-55 through 1960-61, faculty salaries increased by 55 percent, and benefits increased by 36 percent (Minutes of Faculty Meeting, April 19, 1961). The endowment fund had expanded from \$208,00 to \$329,000. Shimer's plan for expansion was not an inexpensive program (see Figure 7). Fortunately, for Shimer, the College was the recipient of a great deal of regional and national publicity during this period which was favorable to the reputation of Shimer (Bro, August 20, 1961; Franks, April 20, 1961; Christian Science Monitor, April 22, 1961; the (Louisville) Courier-Journal, October 31, 1961). An

<u>Cost</u>	<u>Program</u>
\$ 600,000	Construction of a field house
2,000,000	Construction: four residence halls
800,000	Addition to existing science facility
400,000	Construction: multi-purpose chapel
500,000	Construction: student center
150,000	Construction: athletic field/tennis courts
200,000	Renovation: classrooms
250,000	Expansion: existing library
400,000	Construction: faculty housing
500,000	Construction: utility building

Figure 7. Figure shows projected construction and renovation of existing facilities, as well as the cost projections for each program during the term of five years of F. J. Mullin. Source: Minutes of Faculty Meeting--Shimer College, April 19, 1961.

article which appeared in the (Louisville) Courier-Journal indicated that Shimer was selected as one of eleven schools in the United States which had a superior intellectual climate. In an article which appeared in the Phi Delta Kappan (April 1966, pp. 415-420), Jencks and Riesman assessed students at Shimer:

Shimer picks up a number of gifted students by welcoming dropouts from other institutions. While few Shimer entrants compare in scholastic aptitude with

those at such colleges as Swarthmore, Stanford, Radcliffe, Amherst, or Pomona, they are probably readier for intellectual immersion than the vast majority of students in the Big Ten or the California system. By the end of four years those who graduate are ready to cope with different and imaginative comprehensive examinations and perform extremely well on the Graduate Record Examination. (Jencks & Riesman, p. 418)

After the mid-sixties, the running of the college was left, increasingly, to Dean Blackburn who was Weiser's replacement (Weissmiller, 1981). Weissmiller characterized Mullin as being "better at patching leaks than he was at being the Captain on the bridge." The faculty began to resent Mullin's frequent absence from campus. Mullin was traditional, and he enjoyed the formality of ceremony including academic parades and convocations. A communication from President Mullin (Convocations, September 25, 1965) expounded on the rationale and the history of convocations at Shimer. He expected the involvement of the Shimer community:

Faculty members participate in all convocations. Attendance at convocations by all students is expected. Students make a necessary contribution to the dignity and significance of this very meaningful college function.

The gap between faculty, administration and students was growing wider. Nationally, students were questioning many policies and regulations in higher education. There was resistance to further involvement by the United States to its commitment in Viet Nam. The result of this, and other events, was a dissolution of social mores which had existed in this country. Shimer students were more politically aware and resistant to further involvement in East Asia as compared to their parents (Heist, Henry, & Churchill, July 1967). They were also interested in humanitarian causes, and they were, like other youth across the nation, growing in an anti-establishment mentality. They were rejecting formality for a more informal and independent life style. Mullin's concern, on the other hand, was for the preservation of formality and conservative norms. He expressed his thoughts on the matter in an article in the student newspaper (Franks, February 1967) in response to questions posed by the student reporter:

Well, I personally think that the dress dinners are a valuable adjunct to the campus and the college. . . . it seems to me that at least twice a week a more gracious kind of living, as represented by the dress dinner in distinction to rushing in and getting out as fast as you can without any real consideration to the graciousness of a meal is an important factor . . . when we have concerts and a formal lecture series . . .

I think it is only appropriate that we behave in a way as though we were considering the interests of those guests. (p. 2)

The same article makes reference to, and questions, Mullin's frequent absences from campus:

. . . most of the time I am gone of course it is in relation to college activities. . . . Most of my trips away from the college are related to fund raising. . . . Now there are a number of educational organizations of which Shimer is a part and which I have felt it was necessary for me to devote time to. . . .

(Franks, February 1967, p. 3)

Mullin concluded his statement by letting the students know that his trips were all in the name of spreading the good news about Shimer College, and to afford Shimer visibility with the public. Because Shimer had only 500 students, he pointed out that he had to work harder to bring the name of Shimer before potential individual donors and large foundations. Weissmiller indicated that Mullin and the College were experiencing the pain of growing away from one another (Weissmiller interview, November 1981). The tension at Shimer was increasing. The frustrations of faculty became more apparent in the Spring of 1966:

When Blackburn resigned in the spring of 1966, latent faculty discontent began to surface. In his last month, Blackburn tried to stem the unrest by proposing

overdue salary increases which Mullin resisted. . . . Weiser then came to me and said he thought the faculty was leaderless and that Mullin seemed to be doing nothing about the problem. I relayed the message to Mullin and still nothing was done. (Weissmiller correspondence, October 26, 1967), p. 2)

A major turn of events occurred for Shimer on May 21, 1966, when an article appeared in the Saturday Evening Post entitled, "Drugs on the Campus." Shimer was mentioned in a discussion concerning the spread of the problem of drugs on the campuses. Mullin, of course, responded to the text of the article by stating that while Shimer is an experimental college, the school did not condone the use of drugs. The impact of the Post article, while difficult to measure, certainly did not help the image of the College.

The combination of Mullin's absence from campus, the lack of communication between administration and faculty, faculty and faculty, administration and students, and faculty and students, as well as, the negative publicity, resulted in lowered morale in the Shimer community. On December 12, 1966, President Mullin issued a statement (Memorandum) calling for unification of the Shimer community. He indicated that the atmosphere at Shimer began to deteriorate rapidly in October, and the deterioration could be credited to two factors:

One of these included an apparent great increase in the use of drugs on the campus. . . . A second factor was the dissatisfaction of certain faculty members with the administration of the College, and the encouragement of faculty and students to take matters into their own hands. (Memorandum, December 12, 1966, p. 1)

In calling for unification of the community, Mullin closed his memorandum in this way:

Neither retreat nor efforts to subvert the organized activities of the College will solve our problems, but, by uniting, members of this community can continue to make of Shimer a fine environment for learning which can deserve our lasting loyalty. (Memorandum, December 12, 1966, p. 2)

The Shimer faculty came together in a regular session at eight o'clock that same evening, and the event, though seemingly not as significant as the moment, would go down in the annals of Shimer history as one of the singular events marking the turning point from challenges associated with growth and expansion at Shimer, to challenges associated with maintaining the life of the College. While a great deal of the meeting was devoted to the routine of committee reports, the tension in the air seemed to erupt as a number of faculty voiced concern and reaction about the conditions at Shimer. Faculty expressed

frustration and dissatisfactions with one another as well. On February 20, 1967 (Minutes of the Faculty Meeting), Mr. Curtis Larson, faculty spokesman, pointed out that the minutes of the previous meeting, on December 12, were inaccurate. He then went on to deliver a prepared statement (Remarks of Curtis Larson, February 20, 1967) citing the problems which existed at Shimer, and blaming them on poor and absent leadership, a lack of confidence in the administration, insufficient funding for the College, inadequate communications, and an unwillingness on the part of the President to discuss and resolve these issues with faculty. Weiser, not Mullin, was credited as being the leader at Shimer:

. . . the key responsible leadership has come from David Weiser who has been architect of and the gadfly in favor of so much that has been valuable in Shimer. . . . (Remarks of Curtis Larson, February 20, 1967, p. 5)

Weiser was characterized as a protagonist of faculty dissent (Weissmiller, 1981). Mullin, on the other hand, was more isolated from the community, and was not successful in his attempt to mediate the anger erupting from the coalitions on campus. He attempted to be bureaucratic in his handling of the matter and, at least temporarily, he seemed to have the backing of the Board of Trustees:

. . . as far as the issue of the presidency is concerned, the trustees have spoken. . . . I do not intend to offer my resignation . . . the issue of the termination of my presidency is not a subject for continued debate. (Minutes of the Faculty Meeting, March 20, 1967, p. 2)

Mullin requested that discussion of the issues be withheld from the press.

Bavas (Trustee interview, February 1982) recounted that over half of the faculty announced they were resigning at the close of the year. Unfortunately, the faculty who chose to leave Shimer were acknowledged to be stronger members of the faculty. As an expression of confidence in Mullin, the Board had agreed to renew his contract with the College for a period of 5 years.

In the Fall of 1967, it was evident that the enrollment had plummeted from an all-time high in 1966-67 of 519 students to 391 students in the Fall of 1967. On November 10, 1967, the following was recorded in the minutes of the special faculty meeting:

Dr. F. J. Mullin, president of Shimer College, Mount Carroll, Illinois since 1954, will leave that position on August 31, 1968. . . . Dr. Mullin asked to be relieved of the presidency of Shimer and the trustees agreed to accept his request. . . . (Minutes of Special Meeting of the Faculty, November 10, 1967, p. 1)

The college was in a state of disarray, and there was need for a leader with the ability to rebuild faculty, student body, morale, and the reputation of the college. The individual answering the call to leadership at Shimer would face a serious challenge, and he/she should be a decisive leader skilled in decision making and communications. Milburn Akers, former Editor of the Chicago Sun-Times, was confirmed President of Shimer College on June 5, 1968.

Reflections on F. J. Mullin as President. When F. J. Mullin came to Shimer in 1954, he strengthened the spirit among faculty and students, and he gained support among the Board of Trustees for his demonstrated skill of bringing in badly needed financial support for the College, and for providing strong leadership and administrative staff for the institution. He was initially viewed as a kind of hero for saving Shimer from closing in the mid-fifties. High morale returned, enrollment climbed, and Shimer was receiving much favorable publicity. David Weiser, the Dean of the College, was a very able and personable fellow. He was able to stimulate faculty in their work, and his leadership was perceived, by them, as charismatic. With Weiser's departure in 1963, the discontent among faculty began to grow. Mullin had been leaving more and more of the running of the college to Weiser. The absence in presidential leadership became

more significant when Weiser left. Blackburn, who replaced Weiser as Dean, attempted to maintain the type of relationship Weiser had enjoyed with faculty, but it was not the same. Mullin and his faculty became separated, over a variety of issues, by a wide gap. Because of changes in the mores in this country, students were freer to question leadership, and so in 1967, the student body began to explore Mullin's reasons for absence from campus. In addition, they questioned his more conservative philosophy on campus issues. Some of the faculty and students formed coalitions to support one another. Finally, in December of 1966 through the Spring of 1967, the Grotesque Internecine Squabble took place as a forum for the eruption of the latent anger and discontent. Half of the faculty left Shimer, and a large contingent of students failed to return in the Fall semester. Mullin was forced to resign.

Mullin was a strong leader during the initial phase of his term at Shimer. He began to lose touch with the community as he relinquished responsibility for running the college to David Weiser. As the faculty became more focused in their anger, after the resignation of Weiser, Mullin mediated the anger from a distance. As the student discontent grew, and as faculty and students found mutual support in one another, Mullin's ability to stave off an eruption failed. The situation can be viewed

as a political model of governance out of control. On the other hand, the faculty and students perceived the college to be leaderless and adrift. From that perspective, it could be said that a state of organized anarchy existed at Shimer at the time since the community seemed isolated into pockets of anger and discontent, there was a great deal of confusion and frustration, and the leader was absent from the scene. As a head of a political model of governance, Mullin stemmed the eruption of part of the Shimer community as a result of reinforcement from the Board of Trustees. Before long, however, even the Board was forced to act when half the faculty resigned and enrollment declined.

Another reason why Mullin failed in his bid to quell the discontent among the Shimer community, was that those who were angry and reacting were receiving an indirect support from the movement across the nation to question leadership, formality, and the bureaucratic mentality of the establishment. When faculty received little satisfaction from Mullin following the initial outburst during the GIS, they voiced their anger through united resignation. Students, realizing that one of the major attractions at Shimer, the faculty, had been destroyed, also voiced their anger by failing to re-register for the Fall semester in 1967. Thus while Mullin had presided over an infectiously angry community, he had fallen as a

victim to the political model. Some, today, might say that justice prevailed. Conditions at Shimer, inevitably, had to change. In the anarchy which existed, there was, as Cohen and March (1974) point out, a community of confused individuals and groups with little centralized decision making. In organized anarchy, as was the instance at Shimer, there was no control nor coordination in the decision making, and the specific process by which decisions were made was not clearly defined. The sense of organization, at Shimer was vague, and the goal direction, at least for the moment, was equally vague.

Weissmiller (correspondence, October 26, 1967, p. 3) summarized the situation at Shimer as one in which Mullin maneuvered the Board and faculty in order that he might stay in control. No leader, he wrote, can be on top forever. Where Mullin failed was in maintaining the loyalty of his own administrators. He had failed, said Weissmiller, to build a strong relationship among his administrative team.

Mullin, on the other hand, had contributed a great deal to Shimer as a result of the rapid and rather substantial physical expansion of the campus. The expansion program of the sixties, however, would return to haunt the college during the seventies as the institution fought a staggering debt. Adverse publicity, loss of faculty, and an overburdened financial situation were early symptoms in

the final stages of the disease plaguing Shimer. It would be the task of Milburn Akers, successor to Mullin, to revitalize Shimer and stabilize a delicate situation. What Shimer needed most was a leader who would do just that.

President Milburn P. Akers (1968-1970)

Andrew Bavas (Trustee interview, February 1982) characterized Milburn Akers as direct, respected, and as having been able to make peace among the various factions which existed in the Shimer community when he assumed the role of president. Akers agreed to work at Shimer without salary since he was already drawing retirement from his previous position as Editor of the Chicago Sun-Times. Akers had resigned his post as Editor of the newspaper in 1965. In 1968 he was elected to the office of President on March 11. He was confirmed as Acting President until June 5, 1968 (Minutes of the Board of Trustees) when he was appointed President. Though not an educator by profession, Akers had been quite involved in higher education in Illinois through his role as Director of the Federation of Independent Illinois Colleges and Universities, membership on the Illinois Board of Higher Education, and the chairmanship of the Board of Trustees at McKendree College. For a period of 27 years he served as a trustee at McKendree College. Akers believed that if one was able to reap the benefits of success in life, then that individual had a responsibility to contribute to

those agencies which fostered that success:

Our society contains too many moral parasites. . . .

By that I mean a successful adult who is successful because of the instruction of his parents, his church, and the educational system. The parasite is he who is willing to claim these benefits for himself without seeking to perpetuate and expand the agencies which gave rise to them. (Graduation edition, St. Procopius College, 1968)

Milburn Akers was a perceptive man, and he spent the first few months in office assessing the needs of the Shimer community. His approach in working with staff was direct and no-nonsense. Akers settled down to the business of revitalizing Shimer College. He seemed to know what needed to be accomplished, and he delegated responsibility to staff. That he expected results was clear:

One hundred-fifty students (your stated expectation) for 1968-69 will fall far short of enabling us to have a balanced budget next year. . . . We must do one of two things: (1) Raise the number of new students to a minimum of 200 or (2) slash the budget drastically. I do not wish to resort to the latter. What do you need to make certain that we have a minimum of 200 new students? (Memorandum to Director of Admissions, April 11, 1968)

In addition to the recruiting of students for Shimer, Akers was also intent on improving a very volatile financial situation. He established clear goals for the staff in the Office of Development:

. . . Please accept this as your specific task:

\$100,000 in unrestricted money for fiscal 1968-69.

You raise \$99,000 in unrestricted money and I'll provide the final \$1,000. . . . What we need now is your emphasis on unrestricted money. (Memorandum to the Director of Development, April 11, 1968)

Akers believed that a competent and productive staff was important to the welfare of the college. What he did was to challenge his staff and faculty and, in so doing, forced them to take the focus off of themselves and onto the task at hand which was, simply stated, doing whatever was necessary to save Shimer College. He was aware of the long-standing attrition problem at Shimer, and he directed the Dean to take immediate steps to develop a program to improve the retention rate:

In a measure, the size of the student body is dependent upon the attrition rate. . . . We must come up with a creative program to increase our retention rate. . . . May I request that you take this matter up with the Faculty very soon; explain the necessity of improving our retention rate and request each faculty member to do what he can to persuade acceptable

students--acceptable academically and socially--to return to Shimer. (Memorandum to the Dean, April 11, 1968, p. 2)

Akers believed in surrounding himself with a very competent faculty and staff. He also believed that the Board of Trustees should possess competence in a variety of fields, and their expertise should be a resource for the President, as well as, for the college community (College and University Business, December 1968):

For instance, most colleges are engaged in housing and feeding operations, yet they fail to have a good hotel or restaurant manager on their board to give them advice in this area. How many boards have on them a contractor to see that their contractors do their jobs?

In the President's Report to the Board of Trustees (October 1, 1968), Akers made several references to the importance of focusing on, and improving, the attrition problem at Shimer. He stated that it was not revision in curriculum that was needed to stave off the premature departure of students from Shimer but rather, there were other causes for attrition which had to be isolated. Akers took direct action in handling student behavior on campus, and he realized that his decisions would not be popular. He extended, to the students, the opportunity to govern themselves responsibly; but failing to see an acceptable

response, Akers established certain behavioral policies for residence living on campus.

In the Report of the President (November 5, 1969), Akers defined the tasks which he and members of the administrative staff were attempting to address:

1. Financial
2. High attrition in the student body
3. A five year decline in enrollment
4. Inadequate staffing of its Development and Business offices.

In that report, Akers pointed out to the members of the Board that drugs were no longer a problem at Shimer College. Akers felt that increased awareness of drugs pressured individuals to avoid using them, law enforcement officials were more active in the Mount Carroll community, and student pressure on users helped to curtail usage.

Akers had to contend with a rather severe financial problem at Shimer. The previous president, F. J. Mullin, had been granted a five year contract just prior to his resignation from office. With fringe benefits, the total annual amount came to \$26,000. In addition, Akers summarized the other factors affecting the state of the financial situation at Shimer:

We are still paying for architectural plans ordered and completed but not paid for prior to the current Administration. We have completed payment on another

set of architectural plans ordered and completed but not paid for prior to the current Administration. This Administration was likewise required to pay for much of the cost of the unsuccessful campaign for capital funds that was put on by a professional agency of fund raisers. (Report of the President, November 4, 1969)

After slightly over one year in office, Akers viewed the immediate need at Shimer as being unrestricted money to meet operating costs. He stressed the need for an adequate endowment to assure payment of future operating costs. He called upon the entire Shimer community to assist the College in this effort to raise unrestricted funds in order to:

- (a) avert a deficit;
- (b) make further essential repairs to its plant;
- (c) enhance its academic program;
- (d) augment its under-staffed development office;
- (e) provide for continuing studies of operations, enrollment, attrition, etc. (Report of the President, November 4, 1969, p. 5)

Milburn Akers was killed in an automobile accident on May 27, 1970. The needs of Shimer College had been clearly defined by Akers, and he had established the course of action to be taken. It remained for Robert S. Long, Aker's successor, to follow-through and maintain the program outlined by Akers.

Reflections on Milburn P. Akers. As President, Milburn Akers was a no-nonsense leader who clearly assessed the needs of the College community. Akers possessed a fine-tuned sense for accomplishing goals. Once defined, Akers expected results from staff as solutions to the goals were established and pursued. In some respects, Akers was an interesting contrast because he was very bureaucratic in his style of governance because of the way he established direction and goals. And yet, he was very much collegial in style because of the manner in which he permitted staff to develop and pursue their own solutions and programs. Akers focused on the distant goals, but he left the planning of strategy to achieve the goals to his staff. He did, however, expect results. The various factions of the community, such as faculty, students, and Board of Trustees, which had been very active under Mullin, remained quiet during the tenure of Milburn Akers. Yet there was a tension at Shimer, during the tenure of Akers, that was not felt before. The tension was growth-oriented and expectations ran high.

It was clear that Akers had accurately perceived the problems which had been confronting Shimer over a long period of time. Akers seemed to understand that Shimer could not remain isolated at Mount Carroll. Students needed and expected exposure to resources beyond the scope

of Shimer College. Akers (Report of the President, February 1, 1969, Pt. 1) was instrumental in bringing prominent speakers to the campus, encouraged the urban experience through the Shimer-in-Chicago program which had been privately financed, and he supported the Shimer-at-Oxford program. In addition, various and numerous modifications were made to existing facilities, including a kitchen in one of the residence halls for students to prepare their own meals. A judicial code was defined and implemented in the residence hall.

The first priority of Akers, it appears, was to attend to the problems at home first and, once those were corrected and workable, to focus on the broader issues affecting Shimer. Shimer's image could only be improved by first revitalizing the product it had to offer.

The image of Akers was fatherly and somewhat authoritarian. There was an aura of leader about him that instilled confidence in the Shimer community. In retrospect, perhaps the great tragedy that befell the College was the unfortunate death of Milburn Akers in 1970. For with him, died the plans, the visions, and the hopes. He had a determination which had been characteristic of the early leaders at Shimer.

If the tenure of Akers could be termed a plateau in the downhill slide Shimer had experienced after the Grotesque Internecine Squabble of 1966-67, the years

immediately following, during the presidency of Robert S. Long from 1970-73, would be, in retrospect, a period in which the downhill slide resumed and, in fact, accelerated. Shimer was entering the dusk of its life-span in the Mount Carroll community.

Summary

The Frances Shimer College Survey, conducted by the Department of Education at the University of Chicago in 1944, resulted in 77 recommendations for improving programs at the College. The recommendations were the seeds for planning, and for many of the changes which took place during the turn of the decade in 1950. The latter part of the forties was an exciting period for the Shimer community because it was a time of creative planning. Albin Bro's role in the planning, as well as that of Acting President John Russel, who succeeded Bro, was very significant. It was during the presidency of Bro that numerous changes were planned for Shimer, but it was during the relatively short term of Russel that the actual groundwork was prepared for the implementation of the new programs.

A. J. Brumbaugh was not a newcomer to the Shimer community. He had been elected to the Shimer Board of Trustees in 1939, and he had an awareness of the changes being planned for Shimer. During the early years of Brumbaugh's term, many of the policy changes and program

revisions were put into place. Paralleling the curriculum and changes in identity at Shimer was the involvement of the College in the Early Enrollment experiment which was funded by the Ford Foundation. The new academic program at Shimer included a strong core program in the liberal arts which afforded students the opportunity to enter college as early as the start of their junior year in high school. A student could earn the Bachelor's degree in four years and be prepared, at a relatively early age, for graduate study. The Ford Foundation provided the funding for students who participated in the Early Enrollment program. Both enrollment and income for Shimer increased until the mid-fifties when the bulk of the support from the Ford Foundation expired. Brumbaugh had not aggressively sought additional funding and support for the college and, as a result, the financial situation at Shimer was precarious. Brumbaugh retired as President and F. J. Mullin came to Shimer as President after serving as a faculty member at the University of Chicago. He inherited a difficult situation with a college that was financially weak, declining in enrollment, and in a state of general disorganization and low morale. At about this same time, the Board of Trustees convened in Chicago to discuss the possibility of closing Shimer. Mullin, however, was able to attract money to the College, and the result was an increase in financial stability, as well as,

a reversal in the declining enrollment trend. The University of Chicago and Shimer agreed to sever the relationship between the schools, and the Shimer faculty voted to "go it alone." Shimer, like other colleges, benefitted from the baby boom generation of the early sixties. Enrollment climbed to a point over 500 students before a reversal began in the late sixties. It was at this point that Mullin ran into trouble. He was a conservative academic man who was interested in the pomp and circumstance that had always been a part of higher education. Students at the time, however, were becoming more liberal in their thinking, and more anti-establishment in their philosophy. Mullin's philosophy and that of the students were at opposite ends of the spectrum. Mullin had become immersed in professional activities outside of Shimer, and his absence and resulting lack of leadership evolved into a crisis known as the "grotesque internecine squabble" or GIS as it is often referred to. About half of the faculty resigned, and a large number of students did not return to Shimer the following Fall. Mullin was encouraged to submit his resignation which he did in the late Fall of 1967.

Milburn Akers, former Editor of the Chicago Sun-Times, assumed the post of president at Shimer, and he proceeded to direct Shimer much like a business. Akers was direct and authoritarian in his personal leadership

style. Akers had a sense of vision, and his leadership created a sense of positive tension in the Shimer community. Akers was killed in an automobile accident in May of 1970. Akers's death was a blow to the College community because he seemed to understand the problems facing Shimer, and he had shown an energy, enthusiasm, and sense of know-how that had offered hope to those affiliated with the College. With the turn of the decade to 1970 came the end of the "golden era" at Shimer.

Conclusions

1. Chapter IV afforded the opportunity to see each of the four governance models, discussed in Chapter I, in evidence at Shimer College. During the term of A. J. Brumbaugh, for example, the collegial model, for the most part, was in existence. Brumbaugh was very concerned with the implementation of the process which had been designed under the leadership of his predecessor, Albin Bro. Brumbaugh seemed to experience cooperation from all factions of the College community except the alumni who had been alienated with the changes which had taken place at the College. The alumnae had difficulty accepting the philosophy of the new Shimer program. The Board of Trustees, as Weissmiller (1980) indicated, was tired by the mid 50's, and was not about to challenge Brumbaugh who had been a former Trustee. The faculty, too, were docile and accepting. Their concern was

with the newly revised curriculum, and the injection of students as a result of the support of the Ford Foundation. The fact that Brumbaugh's leadership went unchallenged during these years was, in retrospect, costly for Shimer. Admissions operations at Shimer had been suspended under the terms of the Shimer-University of Chicago agreement, and fund raising had come to a virtual standstill because there appeared to be little need for money since Ford money was pouring into the College. When the support ceased in the mid 50's, Shimer was in a perilous condition and faced the reality of deciding whether or not to close the College.

Under the leadership of F. J. Mullin, Shimer was able to resolve the problems facing it. Mullin's tenure is characterized as a blend of several models of governance. Mullin's early years were more a blend of the collegial and bureaucratic models. He was in favor of structure, was not afraid to lead, and frequently was accused of imposing his own ideas on the faculty. But Mullin's term was also a blend of the political model, as well as the model of organized anarchy. Toward the latter stages of his term at Shimer, Mullin absented himself from campus and left more and more of the operation to his associates. It was not long before the faculty and students perceived the impact of the absences and noted the void in leadership. Factions formed in reaction to Mullin's lack of

leadership, and for a time, there was virtual confusion among the members of the Community at Shimer about the direction of the College, and who was in charge. The political activity and the formation of coalitions attempting to legislate policy was an interesting phenomenon to observe. The faculty factions merged with some of the student factions to form stronger coalitions. Mullin was challenged during a period known as the Grotesque Internecine Squabble which resulted in half of the faculty and a large percentage of students resigning from the College. Initially Mullin had support from the Board of Trustees, but they soon realized that he had been attempting to filter some of the information reaching them about the nature of the situation on campus. When the enrollment and income plunged in the Fall of 1968, Mullin was forced to resign. It was the strength of the political model which resulted in Mullin's departure from Shimer. He lost his ability to mediate over the groups, and instead, had become more bureaucratic in his leadership in an attempt to filter upward communication from faculty and students. Frustration caused the eruption of the faculty in 1967 known as the GIS, and Mullin's shaky bureaucracy tumbled from power.

Milburn Akers was just the tonic needed at Shimer. He was direct, goal-oriented, and bureaucratic in many respects. Akers was production-conscious. He was a man

of results who did not get detoured by concern over process. His communication was direct, forceful, and it anticipated results. He seemed to emphasize stratification within the organization, as he tended to communicate to his Deans, who, in turn, communicated to their department members. For Akers, running Shimer was running a corporation, and he wanted results. He did what a leader was expected to do: he led. He instilled a sense of optimism and constructive tension in the Shimer community. He restored the confidence level of the faculty in administration and in themselves to new heights. Akers was a "take-charge" personality who knew how to take the wealth of individual energy in the Shimer community and channel it into projects for the collective good. Akers understood the problems facing Shimer, and he was attempting to establish programs which would answer those needs at the time of his death. With Akers as president the various factions of the community seemed to fall meekly in line behind this powerful leader. That Akers had a direction was not questioned and, in fact, was evident in a document entitled, Long Range Planning (State of Illinois Commission to Study Non-public Higher Education, June 7, 1968). The master plan for Shimer's growth called for expanded enrollment to 600 students by 1977-78. The 1977-78 budget, according to the plan, would show a surplus of \$622,000 as compared to the deficit in

1967-68 of \$202,496. Akers intended to boost endowment income from \$12,800 in 1968-69 to \$54,000 in 1977-78. Ironically, very little mention is made about alumni. Many of them had been alienated during the changeover to the Shimer Plan in the early fifties. This was an untapped resource of income for Shimer.

2. Some of the key administrative decisions during this period affected Shimer, in some cases on a short term basis, and in others on a more long term basis. The decision to close the admissions office at Shimer and allow the admissions office at the University of Chicago to assume control over the flow of students to Shimer proved a costly mistake when the University severed relations with Shimer in the mid 50's. This period was coincidentally at a time when the Ford Foundation money had expired, and Shimer was in very deep financial trouble. The lack of fund raising or planning for endowment, was of grave consequence. In 1955, the Board met to discuss the possibility of closing Shimer. It is clear that a College president cannot afford to relax his efforts at fund raising or long range planning. The agreement to fully surrender admissions to the University was a short sighted decision.

F. J. Millin's decision to expand the campus at a dramatic rate in anticipation of expanded enrollment also proved very costly for Shimer. After the adverse publicity

in the 1960's about the drug culture, as well as the damage done by the Grotesque Internecine Squabble, the image of Shimer became that of a college accommodating a drug culture with a very liberal philosophy. Shimer's image was that of a loser which attracted bright rejects from other colleges. Mullin became defensive about the issue when confronted by faculty, and the resulting Squabble proved very harmful to Shimer because of the loss of valued faculty. The projected enrollment did not appear as expected, Shimer was faced with an extraordinary burden of loans on construction. During the early 70's, Shimer was not able to recover needed money, and support for the College did not keep pace with inflation.

3. The identity of Shimer was again changed during this time period as Shimer introduced coeducation, reaffiliated with the University of Chicago, and introduced a four-year program granting the Bachelor's degree. Shimer's new identity was that of the liberal college searching for young early entrants. While publicity during the early stages of this period was generally positive, the adverse publicity of the mid 60's, combined with the image of the loser and haven for the drug culture, discouraged parents and students from exploring Shimer as a possibility for an education. The students and the community experienced mutual friction and frustration with one another as the conservative values of the Mount Carroll

community clashed with the liberal philosophy of faculty and students.

The decision to expand the campus was, in itself, not a poor decision since it was based on population projections for the next 10 to 20 years. Mullin underestimated the growth and competition from education in the public sector, and the dynamics of change from a more conservative to more liberal minded adolescent population were not foreseen. Mullin could not possibly foresee the damage which would result from the clashing of his conservative philosophy of leadership with the national trend toward liberalism among faculty and students. Perhaps Mullin took greater risks than conditions dictated, but at the time the risks were taken, the decisions seemed the right thing to do.

Chapter V captures the life-death struggle which Shimer faced for the next 7 years until the decision was made to close the campus at Mount Carroll and relocate in Waukegan. The absence of planning, the lack of adequate sources of funding, and the day-to-day crisis management finally proved too much for the operation of the College. Chapter V emphasizes the importance of a sound Board of Trustees, as well as, the importance of having a staff of well qualified and experienced administrators. It reflects the danger of runaway bureaucracy.

CHAPTER VI

SHIMER COLLEGE: 1970-1980

Purpose of Chapter VI

In Chapter VI, the survival of Shimer became pre-eminent. The cumulative weight of years of crisis management, combined with the absence of long range planning and serious attempts at fund raising, proved to be more than Shimer's community could cope with. President Long's challenge was to attempt to strengthen Shimer's faculty, and to boost enrollment and income as well. The image of Shimer remained badly tarnished in the early 70's, and the college was facing a serious moment in its history. The first part of Chapter VI records the tense term in Office of President Long. It was Long who seemed to adopt a more bureaucratic model of governance as time progressed in his term in office. Long was not optimistic about Shimer's future and, when his son passed away while attending Shimer's Oxford program, his interest in attempting to save Shimer seemed to wane. The faculty sensed his frustration and displeasure with the situation, and yet, as Chapter VI reflects, Long went unchallenged in his movement to close Shimer College. The Board of Trustees

was weak and tired, and the other members of the community perceived little hope of saving the institution. Only after the decision to close was made, did the faculty, students, alumni, and other parties rally to save Shimer.

Chapter VI records Long's decision to close the school, as well as, his decision to resign when it was decided to reopen Shimer.

Perhaps the most fascinating aspect of Chapter VI is the chronicle of events, during the term of Ralph Conant, which resulted in Conant's resignation and the decision to close Shimer at Mount Carroll. Conant was very bureaucratic in his style of management, and because, as with Long, the Board was inexperienced and the faculty relatively new and inexperienced, Conant's flamboyant style of leadership went virtually unchallenged and unchecked. When, despite the warnings of a visiting North Central Team, Conant proposed a budget containing a significant portion of gift money to be included for operations, and the proposal was passed virtually unchallenged. Chapter VI, then, offers a prime learning experience in the dangers of the bureaucratic model. It is a reminder that leadership and governance at an institution is a shared responsibility, and that one individual's judgment and decision making can do irreparable harm if it is not challenged.

Chapter VI provided the opportunity to observe the dynamics of the political model in effect. Don Moon

surfaced as a representative of a faculty coalition with a proposal to keep Shimer open. The proposal was accepted by the Board; Moon was appointed as chief executive officer; the campus was sold to settle debts of creditors; and the move was made to Waukegan. While Conant was bureaucratic in his management style, he was still, nevertheless, presiding over a political community where activity began to increase toward the close of his term in office.

President Robert S. Long (1970-1973)

The President asked for the Faculty's cooperation in using their informed position to help discourage false rumor regarding the College's financial condition, but requested that actual budgetary material not be given to students. (Minutes of the Faculty Meeting, December 6, 1971)

Robert S. Long came to Shimer College with skill and experience from his recent position as President of Roger Williams College in Rhode Island. He was elected to the presidency of Shimer in June of 1970, shortly after the sudden death of his predecessor, Milburn Akers. He earned the Ph.D. from the University of Chicago, and his academic background was that of a scientist. Shortly after arriving in Mount Carroll, he asked Walter Hipple to come to Shimer in the capacity of Academic Dean. Hipple knew Long since they had both attended the University

of Chicago, and he understood the challenge Long faced in attempting to upgrade the Shimer faculty. By 1970, the faculty had evolved into three fairly distinct groups: first, those who had remained at Shimer following the "Grotesque Internecine Squabble" comprising most of the social science faculty; second, the replacements for those who had resigned in 1967; third, the new breed of faculty who had been hired without having any knowledge or experience in a general education setting (Severson, 1975, p. 50). While finances were in a critical state, and faculty salaries were restricted, Long felt the need to offer an urban experience in Chicago as a means of offsetting some of the isolation of the learning experience in Mount Carroll (Minutes of Faculty Meeting, February 22, 1971). He pursued the possibility of purchasing a facility in Hyde Park, near the University of Chicago, for a Shimer-in-Chicago program. He further outlined plans for expansion of the Early Enrollment program as a means of reaching the projected goal of 500 enrolled students. He requested, and received, funding from the Carnegie Foundation in the Fall of 1971 (Minutes of Faculty Meeting, December 6, 1971). Just prior to the December meeting of the faculty, Long had announced at the October meeting (October 4, 1971) that faculty wages would be frozen except for hardship cases. At the December meeting, Long stated his optimism about the future of the

financial condition of the College.

Under Long's direction, Shimer began offering a guaranteed tuition program in the Fall of 1971 which guaranteed the cost of the educational program for four years to an entering student. The Chicago Center was purchased, and the formal dedication was held on October 10, 1972. In April of 1972 (Minutes of Faculty Meeting), Long again emphasized his optimism about the financial situation at Shimer. On February 2, 1973, however, Long recommended, at a faculty meeting, that a freeze on salaries be established for the 1973-74 school year "because of an unusually high mid-year attrition" (Minutes of Faculty Meeting). Long indicated that a salary increase of 5 percent would be contingent on the enrollment of 370 students.

On February 20, 1973, Shimer voted to discontinue the affiliation with the Episcopal church because enrollment and support had not materialized according to original expectations (Minutes of the Board of Trustees). At the same time, both the Director of Admissions and the Business Manager resigned from their respective posts at Shimer.

In May of 1973, an Evaluation team from the North Central Association visited the campus to review and update the situation at Shimer College (Johnson, Report of a Visit to Shimer College . . . , May 2, 1973). Shimer had been previously visited by Evaluation teams in 1967,

and again in 1970. The report issued in 1973 pointed to a need for better distribution of the Board of Trustees, increased fund contributions from Board members, stability in admissions, and more emphasis on fund raising and aggressive investment of income. The report complemented Long for his leadership, but it emphasized the very delicate financial condition of the College.

There was a great deal of concern, at the time, about the number of students who might attend Shimer in the Fall of 1973. The reputation of the College had suffered, and there had been inconsistent effort in the admissions office. In addition, there was fear of high attrition as well. In order to offset this fear, and to be prepared for any eventuality, Long prepared three separate budget proposals for the Fall of 1973. Each was contingent on a certain number of students enrolling for the Fall semester. In reality, the actual enrollment in the Fall of 1973 turned out to be 50 fewer students than projected in the lowest budget proposal. A number of students had indicated that they would attend Shimer in the Fall, but when the time came, they failed to show up on campus (Bavas, February 1982). The financial state of the College was critical, and the existence of Shimer was in jeopardy. On September 15, 1973 (Minutes of the Board of Trustees), Trustees were asked to present personal

notes valued at \$5,000 in order to increase the borrowing power of the College.

Just prior to this event, President Long's son had overdosed on drugs while attending the Shimer-in Oxford program. Long was terribly depressed about the loss of his son, and he had requested permission to have his son buried on the campus (Weissmiller, 1981). The Board of Trustees had refused permission for the burial, and from that point on, Long's ambition and enthusiasm seemed drained from him.

On November 10, 1973, the Board of Trustees was summoned to the University Club in Chicago for a special meeting. The previous evening, the Executive Committee of the Board met to discuss the options facing the Board with regard to the fate of Shimer. The courses of action open to the Board were:

1. The transfer of the College to another location, specifically Hutchins Hall in Chicago, as the Shimer-Chicago center was called.
2. Merger or consolidation of the College with another institution, specifically St. John's University of Annapolis and Santa Fe, New Mexico, or
3. Close the College (Minutes of Special Meeting of the Board of Trustees, November 10, 1973, p. 2)

The opinion of the Executive Committee was stated clearly:

The Executive Committee thoroughly explored the first two alternatives and as a result of its investigation determined that neither of them was feasible. The Executive Committee concluded that the enrollment and financial situation of the College was not likely to improve and that the action of closing the College should be taken as promptly as possible. (Minutes of Special Meeting of the Board of Trustees, November 10, 1973, p. 2)

The resolution presented to the Board proposing a vote to close the College read:

Resolved further, that the operations of Shimer College shall be terminated as of December 31, 1973, and that the employment of all faculty and administrative staff shall be terminated effective as of such date. . . .

(Minutes of the Special Meeting of the Board of Trustees, November 10, 1973, p. 4)

Mr. Leonard Spira, of Chicago, was authorized to serve as Assignee for the benefit of creditors.

For a few months preceding this meeting, discussions had been conducted with representatives from St. John's University in Maryland and New Mexico about the possibility of Shimer merging with St. John's and serving as a midwest regional campus for the program. Severson (1975, p. 106) reported that Shimer had initially been contacted by St. John's in the late 1960's with a proposal

to become the midwestern branch of St. John's. The plan was dropped when details could not be worked out. By 1973, Severson pointed out, Shimer was eager to participate and approached St. John's. Because St. John's was then having enrollment problems, it agreed to the proposal only if Shimer could come up with a one million dollar figure as a means of support for the merger program.

Severson (1975, p. 106) indicated that other alternatives were explored, one of which explored the possibility of the West German government renting the campus as an overseas base for its outflow of students. The Germans indicated that Shimer was located too far from any major metropolitan area to serve as a campus. Even the State of Illinois was approached to investigate whether the campus might be able to service the community in Mount Carroll as a community college. The region was already well supplied with community colleges.

Discussion about a possible merger with St. John's was secret, but rumors persisted about the possibility of such an occurrence. Severson (1975) found that several faculty were aware of the meeting being held in Chicago, but they suspected that it was called to announce formal merger plans.

On November 11, 1973, the day after the meeting at the University Club, the Chicago Tribune carried a story about the announcement of the closing of Shimer:

Shimer College, a small school in Mount Carroll, Carroll County whose high standards and intense intellectual atmosphere drew national recognition, will close its doors on December 31 a victim of falling enrollment and the general depression in higher education.

On November 14, 1973, a special meeting of the faculty was called. Dean Walter Hipple stated the situation clearly for the faculty members:

- a. The status of the College is delicate: disruptions could cause a loss of confidence on the part of the creditors of the College which could result in the closure of the College before December 31, 1973.
- b. The financial condition of the College is more grave than previously thought: there are insufficient funds to complete the current semester. (Minutes of the Special Faculty Meeting, November 1, 1973, p. 1)

On December 8, 1973 (Special Meeting of the Board of Trustees), Mr. Spira indicated that if the enrollment was guaranteed at 180 students for the second semester, the College could probably continue to operate.

The response to the announcement about the plight of Shimer had been swift, fairly well organized, and effective. There was an intense effort to contact alumni,

parents, business personnel, and various funding agencies. Students, parents, and faculty mounted telephone campaigns to solicit interest in, and support for, Shimer College. Some students launched their own drive by using donated telephone lines in a brokerage office in Chicago (The Chicago Tribune, November 30, 1973, Sec. 2, p. 10). One of the local radio stations in Mount Carroll donated time for a radiothon. A large sum of money was raised as a result of the radio program and, as Severson (1975) pointed out, contributing to the support for Shimer became "the thing to do" in Mount Carroll. A certain competition developed among the Mount Carroll residents to have their name presented on the radio with a sum for donation which was higher than their neighbor who might have contributed earlier.

There was no doubt that Shimer was in serious difficulty. By the time the announcement was made about the closing of the College, the annual operating budget had risen to \$250,000. Approximately \$1.9 million was owed to the banks and the Department of Housing and Urban Development, and another \$500,000 was due on back salaries and regular trade accounts. Severson (1975) indicated that there had been a rather significant turnover among members of the Board of Trustees during the late sixties and early seventies. Newer members of the Board were not as personally invested in the situation at Shimer

as were some of those who retired from the Board. One Board member, however, S. J. Campbell, donated a sum of \$25,000 to Shimer, and this permitted Mr. Spira to lower his estimate of 180 students for enrollment in the second semester to 165 students if the College were to open (Eisfeller-Rozoff correspondence, December 20, 1973).

Dr. Long retired from the presidency of the College effective January 31, 1973. Long felt the decision to close the College was a wise decision. He would not remain as President because he could not enthusiastically support the movement to save Shimer, now would he govern the College if he did not feel it should survive. The Board of Trustees turned to Dr. Esther Weinstein, a veteran faculty member and administrator, to become the Interim President until a permanent candidate could be found.

Reflections on Robert S. Long as President. Robert Long was credited with doing a good job to rebuild the morae at Shimer College. With the exception of the current president at Shimer, he is also remembered as being the least authoritarian. He believed in shared decision making, and he welcomed input from the faculty. Some faculty (Severson, 1975), however, felt that Long, in the latter stage of his term, was antagonistic toward faculty. Whether the antagonism and the death of his son are related is not certain. Long simply felt that Shimer had lived

its life (Weissmiller Interview, February 23, 1982).

Long seemed optimistic about the financial condition of the College. It was surprising that he extended the College to purchase the Shimer-in-Chicago facility at a time when finances could not well absorb such a purchase. Even into the Spring of 1973, Long remained optimistic about the state of finances at Shimer. It was a combination of higher than expected attrition, plus a lower than average freshman yield in admissions, that resulted in the overall low enrollment in the Fall of 1973. Long was wise in presenting three budget proposals, each contingent on a different enrollment. What he could not predict, however, was that his lowest budget estimate would be over by 50 students. Severson (1975, p. 106) refers to the shortfall:

As soon as the shortfall of students was apparent in September 1973, the Executive Committee of the Shimer Board examined the financial state of the college. Their report (never released) indicated that the cash flow would dry up even before the end of the first semester.

Long could not look to support from the Board of Trustees since they had experienced a 60 percent turnover in membership from 1971 through 1973. Even during the time frame mentioned above, the Board had seemed lethargic and indifferent to the condition of the College. The

Evaluation Team of the North Central Association, in their report (May 2, 1973), noted that the membership on the Board should be redistributed, and that the Board members should become more involved in the activities of the College.

In summary, factors leading to the decision to close Shimer College in November of 1973 were: (1) long-standing financial problems brought to crisis stage as a result of overestimating the enrollment for the Fall of 1973. Three budget estimates were presented for Board approval. The lowest projection called for a budget based on 50 more students than actually enrolled; (2) an ineffective and unstable admissions program as discussed in the report of the Evaluation team of the North Central Association (May 2, 1973, p. 14); (3) a relatively inexperienced Board of Trustees which had experienced a 60 percent turnover in membership in just two years; (4) personal problems affecting the President which served to diminish his energies and enthusiasm.

Dr. Esther Weinstein was elected as the Interim President. A number of efforts were undertaken to raise funds for Shimer during the Christmas period in 1973. There were decisions which had to be made, and a leader was needed who could respond. Ideally the leader should be familiar with the situation, and this was one of the key reasons why Dr. Weinstein was asked to serve as the

Interim President until a permanent replacement could be located. Weinstein was a veteran faculty member, an able administrator, and a respected member of the Shimer community.

Interim President Esther G. Weinstein
(1973-1975)

The Executive Committee then unanimously elected Dr. Esther G. Weinstein, presently Associate Dean of the College, to be Interim or Acting President of the College, to succeed Dr. Robert S. Long who had previously announced his intentions of leaving at the expiration of his term on January 31, 1974. (Minutes of the Special Meeting of the Board of Trustees, December 20, 1973)

Elver Eisfeller, a banker and a resident of Mount Carroll, was elected Chairman of the Board of Trustees at Shimer, and Weinstein was appointed as Acting President. Dr. Weinstein was no stranger to Shimer College. She came to Mount Carroll in 1962 as the Assistant Dean of Students. In 1963, she was appointed Dean of Students and in 1969 was appointed Academic Dean of the College. She had earned her Ph.D. at Syracuse University and a degree in law from the Northwestern College of Law in Oregon. Prior to her appointment at Shimer she had been a member of the teaching faculty at Syracuse University. At the time of her election to Acting President, she was 63 years

old. Dr. Weinstein was looking forward to retirement in the near future, and so she was not interested in serving as a permanent leader at Shimer.

While the realignment was taking place among the administrative staff at Shimer, there was also a great deal of activity among parents, students, and alumni in an effort to save the College from closing:

Shortly after the closing announcement two Shimer defense funds were established. "Citizens to Save Shimer" and the "Shimer Student-Faculty Fund." The former was aimed at locals, while the latter solicited from those who had come into academic contact (faculty, alumni, parents of students). Volunteers employed door-to-door solicitation of businessmen, mass mailings, and telephone calls (a Chicago stock brokerage let Shimer use its Watts lines on a weekend). (Severson, 1975, p. 107)

The Assignee for the creditors, Mr. Spira, had agreed to allow Shimer to reopen in the Spring semester providing that at least 165 students were enrolled. Each student had to prepay a deposit of \$200. Weinstein's main priority was soliciting the needed support so that the College could continue to remain in operation. She made numerous appearances before television audiences, on radio shows, and through publicity in newspapers and magazines. Her appointment as Acting President was ratified

and approved on January 7, 1974 (Eisfeller-Rozoff correspondence, December 20, 1973). By the end of January, a total of \$184,000 in cash, stocks, and pledges had been collected (Faculty Meeting Minutes, January 28 and February 4, 1974). Future income would come from \$13,000 being held in an escrow account, \$20,000 projected from an estate, and another \$20,000 from a bequest. Spira felt that it might look better if Weinstein's title was President instead of Acting President. She was elected, officially, to the presidency of the College on March 1, 1974 (Minutes of a Special Board of Trustees Meeting). The decision to reopen Shimer for the Fall semester of 1974 came in the Spring of the year.

Shimer began the Fall semester of 1974 with an enrollment of 200 students (Minutes of the Board of Trustees, October 14, 1974). The Trustees voted to sell certain pieces of property in order to obtain badly needed cash in order to meet debt payments. At the same meeting, there was discussion about the possibility of starting a School of Lute on the campus and renting some of the facility to the school (A Preliminary Account of the Proposed School of Lute, October 23, 1974).

Weinstein ran a tight ship, was practical, and she presented good credentials. She is remembered as being shrewd, a good administrator, and a good politician because she was able to mediate the feelings and discussions

among the many different factions in the College community ranging from the creditors to the Board to faculty, students, and the public. The Presidential Search Committee continued to seek a candidate to fill the post of president.

In May of 1975, presidential candidate Ralph Conant came to campus for an interview. He was the leading candidate in the group of finalists who had been slated for the presidency. Weinstein was not seriously considered because of the nearness of her retirement. On May 22, 1975, Ralph Conant was elected to the role of President at Shimer College (Minutes of the Board of Trustees, May 22, 1975).

Reflections on Dr. Esther G. Weinstein as Pres-

ident. Though her tenure at Shimer was brief, her role as President was very important for the College because it was as a result of her skillful handling of the situation that Shimer was able to continue in existence.

Weinstein is credited with having returned stability to Shimer after a moment of crisis. There were no buildings constructed; there was no extensive renovation which took place; there were no startling announcements about new programs at Shimer; there were no singular outstanding accomplishments. Yet, Dr. Weinstein was the catalyst Shimer needed to obtain needed funding and support.

Weinstein's main accomplishment was that she maintained

the College on a steady course, and it remained for Ralph Conant to steer Shimer back toward a more prosperous state.

President Ralph W. Conant (1975-1977)

Shimer faces the formidable task of doing everything at once. . . . the odds of time and money sources appear to be all but overwhelming. It is not likely that the new administration can turn this desperate situation around before the College is overcome again with fiscal problems. . . . The difficulty of raising funds for a floundering institution is too real and present. Attracting students to a troubled enterprise in a terribly competitive market is too tough a proposition. (Dozier, Report of a Visit to Shimer College, March 4, 1976, p. 8)

Ralph Conant came to Shimer College at a salary of \$25,000 plus use of a College automobile and a six month guarantee on his salary. He was elected President of Shimer College on June 1, 1975. Not since the leadership of Milburn Akers was there as much tension and hope on the Shimer campus. One Trustee characterized Conant as a "music man" because of the confidence he was able to inspire in people regarding Shimer (Carroll interview, February, 1982). Conant's strategy was to present the College in a forceful and convincing manner. He built an image that "things were happening in Mount Carroll." He

possessed a rather dynamic personality, and he also possessed the fine-tuned skill of leadership. The Shimer community was starved for a leader, and the community members rallied to support his endeavor. Though short in build, Conant was gregarious and easily endeared himself to people. In a relatively short span of time, he had surrounded himself with a new administrative team consisting of Directors of Admission, Development, Public Relations, Alumni Giving, as well as, a Dean of Students, Business Manager, and Executive Assistant to the President. Conant wanted action, and he wanted to take Shimer from its lowly state and establish it as a significant entity in higher education. He sought a competent administrative team willing to accept the responsibilities delegated to them. Conant had an agenda of goals he intended to achieve:

In resource development we intend to establish a \$5 million restricted endowment to avoid any further deficit. In Admissions, we intend to avoid a net fall off in enrollment in the second semester, reach an enrollment of 250 for the Fall of 1976, and achieve a net growth of 50 students each year up to a total of 550. (The President's Report, 1975)

On August 25, 1975, the control of the College was returned to the Board of Trustees from Mr. Spira who had been serving as the Assignee for the creditors. A state

of "normalcy" seemed to be returning to Shimer. There was a sense that, once again, Shimer College was a viable force in education. Conant was busy with fund raising efforts all around the country, and Dean Walter Hipple was exploring the possibility of developing joint programs with universities such as Northwestern and Illinois at Urbana. Shimer lacked an engineering program, but Hipple was working on the development of a program which would enable a student to earn three years of liberal arts study at Shimer and two years of engineering study at another university. Commonwealth Edison was in the process of putting up a nuclear power plant in the vicinity of the College, and some efforts were being directed at developing internship opportunities for Shimer students with the big utility company.

In September 1975, Conant proposed the re-establishment of the Shimer-in-Chicago program to provide urban study opportunities (Minutes of the Board of Trustees). Conant had approached the U. S. Office of Education for a grant for new and developing institutions. He felt Shimer might qualify since it had just come out of bankruptcy and, while not new, it was developing. Andrew Bavas (Trustee interview, January 1982) characterized Conant as authoritarian in style of leadership. He made all of the decisions from budget planning to expenditures.

In March of 1976, a visiting team from the North Central Association came to campus for a periodic review. The team was highly concerned about the plight of the financial condition at Shimer.

The present financial condition of Shimer College remains extremely precarious. The institution exists on a month-to-month basis. It has too few assets, a much too large debt structure, no operating budget since 1973, and an unfunded current fund accumulated deficit which is 72 percent as large as the total annual revenues of the College and is growing. The servicing of a bonded debt on three HUD dormitory indentures is in arrears by a total of \$127,442. Endowment funds have been used to meet operating expenses and are now depleted. (Dozier, J. M.; Jones, H. R.; & Graves, W. B., 1976, p. 2)

In addition, the team questioned the large amount of gift money projected for the annual budget for 1976-77.

Having said all this, the financial situation is more precarious than ever. Fund raising is still crisis oriented and not likely to produce enough recurring gifts. The projected budget for 1976-77 places a considerable additional strain on unrestricted fund acquisition. Even if the next annual budget remains at the current year's level, an increase of 101 percent will be required over the 1974-75 level to

balance expenses with income. The President has established a high priority goal of five million dollars in endowment funds which needs to be met within five years; yet he has, at the moment, no plans for the replacement of endowment funds previously used to meet operating expenses. It seems that until plans for restoring the former endowment have been conscientiously made, it would be difficult to find benefactors with sufficient confidence to make contributions to a new endowment. (Dozier, et al., 1976, p. 3)

Concern was also expressed about the inexperienced administrative staff, and the report recommended that the administration develop realistic solutions with specific deadlines which would lead to either a continuation of the College or dignified closure (Dozier, Report of a Visit to Shimer College, March 4, 1976)

Shortly after the visit of the North Central team, Conant received a letter from the Director of the North Central Association (Manning correspondence, April 19, 1976) expressing concern that Shimer was in danger of being assigned probationary status by the North Central Association, or else suffering the loss of its accreditation altogether. Specifically, the five items of concern listed were: (1) the financial condition of the college, (2) the deterioration in support services, (3) the

inability of the College to attract a full complement of Trustees, (4) inexperience of the administrative staff, and (5) the lack of contingency plans in the event of closing of the College.

A Spring Board of Trustees meeting (May 23, 1976) was the scene of discussion over the proposed budget for Fall of 1976, which, depending on the number of students who actually matriculated at Shimer, proposed gift income, as part of the operating budget, ranging from \$444,785 if 260 students enrolled to \$550,125 if 225 students enrolled. It was this proposed budget which caused concern among members of the North Central team which visited Shimer. A great portion of the budget was based on gift income which had to be raised by Conant. While there was discussion and questioning about the proposed budget among Board members, it was, nevertheless, approved. Trustee members recounted that Conant had brought in sums of money in the past, and they should trust him now (Carroll interview, February 1982).

On August 29, 1976 (Report of the President), Conant reported that the enrollment for the Fall semester 1976 had only reached 204 students. The failure to produce the projected enrollment meant that the budget estimate for gift income had to be revised upward by another \$30,000. Dissension began to grow, and there was concern about whether Conant could, in fact, raise the needed

money. By October it was clear that Shimer was in deep financial trouble. Conant reported to the Board of Trustees (October 27, 1976) that the payroll for November 1, as well as, the operating expenses, could not be met. He cited the activities and efforts pending in the area of fund raising, and expressed hope that the situation would become resolved. He also mentioned that several faculty had approached him seeking his resignation from office and, at the same time, proposing a plan for administration of the College by a triumvirate of administrators. The faculty had agreed to donate their October and November salaries to the College, but in return, they proposed that the triumvirate have a greater voice in the operation of the College. The final result was that Conant retained his office; but the triumvirate, as well as some other community members, was offered seats on the Board of Trustees.

Once again, the possibility of merger with St. John's University was discussed. The President of St. John's visited Shimer and met with the members of the College community. Tentative plans with no advance publicity were established to announce a merger in July of 1977 only if Shimer could reduce its debt and operate in the black with outstanding debt not to exceed the assets of the College.

On February 15, 1977 (Minutes of the Board of

Trustees), Conant submitted his resignation to the Board of Trustees citing his failure to achieve the goals he had established. On May 14, 1977 (Board of Trustee Minutes), the Board voted by 9 to 8 to close Shimer. Don Moon, a member of the faculty and one of the triumvirate faculty serving on the Board of Trustees, presented a "small school" plan which was essentially an austerity budget calling for reduction in expenses and a more collegial leadership structure involving faculty and students. The projected deficit facing Shimer amounted to \$804,000 by the end of August 1977. The Board of Trustees (Shimer College, A Prospectus, 1980) agreed to the plan and reversed its decision to close in May after a reorganized administration, composed primarily of faculty, agreed to assume the responsibility for processing the debt of the College.

The plan developed by Moon and a small contingent of faculty called for the debt to be divided between payment to creditors and faculty salaries. A great deal of discussion took place at the meeting of the Trustees (May 14, 1977) during which Moon explained that leadership under the reorganization would be collegial in nature rather than focus on one individual as President. On July 7, 1977, Shimer College filed for protection from creditors under Chapter XI protection. Moon was charged,

unofficially, with the leadership and the responsibility for attempting to, once again, prevent the closing of Shimer.

Reflections on Ralph Conant as President. Conant was perceived as the last ray of hope for Shimer College. He came very close to meeting with success and had one key factor not worked against him, his attempt at recovery for Shimer might have been successful. The factor which interfered with Conant's plan was the problem of enrollment. Conant had projected a budget for 1976-77 which included a rather substantial amount of gift money to be secured during the course of the year. The budget was contingent upon a specific enrollment at Shimer, and when the enrollment did not materialize, Shimer College was in trouble. Shimer had continually faced difficulty in the area of the Admissions office, and while Conant had a new Director of Admissions on this staff, there was not sufficient time to organize a well planned program for admissions at Shimer.

Conant created a type of mystery-mastery over the Shimer community. His charismatic-type personality along with his ability to portray himself as a convincing leader, was something of which the Shimer community was in need. Morale was low, fear was strong, and concern for the future was uppermost in the minds of the Shimerians.

Conant was a victim of high expectations, but his "spend a lot to make a lot" philosophy seemed to be working. Unfortunately, Conant was not gifted with a Board of Trustees who could provide a great deal of assistance. Board membership had turned over significantly during the term of President Long, and it continued to fluctuate during the term of Conant as well. Shimer had developed the image of a loser, and it became not only difficult to interest students in the Shimer program, but it became increasingly difficult to attract Board members (Bavas interview, February 1982). When one Board member approached a friend about joining the Shimer Board, the friend indicated that he was politically connected, and it would be harmful for him to be associated with "a loser." In reference to the governance at Shimer during Conant's term, the North Central visiting team commented:

The Board of Trustees is approximately half-staffed. . . . Most of the trustees are local. . . . They were not well informed about long-range plans. . . . The committee could not be sure the trustees have a clear understanding of their responsibilities to make financial contributions to the College themselves and help the President obtain gifts from other sources. (Dozier, Report of a Visit, March 4, 1976, p. 4)

The governance of Shimer College, at the time, was summarized in this fashion:

It is clear that governance is nearly totally in the hands of the President and that his authority emanates from a sense of desperation on the part of the trustees, administrators, and faculty members.

(Dozier, Report of a Visit, March 4, 1976, p. 4)

Conant was viewed as the "savior" of Shimer. He, it was hoped, would rescue Shimer from the shadows of death. His style was dynamic, and he appealed to many segments of the Shimer community. His estimate of his ability to raise money was high and this, combined with a relatively inexperienced staff, resulted in the downhill acceleration of the condition of the College. With loan sources exhausted, creditors patient but waiting, faculty no longer trusting, and enrollment prospects bleak, the Board voted once again to close the College. Conant's one-man show in Mount Carroll ended. Don Moon, however, was convincing in his role as representative for a contingent of faculty who proposed a program to save Shimer. The Board agreed that there was nothing to lose, and Moon was made chief executive at Shimer and offered the opportunity to implement his plan.

President Don Moon (1978-)

Don Moon had come to Shimer College in 1967, but until the crisis at Shimer, Moon had remained pretty much in the background. As the chain of events seemed to grow more menacing, Moon just naturally seemed to surface as a

spokesman for faculty and students. He had been admitted as a member of the Board of Trustees at the time of the initial decision to close Shimer in 1973. He had studied the problems which Conant was facing, and when the moment of crisis arose, Moon came forth with a faculty-initiated proposal to rescue Shimer and maintain operations.

Don Moon was born in Manilla in 1936, the son of a Navy Admiral. In 1957, he earned a Bachelor's degree in engineering from Cornell University, and a Master's in engineering from New York University in 1958. For a time, he worked as a Reactor Physicist at the Argonne National Laboratory near Chicago, and in 1965 received the Master of Divinity degree from an Episcopal seminary. He was assigned to a pastorate near Shimer in Mount Carroll. In 1967, he joined the faculty of science at Shimer. In addition to his teaching responsibilities, Moon also served in other capacities, including the Director of the Oxford program, Dean of Students, Chairman of the Natural Science program, and Dean of Faculty. Moon was appointed Chief Executive Officer and Business Manager of Shimer on March 18, 1978 (Board of Trustees Announcement, March 18, 1978).

Almost immediately, there was discussion about Shimer relocating to another location closer to Chicago (Minutes of the Board of Trustees, June 18, 1978). Consideration and debate was given to some available property in Lake Bluff, as well as, the option of moving to Evanston

temporarily while the search for a permanent location continued. During the course of that meeting, the Board authorized Moon to negotiate a lease on the property in Lake Bluff, and also explore two extension program options in Chicago on the West side and in the Uptown area.

August 19, 1978 was the date of the announcement to the Board, by Moon, that the negotiations to lease the property in Lake Bluff had failed (Minutes of the Board of Trustees Meeting). He explained that the City of Waukegan had expressed interest in having Shimer College relocate there. Mayor Bill Morris was interested in expanding the cultural, social, educational, and business opportunities in Waukegan. He offered the resources of the city and city government to assist Shimer in the plan for relocation (Shimer College Relocation Proposal, August 17, 1978). Moon liked the attraction of the location in Waukegan near Chicago. The gamble to relocate centered on whether the educational philosophy of the college would appeal to members of the region.

The decision to move did not evolve easily. Shimer had many longstanding traditions which had been established in Mount Carroll. The Shimer Prospectus (1980) recorded the reasoning which led to the move:

. . . it became apparent that only the forfeiture and sale of the campus property would satisfy the debts which had been accumulated in the College's name. . . .

This dialogue brought the community to recognize that the education Shimer has to offer is not necessarily identified with specific buildings in a particular setting. . . . (Shimer Prospectus, 1980, p. 3)

Final plans for the move to Waukegan were recorded at the Creditors Committee meeting (November 22, 1978). The first semester would end on December 20, and the move from Mount Carroll to Waukegan would take place during the period of January 8 through 20. Plans were made for minimal maintenance at the Mount Carroll campus. Arrangements were also made with a local broker to attempt to sell the Mount Carroll facilities for an asking price of \$2,200,000.

Several organizations had discussed the possibility of purchasing the facilities for their use. Among these were Illinois Bell Telephone, the American Institute of Medicine, Contral Data Corporation, and the Illinois Department of Corrections (Creditors Committee, May 16, 1979). The deadline of August 1 was established for the sale of the campus. If a sale had not been agreed upon by that date, a decision would be made about the process for disposing of the facility. During the Spring and Summer, various items in the buildings at Mount Carroll were sold for whatever income could be derived. At the August 13, 1979 meeting of the Creditors Committee (Minutes), a decision was made to auction the campus and furnishings on August 3-4, 1979. The auction proceeds of the personal

property totaled \$67,400 with 8 percent of the total as commission for the auctioneer. On October 5-6, the real estate holdings of the College were auctioned for a net total of \$330,828. The final minutes of the Creditors Committee Meeting (August 20, 1980) indicated that unsecured creditors would be paid 70 cents on the dollar. The bulk of the campus buildings had been purchased by the Restoration College Association.

Reflections on Don Moon as President. Moon has been characterized as collegial and low key (Carroll interview, February 1982) in his style of governance. He received the support of the Board, as well as other members of the College community, because his plan for saving Shimer was the very final ray of hope. Moon has become to Shimer College in the 1980's what Frances Wood Shimer was to the Mount Carroll Seminary toward the latter stage of the last century. Moon's sense of calm permeated every meeting of the Board of Trustees, as well as the meetings of the Creditors Committee. Moon fostered realistic expectations regarding the likely outcome of the situation. While he was forced to think long-range because of his role as chief officer at Shimer, he was realistic enough to accept each day at a time. Moon, like Conant, has operated a one-man show. The Board was in disarray after the move from Mount Carroll, and Moon's priority was to reconstruct a strong and supportive Board of Trustees.

Moon's genuine concern, unlike some of his predecessors, is an almost obsessive concern for the College.

What Moon did for Shimer was offer one last attempt at reviving Shimer. He did this, and there have been increasing signs of strength in the Shimer community.

Summary

In many respects, the period of time from 1970 through 1978 is the most tragic in the history of Shimer College. It is tragic because it reflects a lack of sound leadership, adequate financial planning, and because it is a period of lofty projections that were not realized. During President Long's tenure in office there was an aura of the denial of the reality which faced Shimer. The leadership of the college is perceived as fatigued and, to some extent, disinterested in the financial plight. When the announcement about the closing of Shimer was publicized, there was a sense of restraint on the part of some, including President Long, about attempting to save Shimer.

Dr. Esther Weinstein provided a stabilizing influence on the College after the resignation of President Long. Her leadership was quietly strong, her programs austere, and the results productive. Her age and nearness to retirement, as well as her lack of dynamism, were factors which prevented her from being considered seriously as a permanent replacement for President Long.

Ralph Conant came to Shimer with the aura of a hero because he came with an agenda to raise funds, increase the enrollment, instill new life and vigor into the college community, and to generally restore health to the ailing institution. Conant's arrival at Shimer as president was a gamble for Conant, as well as for the College. His style was flamboyant; his mode of leadership a blend of bureaucratic and collegial. The Shimer community fell into step behind Conant because he was ripe for the moment. Shimerians needed a leader in whom they could believe and hope. Conant's image was that of a successful president, and he mystified the College community with his charismatic ability to sell. His goals for fund raising were lofty--too lofty--and when the realization set in that all of the effort and money was not producing results, the decision to seek protection from creditors under Chapter XI bankruptcy seemed like a fruitful idea at the time. Bankruptcy petitions were filed after Conant resigned.

Throughout this period of crisis at Shimer, it remained for faculty member Don Moon to emerge from the ranks with a program, constructed by Moon and several colleagues, to consolidate the debts of the College and proceed with the program in education at Shimer. Moon was serious, genuine, and he believed in the future of Shimer with an infectious fervor which had heretofore not

existed in any recent leader of the College. The Board of Trustees agreed with Moon's proposal, and he was appointed the chief executive officer of the College. Eventually it became obvious that the only way the obligations to creditors could be met and still allow the College to continue would be to sell the property in Mount Carroll and seek a new location for those who wanted to continue at Shimer College. The campus was auctioned, the doors closed at Mount Carroll, and Shimer relocated to Waukegan, Illinois where it remains today.

Conclusions

1. Chapter VI records the swift decline of Shimer from 1973 through the decision to close the school and sell the property in 1979. Milburn Akers had a direction for Shimer, and through his bureaucratic management style, he was attempting to lead Shimer. After his death, Robert Long assumed the role of President, and he too, like Akers, proved to follow a bureaucratic management style. Long was not optimistic about Shimer's future, and the faculty sensed that. His pessimism intensified after the death of his son during the Shimer-in-Oxford program when, after a decision by the Board of Trustees, he was not permitted to bury his son on campus (Weissmiller interview, November 1981). There seemed to be very little resistance to the thrust of the movement to close Shimer. There was some political activity among faculty, and some disenchantment

among students, but Long's attempt to bring the Board together to discuss and vote on closing went basically unchallenged. Perhaps part of the reason for that was that the faculty were not fully cognizant of the seriousness of the matter. Some members of the faculty thought that the meeting in Chicago might be to announce formalized merger plans with St. John's University. The Board of Trustees had experienced a rather insignificant turnover among its membership, and a good percentage of the faculty were new and somewhat inexperienced. Long's model of bureaucracy in his leadership at Shimer was not challenged.

After the decision to close was made, the members of the Shimer community, and the community of Mount Carroll, reacted like adrenalin flowing in the blood during a time of bodily emergency. The desperation of the moment spirited an effort at crisis fund raising, and sufficient funding was received to permit Shimer to reopen in the Spring as enrollment stabilized. The term of Dr. Esther Weinstein was only a moment of stability in the decline of Shimer, and while the arrival of Conant brought new hope to the Shimer community, the decline, in reality, had only been disguised in the form of new high-energy administrative staff and the idealism of Ralph Conant. His philosophy was to spend some money to make some money, but the returns did not materialize as he had hoped. Conant was flamboyant, but he was able, at times, to bring in sums of

money for the College. The Shimer community vested its trust and hope in Conant, and, for a time, there seemed to be improvement.

In the study of governance models, one thing seems to be clear: it is important that all major aspects of the college community remain strong and knowledgeable about issues of budgeting, personnel, philosophy, and policy. It is important that there be communication among the various divisions within the community, such as between the Board and faculty of an institution, so that a sound check and balance system is effected to oversee the administration of the President. At Shimer, during the term of President Long and President Conant, this was not the case. Conant made his decisions and established his lofty projections because the Shimer community, to a great extent, was not experienced enough to challenge Conant. The combination of desperation and lack of knowledge proved fatal for Shimer when Conant proposed that a large portion of the budget for 1976-77 be raised as gift money. Such deficit spending, particularly in light of the history of fund raising and support at Shimer, was an important flaw in Conant's plans. The bureaucratic model, in itself is not defective. In fact, the bureaucratic model of governance works well. But it is important, under any circumstances, that all other leadership modes within an institution remain strong, experienced, and provide a healthy

tension of check and balance on the President and his administrative team.

Chapter VI also provided the opportunity to witness the existence of the blending of governance models. While Conant was bureaucratic in style, and led the community virtually unchallenged in his direction, there was still political activity among the community members. The activity began to increase in response to Conant's projection of a large budget in 1976-77. When the crisis arose shortly after the start of the academic year, Moon surfaced as a representative of a segment of faculty who had a proposal to keep Shimer open. The proposal was accepted and implemented, and Conant stepped aside as leader, Moon had evolved from within the ranks to assume the new role of chief executive officer at Shimer.

2-3. The decision by Long and the Board of Trustees to close Shimer in 1973 was a decision made on the information available at the moment, and the bleak outlook ahead for Shimer College. While there was a great air of optimism and hope, as well as excitement and pride in Shimer's capacity to remain open, serious damage was done, by the decision to close, to the reputation of Shimer College. As Andrew Bavas (Trustee interview, February 1982) indicated, Shimer became known as a loser, and it became more difficult to solicit individuals to become members of the Board. Students and parents did not

want to associate with a loser when discussing matters of college planning, and then there was even uncertainty in some areas as to whether Shimer was still open. The decision to remain open in 1974 was a valiant effort to fight the odds, but in the end Shimer could not survive.

Conant seemed to be a President filled with idealism, and while it was indicated that Conant almost succeeded (Carroll interview, February 1982), the one fatal flaw in his plan was an overestimation of his ability to raise money for the institution with the poor image. Conant had the support of the Shimer community, and had he taken a more gradual approach, the results might have been different for Shimer. Conant moved ahead with full steam and vigor, but his administrative team was not experienced enough to provide him the support and challenge that he needed.

Shimer College was a tragedy of crisis management, inconsistency in personnel quality, and a lesson of governance models. The closing of Shimer highlights the importance, as well as the danger, of management personnel. The strength and reputation of an institution is derived from the community of personnel, and inexperienced administrators at a college is like a car without a driver. The result is the same.

CHAPTER VII

CONCLUSION

The Trustees of Shimer College, on behalf of the College, filed for protection of Shimer's assets under Chapter XI bankruptcy regulations. Shimer's history was one of financial struggle and internal strife. Shimer had evolved from a conservative finishing school prior to 1950 to that of a liberal intellectual small college which attracted free spirited young people. When the social mores and values changed dramatically during the late 60's. Shimer students seemed out of place in conservative, rural northwestern Illinois. While Shimer had been well respected and highly regarded as an educational institution through 1966, it fell victim to adverse publicity and acquired the image of a "loser" in higher education circles. It was this uncomplimentary cancer-like image which resulted in the closing of the college at Mount Carroll, Illinois, and forced abandonment of the facilities in order to settle the demands of the Shimer creditors. The following is a brief summary of the more significant reasons why Shimer College declined over the years and closed its doors in Mount Carroll.

On Academic Governance

Chapter I described how the four models of governance (i.e., the bureaucratic model, the collegial model, the political model, and organized anarchy) exist along a continuum. The models, rather than existing in pure form, exist as a blend of models with alternating dominance as leadership and circumstances change. The political model, as Baldrige (1971) stated, is always present in some degree on the college campus because the diversity and focus of factions within a college community naturally seem to facilitate the existence of special interest groups, the formation of coalitions, and the desire on the part of some members of the interest groups to attempt to formulate and legislate policy.

The results of the research on Shimer College reflects the presence of the four models of governance at Shimer College from 1930 to 1980. While the models seemed to alternate in dominance, they existed as a blend rather than in pure form. Shimer was a small academic community with a strong emphasis on intellectual achievement, discussion, and differences of opinion. Such tension was an important aspect of the educational process at Shimer. But, such values also encouraged the presence of political activity among the campus community; and such activity was present at Shimer continuously to some degree. The small size of Shimer and the closeness of the general community

to the heart of administrative functioning and decision making facilitated such activity. At Shimer, the increase in political activity among members of the community heightened with the parallel increase in bureaucratic power. In two instances, political activity erupted into a force strong enough to pressure the President to resign from office. In the latter instance, the political activity was immediately preceded by a brief period of organized anarchy.

The first example occurred during the term of F. C. Wilcox (1930-1935). When Wilcox arrived at Shimer, he was confronted with a crisis resulting from the Crash of 1929 and the strain of the Great Depression which followed. His plan of austerity was mandated by financial conditions. Some local members of the Board, having exercised a great deal of involvement in policy making during the latter years of his predecessor, were reluctant to surrender their power easily. Wilcox faced almost constant harassment as these Board members sought to gain support from the other members of the Board. Wilcox assumed a bureaucratic management style as a means of attempting to lead Shimer through those rugged years. The political activity of the faculty gathered strength when they were confronted with a second pay freeze. Local Board members gained broader support from other Board members when enrollment data and income for the College showed a steady

but steep decline. Coalitions formed, and the resultant strength was more than Wilcox could handle. He was forced to resign from office.

In the second example, F. C. Mullin (1955-1968) was well received during the early years of his term in office. His management style was a blend of the bureaucratic and collegial. He rescued Shimer from near insolvency when he first took office and assumed a deep financial burden. Mullin attracted money and talented individuals to Shimer. Enrollment climbed, income was stronger, and a strong administrative team tempered the political activity of the faculty. Mullin, perhaps overconfident, left more and more of the operation and decision making at Shimer to his administrative staff, while he elected to become more deeply involved in professional activities. After the resignation of key administrative staff and as Mullin became more defensive and bureaucratic in his posture, the political activity among the faculty increased. This was at a period in time when the mores and values of the country were in transition as well towards adoption of a more liberal, free-spirited attitude on the part of faculty and students. As a result, the political reaction was quite strong among students as well; and coalitions began forming between factions of faculty, students, and students and faculty. The unrest on campus resulted in friction between the conservative right wing

values of the Mount Carroll residents and the more liberal left wing values of the students and faculty at Shimer. Mullin reacted strongly to the situation as a result of his right wing value orientation, and the gap between the administration and other factions within the Shimer community continued to widen. The result was the explosive and devastating Grottesque Internecine Squabble, referred to as the GIS, in 1967. As a result, half of the key faculty members resigned, and a large number of students failed to return in the Fall of 1967. Up until that point, Mullin retained support of the Board of Trustees. The Board, however, reacted to the mass resignations of faculty, the large attrition rate, the obvious decline in income for the College, and the resultant negative publicity about the affair. Mullin resigned in the Fall of 1967. The Board, and other factions within the college community, had reacted sharply to the strong and abusive bureaucratic posture which Mullin had assumed. Their strength proved to be a healthy check and balance on inappropriate bureaucratic leadership.

Similar strength was reflected in the check and balance of the Board and faculty during the tenure of Wilcox. In retrospect, it now seems that the contribution of Wilcox was somehow confused with the strains of the period; and Wilcox became victim, not of his own fault, but more of the times. In his own defense, Wilcox resorted

to a bureaucratic model of management as a means of resisting the pressures he was facing from the Shimer factions. Mullin, on the other hand, used the bureaucratic model to cover up his own inadequacies, but the system of check and balance was victorious.

The important lesson learned about institutional governance, as a result of the Shimer study, was that it is vitally important that a college have a strong leader, a strong and committed Board of Trustees, a faculty that is also personally vested and able to unite, as well as a strong system of student government. Even less active factions such as alumni can be an important resource for a college.

Ironically, for Shimer, one of the reasons that Shimer faced decline and closed was that key factions within the college had been allowed to weaken. The Board of Trustees experienced significant turnover during the tenure of President Long, and President Conant did very little to strengthen the Board. The faculty remained divided between pre-GIS faculty, those hired in desperation after the GIS, and more recent graduates with little experience in general education. The students, in keeping with the times, had grown more concerned about their own interests and concerns, and were not as vested in the interest of Shimer. Even President Conant's

administrative team, which could have been a source of strength as well as a check and balance on his power and decision making, was inexperienced. As a result, when Conant proposed a budget which called for deficit spending with a large portion of the college income to be derived from donations, his proposal was only moderately challenged. His leadership had evolved into a runaway bureaucracy because Conant was viewed as a savior of sorts by members of the college community. Strength and experience were lacking in the quarters which traditionally held the power to challenge Conant's judgment. Shimer closed, in the final analysis, because of an imbalance of power in the top key positions. It is true that there was a cumulative effect of problems which had plagued Shimer through the years, but it was essentially one unchecked decision which resulted in the decision to close the College. All of the factors combined to present an overwhelming situation which prevented Shimer from being able to effectively continue its operation at Mount Carroll.

On Administrative Decisions

While it is difficult to isolate some of the significant decisions at Shimer from the issue of governance models, there were, nonetheless, several variables related to administrative decision making which seemed related to

the decline and closing of Shimer College. Severson (1975) discovered that Shimer suffered from a lack of effective leadership through the years. While the leaders at Shimer presented generally strong credentials and sound experience in higher education, there was a lack of creativity and effectiveness in their decision making.

The problems at Shimer were certainly not unique to that College. All institutions of higher education must face the problems of admission, attrition, and fund raising. What made Shimer somewhat unique was that such problems were part of a permanent agenda in the history of the college. Year after year, Board meeting after Board meeting, the issues were repeated as sources for concern. They were further highlighted and singled out as areas for concern in the reports of visiting committees from the North Central Association of Secondary Schools and Colleges. The attention paid to areas such as Admission was inconsistent and ineffective. There was a dramatic turnover among admissions officers at Shimer, and there was no clearly delineated program or plan for the Admissions Office. The biggest concern at Board meetings was with the numbers enrolled, and little if any attention was given to the philosophy behind the admissions program. In one of two instances, there was some concern about marketing Shimer; but the concern was short lived. The

same conditions prevailed in the area of fund raising and student attrition.

Certainly, financial matters, perhaps more than others, were of dominant concern to the Board. Yet, seemingly little was done to construct a philosophy or program for a sound development program. The fund raising was done in spurts with a lack of consistency in effort and a seemingly lack of sophistication in seeking and courting funding sources.

Student attrition was a major problem at Shimer because of its rural location and unique atmosphere. The lack of creative problem solving is reflected in the attempts, on the part of Shimer, to seek an urban program through the University of Chicago as a solution to this problem. The Shimer mentality was such that the affiliation with the University of Chicago offered Shimer, and the students, instant prestige as a result of such contact with the University and the opportunity to sample a University of Chicago-like program in a rural environment.

Solutions to these problems were devised as each crisis arose at Shimer. With the exception of the detailed study conducted by the Department of Education of the University of Chicago in 1944, and one additional study conducted during the term of Milburn Akers in 1968, there was very little long range planning at Shimer. Management

was crisis-responsive, and problems at Shimer were reached to rather than anticipated and planned for. Shimer was always, administratively, just one step ahead of financial disaster. There were 12 presidents serving a total of 13 terms between 1930 and 1980 with an average presidential term of 4.16 years. At a very crucial time in the existence of Shimer, the College was riddled with administrative turnover and inconsistency in leadership effort.

Other Variables Affecting the Decline and Closing of Shimer College

Perhaps one other significant variable had an effect on the decline and eventual closing of Shimer College. The variable of college identity was one which, while not specifically tied to the presidency of any one individual, was affected by the tenure of almost every President at the College. The issue of identity is twofold: 1.) the issue of the name of the college, as well as the mission of the institution, and 2.) the public image as a result of publicity and rumor.

In the first instance, Shimer was the victim of periodic changes in name, philosophy and purpose. The public barely had time to adjust to a change in the identity of Shimer, when another change was made. Between 1853 and 1980, the name of the institution changed seven times, and between 1930 and 1980, the name changed four times. During this period the philosophy of the institution

changed from that of a preparatory school to a combination of preparatory school and junior college, to that of a junior college, and finally to a senior college. In "Names and Dates of the College Used for Publicity" (date unknown), the following chronology of changes is recounted:

1893-1896	Mt. Carroll Seminary
1896-1908	The Frances Shimer Academy of the University of Chicago
1908-1910	Frances Shimer Academy and Junior College
1910-1932	Frances Shimer School
1932-1942	Frances Shimer Junior College
1942-1950	Frances Shimer College
1950-	Shimer College

In the 1940's, Albin Bro spirited a change in the underlying philosophy of Shimer which resulted in the adoption of a newly revised general curriculum modeled on that of the University of Chicago. That change necessitated the introduction of coeducation in order that Shimer might affiliate with the University in both student and faculty exchange. Shimer's image changed from that of a conservative finishing school for women to that of a more liberal, left wing, institution for bright students seeking a return to general education and the liberal arts. This major change in identity, coupled with the changes in the name of the College, further confused the public about just what Shimer was about.

The second issue concerning identity began in the mid-sixties when, after a strong ascending pattern in enrollment and a great deal of favorable publicity about the program and philosophy of Shimer's education, the College received adverse publicity in the form of an article (in the Saturday Evening Post) on the drug culture at Shimer. Shimer was hurt by the appearance of that article, but the negative publicity and resulting rumors did further damage after the eruption of the Grotesque Internecine Squabble. In 1973, after the decision was made to close Shimer and then reversed by the Board and the Assignee of creditors, the College became hampered in its efforts for having the image of a "loser." It became increasingly difficult to attract students, faculty, Board members, and sorely needed funding for programs and facilities.

In conclusion, one could isolate and name a large number of variables which were contributory to the closing of Shimer College. While one or two variables may seem significant, they were not, in and of themselves, responsible for the decline and closing of Shimer College. Rather, it was the cumulative effect of bad luck, mismanagement, and ineffective and unproductive leadership which crippled Shimer College. Shimer remains in existence today because political activity on campus remained alive even at the end. A small band of faculty presented a

proposal to keep the college open and, at the same time, satisfy the debt owed the creditors. The campus was auctioned, as was the personal property of the College, and Shimer moved to Waukegon, Illinois, in the Winter of 1979, where it remains struggling today.

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APPROVAL SHEET

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 22, 1983
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