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CHAPTER 9

RESTORING THE HOLT LEGACY (THE MCKEAN ERA), 1951-1968

Shortly after assuming the office of Acting President, Hugh McKean admitted with refreshing, but troubling, candor: “As a college president, I am a rank amateur. I have the additional handicap of being almost an unwilling one. I taught art at Rollins for twenty years and that is what I should be doing now.”(1) No one who knew McKean would have quarreled with this self-assessment. The question then is: why, from all the administrators and faculty at Rollins College, the anti-Wagner Trustees singled out this inexperienced, self-effacing artist to bring stability back to a college in disarray? There is nothing in the copious Rollins Archival records of this period that would even suggest an answer. In all his years at Rollins, McKean had not been a leader of the faculty nor had he shown any interest in administration. His main accomplishments were as an artist and in that field he achieved a moderate success. His paintings were often shown in reputable galleries and at least one time, a studio featured his collection. His files contain no evidence that he was an exceptional teacher. Thus, with such scant indications of the Trustees motives, inferences are our only recourse.

The Trustees knew Hugh McKean well because his wife Jeannette was an active member of the Board. She was also the granddaughter of wealthy industrialist/philanthropist Charles Hosmer Morse, an influential Winter Park citizen who owned large tracts of land in Winter Park, and who had served on the Rollins Board of Trustees from 1901 until his death in 1921. The Morse wealth could not have been far from the Trustee’s minds when they named

him Acting President. McKean's close relationship with Hamilton Holt was another motive perhaps guiding their decision. Reaction to the Wagner affair caused the entire college community suddenly to develop a romantic vision of Holt era as a period when the college existed in a condition of sweet harmony and peace. No one symbolized that era more than Hugh McKean. During McKean's undergraduate years at Rollins, he and Holt developed a father/son attachment. That bond continued when McKean returned to the college as an art professor. Holt served as McKean's counselor when the young professor struggled through personal issues. In his retirement, Holt wrote Hugh and Jeannette with genuine affection: "I am sure I need not tell you that no one was closer to my thoughts and heart than you two souls." After the recent turmoil, the entire college community seemed almost excessively eager to restore what seemed in retrospect to be the equanimity of the Holt era. As one alumni wrote, McKean was the perfect candidate because of his "knowledge and understanding of the principles of Hamilton Holt."(2)

However, the person most familiar with the college's past and by far the most qualified to restore the Holt tradition was Alfred Jackson Hanna. By the 1950s, Hanna's career at the college, spanning almost four decades, had already become legendary. After graduating from Rollins in 1918 he was named Registrar of the Business School and president of the Rollins Alumni Association. During the Blackman administration he held the office of secretary and adviser to the President. Hamilton Holt retained him as his chief adviser and also named him Assistant Treasurer. He was Holt's constant companion on the President's many fund raising trips. Throughout this period he had been studying Florida history and in 1928 persuaded Holt to appoint him instructor in the History Department. Within ten years he had risen to professor and was appointed chairman of the History Department. By then

he had established a reputation as a serious scholar who had written several books dealing with Florida and Latin America. He was a popular teacher, a recognized scholar, an experienced administrator, respected by the faculty and well known to the Board of Trustees. He should have been the obvious choice for Acting President.(3)

So why wasn't he chosen? The answer seems to lie with Hanna's personality. He was more comfortable in the role of a grey eminence, a person who exercises influence behind the scenes. In photographs where he appears with Holt he is always standing in the background, observing the proceedings with a penetrating gaze. There is sufficient evidence in the records to show that Holt found him indispensable as an advisor, seeking and accepting Hanna's guidance on all college matters. The fact that the Trustees named Hanna as Vice President of the college was both an indication they were unsure about McKean's capabilities as a leader and a conviction that Hanna could mentor him through difficulties. For good measure they appointed Holt's Treasurer John Tiedke as a second Vice President, forming a kind of triumvirate they hoped would collaborate to stabilize the college community. By the beginning of the academic year following the Wager upheaval, the new triumvirate was poised establish continuity with the Holt tradition.

Acting President Hugh McKean's demeanor helped immeasurably to quiet the hysteria of the previous spring and summer. A soft-spoken, artistic man with a penchant for philosophizing on any subject from the art of fishing to the meaning of art, McKean's gentle, unassuming manner seemed especially appropriate in the post-Wagner years. There was a certain romantic appeal to this picture of an uncomplicated man, happily teaching art and suddenly propelled into the presidency with an urgent mission to wrest his alma mater from the throes of deep crisis. His modest candor that he lacked experience and perhaps would

not measure up to the responsibilities conferred on him were somehow seen as a virtues. The *Sandspur* editor apparently spoke for the entire community when he noted in the first issue of the 1952-1953 academic year: "Our new administrators have brought peace and harmony with simple sincerity and courage."(4)

Other than restoring harmony to the college, the most pressing issue facing the McKean administration was a development foreseen by Paul Wagner: the transformation in American education that some writers have termed the "academic revolution." If, as others think, the term exaggerates educational development in the first two decades after World War II, everyone agrees that fundamental changes did occur between 1945 and 1970. "Cautious egalitarianism" represented the most important of these developments. The Commission on Higher Education, appointed by President Harry Truman, concluded in 1947 that approximately 50% of the American population possess "the mental ability" to succeed in college if society would remove economic, geographic, religious and racial barriers barring their way. Through the creation of more schools, increased scholarship funds and the process of desegregation, many of these barriers were eliminated or at least lowered by 1970. A massive increase in enrollment resulted in a development initially stimulated by the passage in 1944 of the Serviceman's Readjustment Act, commonly known as the GI Bill of Rights, that sent more than two and a half million veterans to over 2,000 institutions of higher learning at a cost of fifty-five billion dollars. Veteran enrollment lagged after 1955 and, along with the Korean War draft, brought on an economic recession in higher education. Then in the early 1960s the children of the war and postwar "baby boom" came pouring into colleges, again creating unprecedented enrollment increases. Prior to World War II, forty percent of the college age population went to college, but by 1945 that figure had risen to

sixty percent. Between 1955 and 1968, student enrollment doubled from just over three million to six and a half million.

The flood of students drastically altered American higher education. With greatly increased numbers of applications, stable colleges could raise their requirements for entrance. Prestigious institutions, and even those a bit less than prestigious, demanded higher and higher scores on the Scholastic Aptitude Test (SAT) and higher rank in class. The federal government and foundations began providing funds for higher education, allowing institutions to enlarge their physical plants to meet the burgeoning demand. This growth also accelerated a process of faculty specialization that had been underway since the turn of the century. By the mid-1960s the PhD had become an essential preparation for college teaching, and colleges soon found themselves in intense competition for faculty with certified doctorates. Faculty salaries rose precipitously; moreover, this faculty began to demand and receive more responsibility in college governance. The president remained a dominant figure in his institution, but without the authority characteristic of the pre-World War II academic world. More and more the college president was forced to share authority with, and in many cases, to abdicate academic authority entirely in favor of administrative deans and faculty committees.(5)

This sudden broadening of responsibility and authority in American higher education proved a mixed blessing for the academic world. A few institutions, seizing upon this development, sought and secured aggressive admissions and development officers and deans who then drastically raised the quality of the educational programs and sought the necessary funds to support those programs. A large group of institutions, perhaps even a majority, comprehended the nature of the changes taking place. They improved the quality

of the faculty and students; they reformed and improved the academic programs, but when "revolution" was over in the late 1970s, they had been strengthened but not transformed. Rollins College was among this group.

The McKean administration sensed the impending changes in the academic world almost from the beginning. In response to the increase of military personnel in the Central Florida area, the college contracted with Patrick Air Force Base in Cocoa Beach to create a college program on the base. Rollins professors began conducting college credit classes for service personnel and their families. During the first semester, 168 students enrolled in the seven courses offered, and by 1970, enrollment had grown three-fold and blossomed into a full-fledged branch campus program. For the cash starved college, the program meant thousands of dollars in uncommitted income. In addition, the administration inaugurated an adult education program in Winter Park in 1954 that mushroomed into several thousand students by 1970. As with the Patrick program adult education provided the college with more uncommitted income. (6)

In response to the growing academic professionalization, (and perhaps to the Wagner Affair), the administration introduced democratic procedures in college governance. In his first faculty meeting, McKean called for a revision of the faculty bylaws to provide more governing responsibility to the faculty. The change, passed in December 1951, gave each department responsibility for its new appointments and reappointments. The faculty as a whole was made solely responsible for "devising and administering curriculum studies" for graduation requirements, the academic calendar and for maintaining "good order and discipline." It also acquired the authority to "devise and revise salary scales and systems of promotion in rank," the right to be consulted in matters "involving the possible freeze or

lowering of salaries" and the right "to study the facts before a final decision is made by the President to the Board of Trustees." The revision of bylaws reiterated the college's commitment to the principles of tenure outlined by the 1940 statement of the AAUP, a move intended to avoid unexpected and unexamined policy decisions of the sort that led to the Wagner dismissals.(7)

Although by the end of the first term the college seemed well on its way to recovering from the previous spring's upheaval, uncertainty about the future leadership still hung over the community. The Trustees had appointed each of the triumvirate for only one year. In an early act of abnegation, McKean had submitted his resignation to be effective on or before commencement. The Board in response had appointed an all-college search committee, but by October the committee had submitted only the names of several "possible candidates," and at the end of the spring term, it had made not a single formal suggestion. Meanwhile, the triumvirate reported that the college was now "restored to its former thriving condition." They therefore requested "an early release from administrative duties." Citing their "experience as members of the faculty for many years and as interim administrators for nine months," the triumvirate stated that they were in a position to propose a list of qualities the "new leader should possess." Included were a sympathy with the conference plan of teaching, the humility of "well-informed and wise men," a known support for quality education and a capacity for satisfaction derived from helping young people. Notably, the triumvirate proposed that the new president should be "an educator with *adequate* training and experience as teacher and administrator and he must be prepared "*to go to work immediately.*" (emphasis added) The triumvirate "wished to point out that the present condition of Rollins achieved by the cooperation [among] an artist, a historian and a farmer

is an indication that the task of finding a president should not be as difficult as many might suppose."(5) Affected objectivity aside, the statement not surprisingly described the acting president himself. Yet, during the fall term McKean had refused every effort to make himself a candidate, a refusal puzzlingly contrary to his comportment as Acting President. Then word was passed to the Trustees that while McKean would not offer himself as a *candidate*, he might readily accept the presidency if asked.(6) In the February 1952 meeting, The Trustees "in recognition of his overall general knowledge of the college and its problems" unanimously voted to name Hugh McKean the tenth president of Rollins College. The Wagner affair had thus left its second legacy to the college.(8)

Now secure in his office, McKean turned his thoughts to Rollins's future. His annual reports for the next ten years show a president struggling to make sense of the coming academic revolution. In his 1955 report he told the Trustees that "within four or five years there will be tremendous pressure on all of us to increase the size of the college." He predicted a "groundswell of applications," and cautioned the type of student Rollins attracted and held in the next decade would shape the college's future. Serious scholars would avoid Rollins, he warned, if the college acquired the reputation of "taking weak students," and good students would not stay if the academic departments were weak. Therefore, he noted, "the admission picture is clearly related to the quality of the faculty."(9)

A few years later, McKean's philosophical emphasis had altered. The academic explosion had created "impersonal education," with grades and test scores the major criteria for student selections. Professors using "loudspeakers and television screens" simply provided students with information. Rollins, McKean admonished, should "stand against this trend, should maintain its small size with a continuing concern for the individual," seeking

"both average students and those with highest scores" but demanding superior personal qualities.(10)

With much insight, McKean was peering prophetically into the future of American education and Rollins's place in that future. He envisioned "a complex of institutions" with the undergraduate college at the center. For the liberal arts college he made no specific predictions, but for the other areas of the complex McKean offered incisive ideas. An early proponent of "non-traditional" education, McKean called for an "external college," a new institution designed to offer varied and rich educational programs to anyone within academic reach of the college. Through communication techniques -- "radio, television, learning tapes, etc." -- the college would confer "external bachelor degrees on any candidate who qualified by passing a very complete written examination." The traditional practice, McKean wrote with prescience, of satisfying the nation's educational needs by educating only teenagers is a relic of another era. The future of colleges lay not with education designed exclusively for these young people, not with education for a few who are especially privileged, not with education which is completed in a few years, but with life-long education. "This country must have continuous high level education for everyone all of the time. The day is past when an education is completed." (11) Ironically, it was an education program with which Paul Wagner would have had little quarrel.

This was Hugh McKean at his best, a philosopher-president reminding the college of the wider scope of its educational responsibilities. But the most profound philosophy could not solve the serious problems the triumvirate had inherited, nor was it a substitute for meaningful, aggressive admission strategies and faculty recruitment policies. Above all, in order to prepare for this growth, the institution needed a well-constructed development

policy that would accumulate the funds necessary for creating a relevant, high-quality institution. In a period of high faculty demand and rapidly rising faculty salaries, the college could attract and hold first-rate faculty only if it paid salaries competitive with other institutions and, in some cases, competitive with those of government and business. In a period when public institutions provided both excellent education and low tuition costs, Rollins could grow only if it offered an attractive educational program supplemented by scholarship funds to attract quality students. Clearly, the key to success lay with the college's ability to attract necessary funding.(12)

McKean strove mightily to meet these challenges, and after a decade and half, the President and his colleagues could look back with justifiable pride at their 15 years of service to the college. The institution was not faced with a perennial financial crisis as it had been in the 30s and 40s. Under the triumvirate, it had weathered the debilitating Wagner affair with an even stronger sense of community and had attempted to address many of the issues raised by the academic revolution. Rollins had increased the size of its physical plant to meet the needs of a burgeoning student population (by 1966 total enrollment exceeded 1,000), and even more importantly, had improved the quality of its students. During this period, the admissions office undertook an aggressive program that significantly increased the application pool. By 1966, four applications were received for each one accepted, and that year Dean of Admissions, Spencer Lane, reported an average SAT of 565 verbal and 575 math. The Class of 1968 represented a high point of the admission accomplishments and indicated the college's potential drawing power. Choosing three hundred and twenty students from 1200 applicants, the admissions office closed enrollment on May 1, with an acceptance rate over sixty percent. SAT scores averaged 550 in each of math and verbal

portions with seventy percent of the entering students ranked in the upper two-fifths of their high school classes. It was the most encouraging report on academic quality in the college's history.(13)

Students during the decade of the 1960s provided the college with much excitement in almost every field of endeavor. Theater majors Bill McNulty, Bill Millard, Nancy Yardlow, Ray Edwards and others presented four years of outstanding plays. *Sandspur* editor Mark Billson produced quality newspaper journalism in what many considered the best ever printed at Rollins. Fred Giddes and Al Holland gave the college community intelligent and imaginative leadership in student government. When the Class of '68 graduated, over half continued in graduate study, six receiving Woodrow Wilson Fellowships and one, Norman Friedland, receiving the prestigious Root-Tilden Scholarship for study at New York University School. Jane Blalock, a scholar/athlete history major Jane Blalock ('67), a star college golfer, soared even higher as a pro in the LPGA. The list of her accomplishments—from LGPA Rookie of the Year in 1969 to 2014 inductee into the Legends Hall of Fame—Jane Blalock established herself as one of the greatest golfers of all time. In addition, she started her own business, Jane Black Company, was periodic golf commentator on NBC, organized and served as director of Legends of Golf and wrote two books. Gilbert Klein, also a history major and editor of *The Sandspur*, made a very successful career in journalism. He started as a reporter for the *Tampa Tribune* before going to Washington as national correspondent for the Media News Service. In 1994, he was named President of the National Press Club and later wrote that organization's history. These Classes of '68 revealed clearly the college's potential for academic quality. For the next decade other classes during this period came close to matching that quality.

This cohort of students was also some the most assertive and even the most radical the college had ever experienced. Fueled by protest against the war in Vietnam and by rapid social transformations, Rollins students began lobbying for more student participation in college governance and demanding radical changes in the code of student conduct. Senior Robert Nuland helped organize the "radical" (Nuland's term) Youth for New America (YNA) which called for longer visitation rights in dormitories, abolishing restrictions on student dress, allowing more student participation in selecting instructors and the courses they teach an. The YNA called for frequent boycotting classes to support a Vietnam Moratorium. True assertive students helped put Hugh McKean in office, but the triumvirate, all products of the genteel Holt era, was in no way prepared for this level of student rebelliousness. Time and change had passed them by.

The informal, personal and sensitive style of Hugh McKean had reestablished a sense of well-being in the community and recreated the relaxed aura of most of the Holt years. Fox Day typified, perhaps even symbolized, this aspect of McKean's presidency. In 1956, the president created a full day of celebration centered on a statue owned by the college since 1934. Holt had convinced Senator Murray Sam of New Smyrna to donate two statues -- a fox and a cat -- for display on the campus. For years they sat on the walkway leading to the Recreation Hallf. When a student prank damaged the cat, Holt had stored the fox for safekeeping. For years it was assumed lost. McKean, claiming to have found it, secretly brought the fox from hiding, placed it on the horseshoe lawn and announced that the fox had decided to emerge and to proclaim "Fox Day." Classes were dismissed, and the Rollins family would "just take it easy," going to the beach or participating in organized activities. The celebration would culminate with an all-college picnic and a special commemorative

meeting in the Chapel. For years afterward, Fox Day brought together the college family in an informal and relaxed way, nurturing a community spirit that might have been threatened by the greatly increased size of the college. McKean's Fox Day proclamations, poetically melding the college's natural beauty with the joy of learning, created nostalgic memories for students and invariably captured the essence of the day. The annual proclamations typified McKean's amiable, relaxed style. He always began the proclamations with poetic musings: May 2, 1963: "The auguries and the winds foretell that May the second will be a day of sunlight and beauty"; May 6, 1964: Tradewinds now add softness to the nights and freshness to the days; and phlox, that glorious flower of May, is ablaze in the Parsonage garden; and mocking birds are adding special magic to it all;" May 7 1966: "Florida's skies are blue and filled with winds and clouds, and spring is here, a time when chuck-wills' widows call their name at night for reasons known alone to them, but good, no doubt, and jasmine stars give fragrant beauty to the evening air." In this realm Hugh McKean seemed truly the protégé of Hamilton Holt.(14)

In the financial domain as well, the McKean administration was the product of the Holt era. Consciously or unconsciously, in fund raising, the McKean administration tried either to emulate or to avoid Holt's methods. Like Holt he would be the principal fund raiser but he wanted to change the perception left by Holt that the Rollins College president was always "begging for contributions" The President presented his initial ideas on development in his first report to the Trustees. It included a broad statement that set the tone of his future development philosophy. The administration, he wrote, was considering "a 7-year plan designed to present the aims of Rollins College to thoughtful persons with such clarity and force that they will wish to give it the financial support it must have." One year later McKean

declared further: "When I became President I said that I would ask no one to contribute to support the college but that if the facts about the college were good and reasonable and if they were presented to the friends of the college in a way that they could be thoroughly understood, it was my opinion that the college could win its own support." In 1955, after he assumed personal responsibility for fund-raising, he admitted with characteristic self-effacement some uncertainty in this field. "I do not know if I will succeed but I will try," he told the Trustees. "My policy will continue to be that of speaking frankly about the college and making no direct requests for funds."(15)

Convinced that the merits of the College would suffice to attract the necessary funds to assure its future, McKean made no further development plans. He ignored the Trustees's suggestion that he hire a development officer who could construct a systematic fund-raising policy. After eight years, McKean felt constrained to admit his program "had not been a great success." He had predicted that by 1960 for the college would require annual (income, gifts, and funds) of ten million dollars, but in that year, he was able to report only half that amount raised. It was not, he conceded, "a dazzling record," but he hastened to add, it had "been accomplished without high pressured solicitation and without a development officer."(16)

In the face of the college's slow financial growth, the Trustees began pressing for a management study that would, as one of them argued, "help set goals and point out areas for improvement." In response, McKean included a long section in his 1961 annual report entitled, "Appraising Rollins' Development Program." He admitted his philosophy and methods differed from "the more or less standard methods" and that his plan contained no provisions for development professionals. His administration had purposely "employed no

development officer ...[set] no goals, [had] no solicitation, no teams." McKean warned the Trustees that if they engaged a fund-raising firm, the consultants "would expect them to contribute at least fifty percent of the goal on the theory that the Trustees who are at the college cannot expect others to contribute if they do not lead the way." In evaluating his own program, the President reported: "We did not expect to have raised the funds in the usual sense of the word," expecting that the bulk would come in wills and trusts." In an attempt to change the image created in the Holt era that Rollins was "always begging and always spending more than its income," he had constructed a development program based on "winning support rather than solicitation." Such an approach might take a long time.(17)

Finally conceding in 1962 that his "development program was lagging," the president reluctantly accepted the management study suggested the previous year. In the spring of that year the Trustees signed a contract with the American Institute of Management, a New York firm that had recently completed an impressive audit of a college in Pennsylvania. A representative arrived at Rollins in September 1952, completed his study by December and submitted his report in January 1953.

The report began by praising several aspects of the McKean administration's efforts. Its academic goals were correct; it was defining and redefining the educational philosophy of Hamilton Holt; it was improving the quality of students and teachers; and it was relating the college to its own geographical area. The report particularly praised McKean's efforts to create a new community role for the college through the General Studies program, through the Patrick Air Force Base program and through a proposed research institute in space science. It further praised the administration for holding these programs to a secondary function, leaving the liberal arts program at the center. It did recommend that the college

appoint a Dean of Community Programs and suggested these programs be tied more closely to the college by using its own faculty and building and by bringing the standards of the program to the college's level. These recommendations almost precisely paralleled those of a planning committee some 15 years later. The AIM report suggested that the college give serious thought to these problems.(18)

The investigators felt the most pressing administrative problem was the absence of a development program. They suggested appointing a permanent development officer with the status of a vice president whose sole function would be to organize and direct the development effort of the college. They recommended short-term (three to five years) and long-term (ten to fifteen years) plans that would provide the college with a sense of direction. The development officer should construct a program based on this plan that would involve all possible sources of support: alumni, trustees, local business and industry, national business and foundations, the community, parents and friends of the college.

The investigators focused their attention on the alumni contributions, an area where he found little to praise. The problems, they reported, lay the Rollins Alumni Corporation. The organization responsible for alumni affairs and contributions remained an *independent* entity with its own board of directors and executive director. The AIM's report was direct in its analysis and suggestion: "The continued independence of the Alumni organization today is anachronistic, purposeless and damaging. Certainly the Alumni organization can have no reason for existence except support of the College. Yet its separateness denies it the benefit of direct guidance by the administration and Trustees that could improve its support of the College." The report suggested the Trustees should change "this awkward arrangement" and reunite "their organization with the college it was founded to serve." It was the

responsibility of the Alumni association, the Institute Report lectured, to "convince the alumni that their education was in great part subsidized; that their schooling had been underwritten by friends of the college through contributed funds, and by teachers willing to teach without adequate compensation, and by administrators and staff who worked for low wages." AIM ended its study with an optimistic prediction for Rollins's future if the college moved forcefully to deal with its quite manageable problems.

The Institute had presented the college with a challenging analysis and evaluation, one that could have served, had the administration chosen to use it, as the basis for a planning document. But the administration neither requested nor desired the audit and therefore did not embrace enthusiastically a report full of implicit criticisms. After a few polite bows to the report's suggestions, the administration shelved the document, deeming the criticisms unwarranted and unspecific. Besides, it argued, the Southern Association of Colleges and Schools (SASC) had just directed a self-study evaluation that already outlined the college's problems and needs.

The problem with this argument was that normally the SASC studies are more designed to make certain a college has maintained its accreditation standards. It rarely ever probes deeply a college's administration issues. The Southern Association study had merely noted that the President's "high degree of informal" administration created uncertain lines of responsibility and communication; it suggested the college create higher standards in its peripheral programs, but primarily, it lauded the college's "personalized education," its improved science program and its beautiful campus. Understandably, in the eyes of the administration, the Southern Association report described the college's "true condition."(19)

One of those "true conditions" of which the administration was most proud was its annually balanced budget, and after years of deficit financing during the Holt era, the achievement was not an inconsequential one. Unfortunately, this balanced budget did not allow the college to pay faculty salaries competitive with comparable institutions. This factor led to some faculty discontent and probably contributed to high faculty attrition. Each annual report of the President contained a section entitled, "Serious Losses to the College," wherein he listed talented faculty and staff who had left for more lucrative positions. In 1963, for example, he cited a typical case of a faculty member with a salary of \$5,700 who left Rollins for a position which paid him \$3,000 more. The President reported faculty complained that astronomical raises elsewhere in academia were not being matched at Rollins.(20)

Ironically one of the administration's successes—improvement in quality faculty—led to serious problems in late 1960s. In the decade between 1960 and 1970, many of the older professors began to retire to be replaced by a large group young, activists professors with doctorates. Looking to respond to the changes taking place in academia throughout the nation and eager to assume responsibility taking the college into the next decades, these young faculty been to pressure the administration for changes in leadership. These faculty and an assertive student body inevitably turned critical eyes on an administration which they felt was lagging behind the times. Steeped in the values and mores of pre-World War II America, McKean and his staff looked on uneasily at the Vietnam generation world of drugs, mini-skirts, long hair, sexual freedom, political activism and anti-establishment attitudes. Efforts by the administration to resist these new modes of behavior brought only derision. A typical editorial in the January 19, 1968 *Sandspur* denounced the administration's over-protective *in loco parentis* policies. A small infraction "of general conformity in appearance,"

wrote the editor, "brought letters of protest to the students' parents." Frequently, parents of several male students received letters from the Dean's office "complaining about the length of their son's hair." A new generation of students eager to break down the administration's paternalist attitude and a group of aggressive, young faculty discouraged by low salaries and disappointed with the administration's failures to fully realize the college's academic potential, began exerting tremendous pressure on McKean for some sense of direction. When the Trustees arrived for the 1968 commencement meeting, they found the campus in mild turmoil. Just prior to the end of the spring term, the community was shaken by the firing of three popular faculty members for improper personal conduct. Although most of the college community supported the dismissals, many of the faculty attributed the dismissals to a lack of leadership. Even earlier, McKean seemed to sense growing serious discontent. He admitted frankly in his 1969 annual report that the faculty believed his administration to be "ineffective and that was the college's chief problem." In May 1969, meeting with several Trustees as they arrived for the commencement meeting, a faculty group expressed a loss of confidence in the President's leadership. Sensing an impending crisis, the Trustees began negotiations with McKean for his resignation. They seized upon the beleaguered president's suggestion in his February report for a college reorganization that would create the position of a Chancellor responsible for endowment development. The Trustee negotiators offered that position to McKean, and he agreed.

Despite his significant achievements, McKean's presidency ended amid a sense of unfulfillment. The faculty, many of them close personal friends of the President, had admired his sense of humanity and his genuine sensitivity to faculty and student needs. But they were also deeply disappointed with his impressionistic administration and his inability to give

more purposeful leadership to the college. The President's last annual report revealed his own sense of frustration. In the report he proclaimed that he, as well as the faculty, knew that Rollins College *should be* standing alongside the nation's best small liberal arts colleges. He, as well as the faculty, knew that the college was worthy of the same financial support that had helped make these colleges great. Eighteen years after he assumed the presidency, Hugh McKean was still searching for the kind of breakthroughs that would advance the college beyond the Holt years. He could depict the vision in poetic language, but it always seemed just out of his grasp. It was a sad story of good intentions, missed chances and lost opportunities. While many small liberal arts colleges took advantage of the all too brief period of cornucopia educational abundance, Rollins made only moderate advances. Under McKean the college had held its own as a *good* liberal arts college, but the important elements of the community never considered that sufficient. In a situation maddeningly familiar to Rollins supporters, the college seemed perpetually poised on the edge of greatness.

With stoic reluctance the aging president stepped down. He had been associated with the college for almost four decades and the length of his presidency was exceeded only by his idol. His ability to restore the Holt patrimony, to bring harmony and hope back to a dispirited college, was his greatest accomplishment. But restoration of that patrimony may have been also have been the source of his most salient weakness. In a period of dramatic educational change, McKean seemed stuck in the past, unable to move beyond the world of his most cherished memories. Ironically, like Wagner, McKean was a captive of the Holt era.

After retirement, McKean devoted his time to planning a museum that would house his impressive Tiffany stained glass collection. His professional life had come full circle. At the beginning, he had told the Trustees he was an artist who should be teaching instead of undertaking the role of a president. He had taught art for twenty years, he told them, and that is what he should be doing. However much McKean relished serving as President of Rollins College, that early assessment of his own abilities was as much an insightful self-perception as it was an act of modesty.

NOTES

1. McKean to Lester Sutler, January 24, 1952;

2. Alcott Deming to McKean, June 5, 1951

Charles Hosmer Morse first visited Winter Park in the early 1880s and was enamored by its natural beauty. He purchased property on Lake Osceola and soon became involved in the development of the city of Winter Park. By 1904, he had become the largest landowner in the area. His land donations to the city, many of them made anonymously, are sites of such prominent city facilities as City Hall, the Woman's Club, the municipal golf course and Central Park. By 1915, Charles Hosmer Morse had retired to Winter Park permanently. In 1920, just one year before he died, he acquired land situated between Lakes Virginia, Berry and Mizell. On this site, he planted citrus groves and carved a scenic road that would later become a local attraction: Winter Park's treasured Genius Drive.

Jeannette Genius McKean was the granddaughter of Charles Hosmer Morse. She was born in 1909 into an atmosphere of refined tastes and talents. Both the Morse and Genius families were collectors of fine art. Jeannette's mother, Elizabeth Morse Genius, loved to paint, and passed this artistic bent onto her daughter. In college, Jeannette studied art and interior design. She had an affinity for designing "vignettes," or themed rooms. Jeannette became an acclaimed painter, heavily influenced by the natural world. In 1936, Jeannette's parents, Elizabeth Morse and Richard Genius, built a Spanish renaissance-style home on Lake Virginia in Winter Park across from Rollins College. Eventually, Jeannette and her husband, Dr. Hugh McKean, inherited Wind Song and the surrounding land. Hugh and Jeannette often entertained the faculty at Wind Song during the years of his presidency.

3. Biographical information drawn from the Hanna Papers, Archives.
In addition to his immeasurable contributions to Rollins College, Fred Hanna was perhaps its most prolific scholar.

4. *Sandspur*, September 27, 1951.

5. The national educational account was reconstructed from Christopher Jencks and David Reisman, *The Academic Revolution* (1962), 28-50. Report of the Presidents Commission on Higher Education, 1947, 41-51; Frederick Rudolph, *Curriculum*, 282-285.

6. President's Annual Report, 1954.

7. Faculty Minutes, January 7, 1952.

8. Trustee Minutes, July 11, 1951; Report to the Trustees, February, 1952. Emphasis added.

6. Trustee Minutes, February 23, 1952.

7. *Ibid.*
8. President's Annual Report, 1955; 1956.
9. *Ibid.*, 1965.
10. *Ibid.*, 1953,1954,1955.
11. *Ibid.*, 1960.
12. President's Annual Report, 1966, 1967, 1968.
13. *Ibid.*
14. Copies of McKean proclamations in his Archive papers.
President Hamilton Holt had admired the pieces for years; in 1929 he wrote his friend that they "have long appealed to my antique sense" and he believed they would be "fittingly enshrined" at Rollins.
In 1959 Genevieve Sams, the wife of the Senator, visited the campus and asked about the statues. By then, the Cat had been destroyed (the location of its remains is unknown), and the Fox appeared only on the College's annual holiday. Royle Howard, secretary to the Archives, wrote to update Mrs. Sams: "The poor cat has met with a fatal accident, but the Fox is a treasured possession of the College, and when he comes out of hiding, an occasion of much joy!" Mrs. Sams gave the Archives as much background information on the statues as she could. They originally came from France, she said, and although it was "hearsay," she had been told that these were satirical pieces, depicting "the Populace (Cat) making his sweeping bow in hypocritical salute to the Papacy (Fox)."
15. President's Annual Report, 1968.
16. President's Report, 1963
17. Faculty Minutes, 1963.
18. Report of William Reich for the American Institution of Management, January, 1963.
19. *Ibid.*
20. Trustee Minutes, May, 1969; December, 1969.