

A photograph of a brick building, likely a college building, with snow-covered trees in the foreground. The building is made of red brick and has several windows. The trees are bare and covered in snow, with some evergreen trees visible on the right side. The sky is overcast and grey.

BLACKBURN COLLEGE

ANNUAL REPORT ON PHILANTHROPY

FY 2021

(July 1, 2020-June 30, 2021)

OFFICE OF INSTITUTIONAL ADVANCEMENT

“The results of philanthropy are always beyond calculation.”

Mary Ritter Beard

Dear valued member of the Blackburn family,

I am pleased to present you with this first annual report on philanthropy at Blackburn College. Within these pages we will not only share calculable results of the work ongoing within the Office of Institutional Advancement from fiscal year 2021 (July 1, 2020 – June 30, 2021), but more importantly, what resulted from the generous philanthropy of our supporters. We also wish to emphasize our gratitude for our Blackburn family of supporters, including our alumni and our friends, who give selflessly of their time, talent, and treasure.



Fiscal year 2021 was a time of tremendous change that saw people all over the world rally to aid and support their fellow human beings. Our supporters were no different, stepping up to provide much needed emergency funding for our most disadvantaged students, provide scholarship, programmatic, and academic support, and contribute both money and sweat equity to improve campus capital and grounds.

Blackburn also benefited from thoughtful donors upon their passing, leaving generous bequests to ensure the future of this beloved institution. In the following pages you will read personal stories of big-hearted Blackburnians who believe in the future of our small college, and the impact of their investments.

Please join me in celebrating a wonderful year of philanthropy of all kinds, all in support of Blackburn College.

Lauren

Lauren Dodge, PhD, CFRE

Vice President for Institutional Advancement

This past fiscal year was full of firsts. Personally, it was my first full fiscal year as the Director of Annual Giving and Stewardship at Blackburn College, and I'm honored to have been given this opportunity. It was the first time I'd ever worked from my living room for an extended length of time. Professionally, it was the first time I'd tried my hand at fundraising for a cause and institution I'm passionate about, and ultimately, it was *the first time in more than a decade that The Blackburn Fund received more than half a million dollars in donations!*



I am passionate about funding The Blackburn Fund because those gifts allow us to handle whatever life throws at us—and we'd probably all agree that there's no way to predict what comes next. This turnout, this support of Blackburn College, is not a reflection of me or my work, but a direct reflection of you and your caring hearts. The projects that we've funded, the emergencies that we've addressed, and the needs that we have answered are all thanks to you and the many ways you choose to show your love and support of Blackburn! We are continuing to innovate and grow in ways that we hope will make each one of you proud to be a Blackburn supporter and a lifelong friend. I hope you enjoy this selection of just a few of the exceptional philanthropic projects at Blackburn during our last fiscal year, and I hope you are proud of all that you've accomplished!

Teresa

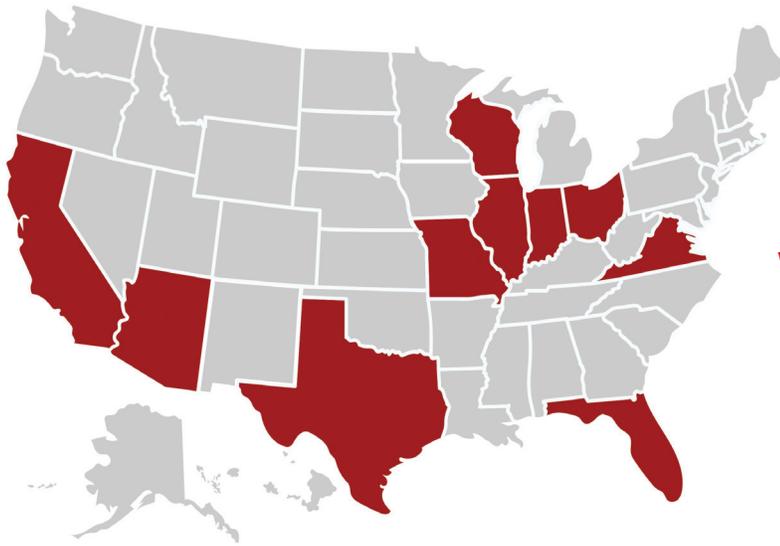
Teresa Simmons Kirk '90

Director of Annual Giving & Stewardship

BENEFACTOR SNAPSHOT

REPORTING YEAR: FISCAL YEAR 2021
 JULY 1, 2020 - JUNE 30, 2021

970 DONORS TO ANNUAL & ENDOWED FUNDS

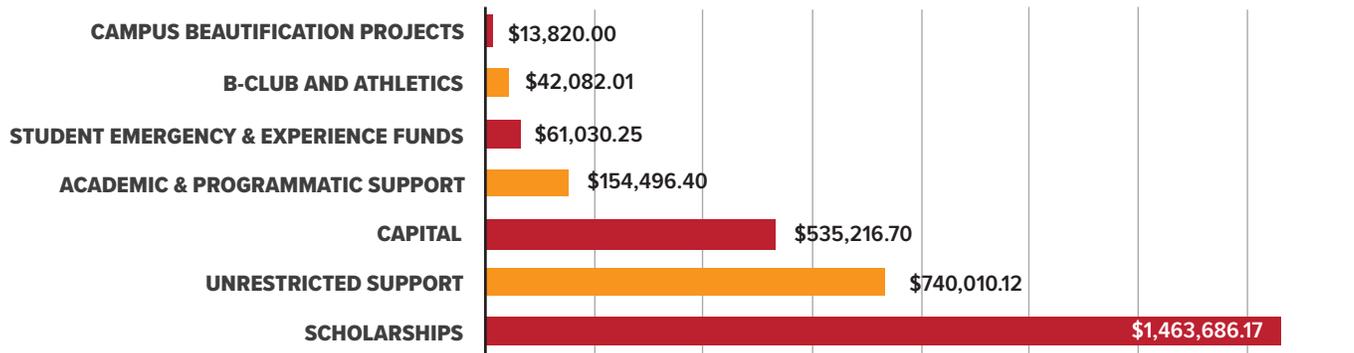


TOP TEN STATES
 WHERE DONORS RESIDE

- ILLINOIS
- MISSOURI
- CALIFORNIA
- WISCONSIN
- INDIANA
- FLORIDA
- TEXAS
- OHIO
- VIRGINIA
- ARIZONA

Blackburn College donors reside in all 50 states, the District of Columbia, the U.S. Virgin Islands, Guam, the United Kingdom, and the Canadian provinces of British Columbia, Nova Scotia, Newfoundland and Labrador, Ontario, and Quebec!

WHAT DID DONORS SUPPORT IN FY21?



PHILANTHROPIC HIGHLIGHTS



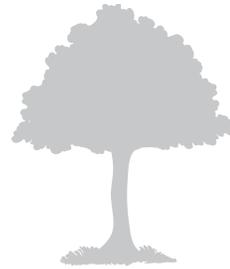
TOTAL CASH RECEIVED
\$4,552,690.⁰⁶

GIVING DAY
\$87,155.⁴²

THE BLACKBURN FUND
\$562,219.¹⁴

CAMPUS BEAUTIFICATION

\$13,820
RAISED FOR TREES,
LANDSCAPING, AND
NEW BENCHES



72
TREES
PLANTED

**2 ENDOWED
POSITIONS
ESTABLISHED**

- The Peter Slavish Endowed Professorship (\$500,000) in Art was established by Carl and Cynda Ziedler of Carlinville, IL.
- The Marguerite S. Snyder Endowed Dean of Work was generously funded through a bequest (\$1,000,000.00) from Ms. Snyder, endowing our Dean of Work in perpetuity.

CAPITAL PROJECTS

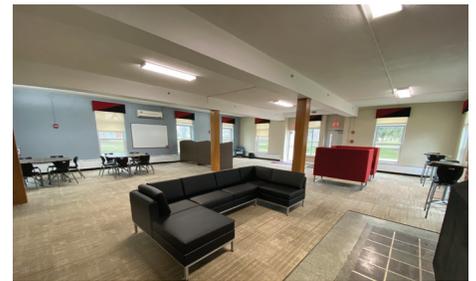
\$535,216.⁷⁰

**DONATED FOR CAPITAL
IMPROVEMENTS INCLUDING:**

Residence hall renovations,
Dawes gymnasium, establishment of
an Equity Center, and upgrades to our
physical plant.



Butler Parlor Before



Butler Parlor After Renovation



Reading Room Before



Reading Room After Renovation

**THE LARGEST CAPITAL PROJECT
FUNDED IN FY21 WAS THE
HAROLD ENGELKING '39 READING
ROOM RENOVATION IN THE
LUMPKIN LEARNING COMMONS**
(story on p.14)

SCHOLARSHIP GIFTS:
\$1,463,686.¹⁷

EQUIPMENT:
 CHEMISTRY LAB INSTRUMENT
 ATHLETICS EQUIPMENT
 AUDIO VISUAL EQUIPMENT FOR MUSIC & THEATRE

STUDENT EXPERIENCE FUNDS

THEATRE INDUSTRY SPEAKER SERIES • MENTAL HEALTH FIRST AID • CAMPUS WELL SOFTWARE
 'BURN BOOK PROJECT • CAMPUS COMMUNITY & SAFETY TRANSPORTATION GOLF CART
 BLACK STUDENT UNION HISTORICAL & CIVIL RIGHTS ROAD TRIP
 "BARNEY CHALLENGE" RESIDENCE HALL COMPETITION

ORAL HISTORY PROJECT

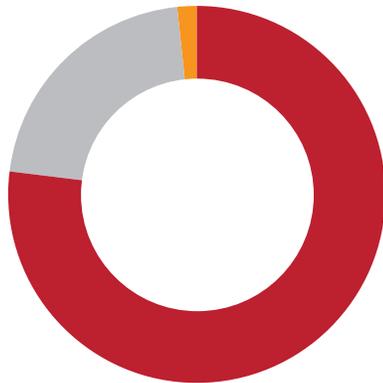
Between February 2021 and August 2021, Blackburn alumni spanning the classes of 1939 to 2021 contributed

1,210 ORAL HISTORIES
 to the tapestry of the Blackburn story.

STUDENT EMERGENCY FUNDS

\$9,030.⁰⁰

FY21 INVESTMENTS UPDATE



ENDOWMENTS
\$28,930,482.¹⁰

FARMS
\$7,950,726.⁰⁰

OTHER
\$590,402.⁰⁰

GIFTS IN KIND



**COMMERCIAL
 CARDBOARD BALER,
 ACE HARDWARE
 CREDIT,
 PPE & CLEANING
 SUPPLIES**

FY21 ENDOWMENT UPDATE

\$28,930,482.¹⁰

BLACKBURN COLLEGE ENDOWMENT POOL
 (END OF FY21)



26.25%
 ENDOWMENT RETURN RATE

GROWTH IN FY21

\$5,739,041.⁵⁵
 RETURNS

\$2,221,885.⁸¹
 ENDOWED GIFTS
 ADDED

FINANCIAL DATA PROVIDED BY COMMONFUND, 2021

DONOR SPOTLIGHT

ELISABETH ROHATSH GANTT, CLASS OF 1958

Mix together opportunities, the means for education, mentoring relationships with teachers and leaders, and a bit of luck. Add desire and motivation. The outcome can be amazing and startling.

Elisabeth Rohatsch Gantt began life in Gakovo, now part of Vojvodina, Serbia near the Hungarian border. Education was made available to all children and Elisabeth completed the first three elementary grades. However, her schooling was interrupted in 1944 with the advance of Communist partisans and the chaos of World War II. At the end of the war, she, along with other members of her family—her mother, four-year-old brother, grandmother, aunt, and five-year-old cousin—spent time in refugee camps and farms in Czechoslovakia. Living with constant hunger and fear, they were finally relocated to the Soviet Occupation Zone of East Germany.

Luck and planning led to a successful, illegal escape to the British Occupation Zone on the second try; they stayed first in a reconfigured Dachau camp in the American Occupation Zone and were eventually housed in a room at a family farm in Bavaria.

Asked what she learned from these experiences, Elisabeth said the answer was simple: “It clarifies life’s priorities and keeps one from getting lost in trivia.”

ELISABETH & RAYMOND—MUNICH, GERMANY, 1960



Elisabeth and her brother were considered U.S. citizens because their mother had U.S. citizenship. But to remain eligible for U.S. citizenship Elisabeth had to leave Europe and be in the United States before the end of her 16th year. The small family managed to immigrate to Chicago in time for Elisabeth’s citizenship eligibility to remain in effect.

“I spoke little English and learned the language from “Dick and Jane” readers and from comic books that associated words with images,” Elisabeth recalls.

Mrs. Hawkes, a biology teacher at Hyde Park High School where Elisabeth was enrolled, was Elisabeth’s introduction to biology

and science. Additionally, Mrs. Hawkes planted the idea that Elisabeth could go to college—something Elisabeth’s family could not afford. However, the teacher knew of a small college downstate that provided opportunities for students with meager financial means and who were often the first members of their families to attend college—Blackburn, which combined academics and work.

Blackburn’s low cost, plus scholarship dollars from her high school principal and another teacher, made it possible for Elisabeth to cover her first year’s expenses.

Elisabeth remembers: “Women had a difficult time obtaining the money

needed for college since we could not get the higher paying summer work the men did. However, I was able to come back to Blackburn each fall because of summer work placements that Blackburn made for students—like providing summer childcare at peoples’ homes, or waitressing at Michigan resorts.

“If it hadn’t been for Blackburn, I couldn’t have attended college!”

Elisabeth credits Dr. William Werner with nurturing her interest in science and biology. One of her Work Program assignments was working for Dr. Werner as his teaching assistant. She learned that it was not just the science classes that were important. “Dr. Werner was involved in science societies and wrote a science column for the local paper. He was involved in the community. His work with science outside the classroom, showed me the importance of connecting, teaching, and being a part of something greater than myself.”

Blackburn was also especially important to Elisabeth personally. She met her future husband, Raymond Gantt there, who was also a student in the sciences. They married shortly after graduating from Blackburn, and both went on to earn PhD degrees in their chosen fields. As active research scientists they attended many national and international meetings over the years, such as in Japan. (See photo, below.)

Elisabeth’s career led to numerous scientific awards for her teaching and plant research, including being named to Blackburn’s Science Wall of Honor. Perhaps the most prestigious recognition of her work was being elected to the National Academy of Sciences. [Just a side note—Blackburn has had four alumni elected to the National Academies of Sciences and Engineering—unheard of for a school Blackburn’s size.]

Elisabeth and Raymond Gantt committed themselves to helping students who, like them, wished to attend college but had little means. They worked with Blackburn’s Institutional Advancement staff to establish the Gantt/Rohatsch Scholarship Fund. Over the years, their annual contributions to the fund, along with the endowment fund’s earnings, helped the fund grow to assist more students.

Elisabeth is grateful to Blackburn for the excellent education she received, and especially for professors like Dr. Werner who motivated his students to grow in their fields. Blackburn also kept her busy enough that she had little spare time to have to “kill.” All that she gained from Blackburn made her competitive in her graduate school years and her research projects. It also led her to become a pioneer woman in the sciences during a time when men dominated the field.

“I had the perfect combination of academics, work, and service at Blackburn—an experience that was invaluable. Ray and I started with nothing when we came to Blackburn, and we’ve both had extraordinarily successful science careers since then. Blackburn gave us our start!”

Together, the Gantts established the Gantt/Rohatsch Scholarship Fund, which provides scholarships to students majoring in the sciences. The scholarship fund has benefited 55 students with a total of more than \$123,000.



DONOR SPOTLIGHT

NANCY ROBERTS, CLASS OF 1972

Nearly five years passed following her graduation from Blackburn College, and Nancy Roberts was working for Pfizer in its East St. Louis plant—one of the last major corporations in the beleaguered city. That was when she realized that her career path was leading to operations management and that her experiences at Blackburn had made a difference.

While at Pfizer, Roberts took a career development workshop that used the book [What Color Is Your Parachute](#) by Richard N. Bolles as its study guide.

The workshop led her to think deeply about what she liked to do. Through her college career and later she struggled with what direction she wanted to go. The seminar “helped me to wrap my mind around the idea that understanding what I liked to do should determine the work I do.” As Nancy reflected on her time at Blackburn, her list of likes included her love for playing basketball and her management work as head of the kitchen’s salad room. She also enjoyed earlier participation in a high school musical. Common characteristics existed among these disparate activities: they were challenging endeavors, had specific objectives, and required teamwork. That insight led her into



operations management, which required the skill sets developed in all of those categories and became something she enjoyed throughout her successful career. “When I was the head of the salad room at Blackburn, and then in my management jobs at Pfizer and Sonoco, I tried to make things clearer and more understandable for my employees without being capricious or sounding like it was simply a manager’s decision. I wanted them to know that there was an organizational reason for why they were asked to do certain things; that there was a bigger picture to look at.”

Roberts wanted her employees to understand, for example, that working on the weekend serves

a broad “community-based” purpose. “Our customers needed our inventory so they could get their products finished and out the door to their own customers. We were part of a process chain or network. Management decisions were based on circumstances—not on a manager’s whim.”

Nancy’s last assignment before retiring was a challenge she accepted and for which she was given the time and resources necessary to resolve a cost overrun problem. The plant had \$2 million in costs it should not have, and she was directed to bring the costs under control. She used much of her time to educate employees about their work and to know that their work had value.

She helped them realize that some practices—in place for years—were not cost effective.

Philanthropy: Giving it back...

Professional success led to Nancy thinking about ways she could give back. She met an older, wealthy couple whose gifts were making a significant impact on an area college. During a seminar that Nancy attended, the couple gave a presentation on their philanthropic plans. Nancy was impressed with the planning and thought that went into their gifts and the amount of time the couple spent meeting with the school's representative.

“Blackburn attracts and educates the kind of kids that I wanted to hire while I was at Sonoco,” said Roberts. “They are creative, have a good work ethic, a can-do attitude, and are motivated employees. They have good skill sets, though they sometimes do not realize it.

“I believe Blackburn works hard to make college affordable and makes higher education possible for many students with financial need. I wanted to supplement the students' ability to pay in some way. It was a natural fit for me to work with Blackburn to set up a scholarship fund for students in memory of my partner Kathleen Eberle '72.”

Thinking long-term, Nancy went on to set up a second scholarship in her own name that will be funded as part of her estate.

As Nancy considered other ways she could assist Blackburn and its students, she especially liked the idea of setting up a speakers' series on the campus in the social sciences. Modeled on a natural sciences speaker series, she wanted students to be exposed to ideas from off the campus and provide a chance for them to talk with professionals from the social sciences fields. She wanted to expose students to work being done in social justice and justice-related problems. Nancy hopes that as the speakers' series grows it will build a desire among potential speakers to come to the campus to give lectures and spend time with students.

“I enjoyed working with the staff at Blackburn who helped me put into action my desire to give back to Blackburn. With their help, I was able to align my interests with the College's programs and find opportunities to give back in ways that best fit the mission of educating their students.”

It has been a long and productive road for Nancy Roberts since her days living on the third floor of Stoddard hall, majoring in sociology, working in the kitchen, and playing sports. She found a life's partner there, and developed work and life skills that would contribute to her many later achievements. Paying it back with her gifts to Blackburn are making a difference for Blackburn—and for her.



DONOR SPOTLIGHT

LOIS DEFLEUR, CLASS OF 1958

Her “need for speed” drove Dr. Lois (Begitske) DeFleur '58 to obtain a pilot's license and purchase a plane; she was also driven to accept challenges, taking advantage of opportunities to manage and lead.

Lois DeFleur credits Blackburn College with providing her a sense of direction and the opportunities to learn about and practice leadership, which ultimately led to becoming President at State University of New York at Binghamton. Blackburn professors mentored and motivated her to reach beyond what she thought of as her capabilities.

Her drive to succeed and to lead may have come from her father, who worked for the Burlington Railroad right out of high school. His rise to senior executive was a direct result of moving from job to job within the organization—learning all he could about the company's business.

Lois' father made it clear she would have to pay for college. Her search for the right, affordable college led to her grandmother's acquaintance with a man in



southern Illinois named Virgil Bretthauer who taught at a small school that required students to work.

Blackburn presents opportunities for growth

Blackburn professors and the Work Program made all the difference to Lois' experience. She especially recalls the influence of Mr. Ross Ensminger (sociology), Dr. John Forbes (history), Lydia Forbes (theater), and Mrs. Plotnick (French).

“These professors and staff were instrumental in putting growth opportunities in front of me, encouraging me to develop

leadership skills and experience. I would not have had the chance to grow in that way on a large university campus,” says Lois.

Although Lois was taking Spanish from another teacher, Mrs. Plotnick began talking with Lois and classmate John Fleckles about the need for a language laboratory at Blackburn. Lois and Fleckles were charged with the task to research and design a language lab, figure out the needed materials, find a space for it, and work with campus crews to make it a reality. The result was a functional language lab located in the basement of Stoddard Hall.

“I would not have gotten that kind of project management experience anywhere else,” says Lois. “The entire undertaking was placed in the hands of us undergraduate students. That’s really amazing!”

Other challenges and opportunities for leadership presented themselves in the Work Program, and Lois, with encouragement from her professors, did not hesitate to accept and learn from them. She was named a work manager and learned to lead a full department of peers. Blackburn became her path to leadership and a career choice leading to her work in higher education.

A life of firsts

Lois has a passion for flying. She was the only woman in her flight class in Lexington, Ky in 1964, finishing at the top of her class. She has owned three different aircraft since then, her current plane being a fast, single-engine Piper Comanche 260C. Her husband, James McGorry, a graduate of the U.S. Air Force Academy, was a fighter pilot, flying 100 missions in an F4 jet over North Vietnam during the Vietnam conflict. Lois and James fly together today for recreation—in fact, their first date was a flight in Lois’ airplane.

Among her many accomplishments in higher education, Lois was the first woman to teach at the U.S. Air Force Academy when it opened its doors to women on the faculty. She was also the first woman to serve in significant administrative roles in higher education: Dean of Liberal Arts at Washington State University, Provost at the University of Missouri-Columbia, and President of the State University of New York at Binghamton, from which she retired. She now faithfully serves on Blackburn College’s Board of Trustees.

Philanthropic choices

“I would not be who I am today if the faculty at Blackburn had not encouraged me,” says Lois. “Blackburn had an enormous impact on my life.

“The education, work, and especially the leadership opportunities made me grow beyond anything I had dreamed. Today’s students should have those opportunities, and so I choose to give to Blackburn—both to pay it back and to ensure that today’s students can become leaders.”

Lois especially supports Blackburn’s library and faculty development. “Libraries are often not a priority for many donors. But the changes at Blackburn’s library have been exciting, transitioning to more than a repository of books. It is a learning center for students to do more than study. It is a place for learning through interactive gatherings, a resource for writing, research, using technology, and much more.”

If given a time to talk with Blackburn students directly, Lois would urge women to take advantage of every opportunity to be in leadership training and leadership roles. “You can do that at Blackburn—unlike most other places. Work with your faculty mentors who will push you to go beyond what you think is possible. Find a field that interests you and learn all you can about it,” says Lois.

Blackburn College’s impact on Lois DeFleur is incalculable. In turn, Lois’ generous impact on Blackburn, its library, and faculty have been beyond measure.

DONOR SPOTLIGHT

ALFRED HOFMANN, CLASS OF 1953

Loyalty and desire to “pay it back”

Dr. Alfred Hofmann '53 is no stranger to supporting institutions and programs that have a direct impact on people in need. He came to Blackburn College with no money, a first-generation college student with few material possessions. Today, he seeks to pay Blackburn back for all that it gave to him.

Alfred's parents immigrated to the U.S. from Germany and settled on the north side of Chicago.

There was no tradition of college in the family, but Alfred's father asked him, “Do you want to go to college?” Alfred knew that the cost of higher education was out of reach for his family; he decided he must first work and set money aside for college.

Alfred's first job only confirmed for him that he needed to obtain a college degree to get ahead. He watched as a newly hired employee was placed directly into a highly desired sales position—without progressing through the ranks at the company as was the normal practice.

“I was told that the employee was given the position and salary because he had a college



degree!” says Alfred.

It was time to seek out advice, and Alfred met with his former Steinmetz High School counselor who told Alfred that he had two options: 1) He could go to the University of Illinois at a cost of \$125/semester plus room and board, or 2) He could go to Blackburn College where students worked on campus to reduce their costs.

Although Alfred applied and was accepted for Blackburn's spring semester, he had to tell the Admissions Director Dr. Marlowe Slater '37 that even with a reduced cost, he still could not come up with the money to attend. Dr.

Slater was determined that Alfred deserved a chance, sending him a telegram telling him to come to Carlinville anyway—not to worry about the money. Financing would be arranged.

Alfred arrived at the Carlinville train station on the GM&O Railroad with only a trunk of clothing that required two people to carry. He walked across town to the campus, leaving the trunk behind until he could figure out how to get it later.

“I was assigned to a room in Dawes Gym—near the balcony and offices on the south end—with four other students. One of the fellas offered to help me get my

trunk, and on the way to the train station, we borrowed a little red wagon from a front yard on College Avenue (with the owner's permission!) to haul the trunk to the campus.”

The Work Plan contributed to Alfred's sense of belonging to a community at Blackburn, and he made many more friends because of it. One of those friends would be his future wife, Kay Hattoon '55. The impact of his experience at Blackburn was life changing; he attributes his work ethic, sense of time management, self-discipline, and value for community to his time at Blackburn.

Alfred left Blackburn before graduating to take a chemistry course at the University of Illinois. Unexpectedly, he had to drop the class, was drafted, and served in the U.S. Army as a medic. He later applied and was accepted into medical school at Northwestern University where he was finally awarded a B.S. after he completed his first year before receiving his M.D. He went on to a successful career in anesthesiology.

Paying it back...

Dr. Hofmann's ethic is to pay it back ... financially and as a volunteer.

He has strong memories of volunteer work he did during the late 1960s. He served on a volunteer plastic surgical team in Vietnam for two three-month periods to treat children who were victims of napalm bombings. The treatment effort was inspired by work done by plastic surgeons on children who had been badly disfigured by the atomic bomb on Hiroshima.

Financially, Alfred has focused a portion of his giving on his alma mater. Alfred and Kay both strongly desired to give back to Blackburn College. When they felt they could afford to do so, they began making an annual gift to the College, which became a habit. *Alfred has given to Blackburn each year for more than 40 years—the longest record of consecutive giving of any Blackburn donors.*

“Blackburn was generous with its student financial aid; I couldn't have attended College otherwise. It is important that I do what I can to help ensure Blackburn assists students with financial need. Blackburn's mission seems to focus on educating young folks with limited means—like me. Therefore, I give annually. And, I plan to make Blackburn a beneficiary of a portion of my estate, so my support continues after I'm gone.”

Blackburn College students are direct beneficiaries of Dr. Hofmann's pay-it-back ethic. Alumni donors report that Blackburn was the place that opened a door for them, giving them a head start for their careers, families, and community involvement. Paying it back means that today's disadvantaged students can also pursue their dreams and aspirations for the future.



DONOR SPOTLIGHT

CONNIE JORGENSEN (DAUGHTER OF HAROLD ENGELKING, CLASS OF 1939)

It's All About Family, Home, and School

Family, community, and education—these were driving motivators for the Engelking family including Harold Engelking AA'39, his wife Evelyn, and their daughters Connie and Elana.

Following the death of Harold, Connie Jorgensen decided that a memorial honoring Harold's life and his accomplishments was important to her and Elana. She wanted that recognition to be at a place he considered to be an instrumental part of his preparation for life—Blackburn College.

“Dad was a storyteller,” remembers Jorgensen. “Among other activities, listening to dad's stories about school, work, his travels and activities drew us together as a family.”

Jorgensen recalls Harold as easy-going, very intelligent, always interested in what was going on (“we got three daily newspapers”), and a talker. “He loved to visit with us and with others; meals were never quiet affairs—we all related the events of the day, sharing our stories with each other.”

Everyone loved to play games together, and Jorgensen recalls Bridge as being one of the most popular. A Christmas present



when the girls were young was a ping pong table which led to many competitive games for years. Their parents taught the girls golf, and it was not uncommon to find the foursome on the golf course together when the girls were adults.

Jorgensen contacted the Office of Institutional Advancement at Blackburn College to talk with a development officer about ways in which she could memorialize her dad's life. Harold graduated from Blackburn with an Associates of Arts degree in agriculture in 1939 when it was a two-year school. Although he went on to earn Bachelor's and Master's degrees from the University of Illinois, he

always considered Blackburn to be his “home base”—the place where he got his start on his career path. Harold strongly felt that Blackburn gave him the foundation he needed to go on to earn his other degrees and to move into a profession.

“Dad used to tell us stories about his days at Blackburn—and particularly about his participation in the College's Work Program, called the “Work Plan” in his day,” recalls Jorgensen. “The Work Program seemed to be what he remembered the most since his stories focused on his campus jobs. I don't recall how he learned about Blackburn—he lived in a small town about four hours

north of Carlinville. He came to Blackburn during the Depression when most people could not afford college.

“Dad liked to talk about the day he was late for a class—maybe a minute or two—and consequently had to march around the track for an hour. He was never late for class again, and he took that sense of timeliness with him into his advanced studies and career; Jorgensen does not recall a time when he was ever late.

“Poker was highly popular at Blackburn among his friends, but none of them had money for betting. They wound up using ties and socks as “chips” during their games.”

Jorgensen loves to travel nationally and internationally, a love that reflects her parents. She particularly likes bicycling in other countries and has done so throughout Europe, Asia, and multiple trips around the US. Italy has been a favorite destination, with several bicycle trips in the past and one scheduled soon. While her parents were still living, the entire family enjoyed taking annual cruises together.

Jorgensen recalls Harold talking about time he spent in Brazil with a team of consultants who worked with farmers there to help improve their crops and yields. He was on the faculty at Southern Illinois University-Carbondale at the time, and that trip was a highlight of his career in agriculture education.

Following retirement, Harold volunteered to participate in a program at Carbondale that provided support services for startup businesses and entrepreneurs. The program included mentoring services, and Harold loved his involvement with young men and women who were trying to get their businesses (and ideas) off the ground.

During her conversations with Blackburn Development Officer Stephen Yearson, Jorgensen learned that Blackburn was seeking funds to help with renovation of the Lumpkin Learning Center’s main reading room.

She was looking for something visible and that would have lasting impact. The Learning Center’s reading room seemed the ideal opportunity for remembering and honoring Harold—especially considering his own enthusiasm for education, working collaboratively with teams of people, and his interest in life-long learning.

Her gift of \$425,000 to Blackburn to support renovations of the reading room did just that—providing improved space for students to study independently, to gather in small groups to work on projects together, and to have a place for team meetings. Thanks to Connie Jorgensen’s generosity,

the room was dedicated as the Harold Engelking Reading Room in October 2021.





Blackburn received a \$1 million gift from the estate of Marguerite Steffey Snyder. The College's Board of Trustees designated the annual proceeds from this gift to directly benefit Blackburn's student-led Work Program and recently established the Marguerite Steffey Snyder Endowed Dean of Work position. Snyder's family includes her nephew, Steve Oberman '71 who explained a little about why she chose to leave a legacy of support to Blackburn College, saying, "My aunt would say all work was honorable. This gift, benefitting the Work Program at Blackburn, would go right along with her way of thinking."

Blackburn College recently debuted the newly redesigned Equity Center in the Demuzio Campus Center. With a redesign that was generously funded by an alum, the Equity Center will host monthly diversity, equity, and inclusion open conversations, DEI movie nights, and monthly themed topics. The Equity Center will reside under the purview of the Executive Director of Diversity, Equity, and Inclusion, and is a serene and welcome addition to campus.

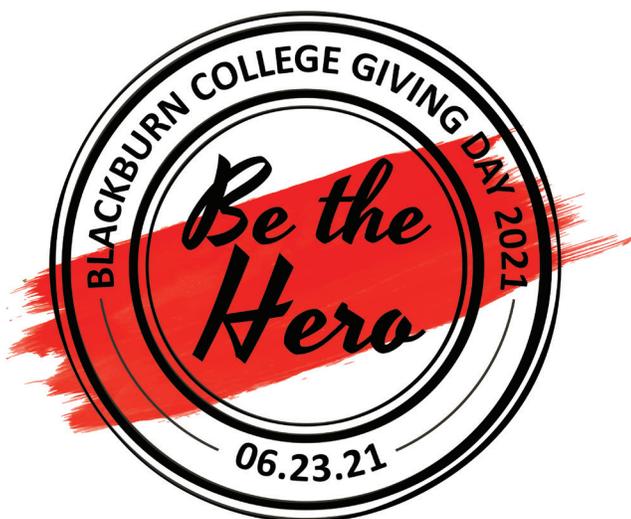


Area State Farm agents recently presented a \$10,000 donation to support Blackburn College's "Blackburn and Beyond" program. A federally-approved comprehensive transition program, Blackburn and Beyond is designed to provide highly supported opportunities for individuals with cognitive exceptionalities to grow and learn in a college environment. This generous gift from State Farm will greatly benefit students participating in the program. It will help provide the tools they will need to succeed including art supplies, technology hardware and software, food for independent living classes as well as admission fees to social activities on campus. The grant money will also be utilized for professional development for faculty as well as fund stipends for Blackburn students working as mentors within the program.



Carl and Cynda Zeidler pledged \$500,000 to Blackburn College to create the Peter Slavish Endowed Professorship in Art at Blackburn College. This gift honors Dr. Peter Slavish, a beloved Art professor at Blackburn for more than 23 years. Endowed Chairs and Professorships not only recognize outstanding achievement, but also provide permanent financial support for the research, special equipment and resources, and creative endeavors of distinguished faculty members. Dr. Slavish was married to Cynda Zeidler until his death in 1996. “One can easily say his meeting with Blackburn was love at first sight,” Cynda explained. “The following year Pete left his tenured position at EIU and joined the Blackburn faculty in what would become a 23-year academic adventure.”

The Blackburn carillon is operational again and an integral part of the Carlinville community has been restored. The restoration plan was funded and organized by Blackburn graduate and former staff member Steve Oberman '71 in honor of professor Roy Graham, a long-tenured Blackburn faculty member who passed earlier in 2020. After more than 65 years of faithful ringing, the carillon was determined to be beyond repair. With a team from the Blackburn community, including Mark Kaiser '71, Eric Kaiser, staff members Sam Harding and Jorge Stewart '02, and Caleb Rieger '21, the new system was built and installed in 45 days. On September 1, the new Roy Arthur Graham Carillon was fully operational.



During this year’s annual Giving Day, the Blackburn College community came together to raise more than \$87,000 to support the institution’s amazing students, academics, athletics, arts, and Work Program. With a call to “Be the Hero,” the total number of gifts received during the 2021 event surpassed all participation goals and exceeded the previous year’s Giving Day total. A considerable challenge gift was put forth by members of Blackburn’s Board of Trustees. The gift of \$20,000 was contingent on reaching the participation goal of at least 200 donations during Giving Day 2021. The challenge worked, and the goal was exceeded by receiving 234 gifts! In addition to the challenge gift, surpassing the participation goal also meant 10% of the Giving Day proceeds would be directed to the Benevolent Beaver Fund to assist students experiencing hardships or emergency situations.

BLACKBURN COLLEGE

OUR STUDENTS, BY THE NUMBERS, FY21



521 TOTAL ENROLLMENT

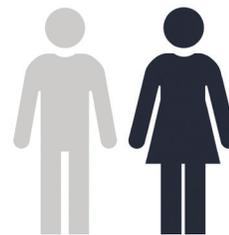


46% COMMUTERS
54% RESIDENTS

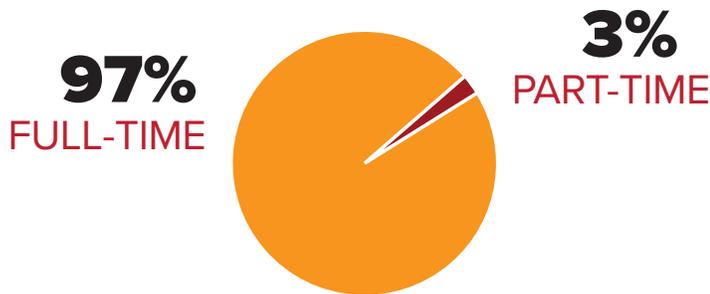
TOP U.S. STATES REPRESENTED



ILLINOIS | MISSOURI | TEXAS
INDIANA | TENNESSEE



43% MALE
57% FEMALE



97% FULL-TIME

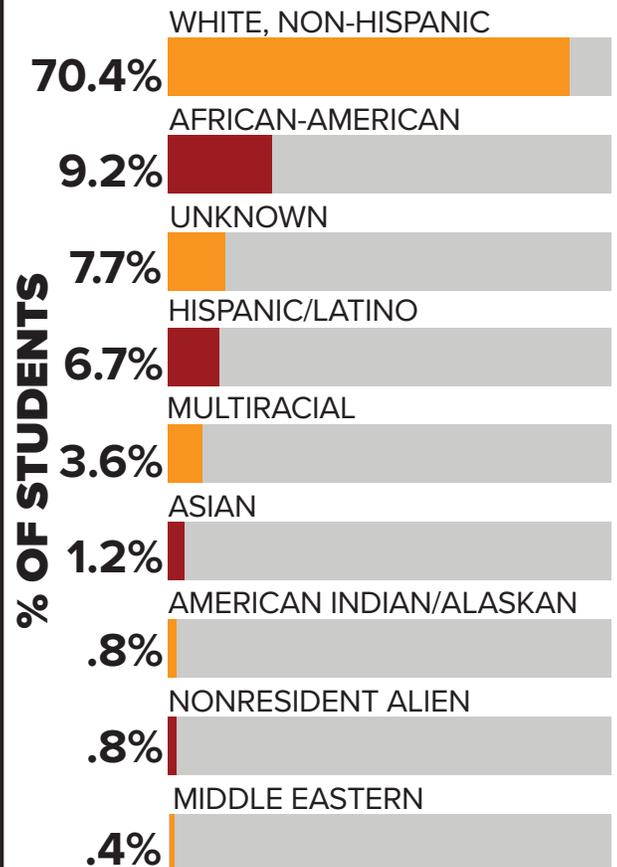
3% PART-TIME

141 TOTAL ATHLETES
295 PELL ELIGIBLE
175+ FIRST GENERATION

TOP MAJORS

BIOLOGY | EDUCATION | BUSINESS
JUSTICE ADMINISTRATION | PSYCHOLOGY
COMPUTER SCIENCE

ETHNICITY



OUR MISSION

Blackburn College links a rigorous and affordable liberal arts education with a unique student-managed Work Program preparing graduates for careers, community engagement, and lifelong learning.

The Blackburn Community values critical and independent thinking, leadership development, diversity and inclusion, service, shared governance, and moral responsibility.

OUR VISION

Blackburn College aspires to provide a distinctive and innovative model of American higher education, grounded in scholarship, student leadership, and cultivated through a community of integrated work, learning, and service.

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