
DISSERTATION

Presented to the Graduate Council of The University of North Texas in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

by

James Kenneth Roach, B.A., M.L.S.

Denton, Texas

December, 1994
JOHN CHRISTOPHER STEVENS: A STUDY OF HIS PRESIDENTIAL
ADMINISTRATION AT ABILENE CHRISTIAN UNIVERSITY
ABILENE, TEXAS, 1969-1981

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The purpose of this study is to examine historically the presidential administration of John Christopher Stevens at Abilene Christian University from 1969 to 1981. During this time the institution grew in enrollment, faculty, facilities, endowment, and quality of educational opportunity.

Limited to selected experiences and accomplishments, this dissertation examines Stevens' personal and administrative characteristics through interviews with him and those who worked with him. Materials were also used from Stevens' Presidential Archives in the Callie Faye Milliken Special Collections of the Herman and Margaret Brown Library at Abilene Christian University.

Chapter One is an introduction.

Chapter Two covers Stevens' early life and education. In 1934, Stevens began his higher education as a sixteen year old freshman at Abilene Christian College. After graduating in 1938, Stevens entered the ministry and preached for five years before becoming a chaplain, serving
in Europe during World War Two. Following the war, Stevens continued his higher education and earned a master’s degree in history. He joined the faculty of Abilene Christian College, in 1948, to teach history.

Chapter Three covers Stevens’ early teaching and administrative responsibilities. His appointment in 1956 as Assistant President was followed fifteen years later with Stevens’ appointment as the eighth president of the College.

Chapter Four covers Stevens’ establishment as the President and his development of the Board, Staff, and Faculty.

Chapter Five covers the directive and operational activities of the College.

Chapter Six covers Stevens’ administrative activities and accomplishments that benefitted Abilene Christian College and students in private and public colleges in Texas and the nation.

Chapter Seven covers an administrative evaluation survey sent to Board Members, Administrators, Faculty, and Professional Staff who worked with Stevens.

Chapter Eight covers conclusions and recommendations.

Appendices

A. Stevens’ Inaugural Address February 21, 1970
B. Stevens’ Last Chapel Address Fall of 1980
   “A Year of Celebration”
C. Personal Interview Agendas and Oral History Project Permission Forms
D. Administrative Performance Evaluation Questionnaire and Survey Packet

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One of my deepest convictions is that Abilene Christian College is the kind of institution desperately needed in today's world. If I did not believe that, I think I would not be willing to accept this responsibility on this occasion.

It is my hope that this institution will continue through the years to be a tower of strength in support of Biblical teaching and Christian living in this world. At the same time, I hope we can be a liberal arts institution according to the finest traditions of higher education. There are no subjects on this earth, or in outer space, or in the metaphysical realm, which we cannot study on the campus of a Christian college. Everybody can know our basic commitment, but I hope that people will also realize that there are no closed minds and no off-limits subjects on this campus so long as in our teaching and practice we operate within the framework of our historic commitment.

... Let us determine always to be thankful for our heritage. We appreciate the good men and women who have gone before us and have built such an enduring institution and such honored traditions. One of the objectives of a Christian education ought to be to develop people who are urbane, understanding, tolerant, courteous, respectful of the rights and the opinions and convictions of others while at the same time holding a deep conviction of one's own regarding eternal principles.

We have a great work to do here. We need great people in order to do it. With all groups of the great Abilene Christian College family working together, we can continue to build an institution which will be true to the high and noble purposes set for it by the Charter of 1906.

John Christopher Stevens, February 21, 1970
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CHAPTER I

INTRODUCTION

Education and religion have always been an integral part of the history of the United States. The earliest historical records reveal that the first colleges and universities were private religious institutions. There are many indications of the immeasurable contribution these institutions have made toward the expansion of educational opportunities. Educational freedom and diversification are foundation elements of the democratic process upon which this country is based. Past, present, and future contributions of the private sector of higher education have strengthened and will continue to complement their public counterparts in America's educational initiatives (Tewksbury 1932, 3).

In large measure, the history of any country will include a study of its educational efforts. Such a study must of necessity include the contributions of men and women who helped shape the educational process by their guidance, leadership, and administration of institutions of higher education (Seldin 1990, xviii). John Milton, in his Samson Agonistes, said, "The proper study of mankind is man" (Milton 1921, 503). It might also be said that the proper study of education is the study of the influence of men like
John Christopher Stevens, who was the president of Abilene Christian University in Abilene, Texas, from 1969 to 1981.

Statement of the Study
This study examines the presidential administration of John Christopher Stevens at Abilene Christian University over a twelve year period from 1969 to 1981.

General Purpose of the Study
The purpose of this study is to be an historical record and to explore the effects of the leadership style and the administrative, educational, and religious philosophies of John Christopher Stevens while he served as president of Abilene Christian University. The significant decisions and unique contributions of Stevens will be regarded in their relationships to the charter of the institution originally incorporated under the name of Childers Classical Institute on November 10, 1906.

Specific Purposes of the Study
The administration of any institution of higher education is a complex responsibility. Four functions generally considered to be encompassed in this responsibility are delegating and organizing, directing, operating, and evaluating.

The delegating and organizing function requires the determination of how responsibilities should be
borne. The directive function includes the formulation of objectives, policies, plans, and standards. The operative function is concerned with the actual day-by-day performance of institutional services. The valuative function is the continuous application of value measures and judgments to all aspects of institutional life (Hungate 1964, 67).

Any consideration of these functions must take into account the setting of a particular institution, its relationships to other institutions and organizations, and the specific time period covered by the study. In addition, the study of the work of a particular administrator must include an analysis of his unique style, his personal inclinations, and his beliefs. These characteristics determine the quality and success of the administrative functions of his office (Cohen 1986, 146). These functions and the following specific areas have been the major concerns of this study:

1. To describe the original purposes of Childers Classical Institute as expressed in its charter of 1906 and to study how these purposes were addressed during the administration of John Christopher Stevens' presidency,

2. To analyze and evaluate the unique educational and philosophical considerations brought to the presidency by John Christopher Stevens,

3. To investigate the financial challenges of Stevens' administration and to describe how he met them,

4. To discover what success Stevens enjoyed in securing the financial basis of the University,

5. To study the relationships among Abilene Christian College, Hardin-Simmons University, McMurry College, and the city of Abilene during Stevens' administration,

6. To investigate Stevens' general influence on
religious institutions of higher learning during his tenure as president,

7. To investigate the administrative considerations made in changing the status of the institution from a college to a university and how this change affected the administration of the institution,

8. To describe the changing demographics of enrollment, the expansion of the curriculum, and the changing economic scene to determine their effects on the administration of the University.

Background and Significance

Abilene Christian University is a liberal arts school that was originally founded in Abilene, Texas, as Childers Classical Institute in 1906 by A. B. Barret, a Tennessee preacher with a zeal for Christian education. The first catalog of the Institute states that the local congregation of the church of Christ in Abilene subscribed five thousand dollars to start the school. Of that amount, Colonel J. W. Childers donated $2,250 of his home property and was given the privilege of naming the new institute (Morris and Leach 1953, 171).

The charter of the Institute adopted on November 3, 1906, stated the purpose of the school:

The establishment and maintenance of a college for the advancement of education in which the arts, sciences, languages and Holy Scriptures shall always be taught, together with such other courses of instruction as shall be deemed advisable by the Board of Directors (Board of Trustees, November 3, 1906).

By 1913, the Institute had officially changed its name to Abilene Christian College and was accredited by the state
as a junior college. In 1919, the school gained senior college recognition by the state accrediting agencies (Young 1949, 174-185). On Sunday, February 22, 1976, the Board of Trustees officially voted to change the name of the College to Abilene Christian University. Of the twenty-nine colleges and universities supported by members of the churches of Christ, Abilene Christian University was the second largest (Gardner 1982. 8-9).

One man who has been important to the history of Abilene Christian University was John C. Stevens. Stevens was first a student at the College, later taught there, served in a variety of administrative positions, and eventually became its president. John Christopher Stevens was born in Richland, Navarro County, Texas, on July 15, 1918, to Dr. and Mrs. John Christopher Stevens. He graduated from Richland High School in 1934 and from Abilene Christian College in 1938. After preaching for four years and then serving for two years as a chaplain in the European Theatre during World War II, he entered The University of Arkansas and graduated in 1948 with a master's degree in history.

Stevens began teaching history at Abilene Christian College in the fall of 1948. By 1950, he had been assigned to the position of Dean of Men. In 1952, he was named Dean of Students. In 1956, he was elevated to Assistant President, a position he held until being named to the
presidency in 1969.

In August 1981, after serving as president for twelve years, Stevens became the second chancellor of Abilene Christian University. In 1992, after serving for eleven years as chancellor, he became the first chancellor emeritus of Abilene Christian University.

During Stevens’ presidency, the College became a university in 1976. The endowment grew from $4,918,823 to $66,969,192, a percentage increase of 1,261%. Total assets of the University increased by 342% to $118,580,970. The fall 1976 enrollment, during Stevens’ last presidential year, was 4,560, an increase of 1,724, or 60% over his first year. The faculty grew by 30 full time teaching positions, for a percentage increase of 16.5%. Faculty members holding doctoral degrees doubled.

During Stevens’ administration, numerous construction and renovation projects were completed. Among the major buildings constructed were the Margaret and Herman Brown Library and Mabee Library Auditorium, the Don H. Morris Center, Cullen Auditorium, and four new dormitories.

Academically, the institution grew from 17 academic departments offering 664 undergraduate courses to 993 undergraduate courses, as well as eight graduate degree programs offered by 18 departments.

Stevens’ leadership was felt by the educational community both in Abilene and throughout Texas, as he helped
to launch the Texas Tuition Equalization Grant Program for students in the private colleges and universities of Texas. Nationally, he led the way to obtaining the right to establish Higher Education Authorities that could issue tax exempt bonds so funds could be obtained to finance student loans.

Benefits of the Study

Although relatively small compared to other religious groups, the churches of Christ have for the past four decades exerted a strong influence in the southeast and western parts of the country. Contributing to that influence have been the various colleges and universities supported by members of the churches of Christ. Leaders and members of these churches have fostered a growing belief that young people in the church should be encouraged to participate in Christian higher education as preparation for leadership throughout the world. Since research efforts in the historical background of higher education within the churches of Christ have been limited, there exists a need for such studies to be done. With the numerical growth of churches and members within this brotherhood, as well as a related growth of publishing houses, religious journals, missionary activities, and educational institutions, there seems to be sufficient significance to demand further historical inquiry and study. In the present study,
attention is focused on one of the outstanding educational leaders among the churches of Christ, with the hope that the findings will enhance growth and stability, suggest insights, philosophies, and administrative techniques that will lead to a higher level of quality and success in other private church related institutions of higher education.

Research Methodology

Review of the Literature

A search of Dissertation Abstracts reveals few studies of presidents of colleges or universities supported by members of churches of Christ. The first college president from the churches of Christ was Alexander Campbell. A study entitled "The Educational Contributions of a Religious Reformer--Alexander Campbell" was done about him at The University of Texas in 1951, by Henry Eli Speck. Campbell, illustrating his strong commitment to education, said, "Of all people in the world we ought then to be, according to our means, the greatest patrons of schools and colleges" (Campbell 1836, 377). A later study, "The Contributions of George S. Benson to Christian Education" by Ted Altman, was done at North Texas State University in 1971. George Benson was the president of Harding College, another church of Christ college, which is located in Searcy, Arkansas.

Two dissertations of previous presidents of Abilene Christian College have also been completed. A doctoral
study entitled "The Educational Contributions of Jesse Parker Sewell" by Joseph Ferdinand Jones was completed and accepted by Oklahoma State University, Stillwater, Oklahoma, in 1955. Jesse Parker Sewell was the fifth president of Abilene Christian College and held the office for twelve years from 1912 to 1924. In 1976, a doctoral study entitled "The Administration of Don Heath Morris at Abilene Christian College" by Owen Cosgrove was completed at North Texas State University in Denton, Texas. Don Heath Morris, the eighth president of Abilene Christian College, held the office for twenty-nine years from 1940 to 1969. Morris was the immediate predecessor of John Christopher Stevens.

A search of the archives of Abilene Christian University, of Dissertation Abstracts International, and discussions with John Stevens and others associated with his work at the University confirmed the fact that no other study of this kind had been made about his presidency. This study was intended to continue the historical record of the presidents of Abilene Christian College and of Abilene Christian University.

Each of the works previously mentioned investigated the administration of individual presidents. A dissertation entitled "Administration of Colleges Operated by Members of churches of Christ" by Thomas Whitfield at George Peabody College for Teachers, studies the administrative practices of all the colleges associated with this fellowship.
A review of other studies of groups of presidents done by Cohen and March (1986); Astin (1980); Kauffman (1980); Fisher (1984); Gilley, Fulmer, and Reithlingshoefer (1986); and Plante with Caret (1990) reveals a variety of methods of studying the chief executive officers of colleges and universities across the nation. Gephart (1975) discusses the evaluation of administrative performance with its parameters, problems, and practices. Academic administrators from a wide range of institutions, including large land grant universities to community colleges and private liberal arts colleges, have been analyzed through questionnaires, interviews, and the examinations of institutional records. These studies survey the roles of presidents with their academic associates, their communities, and other constituents (Fisher 1984). They also present the varieties of ways presidents influence students, faculty, board members, and other administrators during the course of their tenure in office (Cowley 1980, 57).

This study identifies, describes, and analyzes aspects of the administration of John C. Stevens to determine the impact of his presidency upon Abilene Christian University. Because it offers the most logical methodology to reconstruct and narrate biographical evidence in the development of an institution, the historical method has been employed.

Historiography is the art of writing scientifically valid history. History is like a
precious stone with many facets. It is a record of man's achievement, consisting of important facts, times, places, dates, and happenings. It is an integrated account of the relationships between persons, events, times and places. History has a facet which reflects the feelings and affective nature of man. History is what remains after the facts are forgotten. . . . Historical knowledge allows the student of education to relate the present to its sources and to see specific activities and practices in the light of how they came to be (McCarthy 1973, 163).

Nietzsche once said, "Whoever is searching for the human being first must find the lantern" (Manen 1990, 4). The lantern may well be the historical research which is used to analyze, arrange, and narrate the biographical evidence which is assembled by the researcher. A review of Ary (1990, 453), Best (1981, 131), Cook (1975, 29), Good (1963, 180), Gottschalk (1965, 26), McCarthy (1973, 163), and McMillan (1989, iii), suggests that the historical researcher's activities fall into the following general categories:

1. Defining the study and limiting the scope of inquiry,

2. Searching for sources and evaluating authenticity,

3. Evaluating relevance, meaning, and dependability of data,

4. Synthesizing and presenting data in an organized form.

Defining the Study and Limiting the Scope of Inquiry

An obvious, yet important, part of an historical study is the selection of a subject. Paul Nash asserted that,
"all historical research involves selection . . ." (Skager and Weinberg 1971, 49). Scholars and teachers have advocated that writers choose only subjects in which they have a personal knowledge and interest. In selecting a subject for study, Gottschalk (1965, 62) suggests that a researcher ask four questions: Where? Who? When? and What? The answers to these questions will give the researcher an idea of areas of interest within which to work. Once decided upon, the subject must be refined and defined to a scope within the researcher’s resources of time, ability, and financial means. In an attempt not to be overly ambitious, a researcher may restrict or expand a study to include the geographical area covered, the number of persons included, the time span, or the kinds of human activities involved (Gottschalk 1965, 62).

Searching for Sources and Evaluating Authenticity

Once the scope of the study is determined, resources must be located and evaluated. Good historical research will be a discriminating search for any and all authentic information on the subject. An attempt to find the whole truth and to report it accurately but selectively (Good 1963, 180) is a major responsibility of historical and biographical inquiry. This activity must involve a systematic approach in the identification and collection of data.
Both primary and secondary resources will of necessity be used in such a study (Borg and Gall 1989, 807). Primary resources include writings and statements of those who have first-hand knowledge of places, people, times, and events. A primary source must be produced by contemporaries and participants in the events described. Taped recordings of interviews will be considered as primary documents (Ives 1980, 87) as well as personal papers and official records from the archives of Abilene Christian University's library.

Other primary data for the study of college presidents is often developed through the use of a presidential evaluation questionnaire (Dressel 1981, 182). Increasing demands for accountability in education, the faculty evaluation movement, and the desire to improve institutional management and enhance individual and institutional effectiveness have resulted in many attempts to evaluate institutions, students, faculty, nonacademic staff, and administrators (Fisher 1978, vii). Evaluations are important. The self-examination and site visits by an evaluation team will determine whether or not an institution is accredited. The examination of students for grades is crucial in determining if the student should be graduated. The evaluation of faculty by students produces important information for self-improvement on the part of the faculty member, reassignment of classes by the department head, salary increases, and continued employment or dismissal.
For personnel reasons, various other classes of nonacademic personnel are also now being evaluated.

Interest in evaluation of administrative performance grew out of an increasing demand in the middle 1970's for accountability in all sectors of the collegiate community, as well as growing interest in the implications of successful business practices for higher education.

Evaluation of administration amounts to the evaluation of the processes utilized in an institution to set goals, develop plans, and work out policies and procedures for their attainment. The way in which an administrator deals with people, his availability, the clarity of his communications--oral and written--and his sensitivity to the concerns of the individuals and of the various groups with which he must deal are significant aspects of his administrative activity (National Center for Higher Education Management Systems 1973, 5).

Secondary sources used in this study include reports, articles, comments, interview transcriptions, and other materials produced by those who have had access either directly or indirectly to primary sources. They were not directly involved in the activities described and did not have firsthand knowledge of places, people, times, and events but based their information on others' accounts (McCarthy 1973, 166). The collection of these materials, whether primary or secondary, had as its primary purpose to provide an understanding of the subject under study (McMillan and Schumacher 1989, i).
Evaluating Relevance, Meaning, and Dependability of Data

Once the research material is located, the researcher must determine what is relevant, important, and true (Skager and Weinberg 1971, 54). Historical criticism involves both external and internal criticism of the data collected. A rigorous validation of data and conclusions is necessary in an historical study (McCarthy 1973, 167). Best (1981, 148) indicates that external criticism concerns the authenticity or genuineness of documents or remains of times past. External criticism will answer questions about whether a document or relic is authentic, rather than a forgery or a counterfeit. In addition to proving physical authenticity, the researcher should ask:

1. Did personal gain, interest, practical joke, or pride cause the creation of the object or report?
2. Did the report closely follow the event?
3. Does the information include anything that could not have been known at the time?
4. Does it include everything that a person should know at that time?
5. Has anything been lost in translation?
6. Is this evidence typical of the author and of the time period (Hopkins 1976, 125)?

Best (1981, 148) further indicates that internal criticism includes an analysis of the trustworthiness or relevance of materials. This analysis questions the meaning
of statements in the materials. Are they allegorical, figurative, or literal? What were the biases or the logical conclusions of the author? Oral historians have long been aware of problems with memory and individual perspectives of witnesses interviewed (Henige 1982, 110). Unlike written documentation, oral reports are subject to continual omissions, additions, and changes with each retelling. Van Dalen (1973, 169) cautions researchers also to be aware of the conditions under which documentation was produced and the validity of the intellectual premise upon which the reporter proceeded.

Additional caution must be exercised by the investigator to place the proper emphasis and interpretation on materials that are used in a study. The historian must be aware of biases, interests, and values, not only of those reporting, but also of those personally held by the historian. This does not mean that either the researcher or others assisting with the study should relinquish their personal values or attitudes. Objectivity is critical to historical research, but the facts of history will gain relevance and importance only through their interpretations by witnesses and historians. "People cannot be subjected to historical investigation without some consideration of their interaction with the ideas, movements, or institutions of their times" (Best 1981, 131).
Historical educational research data may be organized and interpreted in several ways. Data may be presented chronologically in order of the occurrence of the events being studied, or they may be presented according to topics or issues. The latter method presents all of the information on one issue or topic before dealing with other areas of interest in the same way. Problems to be solved include what topics to stress, how seriously to attempt an over-all characterization, what to quote, how much to quote, and what is significant and what is not. The choice of organization and the means of interpretation of research data should be determined by the demands of clarity, reasonableness, and precision of meaning (McCarthy 1973). Topical or thematic grouping of materials is sometimes recommended as a functional organization that gives the greatest consideration to pertinent social forces and the activities and problems of administrators and their institutions. Many historians of today are convinced that facts must be selected, organized, and interpreted to serve the needs of the present, for a better understanding of the way things were, and in order to show why they are as they are today (Good 1963, 221). This process of putting together the result of historical research in logical, understandable, and reasonable order is referred to as synthesis. The actual writing of the narrative is what
develops the synthesis (Hopkins 1976, 128). "Reports of historical research have no standard format. The particular problem or topic investigated determines how the presentation of findings will be organized." Historians may present their findings in a chronological or thematic format, or they may use a combination of the two (Borg and Gall 1989, 825). The method of organization used in this study is a combination of the chronological and thematic approaches that seem most appropriate to the purposes of each chapter.

Sources and Procedures for Collecting Data

Written Primary and Secondary Sources

Both primary and secondary sources of information were used in this study. The written primary and secondary resources used as research materials were taken from the Callie Faye Millican Archives and Special Collections in the Margaret and Herman Brown Library on the campus of Abilene Christian University. Those archives and special collections contained most of the pertinent written information regarding the presidency of John Christopher Stevens. Those resources included Presidential Papers, Board Minutes, Special Files, Presidential Reports to the accrediting associations such as the Southern Association of Colleges and Universities as well as other national, regional, and state accrediting bodies. The Archives and
Special Collections included minutes of faculty meetings, college catalogs, newspaper materials, college annuals, and other special publications of the University. Those materials along with secondary sources such as press releases from the University's Public Relations Department, vertical file materials, and microfilmed copies of the Abilene Reporter-News were sources of information for this study.

Personal Interviews

Other major primary sources of information for the study were interviews with John Stevens himself, personal interviews with members of the Board of Trustees, as well as other Abilene Christian University administrators, professional staff, and faculty members who served with Stevens when he was president of the school. All these interviews were tape recorded and transcribed into written form and the transcripts placed in the Callie Faye Millican Archives and Special Collections.

"The Administrative Performance Evaluation"

Other primary data were gathered through the use of an administrative performance evaluation. A questionnaire was used to measure the perceptions of various constituents of Abilene Christian University during the Stevens' administration.

The development of "The Administrative Performance
Evaluation" questionnaire was accomplished through use of a combination of the questions to be addressed in this study and the standard administrative questionnaires discussed in Gephert (1975) and Kauffman (1980). "The Administrative Performance Evaluation" questionnaire was an attitudinal study in which respondents answered questions using a Likert scale of answers ranging among "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree" (Isaac 1981, 142). This appraisal is based on the perceived administrative effectiveness of John Stevens and not on comparisons with other presidents, past or present. It is a subjective, value-based approach (Fisher 1978, viii) that relied on the attitudes of the respondents. What determines the measure of quality in an institution, student body, faculty, or administrative staff? The answers vary depending on the criteria established and on the point of view and the values of the person making the judgment. Responses were received anonymously to encourage a greater degree of participation and freedom of expression.

The questionnaire was sent to the Board of Trustees, other administrators, the professional staff, and the faculty who were employed at Abilene Christian University during the years of Stevens' administration. Names of these respondents were taken from Stevens' final annual report and the spring 1981 Hello Book, which was the official campus directory.
The purpose of this portion of the study was to provide data to other college presidents, with which they may judge their successes in obtaining a consensus for direction of their own administrations. Additionally, the results of this study may create a data base for research on the administrative process at Abilene Christian University. Answers to this "Administrative Performance Evaluation" questionnaire may help to identify and to anticipate changes in perceptions and values in the institution or its constituencies. Answers may help to measure the impact of administrative behavior on the institution's efficiency and effectiveness. Finally, the results of this evaluation instrument may help to relate administrative action to organizational policy in order to ensure compatibility between individual and institutional goals.

Because the desire for improvement is inherent in the nature of human beings, such an administrative evaluation could well become a standard procedure with benefits to the institution as well as to the president (Fisher 1978, 48, 115). Responses from the questionnaire are summarized by groups. The data are compared within each group, from group to group, and then tabulated and analyzed. Tables with these comparisons, tabulations, and analyses are included in this study. Conclusions are drawn on the basis of the analysis of these findings. Appropriate implications and recommendations are included in the final chapter.
Limitations of the Study

Documentation of the material presented in this study was taken primarily from three major sources. These sources were materials in the Stevens' presidential files in the Abilene Christian University Library, personal interviews with John C. Stevens and others who worked with him during the time of his administration at Abilene Christian University, and "The Administrative Performance Evaluation" instrument. Information from interviews and from "The Administrative Performance Evaluation" was gathered ten years after Stevens' presidency. This lapse of time may have caused some inaccuracies in reporting; however, by comparing the interviews with each other and by cross tabulation of responses to the survey instrument, very few discrepancies were discovered.

The argument that the human memory cannot be trusted has been disproved by research among groups of people around the world who have a marked propensity for retaining historical truths over long periods of time (Allen 1981, 69).

Another limitation of the study is that it contains no input from administrators, board members, professional staff, or faculty who retired or left the University before the last year of Stevens' administration. No information is included in the study from staff members below the level of administrative support, with the exception of the secretarial staff in the presidential office. No information was included from students or parents nor from
those outside Abilene Christian University, with the exception of letters and documents sent to the president and found in his files. A finite population must be determined for any study, and the University’s staff who were most closely associated with Stevens during his final presidential year were selected for this study.

A final limitation was the researcher’s lack of the resources of time, of ability, and of financial means to expand the study to include a larger number of people, a greater scope of activities, or a more indepth analysis of the subject.

This study is not intended to be a memorial to nor a definitive biographical study of John Stevens, but rather a look at the presidential administration of an educational administrator of a private church related university in Texas. It is hoped that the study is objective, historically accurate, and that these efforts will furnish some insight into the leadership, philosophy, and work of John Christopher Stevens as President of Abilene Christian University from 1969 to 1981.
CHAPTER II

JOHN CHRISTOPHER STEVENS

Ancestry

Texas still belonged to Mexico when Jacob J. Stevens came to Texas in 1826 from Missouri with one of Stephen F. Austin's companies. He had recently married Nancy Kegans, who was also from Missouri. At the time they came to Texas, he was twenty-one, and she was sixteen years old. This was the beginning of the Stevens' clan in Texas. Stevens became a member of the Republic of Texas Army and fought in the war with Mexico in 1836. Jacob J. Stevens was the great, great grandfather of John C. Stevens, who was later to become president of Abilene Christian College. Jacob and Nancy Stevens were the parents of several children. One of their sons was named Clark C. Stevens. There is some evidence to support the family's belief that the middle initial of this son's name stood for Christopher.

Clark C. Stevens married Francis Menefee, and in 1857 they became the parents of Clark Jacob Stevens. Clark C. Stevens, who was the great grandfather of John C. Stevens, fought in the Civil War as a member of the Confederate Army. Sometime during 1862, he died, but it is not known if his death was from natural causes or a result of the war. Later his widow, Frances Menefee Stevens, who had several
small children, married a man named Jacob J. Scott. Clark C. Stevens’ son, Clark Jacob Stevens, who was raised by his mother and stepfather, was John C. Stevens’ grandfather (Stevens 27 March 1991).

As a young man, Clark Jacob Stevens became interested in religion and became a Baptist preacher, despite his lack of seminary training or any college work. Clark Jacob Stevens was just a country Baptist preacher, a good speaker, and a very determined person. He was connected with the Texas Baptists and the Southern Baptists. He never settled down and preached in one place, because he was more of an evangelist. Clark Jacob Stevens made his living farming, so he did not have to depend on preaching for a livelihood. He farmed down in Leon County, Texas, not too far from the town of Buffalo (Stevens 12 November 1992). He married Margaret "Maggie" Cummings and they had seven sons. The middle one was John Christopher Stevens, Senior, the father of John C. Stevens. Margaret died in 1915, and Clark Jacob Stevens remarried a woman whom all the grandchildren simply called Aunt Jenny.

**Family**

John Christopher Stevens, Sr., known as J. C. Stevens, grew up around Buffalo, Texas, in Leon County. He graduated from Gates Medical College in Texarkana with a license to practice medicine (Stevens 27 March 1991). The Gates school was one of many short-lived medical schools in Texas. The school was not accredited, but he learned enough medicine there to pass the state examination and get his medical
license (Stevens 12 November 1992). He then moved to the little oil-boom town of Richland, south of Corsicana, in Navarro County, Texas, and became one of the two town doctors. In Richland, J.C. Stevens met Ella Hardin, whose grandparents, Hiram and Cynthia Hardin, had moved from Tennessee to Navarro County in 1853. They bought 270 acres that is still owned by their descendants. On December 1, 1886, in Pursley, a community near Corsicana, twin sisters Ella and Eva Hardin were born. They were the daughters of William Presley Hardin and Sarah Elizabeth Stewart Hardin and the granddaughters on their mothers' side of Benjamin Stewart (Abilene Reporter-News 22 September 1970, 3[B]). The Stewarts had come down by wagon from Illinois to Texas and named the little community where they settled, Peoria (Stevens 12 November 1992).

Doctor J. C. Stevens and Ella Hardin were married on October 19, 1908 (Abilene Reporter-News 7 August 1983, 27[A]). To this family were born three children, Vern Stevens, the only daughter in 1909; John Christopher Stevens, Jr. on July 15, 1918; and three years later the youngest brother William Clark Stevens.

In their early, happy life in Richland, Stevens remembers that his mother took the family to church. She was a member of the church of Christ, as had been her father William P. Hardin and her grandfather Hiram Hardin; however, there was no congregation of the church of Christ in
Richland, so the family alternated between going to the Methodist church and the Baptist church. Because his paternal grandfather had been a Baptist preacher, Stevens' father was technically a Baptist. However, he did not go to church much except during the big summer revival meetings where he liked to sing tenor. Ella, his wife, always thought he was a very good singer (Stevens 27 March 1991). The family went to the Methodist church when they had a revival, to the Baptist church when they had one, and to the church of Christ in Corsicana when they had one. Revivals were a big thing in their little community where they knew everyone and everyone knew them (Stevens 12 November 1992).

As a country doctor, J.C. Stevens traveled all the time, going day and night making house calls. Because of his strenuous schedule, he began to drink and eventually became a victim of alcoholism (Welch, 1990, 2). Although he was never abusive to his wife or children, the last two years of his life, they seldom saw him sober. This experience convinced the young John C. Stevens, when he was eleven and twelve years old, that drinking was the worst thing that could happen to a family. He saw it destroy his father, his father's medical practice, and the family that they had previously known. His father died in the fall of 1930 when Stevens was twelve years old.

Although J.C. Stevens had always planned for all his children to go to medical school, these plans were
unfulfilled because of his death. At this time the depression was entering its second year. The local bank had gone broke and the family lost whatever money it had. They did not have much money anyway because the good doctor did not collect on bills and people would not pay. He had dropped all his insurance and there was no Social Security. They were left in terrible financial shape, but, on the brighter side, they did not owe any money on their house, and J.C. had also left them a Model A Ford car with a clear title. Living in a small town had many advantages for the family because living expenses were minimal, distances to what they needed were short, and odd jobs were available (Stevens 27 March 1991). By keeping a large garden, raising milk cows and chickens, picking cotton, and being frugal, the family survived (Welch 1990, 2).

Just a year before her father died, Vern had completed her pre-med work at Texas Woman's College in Fort Worth. Although she still planned to go to medical school, the family's need for financial support prompted Vern to postpone her plans in favor of teaching for a year in the little town of Kennydale just outside of Fort Worth. Her salary was eighty dollars a month, and with that she kept the family going. The following year she got a job teaching in their hometown of Richland. The next several years of her life she spent caring for her mother and her two brothers. Vern later married V.E. Latchford, and, after a
career of teaching in public schools, retired in Cleburne, Texas.

Early Influences

After her husband died, Ella Stevens found out about an elderly couple who drove from Richland to Corsicana to attend the church of Christ there. She arranged with Mr. and Mrs. Step for her and her two sons to ride with them to services. Stevens remembers that Mr. Step had a Dodge car, and the young Stevens thought that it was "really some automobile" because his family had always had Fords. Highway 75 had been built through Richland to Corsicana, so they had a good paved road to travel the twelve miles.

The Fifth Avenue Church of Christ in Corsicana was a congregation of about 300 members. Stevens remembers it as a wonderful congregation. Among the churches of Christ at that time, they had one of the nicest church buildings in Texas. The Stevens family had not gone to the Corsicana church long before the two brothers were baptized by the preacher, J. L. Hines. Sometime later the Stevens started a little congregation of the church of Christ in Richland. A rented store building became the home of the first church of Christ in Richland. The preacher from Corsicana, J. L. Hines, who had a great influence on them, began coming to Richland to preach some for the new small congregation (Stevens 27 March 1991).
Another man who influenced Stevens early in his life was V. E. Howard, who later became a very well known preacher and publisher of songbooks in the church of Christ. As a young man V.E. Howard moved to Corsicana to sell shoes. That is how he met J.L. Hines and later John C. Stevens. As a very outgoing individual, J.L. Hines knew everyone in Corsicana. Hines regularly attended chamber of commerce, Rotary Club, and other social and civic meetings. One day, while attempting to buy a pair of shoes from him, J.L. Hines began to interest V.E. Howard in attending services with him. Hines had a long, narrow foot, and when Howard told him that the store did not have a shoe that would fit him, Hines is reported to have said, "I've got a shoe that'll fit you." The two men began studying the Bible together and later Hines baptized Howard. Shortly after this, V.E. Howard decided he wanted to be a preacher himself. He married a young woman there in the church, and Hines helped them go to Harding College, which was located at that time in Morrilton, Arkansas (Young 1949). After finishing about two years of work there, he returned to Corsicana and preached once or twice a month in Richland for a while until he decided to finish his bachelor's degree at Abilene Christian College.

**Early Education**

During this time, Texas schools were informal about
allowing students to advance at whatever speed they thought they could achieve. John C. Stevens never had any trouble with school work and was promoted from the sixth grade to the eighth grade (Stevens 27 March 1991). His mother, Ella Stevens, was a school teacher, and she helped him graduate from high school a year early in 1934 (Tribute 1981). Public schools at that time only went to the eleventh grade and Stevens graduated from high school when he was fifteen (Division of Curriculum 1942, 42). During Stevens' senior year, J.L. Hines, who had kept up with the Stevens family, came by and told him that he should go to Abilene Christian College. Although Stevens had not given much thought about going to college, that summer he rode out to Abilene with V.E. Howard to see the College and to get the information he needed to enroll. Having grown up in the small town of Richland, Stevens was very impressed with the campus and the buildings. The College had moved to its present site in 1929 and the buildings were only about five years old. He thought it was the greatest campus with the most beautiful buildings he had ever seen. At that time, James F. Cox was the president of the school, Don H. Morris was the vice president, Walter H. Adams was the dean, and Lawrence Smith was the business manager. All of these men were to become milestones in the history of Abilene Christian College.

And so, in September, having celebrated his sixteenth birthday that summer, Stevens was brought back to Abilene by
his sister and enrolled as a freshman. Financing an education in a private church-related college presented some very definite financial difficulties for Stevens, but he worked this out in a variety of ways. His sister helped him, and there were also several scholarships, including a valedictorian scholarship and, as a Bible major and preacher student, he got a half tuition scholarship. Also to help defray expenses, Stevens preached. He did not work on campus because he felt that he should spend his time on his studies and preparing his sermons. He knew that he could make as much money preaching as he could sweeping the dormitory. He also financed his college education by signing notes for loans from the school (Stevens 27 March 1991).

When his younger brother Clark graduated from high school in 1937, John still had a year of college work to finish. The family met and decided that John was to finish his senior year. Clark would stay at home and work at various jobs like chopping and picking cotton and other jobs that he could find there. Their idea was to let Clark grow up another year, let John finish at Abilene Christian College and then let John help his brother go to school.

When Stevens graduated in May of 1938, cum laude with a Bachelor of Arts degree in Bible (Inauguration 1970), he owed approximately a thousand dollars to the school. This was almost equal to the total of his room and board bill for
the entire four years. He signed a departing note which he paid as he could. This created a problem, because now Stevens felt that he needed to help his brother Clark with his college expenses, but Stevens owed too much to the school already.

The next year, after conferring with the business manager, Lawrence Smith, at Abilene Christian College, they were told that the school could not carry both the boys on one note. However, by this time they had heard of Harding College, another school operated by members of churches of Christ. Earlier, Harding had moved from Morrilton to its present location in Searcy, Arkansas. Stevens had read in one of the church papers about George Benson, the President of Harding College. John and Clark composed and sent a telegram to George Benson, President, Harding College, Searcy, Arkansas. The telegram requested permission for Clark to attend Harding College for twenty dollars down, fifteen dollars a month, to work out a hundred dollars more and pay the balance during the next summer. The telegram was signed Clark Stevens. Within a couple of hours, the reply was back stating that the proposition was accepted, school would start September 12th, and it was signed George S. Benson.

Stevens then borrowed thirty dollars from the local bank, gave it to Clark for expenses, and Clark started out hitchhiking with a pasteboard suitcase containing one suit,
an extra shirt, some clean underwear, and an extra pair of britches. The only money he had was the thirty dollars in his pocket, twenty dollars of which was to be the down payment on his education. Stevens promised to send him twenty dollars a month with which he was to pay fifteen dollars to the school and keep five dollars a month for spending money.

When Clark arrived at Harding, he got a job on campus sweeping up and helping in other ways to earn the agreed upon one hundred dollars. Clark went to school at Harding for two years and in 1940 decided to stay out and teach for a few years to make some money for himself.

He got a job teaching at Pearidge, Arkansas, where he taught until World War II broke out, and then he went to Fort Worth to work in an aircraft plant. He worked there for a while until he was drafted into the Army Air Force. At that time the Air Force was not a separate military service. The army had an air force and the navy had an air wing. Clark was planning to be a bombardier; however, just before he was scheduled to graduate with a Second Lieutenant's commission, he was given a color vision test and it was found that he could not tell red from green. This family trait, which he shared with John, was inherited from his grandfather on his mother's side of the family. Color blindness passes from fathers through daughters to sons. Because of this problem, he was dismissed from the
Clark later returned to Harding University and received his degree in biology in 1948, after which he transferred to the University of Arkansas for his M.A. and then his Ph.D. from Vanderbilt University in 1956. During his bachelor’s work, he taught at Beebe Junior College. He was an Assistant Professor of Biology at Harding University from 1950-52 and then an Instructor of Biology at Vanderbilt University from 1954-56. He returned to Harding University in 1955 as a Professor of Biology and remained there for eleven years, until in 1966 he accepted the position of Professor of Biology at Abilene Christian University. His outstanding work in Christian education merited many awards, including the Abilene Christian University Trustees Award for Teacher of the Year in 1969, the Distinguished Alumnus Award from the College of Arts and Sciences of Harding University in 1981, and the Distinguished Alumnus Award from the Alumni Association of Harding University in 1983. In April 1988, at the Annual Recognition Dinner for all Abilene Christian University personnel, Clark Stevens’ retirement was formally announced. An endowed professorship and a research laboratory were named in his honor (Dr. Clark Stevens, 1987).

Ministry

John C. Stevens began preaching soon after he was
baptized in the spring of 1931. He preached his first sermon before his thirteenth birthday. When the Richland church of Christ started meeting in the rented store, two or three of the young men would take turns presenting lessons. When a preacher could not be obtained from Corsicana, the young men filled the pulpit and took turns bringing the lesson. Stevens remembers that his first sermon was on Baptism. He studied on it for two or three weeks but the talk lasted only about eight minutes. He had exhausted his knowledge on the subject and was very disappointed because he thought that he could talk at least a full forty-five minutes. He also remembers later that some of his "smart aleck" friends said, "Why don't you still do that?" (Stevens 27 March 1991).

Although Stevens preached frequently, his early religious activities were not restricted to preaching. Ella Stevens, his mother, subscribed to many gospel papers including the Firm Foundation. At the early age of 14, Stevens felt that this particular paper used too much of its space for brotherhood arguments. He wrote a letter of rebuke, and the Foundation, taking him seriously, ran a headline in its next issue, "Brother Stevens Asks for Space" (Welch 1991, 2).

When he went to Abilene Christian College in 1934, Stevens began preaching at various local congregations around Abilene. In the summer of 1935, between his freshman
and sophomore years, as a seventeen year old student, he preached a ten-day meeting for the little town of Powell outside of Corsicana (Stevens 27 March 1991). That same summer he preached two other meetings, one in Streetman near Richland, and the other in Curry. All of these were very small places, but he remembers that they had very good size crowds. The people thought it was quite a wonder to hear a young seventeen year old preacher talk (Stevens 12 November 1992). He had to work hard every day to try to get something to say, but that is when he really started to do a lot of preaching.

Another meeting that he preached that summer was in Bazett, a little farming community just outside of Corsicana. It was here that Stevens was challenged to a debate by a Pentecostal preacher. Stevens accepted the challenge on the spot but realized that he needed some help on the issues. Early the next morning, Stevens drove over to Enis to visit with Gayle Oler, a very successful preacher for the churches of Christ in that area. Oler helped him a little with his arguments but recommended that they go down to New London to see another preacher by the name of J. Early Arceneaux, an old time veteran debater. Arceneaux patiently and calmly gave Stevens points that he could bring out in the debate. Oler noticed that Stevens was not taking any notes so he said, "John, you need to get some of this down on paper." Stevens replied, "No Brother Oler, I’ve got
On the way back, Oler later related, he did not know if the trip had been fruitful or not. However, when the debate was held, Oler attended and was pleasantly surprised. Using the material that Early Arceneaux had given him, Stevens subjected the other preacher to a devastating defeat. Stevens recounted, "If I do say so myself, I pretty well demolished this guy." Gayle Oler is reported to have said, "Stevens cleaned his plow." Although the debate was planned to last for three nights, the other preacher did not come back for either the second or the third night. Oler was impressed with Stevens' brilliance and ability to grasp and retain by memory all the very complicated arguments and issues that Arceneaux had given him (Oler, 1993).

Another popular story about Stevens' early preaching was related by Marie Wilmeth. She tells how, in his younger years, Stevens would memorize the other preacher students' sermon outlines and preach lessons better than their own. They tried to trick him once by writing an outline with scriptures that did not match the topic. Two sentences into the sermon Stevens realized what had happened and improvised to create the "best lesson he's ever preached" (Appleton 1989, 3).

From his sophomore year on, Stevens had a preaching appointment every Sunday. During his sophomore year he preached at Eliasville; in his junior year he preached at
Throckmorton and Albany; and, during his senior year, he preached at Brownwood. Not only was this preaching good experience for him but the churches paid him around ten dollars a week, which was fairly good at that time. He would come back to the campus on Sunday nights with ten dollars in his pocket as well as preserves, homemade bread or cookies, or other gifts the church people had given him. As a result, he became very popular in the dormitory on Sunday nights (Stevens 27 March 1991). In addition to his classes and his preaching, Stevens lead a very active life on campus outside the classroom. He was a member of Alpha Chi, a national honor society; Sub T-16, a fraternity; and the "A" Club, which was a student service organization. He served as president of the Students' Association and lettered three years in debate (Tribute 1981).

After graduating from Abilene Christian College at the end of May 1938, Stevens began his impressive career as the "best preacher-boy Abilene Christian College had to offer," says Marie Wilmeth, former chairman of the department of Home Economics. He spent some time preaching in Orlando, Florida, while the preacher there was gone. After that summer, Stevens got a job as the first full-time preacher in Jasper, Texas, on the Louisiana line where he first met Marie Wilmeth who worked there as a County Home Demonstration Agent for the Texas Extension Service (Appleton 1989, 3).
He moved to Jasper the first Sunday in September, 1938, with Clark, his brother. He was to make one-hundred dollars a month. That was when the brothers found out from Abilene Christian College business manager Lawrence Smith, that the school could not carry them both financially. At this point they decided that Clark should go to Harding College after having received permission from Harding’s president. The problem was to come up with the initial twenty dollars down payment (Stevens 27 March 1991).

At the time, Stevens was renting a room from Abraham "Abe" Choate and his wife Tempie who ran a little grocery store in Jasper. Their living quarters were in the back of the store, and, since they had two bedrooms, they fixed one up for Stevens with a private bath. As a young couple they had lost their one and only son, so since Stevens was single, this now middle aged couple took him in, fed him his meals, and it cost him only twenty-five dollars a month. Stevens remembers them as a marvelous, unselfish, lovely couple.

In his dilemma over how to help Clark with his school finances, Stevens went to Ed Choat and asked for a loan. Ed was a wonderful business man. He was not a rich man, but he had done well, saved his money, and had a good balance in his bank account. Choat’s advice was for Stevens to go to the bank, borrow what he needed, and Choat would co-sign for him. He further advised Stevens to go to the bank every
week and pay them something on the note to establish credit. That way whenever he needed money in the future, the bank would have confidence in him and would probably not even require a co-signature. Following this advice, Stevens made his first bank loan to get money for Clark to go to college. After preaching in Jasper for four years, Stevens was invited by the Central Church of Christ in Beaumont to become its minister. Lured by the bigger city and a congregation of about three hundred members, he left Jasper and moved to Beaumont. However, he soon tired of visiting the hospitals, visiting sick people in their homes, teaching the ladies Bible classes in the daytime, and all the other duties of a local minister. He was still single and considered himself more of an evangelist than a resident minister.

In Jasper, he had preached every night, sometimes in schoolhouses or other available places. He finally bought a tent and would rig it up in people's backyards and preach to whomever would come to hear him. Compared to this, the work in Beaumont was tame. So, after only nine months of preaching in Beaumont, Stevens enlisted in the army as a chaplain (Stevens 27 March 1991). Stevens was anxious to join the Army because of his interest in history. Wilmeth quotes him as saying, "I'd been reading about wars all my life. They were having one and I wasn't about to miss it!" (Appleton 1989, 3).
Military Service

The Army sent Stevens to Harvard University to the chaplain school there. One requirement to be a chaplain was a theological degree, a bachelor’s degree, plus three years of graduate study in a seminary. Stevens had only a bachelor’s degree, but he also had five years of preaching experience. Because of this experience and the fact that chaplains were scarce, the Army waived its educational requirements and Stevens was admitted into the program. The Army instructors did not try to teach religion in chaplain school. Those admitted were already supposed to have had religious training and experience (Stevens 27 March 1991). Their military training consisted of military law and protocol as well as close-order drill and combat conditioning. They marched every day and were put through the machine gun range where they had to crawl through various obstructions with machine gun bullets shooting eighteen inches above their heads. They never knew whether real bullets were being used, but no one was about to find out. Mornings were spent in the classroom, and afternoons were filled with physical drills and field exercises (Stevens 12 November 1992).

After only one month, which was all the time the Army could spare in World War II for their training, the new chaplains finished their schooling in July or early August of 1943. After that, all the chaplains would go out every
day and look at the announcement board to see where they were going to be assigned. The premium places were with the Army Airforce. Stevens looked and looked and looked, and he said, "Behold, my name was not there." The second choice was with the artillery. He continued to look, and his name was not among those assigned to the artillery. It was believed that the worst possible assignment was with the infantry, the old foot soldiers. Stevens looked and said, "Behold, there was my name." His orders were to report to the 28th Infantry Division, so he caught a train down to Fort Pickett, Virginia, and reported in to a very fine old gentleman named Colonel William L. Blanton of the Pennsylvania National Guard.

The Colonel asked what Stevens had been doing in civilian life, and, upon being told that he had been preaching full-time for the past five years, he wanted to know what his duties had been. Stevens explained that he had preached sermons, taught Bible classes, baptized people, married and buried people, visited the sick at home and in the hospitals, visited people in jail, and tried to be a good citizen by taking part in community affairs. The Colonel said, "That's exactly what I want you to do in this regiment. You are to be their pastor, and if any are wounded or killed, it will be your job to write to their parents or wives and family." Stevens was to conduct services for men of all faiths, teach Bible classes and do
personal counseling. The Colonel further explained that as a chaplain, Stevens was not a fighting man and would never have a weapon. He had carte blanche as a member of the Colonel’s staff and could come and go among enlisted men and officers alike. His first job was to get acquainted with as many soldiers as he could. Every one was very cooperative, but some of the men did not want a chaplain and were a very profane and irreligious group. Stevens noticed this attitude changed when they got into combat. "There were no atheists in the foxholes."

Stevens’ specific assignment was with the 109th regiment, which was immediately shipped to England, where he spent the next nine months preparing for D-Day. They were assigned to George S. Patton’s army. Stevens remembers when Patton came in and made a speech to them telling how they were going to be part of the D-Day landing. His division had all the ship-to-shore training and other preparations made for the landing, but at the last moment, they were held back in reserve. For some reason Patton himself did not make it, and his 3rd Army went in later. Stevens’ unit went in on D-Day plus 45, but no explanation was ever given for the change in plans. They were reassigned to the 1st Army under General Courtney Hodges, and, after this, Stevens was in all the campaigns with a front line infantry battalion from the breakout at Saint Lo at the Normandy beachhead to the end of the war in Europe.
The American army marched across Normandy fighting in the hedgerows all the way. When the Germans retired and evacuated Paris, Stevens' unit was selected to march through the city at the Liberation of Paris on August 27, 1944. At that time there was no fighting. There was an occasional sniper, but Stevens' unit did not have any trouble. They marched down the Champs-Elysee right through Paris and out toward Belgium. As they marched down the Champs-Elysee, Stevens was right in the middle of the forefront when a picture was taken that later appeared in hundreds of textbooks about World War II.

All those in the front rank were officers from the 109th Infantry Regiment. They marched through at attention for six, seven, or eight hours because the officers could not afford to give the men a break with all the beautiful Parisian girls waving them on. The soldiers would have disappeared and the army might never have gotten them together again. As it was, some of the soldiers disappeared anyway. They marched on out to St. Denis, the burial place of the French monarchs. After spending the night there, they started the next day marching past Reims and up to Orleans, Belgium, across the corner of Belgium and Luxembourg on up to Aachen, Germany. There they were engaged in the terrible battle of the Hurtgen Forest. The army was to flush the Germans out of the forest. It seemed a hopeless battle and many lives were lost on both sides.
Most military strategist think now that the forest should have been surrounded and bypassed. Too many good men were killed trying to drive the Germans out.

Stevens' battalion was again reassigned to the Luxembourg and German border headquarters in the little Luxembourg town of Diekirch. It was a quiet area and they were supposed to rebuild their division with a lot of replacement troops. However, that is where the big German breakthrough occurred. Suddenly, against their one division, there were nine or ten German divisions hitting all up and down the line. The German's were making their big push toward the English Channel. It was Adolf Hitler's last desperate plunge on December 16, 1944. The Belgium Breakthrough had begun. They called it the Battle of the Bulge. The American troops could not hold against such overwhelming odds, so they began to fall back. During the heavy fighting, Stevens was generally back in the battalion aid station where the wounded and dying were being brought. He was with the doctors and was helping anybody that he could. He prayed with them or took messages for their families.

One soldier, Second Lieutenant Charles E. Potter who was down in Alsace, stepped on a landmine that blew off both legs. He was thought at first to be dead but the shock of the blast had seared the blood vessels which stopped the bleeding and he was still alive. Even so, Stevens thought
he was dying. As Stevens ministered to him as his chaplain, Potter, who was still conscious said, "Chaplain, if you know of anyone that needs a good right shoe, there's one out there somewhere. Of course, my foot is still in it but if they can get that out, it is a good shoe." Potter did not know at that time that he had also lost his left leg.

Later, after the war in 1946, Stevens read in the newspaper that Charles Potter of Michigan had been elected to the US House of Representatives. The article told of his experiences, so Stevens knew that it was the same man to whom he had ministered. He had been promoted to Captain before leaving the service and at that time was taking his place in the Congress of the United States. Stevens wrote and congratulated him on his election. Potter wrote back and said to come by and see him whenever Stevens was in the Capitol. Potter said that if he ever heard that Stevens had been there and had not come by to see him, he would, "use all the influence that a congressman has to get you drafted back into the army." Potter sent Stevens a copy of the picture of Stevens marching down the Champs-Elysee during the Liberation of Paris. This picture hangs in the Stevens' home.

Still later in 1950, Potter, as a Republican, ran for the senate against Blair Moody who held the Democratic seat. This was during the times of the Joseph McCarthy era and Potter was one of the Representatives on McCarthy's
committee who got tired of the scare tactics and blew the whistle. He wrote a book entitled Days of Shame. In 1956, Potter lost to a Democrat on the re-election of Eisenhower who did not get a Republican Congress. He then set up a public relations office in Washington, D. C..

When there was a lull in the combat, Stevens was out among the troops doing what he could. One young soldier from East Texas came to him and said, "Captain, I have been told to take a patrol out to meet the Germans and it’s not likely that any of us will get back so I want to give you my watch and wish that you would mail it to my family." The soldier did not return so Stevens mailed the watch to his family but never heard from them and only guessed that they got it.

After the Battle of the Bulge began, because of the fierce fighting, Eisenhower called all his generals together down at his Headquarters in Reims and asked Patton how long it would take him to get ready to move his army to Luxembourg and Bastogne where the 82nd Airborne was surrounded. The 106th Division was nearly completely wiped out; the 28th Division and several others were all but destroyed. Massive reinforcements were needed or the Germans would go all the way to the English Channel. Earlier, when he heard of the German breakthrough, Patton had gotten his army ready to move, so he told Eisenhower that he could leave right away. That is when George Patton
made one of the most remarkable military moves in the annals of warfare. Stevens was standing alongside the road when the 3rd Army, tanks and all, came through the country. He said he had never seen such a movement of soldiers, tanks, guns, and armament. But the weather was terrible; it was awful in December, and Patton could not use his airplanes to spot the position of the enemy. Although Stevens was not the one he called, Patton called in his chaplain and said, "Write us a prayer and say, 'Give us fair skies, oh, Lord!'" Everyone was praying for the same thing. The skies did clear, and the airplanes were able to fly reconnaissance and participate in the defeat of the Germans. That was effectively the beginning of the end of World War II in Europe, because Hitler had gambled everything on that big push. Patton had said, "Let him push all the way to the Channel; we don’t care how far he goes. We are just going to get in behind him and cut him off." The Nazi forces were effectively destroyed right there. Later, Patton gave the chaplain a medal and a promotion for being in good standing with the Almighty.

After the War

After VE day, Victory in Europe, which was on May the 8th, 1945, Stevens’ battalion was stationed around Wiesbaden for several months helping to set up the Army of Occupation. With time heavy on their hands, Stevens decided to boost morale with a little sightseeing. He got permission to
check out a truck from the motorpool, and he announced to the fellows in his unit that he would take a truck load of soldiers on a sightseeing tour. Anyone who wanted to go was welcomed. Stevens had a truck-load before he got the words out of his mouth. Others wanted to go, but Stevens could just get one truck. They went down to the city of Worms where Martin Luther had his trial in 1521. There they got a guide to show them around. They looked at the monument to Martin Luther, read about his trial, and visited other sights in the city. A Jewish chaplain had come along with them and was explaining the history of Martin Luther to Stevens and the others. Stevens related that he was quite embarrassed, being a Christian evangelist, requiring a Jewish chaplain to explain to them about Luther's trial at Worms. Next they went to Heidelberg to see the castle and some of the other sights around that city. At Heidelberg they met a Jewish girl who had managed to escape the Holocaust, and she was their guide through the great castle of Heidelberg. Stevens was surprised at how many of the soldiers were interested in his historical tour and decided that, when he got out of the army and back to the United States, he was going to graduate school to study more history. If there had been more time and he had not broken his arm, Stevens would have conducted many more tours.

Stevens had gone through the entire war, through some of the fiercest fighting, without getting wounded. He had
two drivers, two chaplain's assistants, who got a little shrapnel, but he did not get a scratch. The war was over, the killing and wounding had ceased, but during a peacetime softball game, Stevens received a broken arm. He was playing first base and reached out to try to catch a wild throw. With his arm stretched out, he was "run over by an old boy who had on hobnail boots." The collision broke both bones in Stevens' left wrist. He went to the battalion aid station, and a doctor hurriedly set it, but evidently did not do a very good job. The arm was put in a plaster of Paris cast, which was still on when Stevens arrived back in the States nearly six weeks later and was sent to camp Chaffee, Arkansas.

Back Home

Stevens' mother had moved up to Bentonville in north west Arkansas in 1940 to live with her twin sister, so he planned to stay with them for a while. When the cast was taken off his arm, his wrist was so stiff that he could neither twist nor turn it. He then went to his mother's doctor, a civilian doctor, in the little town of Bentonville. Stevens relates that after the doctor examined his arm, he uttered a few words of profanity, and said,

If I left an arm in a shape like that, I'd get sued. The Army has got to do something about this. You're going to have to get something done about that arm. It isn't growing back right because the bones were not set right. You go back down to Fort Chaffee and let them look at that.
Stevens returned to Fort Chaffee where his arm was x-rayed and the doctors agreed that something was definitely going to have to be done about it. One doctor, a Captain Holden, thought he could pull the wrist and snap the bones back into place. However, an older doctor, who was a colonel, rejected that idea and said that Stevens would have to have a bone graft and would have to undergo surgery. Stevens was shipped to Fort Joseph T. Robinson in Little Rock, Arkansas, where Andy Mark, an excellent orthopedic surgeon from Dakota, performed the surgery. He took some bone out of Stevens' shin and put a strip over each bone in the wrist and screwed them together. To this day, Stevens still has six silver screws in his wrist but claims that it works very well.

After the surgery, he was technically a hospital patient for nine months. The doctors put Stevens arm back in a cast and gave him thirty days leave after which he reported back for a progress examination, a new cast, and was then given another thirty days' pass. This routine went on for approximately nine months. During this time, Stevens had been invited to preach for the church of Christ in Bentonville. His arm was in a cast but that did not bother his voice. When the cast was finally taken off for the last time, Stevens' arm had been in a cast so long that it was shriveled up and the elbow so stiff it would not bend. The Army assigned a nurse to give Stevens some physical therapy.
He remembers her as being a big, tough Captain. Her procedure was to heat his arm and then to bend it. Stevens said, "Woman you’re going to break that arm again," whereon she said, "Shut-up you big sissy. You’re the biggest sissy I ever saw." She finally got the arm functional again and it has been working very well since then. He was released from the hospital in May of 1946.

With his arm healed, he was sent by the army down to Fort Sam Houston in San Antonio to be discharged in the summer of 1946. Stevens had gone into the Army as a 1st Lieutenant, was promoted to Captain while in England and was promoted again to Major just before he was discharged. He claims to have been well rewarded for his service in the Army. He received a Bronze Star medal, two Oak Leaf Clusters, the European Theater of Operations ribbon with campaign stars for Normandy, Northern France, The Rhineland, The Ardennes and Central Europe (Tribute 1981), and a citation that recognized his meritorious conduct in combat with the enemy. Modestly, Stevens claims that he did not do anything outstanding, that he just did what chaplains were supposed to do (Stevens 27 March 1991).

In a private conversation at the 75th Annual Bible Lectureship at Abilene Christian University in February of 1993, Norvel Young, the Chancellor Emeritus of Pepperdine University said, "It is obvious that the war had a profound effect on John Stevens. There's where his great love for
history was born and there's where his deep empathy for the suffering of others grew."

**Continued Education**

As a civilian once again and a 28 year old bachelor, Stevens decided that he wanted to go to graduate school. He planned to live with his mother in Bentonville and attend the University of Arkansas at Fayetteville, which is about twenty miles south. Stevens went to the University and talked to the head of the History Department, a very fine, kindly gentleman by the name of Dorsey D. Jones about doing some graduate work in history. It was a fairly informal meeting and Jones assured him that he would be welcomed to the program. Next Stevens went to the veterans' office and had them prepare all the appropriate papers. The G.I. Bill would pay for all his tuition, fees, and books plus pay him approximately $125 a month for support. He was getting the same allowance that he would have gotten if he had been married, because he was supporting his mother and had been for some years.

Before he enrolled in the program at the University of Arkansas, there was a little interlude of which Stevens claims not to be very proud. Some good friends of his at Texas A & M called him to come down to College Station, Texas, to talk to the elders about preaching for the church of Christ there. They wanted to hire him to preach full
time for their congregation. Stevens went down, preached for them, and talked to them about the work. The elders offered him the job. Because they had previously offered the position to two other men who had accepted and then later backed out, the elders wanted him, if he accepted, to assure them that he would not later back out of the agreement. They wanted him to preach for them beginning the first of September.

Stevens assured them that he would not back out but driving back home to northwest Arkansas, he realized that preaching in College Station was not what he wanted to do. He wanted to go to graduate school full time and did not want to be preaching for a big church like the one in College Station. He felt that he could preach on Sundays at Bentonville, Arkansas, with no other ministerial duties and then devote himself full time to the study of history. When he got back to Bentonville, he called one of the elders, C.H. Bernard and said,

I’ll tell you I never felt quite this bad in my life, and I promised you fellahs that I wouldn’t back out, but I’m not gonna’ be there. I cannot do it. That isn’t what I want to do. I’ll just perform all kinds of penance over this thing, but I know you don’t want me if I don’t want to preach there.

Bernard reminded him of his agreement, but eventually the elders were very gracious and released Stevens from his promise.

Then Stevens went down to Fayetteville and enrolled in the history program. He claims never to have regretted this
decision. Because his major at Abilene Christian College had been in Bible and his minor in Greek, he had to do some leveling work in history at the University. He took six hours of work in Latin American history, a course in modern European history from 1500 to the present time, and several other courses to bring him up to the equivalent of a major in history at the bachelor’s degree level. His travels in Europe and his time spent in England had him thoroughly fascinated with history (Stevens 29 March 1991).

After completing his leveling work, Stevens spent another two years studying for his master’s degree. Stevens admits that he did make one mistake while working on his master’s degree. At that time, the University of Arkansas had an option which allowed a student either to write a thesis for the master’s degree or take an extra six hours of history. He took the extra six hours of history but later thought that he should have had the discipline of having written a master’s thesis. He felt that it would have helped him later when he wrote his doctoral dissertation. Stevens realized that he was just a coward about it and was really just studying for fun. He did not really know what he was going to do with the degree anyway. He was not in a hurry. He had the G.I. Bill and every day was very pleasant and interesting. Each morning he got up eager to go to class, and he could hardly wait to get over to the library. Stevens had a carrel assigned to him in the university
library, and he had free access to the open stacks where he could browse to his heart’s content. His carrel was stacked with books all the time, and he had a marvelous experience (Stevens 1991).

Stevens remembers the University of Arkansas as a delightful place to go to school. It was not a prestigious graduate school, being in a small university setting of a little more than 5,000 students at the Fayetteville campus, but the history department had a distinguished group of faculty members. Many new faculty members had been brought in who had not established their reputations at that time but were to do so later. Since he was an older GI, Stevens was the same age as many of his professors with whom he was to become friends. Not only did he go to class but he also met with his professors later in the student center for coffee. There they would sit around and talk about historical matters somewhat like the English universities where students and masters are all in the same place. He knew all his professors personally and considered them as friends.

In the fall of 1947, Stevens went to Searcy to visit his brother Clark, who at that time was teaching in a junior college which had about 200 students. Clark was the professor of biology, chemistry, physics, mathematics, health, and public safety. He was virtually the entire science department. Stevens wanted to meet the other
Abilene Christian College Calls

While visiting his brother, Stevens also attended the Thanksgiving Lectureship at Harding College. One of the speakers was Don Morris, President of Abilene Christian College. Stevens had been in Morris' classes while attending Abilene Christian College. Morris had been the debate coach, and Stevens had gone through school on the debate team. Morris had taken the debate team hundreds of miles to tournaments, and he and Stevens had developed a personal friendship. Morris asked what Stevens was doing and was informed that he was involved with graduate study in history at the University of Arkansas. Morris said, "Well, we're just trying to hire teachers so when you're approaching the completion of your master's degree, let me know. I want to see if we can offer you a contract to teach at Abilene Christian College." Later in the spring of 1948, when he was completing his program, Stevens called Morris to let him know that he would finish his master's work on June the first. Stevens suggested that he did not think there would be any barriers to his graduation since he was not going to write a thesis. He had already completed his oral exam with his professors and had only to complete the
courses that he was involved with that semester.

Morris had the academic dean, Dean Adams, send Stevens a contract. In the contract, Stevens was given credit for his years of preaching, for his wartime experience as well as for his master's in history. He was not to start out as an instructor but as an assistant professor. However, the salary was only $269.75 a month. Stevens sent the contract back because he had been earning more money than that as a preacher in East Texas before he got in the Army as a chaplain. Upon receiving the returned contract, Morris called Stevens to ask why it had been returned unsigned. Stevens answered that what he had been offered was not much of a salary, to which Morris insisted that the College could not afford to pay its faculty more. Stevens, trying to put him off, said that he might consider it another year but that he had been offered a good fellowship at the University of Colorado and had decided to go to school there. Morris said, "John, there may not be another year. We need you this year. These veterans are coming in and we need all the good faculty we can get now." So Morris talked him into agreeing to accept their offer. The dean sent him another contract which he signed and began making preparations to move to Abilene.

During that summer, Stevens did some road work for an institution which is now Oklahoma Christian University of Science and Art and is located just outside of Oklahoma.
City. This was his first fund-raising experience. He went around the state and saw a few selected people to get funds together and to make initial contacts for the school.

Teaching

In August, Stevens drove to Abilene and began his work as a teacher at Abilene Christian College. Since, at this time, Stevens was still a single man, the school made him a supervisor over one of the dormitories. A number of barracks buildings had been moved to the campus from old Camp Barkley after the war and turned into living quarters for men. Stevens lived in the dormitory with the football and basketball players who were on scholarships. It was just an army barracks with a common shower at the end of the hall. He did have a private room, but there was no air-conditioning. For this assignment he received his room and board. Meals were to be taken in the cafeteria. In addition, the church in Brownwood, Texas, where he had preached as a student in 1937-38, was without a preacher, and they invited him to drive down on Sundays and preach for them. The church would pay him forty dollars a week to drive down, preach two sermons, and teach a class.

Financially then, Stevens was much better off than he had originally thought he would be. The College paid him $269.75 plus room and board and he made forty dollars a Sunday for preaching in Brownwood plus lunch and dinner.
When Stevens attended the first faculty meeting after he agreed to teach for Abilene Christian College, he saw a young lady whom he had known before. He had met Marion Ruth Rambo in Huntsville, Texas, when he had preached there in a meeting and stayed in the Rambo home in the spring of 1942 (Stevens 12 November 1992).

Ruth Rambo

Ruth actually had a longer association with Abilene Christian College than John Stevens. Her parents had met at Abilene Christian College, where they were both students. They later married and Ruth Rambo, their first child, was born at Hendrick Hospital in Abilene.

Inez Norton, later to be Ruth’s mother, was living in Floydada and was in high school when Jesse P. Sewell came there to preach a meeting. During that meeting, she was converted and baptized. Sewell later persuaded her to come to Abilene Christian College during the first year of his presidency in 1912. Inez became the secretary to Mrs. Sewell who was a very active presidential wife. Later Inez served as matron at the old Daisy Hall on the North First Street campus before her marriage to D. B. Rambo. D. B. "Happy" Rambo came from Brownwood to go to school at Abilene Christian College where he met and married Inez Norton.

After Ruth was born, the family lived another two years in Abilene and then moved to Huntsville, Texas, where her
father was transferred by his company (Satterwhite 1982, 7[D] and 12[D]). D. B. Rambo was manager of the J. C. Penny Store in Huntsville, where he lived with his wife, Inez Norton Rambo, his daughter Ruth and son George until he retired (Stevens, Clark 1979). Stevens had already been out of college for four years at that time, having graduated from college before his twentieth birthday. He was seven years older than she was. He was a college graduate and a preacher, and she was just a high school senior. He considered her somewhat of a nuisance, and she was terribly put out at having to attend church every night. Yet here she was now a grown woman and on the same faculty at Abilene Christian College. Ruth had graduated from Abilene Christian College in 1945 and had taught business courses in high school at Coleman, Texas, for one year before being persuaded by James E. Freeman to return to Abilene to teach in the Business Department of the College. Her father resigned from the Board of Trustees so she could accept the offer (Faculty Wives 1983, 345-346). She had taught there in 1945-46 and 1946-47 and was beginning her third year with the College. Later after she and John were married, Ruth attended a summer semester at the University of Colorado where she earned a master's degree in 1956.

After the faculty meeting, Stevens said, "I'll tell you what, Ruth. Why don't we just drive around town some and you show me all the churches of Christ?" Later on Stevens
related that their daughter really razed him about this incident. "That's some courtship, to go look at church houses." At any rate, after driving around awhile they decided to get something to eat at the Chicken Shack and then to go to a movie. None of this had been planned, so Ruth had to call her roommate and let her know that they were going to eat and then go to a movie. The show happened to be one Ruth had really wanted to see, Burt Lancaster in Trapeze. Not ever having liked movies however, Stevens soon insisted that they leave and go window shopping. On this, their first date, Stevens ran two red lights, went the wrong way through the Pine Street underpass, and did not let her see the movie. Ruth said to herself, "This poor soul's got to have somebody to take care of him. I believe I'll do it, if I can." (Appleton 1989, 3). Ruth learned three things about Stevens that afternoon: that he did not like movies, that he was color blind, and that he became distracted at times (Satterwhite 1982, 7[D] and 12[D]).

Courtship, Marriage, and Family

This all started a whirlwind courtship. Within six weeks Stevens had proposed to Ruth, they set the date, and they were married in December of that year. Some of their friends said, "You met her in September and married her in December. That was pretty fast." Stevens' reply was, "Well, you know when a fellow is thirty years old, it
doesn't take him long to make up his mind." Also he said, "I've known this girl since she was a high school student and later I saw her when I was preaching in Brownwood and she was teaching in Nocona. Even then I thought she was a very attractive girl" (Stevens 27 March 1991). Stevens and Ruth were allowed to give cuts to their classes on December 16, 1948, which was the last day before the Christmas holidays, so they could get married before the students left for home. They wanted the A Cappella Chorus to sing for their wedding. Dean Walter Adams performed the ceremony in the Northside Church of Christ and the reception was held in McKinzie Hall on the campus (Faculty Wives 1983, 346).

Later the Stevens were to have two children, John Clark Stevens who was born in Abilene on January 21, 1950, and their daughter Marion Joyce who was born in 1952 in Arkansas while her father was completing the requirements for his Ph.D. degree. John Clark went through both private and public schools in Abilene from Nell Travis's private pre-kindergarten, to Abilene Christian College's training school, to Taylor Elementary School, to Lincoln Junior High School, and entered Abilene Christian College when he graduated from Abilene High School. At that time John C. Stevens was already Assistant President and John Clark said entering Abilene Christian College, "seemed to be the logical thing to do at the time."

Later John Clark received his flight instructor's
certificate when he was nineteen years old and, while he was in college, he worked at the Butterfield Trail Airport as a flight instructor. In 1972, John Clark married Dolly North of Nashville, Tennessee, the daughter of Ira North, a well known preacher in the churches of Christ (Stevens, Clark 1979). They had three children, Christopher Clark, Jonathan Ira, and Benjamin North. John Clark Stevens was later to become Vice President and then President and CEO of Chaparral Airlines.

Joyce Stevens also attended Nell or Mrs. D. T. Travis' pre-kindergarten like her brother and then attended first grade through the fourth grade at the campus school before transferring to Taylor Elementary so she could play in the orchestra. She had started taking violin lessons from Jean Littles at Hardin-Simmons University and was later concert mistress for the Lincoln Junior High School Orchestra. She remembers being so proud in her junior high history class when she recognized the picture in her history textbook of her father marching with the troops in the Liberation of Paris. She raised her hand and when the teacher called on her she said, "That's my daddy, you know, in that picture." The other students in the class did not believe her and said, "Oh, Sure!" (Cole, 1979). In the ninth grade, Joyce transferred back to the Abilene Christian College Campus School where she graduated from high school before entering Abilene Christian College where her father was then
president. She moved into Nelson Hall in September of 1970 to get the feel of the campus as a collegian with other freshmen students (Abilene Reporter-News 31 July 1970).

Joyce was a 1974 Abilene Christian College graduate with a degree in music education. After graduation, Joyce moved to Austin to work for State Representative Larry Big who was an Abilene Christian College alumnus. The next fall she began teaching music in the Austin Public Schools.

During the year a friend introduced her to Jim Cole and they got married June 4, 1977. Later the couple moved to Abilene where Joyce taught at Bowie Elementary after which she began teaching sixth grade at the Abilene Christian Schools. James Louis Cole, her husband, was Vice President and cashier at the Security State Bank. The Coles had one child, a daughter named Jeannie (Stevens 12 November 1992).

John Stevens' first job at Abilene Christian College was teaching classes in history. He was assigned to two sections of a class in Civilization: Past and Present. This was a history of the World to be taught in nine months. Never having taken such a class himself either at Abilene Christian College or at the University of Arkansas, Stevens had to "dig it out for myself." He was also assigned an American Government and two other classes, making a total of five classes that he taught while carrying on a whirlwind courtship and getting married.
Back to College

At the end of his first year of teaching, Stevens informed Dean Adams that he had been accepted for advanced studies at the University of Colorado and that he would be going there on half salary. Stevens and the Dean had been friends since the first time they met but Adams had always been plain spoken and he said, "You will not. That's not the way we do it. You have to be here three years before you're qualified for half salary." Stevens countered, "Except in my case. I've got a personal agreement with the President." Dean Adams then called President Don Morris, who apologetically explained that he did have a little side deal with Stevens to allow him to go at half salary after only one year of teaching. The Dean then very graciously accepted the arrangement and John and Ruth left for the University of Colorado.

Along with half salary from Abilene Christian College, Stevens was able to pick up his GI Bill again, since he still had some time left on it. During that summer, Stevens took a history course in the Renaissance period at the University of Colorado with a frosty old professor named S. Harrison Thomson. Thomson was quite an intellectual and was terribly egotistical. His Ph.D. degree was from Charles University in Czechoslovakia, which had been presided over in 1400 by John Huss and was named after Charles IV. Having received his degree from such an old, prestigious university
gave Thomson an air of superiority.

On the first day of class, Thomson was testing the students regarding what they knew about the Renaissance. He asked, "Mr. Stevens, what was the Holy Roman Empire?" Stevens answered, "Well, it was a medieval organization of German states, free cities, and all sorts of other governments put together, and they formed a German Empire with a German governor elected by the dukes to be their ruler." "Well," Thomas said, "What was one of these constituent states?" Stevens said, "Well, one was the Anglo-Saxon state." To which the professor asked, "What kind of government did the Anglo-Saxons have in 1348?" Stevens responded, "I don't remember whether it was a kingdom or a grand duchy." Thomas then retorted, "Oh, the stupid and illiterate people in the world. You students should have come out here instead of going to a little ole school like 'Ha'vad'," by which he meant Harvard University, "where they just let you through. You're going to have to work to get through here." Although Thomson was the same way with nearly everyone, Stevens wondered what he had gotten himself into and did not care much for this kind of treatment.

The next year when the University of Arkansas began a doctoral program in history, Stevens applied and was the first person chosen to enter. He reasoned that the professors there were his friends and were not on a search
and destroy mission. As it turned out later, Stevens was the only person granted a doctoral degree in history for a number of years, because an unusual thing happened. The history faculty got crosswise with the administration because they claimed that they had not been given some things that had been promised for the program. Their contention was that they had been promised a considerable augmentation of resources. The administration agreed, but the legislature of Arkansas did not follow through. The faculty then got quite rebellious and brought a distinguished historian, William B. Hessletine, from the University of Wisconsin, to come down and evaluate their program. Hessletine, after spending several days on campus talking to the faculty and looking at their library resources, the number of scholarships and fellowships, and various other aspects of the program, said, "Well, you started this program prematurely, and you're really not ready." The university then announced that the program was canceled.

Because there were a number of men in the program, the University started locating other places for them to go. Harlan Perryman, who was a very sharp student, got a good fellowship at Pennsylvania State University. Willard Fletcher, who had been born in Belgium and was also a very capable student, got a fellowship at the University of Pennsylvania, and Basil Dimatician went to the University
of Washington, after which he became a well published author. Various others went to a variety of other universities, but the only one who had been at the University of Arkansas long enough to finish all his course work was Stevens. The University decided to let him finish his program there, so he passed his oral exams and his languages and started writing his dissertation on cosmopolitanism in the early stages of the French Revolution. Bob Shaffer, who was Stevens' graduate professor, told him that the University of Arkansas library did not have the resources to support his study, so he was to go to the Library of Congress in Washington, D.C. Stevens spent two summers researching in the Library of Congress and some time in the Andrew Dixon Library at Cornell University. After completing his dissertation at the University of Arkansas, he was granted a doctoral degree in 1954. Some have said that John C. Stevens was the only person to receive a doctoral degree in history from the University of Arkansas. For years this was true, but the program was resumed after a period of time, and now there are many doctoral graduates with history degrees from the University of Arkansas (Stevens 29 March 1991).

A Bright Future

Having finished his doctoral work at the University of Arkansas, Stevens returned to Abilene with his family, now
composed of his wife Ruth, their son Clark, and their six month old daughter Joyce, to resume his duties at Abilene Christian College as a teacher of history and the Dean of Students. Don Morris was President, and had been since 1940, Walter H. Adams was Dean of the College, as he had been since 1935. W. R. Smith was the Vice President, as he had been since 1936 when he left the dual role as Superintendent of the Goose Creek Consolidated Independent School District and the President of Lee College in Baytown, Texas (Rundell, 1972, 12). Lawrence L. Smith was the Bursar, which he had been since 1927, James E. Freeman was the Fiscal Agent, and Mrs. W. C. Sikes was Dean of Women, which she had been since 1945. Callie Faye Milliken was the Head Librarian; Ken Rasco was the Registrar; Walter Burch was the Director of Publicity; Bill Teague was Assistant to the President, and B Sherrod was President of the Board of Trustees (Prickly Pear, 1955, 9,18,19). Enrollment for the year was 1,094 men and 691 women for a total student body of 1,785 students (Morris 1955, 2).

In December, William Edwards gave Abilene Christian College a 41,000-acre ranch near Fort Stockton, Texas. The summer before, the Abilene Christian College Graduate School had begun. The following February, Don H. Morris announced the approval of a federal government loan for a new boys’ dormitory, a new girls’ dormitory, and a new cafeteria. That same month, the groundbreaking ceremonies were
conducted for the new $375,000.00 Bible Building. In 1956, Abilene Christian College celebrated its fiftieth anniversary (Cosgrove 1976, 231-232). During this time John C. Stevens had returned permanently to Abilene to continue his career when, for once in its history, the future looked bright for Abilene Christian College.
CHAPTER III

A NEW ADMINISTRATION BEGINS

Stevens' presidency was an administration of the seventies; therefore, it is important that national and world conditions immediately leading into and during the seventies be briefly summarized to appreciate fully the circumstances within which he was to manage Abilene Christian College. When compared to other American institutions, the American school is the most vulnerable to influence from outside sources (Wiles and Bondi 1983, 1). The events that took place during 1968 and 1969 had a profound effect on the decade of the seventies. The continuing effect of these events cumulated with happenings throughout the seventies and exerted a great deal of pressure on higher education in the United States. Educational leaders were faced with a new sociology of education (Bates 1980, 9).

The new sociology recognized the impact social and political movements had on educational systems. Educational administrators were forced to deal with outside sources of influence as never before. Those influences included the changing job market, demographic changes, enrollment changes, rising costs per student, and changing student
interests (Barlow 1985, 1).

The Setting of the Times

Prelude to a Decade

The decade of the seventies was ushered in with violence and unrest, conflict and confrontation, both in the United States and around the world. The issues involved military, political, economic, social, civil, racial, and educational unrest (Reichley 1981, 98). The year 1968 was filled with unsettling circumstances. During February, the war in Vietnam increased in violence. Martin Luther King, Jr. was assassinated in Memphis, Tennessee, in April. In May, there were student uprisings in many lands. "On campuses around the United States, in Europe, in Asia, in South America, well-reared, well-fed, well-loved students rose in revolution." In June, "Senator Robert F. Kennedy was killed in the hour of his victory in the California primary" (Associated Press 1968, 99, 103).

The year 1969 was no less dramatic in its happenings. On January twentieth, Republican Richard Milhous Nixon was inaugurated as the 37th President of the United States. In April, at Harvard University, 300 militant students invaded the main administration building and forced nine deans from their offices to dramatize demands that included abolition of the Harvard ROTC unit. During the same month, a North
Korean MIG shot down an unarmed U.S. reconnaissance plane over the Sea of Japan (Ibid., 17, 240).

A Look at the Decade

John C. Stevens was president of Abilene Christian University from 1969 until 1981. His administration had its beginning four months before and its ending one year and eight months after the seventies.


In 1970, when United States ground forces were sent into Cambodia by President Nixon, a storm of protest from antiwar activists swept the country. In a demonstration at Kent State University in Ohio, jittery National Guardsmen opened fire on student protesters, killing four students and wounding ten.

Detente with the Soviet Union and China in 1972 was Nixon's most spectacular achievement, and, as it captured the popular imagination, it resulted in a landslide victory.
in the elections and placed Nixon at the peak of his career. This great triumph was quickly followed by the Watergate scandal in 1973 which led to Nixon's resignation under the threat of impeachment in 1974 (Grey 1988, 138-41).

Gerald Ford was sworn in as thirty-eighth President but said to the American people, "I am acutely aware that you have not elected me as your President by your ballots." During his administration, Ford's inability to deal with the economic problems he inherited produced the most serious economic crisis since the 1930's (Leonard 1988, 2: xvi). In 1974 and 1975, there were periodic panics as the energy crisis forced drivers to wait in line for hours only to have gas pumps run dry and gas stations close down. National production plummeted, factories closed, and unemployment leapt to 9% of the workforce.

Jimmy Carter won over Ford in the 1976 election, but only by a 2% margin of the popular vote and 56 votes in the Electoral College (Grey 1988, 142-145). As the thirty-ninth President of the United States, Carter sought to help the presidency emerge from the long shadow of Watergate. He also sought to exorcise some of the bitterness of the Vietnam War by declaring amnesty for Vietnam draft evaders, an action that would enable them to come home at last. Perhaps the greatest achievement of the Carter presidency was the peace treaty between Israel and Egypt. In 1978, Egyptian President Anwar Sadat and Israeli Prime Minister
Menachem Begin met with the President at Camp David to ratify the peace agreement (Ibid., 146-151). Although he started with such promise, Carter, like his two predecessors, was unable to solve the twin problems of the economy and unemployment (Leonard 1988, 1: xvi). Faced with these domestic difficulties, the once popular Carter, within the space of a few weeks in late 1979, was confronted with a hostage crisis in Iran. The Middle East, a few months earlier the scene of Carter's greatest diplomatic triumph, provoked the worst crisis of his administration and ultimately destroyed his hopes of remaining in the White House.

As the hostage situation passed from days into weeks and then into months, the increasingly frustrated and angry American people began to turn on their President, who was apparently incapable of ending this national humiliation. Carter suffered a crushing defeat to Ronald Reagan in the 1980 campaign. The day Carter left office, January 21, 1981, the hostages were finally released (Grey, 1988, 151).

As fortieth president of the United States, Ronald Reagan took office on January 21, 1981, exactly eight months and six days before Stevens left his office as eighth president of Abilene Christian University and became the University's second chancellor.

A Look at Abilene Christian College

On the campus of Abilene Christian College in 1969, a
major building program had resulted in the new McGlothlin Campus Center, the new Burford Music Hall, and the new Foster Science Building, and continued with the ground breaking for the new Margaret and Herman Brown Library with its Mabee Library Auditorium.

Major entertainment of the year included concerts by The Association, Up With People, Peter, Paul and Mary, and Ray Charles. Student activities included "Wide World of Wildcats," the musical "Oklahoma," and the first Moody Coliseum Sing Song (Wise 1969, 2).

The opening chapel service for the 1968-69 fall semester was the occasion for the dedication of the McGlothlin Campus Center. The Center, named in honor of Ray and Evelyn Trimble McGlothlin, contained the Catchings dining room, the Carter cafeteria, and the Corbin recreation facilities as well as the post office, the bookstore, a living room, and a Main room for social gatherings. Members of the McGlothlin family who contributed funds in honor of their late mother and wife included Ray Jr., Hal, Jack, and Ray Sr. The building was dedicated to help in "Educating for Christian Living" (Ibid., 20).

Ground breaking ceremonies for the Library took place February 18, 1969. The Margaret and Herman Brown Library included among its major donors the Brown Foundation of Houston, the Mabee Foundation of Tulsa, Oklahoma, and Mr. and Mrs. J. F. Montague of Houston. Ground was actually
broken by President and Mrs. Morris and Mr. and Mrs. Montague, with head librarian Callie Faye Milliken looking on. The new library was built to accommodate 300,000 volumes and to seat over 1,000 students (Ibid., 80, 114).

During the year, the science department moved into the new Foster Science building. The department of biology tripled its facilities with new office space for teachers and new faculty lab space for research projects. The mathematics and physics departments expanded their teaching areas with a numerical analysis room, a computer room and new offices, a modern physics laboratory, an electronics laboratory, a laser laboratory, and a shop and advanced research laboratory (Ibid., 118,122,125).

The music department also experienced a year of changes and improvements as it moved into the new Leonard Burford Music Center. Federal grants provided money for new practice pianos and a tape recorder. Programs were expanded to include an elementary music workshop, a marching band clinic, and a spring orchestra concert (Ibid., 163).

Although the world was in tumult, Abilene Christian College was growing in size, financial security, and bright prospects for the future. The prospects for a new president were even more challenging.

Stevens' Early Teaching and Administration

Before his presidency, Stevens had several other
assignments at Abilene Christian College as teacher and administrator with a wide range of responsibilities: history teacher and dorm supervisor, 1948-49; Dean of Men, 1950-52; Dean of Students, 1952-56; and Assistant President, 1956-69.

History Teacher, 1948-56

Stevens arrived in Abilene in August of 1948 to begin teaching history and government at the rank of assistant professor.

Stevens was one of the most popular teachers on the campus. There wasn’t any question about his popularity as a teacher. One reason for it, of course, was that he was a very interesting teacher. He had a personality that was outstanding and he used quite a lot of humor in his classes which appealed to the students. He got along unusually well with the students as well as with the faculty and administration" (Adams 1991).

The line for Stevens’ history classes stretched half way across Bennett Gymnasium. Stevens had been to the places that he talked about and to hear him talk about the characters of history was to hear a personal acquaintance discussing an old friend or adversary. The people and the places were real for him, and he made them real for his students (Tribute 1981).

During his first year on the faculty, Stevens was assigned to teach two sections of Civilization: Past and Present, a course in Modern European History, a course in American History, and a fifth course in American Government. In addition to his five classes, Stevens was the supervisor of the dormitory for the football and basketball players. For this extra assignment, he received his room and board. During this time the football players especially enjoyed
teasing Stevens. They would say, "Mr. Stevens, you’re not coming in on time. You’re dating that girl Ruth Rambo and you are not getting in on time, we need more supervision." Stevens would reply, "Boys, just don’t get into trouble and I’ll be your supervisor." He had a very fine rapport with the athletes and the coaches (Beauchamp 1991).

After he and Ruth were married in December, they moved into a little apartment just off the campus. About two months later, they moved into the Conestoga garage apartment, where they lived for about two years, until their son Clark was born and they left Abilene for Stevens to enter a doctoral program at The University of Arkansas (Stevens 1993).

One of the agreements that Stevens had with President Morris before he accepted his first teaching contract with the College was that after just one year of full-time teaching, he would be allowed to take a leave of absence to go work on his doctoral degree. So following his first year of teaching at Abilene Christian College, which was the academic year of 1948-49, Stevens left Abilene on half salary to begin his advanced studies at the University of Colorado where he had been accepted into their doctoral program. Stevens spent the academic year of 1949-50 working on the first phases of his doctoral degree; unfortunately, because one of his major professors was such an unpleasant individual, Stevens decided not to continue his studies at
the University of Colorado. The Stevens family returned to Abilene with the intention of transferring to the University of Arkansas later to finish the degree there (Ibid., 1991).

Dean of Men, 1950-52

Before 1950 at Abilene Christian College, Walter H. Adams had served as Dean of the College and also as Dean of Men. Mrs. W. C. Sikes was the Dean of Women, having been assigned to the position in 1945. For a short time, Boris Howard served as the first full-time Dean of Men. However, he had to resign because he was married and needed additional employment where his wife was living.

In 1950, Dean Adams recommended to President Morris that John Stevens be appointed as Dean of Men. Stevens was directly responsible to Dean Adams and worked very closely with him and with a discipline committee. The committee was only consulted when there were serious problems. The committee would discuss the problems presented to it by the Dean of Men and make recommendations to Stevens and Dean Adams. Adams remembered that there were very few problems that could be considered serious. However, in dealing with several hundred students there were many minor situations that needed attention (Adams 1991).

The Chairman of the Chemistry Department, Tommy McCord, remembers that, when he was a student at Abilene Christian College, Stevens as Dean of Men would come to the old barracks where he lived and call all the students together
to talk about various problems. At one time there had been a series of thefts in the barracks. Billfolds and other items of value were being taken. Stevens talked to the students about the situation and said that they all needed to work together to help solve the problem. The students really respected Stevens for his efforts to work with them (McCord 1991).

Other problems which were less serious sometimes had a less than satisfactory conclusion. On one such occasion a little girl from a prominent family dashed into the office and said, "I’m not going to pay this parking ticket." Stevens said, "You’ll pay that parking ticket or you’ll get out of school." The student left crying and yelling. Later her father called Stevens who said, "Well, it’s just that way. With her attitude, she didn’t want to come in and discuss it. She just laid down an ultimatum and we’re not going to run a school like that around here" (Stevens 1991, 2B). Those who worked closely with Stevens found that he could be tough when the situation called for it. They also found that his humor and fairness could often prevail even in the most serious situation. He proved himself to be a man of fairness, firmness and of great wisdom (Beauchamp 1991).

In the summer of 1952, Stevens took another leave of absence to attend summer school and the fall and spring sessions. The University of Arkansas had just started its
doctoral program in history, and Stevens was the first student admitted into the program. Later, however, because the faculty at the University of Arkansas was unhappy that the administration of the University had not augmented the program with the resources they had been promised, the program was canceled. By this time Stevens had completed all his course work, so the decision was made to let him complete his oral exams and his languages and begin work on his dissertation on cosmopolitanism in the early stages of the French Revolution (Stevens 1991).

Dean of Students, 1952-56

In 1952, the decision was made to centralize more authority in Stevens' office because of the unusually heavy work load of Dean Adams. This took a burden off Adams' office and resulted in changing Stevens' title to Dean of Students (Adams 1991), although he also still retained the title, Dean of Men. At first, Stevens always felt that he was in hot water when parents came to contest decisions that had been made concerning their sons or daughters. Parents came trying to get an explanation or to justify their students' actions. "Stevens would always shake his head or hang his head a little bit, and for quite some time he just let them grind him to a pulp" (Roberts 1991, 10A). Finally he decided that he couldn't live the rest of his life like that, so he took the initiative in these meetings with
parents of students who had been disciplined for some infraction of the rules. He would say, "Brother and Sister so and so, I regret this deeply and I know that you do. I'll answer your questions first or I'll tell you what we've done and why we did it." Then he said, "You'll have fifteen minutes to tell me or to say to me anything you want to. After that we're through. Anything beyond that would probably be rehashing the same thing" (Ibid.).

Dr. Stevens was a fine Dean. Students respected him as Dean and I think that the main thing they respected him for was his fairness. They recognized that he was always fair with them. Stevens had a very high concept and respect for authority and although he could seem very easy going, when things got rough he could follow through with whatever action was required (Hart 1991).

One incident that illustrates Stevens' firmness involved a group of Abilene Christian College boys who went over to McMurry College and stole their totem pole. Of course, he made them take it back, but it did not stop there. Stevens made a speech in chapel the next day in which he said,

Ladies and gentlemen, we have just passed through an experience that involved some of the students of Abilene Christian College with McMurry College. Some of the special things that are treasured by them, our students felt constrained to bring to our campus. I want you to hear me this morning when I say that henceforth, if any student from Abilene Christian College is apprehended on or near the campus of McMurry College, it will be necessary for me to declare him immediately an ex-student of Abilene Christian College (Roberts 1991).

Another incident that illustrates Stevens' ability to handle infractions of college rules with firmness,
cordiality, and a touch of humor involved a student who was a returning Korean veteran. Abilene Christian College is one of the few schools that has always required daily chapel attendance. At one time all students, faculty, and staff were required to attend. All offices and the Library were closed for chapel attendance. Being a slightly older student, living off campus, and a combat soldier of the Korean War, the student was somewhat less than regular in his daily chapel attendance. The student related that his daily routines were a little bit different from the average freshman, so it was not long until chapel attendance began to be preempted by what he thought were higher priorities at the time. Soon after he began missing chapel, the student got a little slip saying that he was to report to the Dean of Students, who, at that time, was John Stevens. The student went to the office, where he was greeted very cordially by Stevens. Noticing from the records that the student was a veteran of the Korean War, Stevens inquired about his experiences and then related to him that he too was a veteran. Stevens told about his experiences of being a chaplain in the Battle of the Bulge during WW II. After these few pleasantries, Stevens mentioned the fact that he had received notice that the student had been missing chapel. The student explained that, since he was a little older than most of the students, that he lived off campus, and that he was a combat veteran of the Korean War, he did
not thank chapel attendance was as important to him as it was to the other students. Stevens said that he fully understood his position and expressed the fact that he saw no problem there at all. Stevens said, "You don't have to go to chapel." Believing he was off the hook, the student began to relax until Stevens added, "In fact, you don't have to go to Abilene Christian College. The choice is yours, whatever you like." The student immediately responded, "I make my choice, I'll be in chapel tomorrow." Leaving the office, the student felt that Stevens had definitely gotten his attention, although he had been treated very diplomatically. The student felt that Stevens understood "where he was coming from," but, as Dean of Students, he maintained the rules and regulations of the College without running roughshod over him as a student. Stevens did not bend the regulations, but he made students feel like a team member rather than throwing the book at them (Crowson 1993).

A deep mutual respect and affection between Dr. Stevens and his students made him a logical choice for the dean's office. He continued to teach on a part time basis after becoming Dean of Men and, soon after, Dean of Students. For Stevens the tasks were easily compatible.

If people don't like students, they shouldn't be college teachers. Consider your students as your friends. Give them the best counsel you can, and I think you'll do great things," he once advised a young faculty member as he reflected on his own years as professor and dean (Tribute 1981).

During the summer of 1953 and again in 1954, Stevens was doing research for his dissertation. His major
professor, Boyd Shaffer, realizing that the University of Arkansas did not have the library resources to support Stevens' dissertation study, recommended that Stevens do his research in the Andrew Dixon Library at Cornell University, at the Library of Congress in Washington, and in the New York Public Library (Stevens 1991).

When he was awarded his Ph.D. in 1954, Stevens was promoted to Professor of History by Abilene Christian College. Stevens said that promotions were fairly easy to get at Abilene Christian College in those days for anyone with a doctoral degree (Ibid., 1991).

Assistant President, 1956-69

When President Morris decided to invite Stevens to be the Assistant President, he discussed the matter with Dean Adams. Adams indicated that he thought it was a great choice but that he would accept the change on one condition, that they make Garvin Beauchamp the new Dean of Students. Beauchamp, who had just finished his fifth season as head football coach for the Wildcats, had won the national football championship with one of the finest records in the nation (Ham 1955, 94). Morris responded to the proposal, "You know we can't do that, we would both be fired." Adams finally persuaded the President to leave the choice to coach Beauchamp.

Beauchamp was very surprised when he was offered the
position of Dean of Students and at first did not seem interested. He said that he would talk it over with his wife, Judy, and give the President and Dean his answer later (Adams 1991). A. B. Morris, the Athletic Director, told Beauchamp, "Don't let President Morris and John Stevens over persuade you into getting into administration because we need you in the athletic department." Beauchamp relates that he thought about the offer for a long time, but that the thing which impressed him and finally sold him on the job was the way John Stevens had handled the position in such a pleasant way. Stevens told him, "These kinds of jobs don't come along very often and you'll enjoy doing it."

John tried to tell me about the parallel experiences that I would have and that the main thing about being Dean of Students would be that I'd just have more people on my team. I have been thankful through the years that I made the change when I did because I remained in that job until I retired (Beauchamp 1991).

When the position of Dean of Students was filled by Garvin Beauchamp, Don Morris asked Stevens to become the Assistant President with the idea that Stevens would succeed Morris and ultimately become president of the institution. After he accepted the appointment in February of 1956, Stevens was talking to president Morris about what courses he would be teaching the next year. Morris said, "I thought I had an understanding with you. No more teaching because you allow too much time for preparation." From that time on, Stevens did not teach any more classes until he retired
from the presidency in 1981, twenty-six years later.

As Assistant President, Stevens was Chairman of the Budget Committee. He called on foundations and supporters, and attended alumni rallies all over the country, making a hundred speeches or more a year for the school. He got to know nearly everyone in the constituency program of the College (Stevens 1991, 2A).

The four people who ran things were the President, Don Morris, Walter Adams, the Academic Dean, Lawrence Smith, the Business Manager, and Jimmy Freeman, the Fiscal Agent, with John Stevens as Assistant President sitting in on most of their meetings. Mr. Freeman retired, and that left the big three, Morris, Adams, and Smith. However, during the last two years of this time, Don Morris was having terrible health problems and spent a good deal of time in the hospital after he had suffered a stroke in 1966. Morris' illness brought anxiety for him personally and for the work he was directing (Duff 1970, 3).

For those last two or three years, Stevens was chairman of what was called the Executive Committee of the College (Stevens 1991, 2A). With the concurrence of the Executive Committee of the Board, the Executive Committee of the College was formed with Stevens as chairman, Walter Adams, the Academic Dean as a member, and Lawrence Smith, the Business Manager as a member. Because of the long illness of the President, many decisions had been delayed, and the
Executive Committee had to make some "pretty fast" decisions and were disposing of a good many things. The method of the committee was to identify a problem and to delegate it to somebody and say, "Work this thing out." This experience convinced Stevens that a president needs a real strong organization (Ibid., 2[B]).

Stevens served a rare "apprenticeship" for his later work as chief administrator of Abilene Christian College. The position of Assistant President seemed especially created for his particular talents. As Assistant President, Stevens had leadership responsibilities in the broadening and deepening of Abilene Christian College's academic program as well as of its physical being. Stevens conceived and launched the American Studies Program, a distinctive program of the College which offers training in Americanism to public school teachers. He also began the Latin American Studies Program that allowed scores of teachers from South American countries to come to the Abilene Christian College campus for summer studies. Additionally, he led in the establishment of mission education, a program to improve the outreach of the church (Duff 1970, 3).

During his fourteen years as Assistant President, Stevens was not only being groomed for the presidency by Don Morris, but he himself was involved in such a variety of activities that were preparing him for this esteemed office.

As a polished pulpit practitioner and an engaging
after-dinner speaker, Stevens combined his cracker-barrel wit with stamina and amiability to become one of Texas' most sought-after public speakers for scholarly, patriotic and civic meetings as well as those that were church-sponsored (Ibid., 2).

As Assistant President, Stevens spent much of his off campus time fulfilling speaking engagements both in Abilene and elsewhere. A polished, thoughtful and articulate speaker, he received invitations from far and near for a variety of types of programs from religious to academic to civic. Stevens continued to fill the pulpits of churches of Christ both in Abilene and around the country as he had the opportunity. Other engagements included such varied assignments as a national convention of the Federation of Women's Clubs, many West Texas service clubs, including the Taylor County Old Settlers Reunion, and commencement addresses at universities like Texas A&M (Ibid., 3).

No matter whether it was a great university across the state or a junior high school in Abilene, Stevens was ready to accept any speaking engagement. However, on one occasion, Alta Ruth (Young) Crowson, his secretary, sent him to the wrong school. She was accustomed to writing any speaking engagement on his calendar including where he was to speak, on what day, and at what time. One evening she got a call from Stevens asking her where he was supposed to speak. She told him where she thought he was scheduled to be and he said that he had gone to that school but nobody was there. Being completely mortified, she volunteered to
go to his office and look on the calendar. He explained that he was in his office looking at the calendar, and it had the wrong location on it. Fortunately a lady from the correct junior high school called while he was still in his office and said that they were ready for him, so he went to the right school and made his speech. The next morning Alta Ruth, who was a business graduate of Abilene Christian College and the wife of a graduate Bible major, went into the office trembling in fear, but when she began to apologize for sending Stevens to the wrong place, he was his usual nice self and said that it was fine. Everything had ended all right, and he said that she was not to worry herself about it (Crowson, A. R. 1993).

Because of his many speaking engagements outside Abilene, air travel was required. However, local airlines did not always have service at the times and to the places he needed to go, so Stevens began to catch rides with friends who had private planes. At one time Stevens said, "One good man here in Abilene, one with a good plane, now donates forty hours of flying time a year to the College." He added with a grin, "It's easier and better to have good friends than to own your own plane!" As demands on his time became more numerous, Stevens soon began to learn the fundamentals of flying himself, and, in 1962, he got his pilot's license so he would have the freedom to get himself about the Southwest area to meet his crowded schedule. For
a time he was part owner of a plane; then he used rented planes or planes loaned him by friends of the College (Duff 1970, 3). At one time the College owned a plane which Stevens used to fly himself around the state. Later his son Clark flew for him for a number of years.

I flew my Dad around primarily and several other administrators on both student recruitment business and primarily fund-raising. We flew many an hour on that airplane all over the country and did a lot of things that couldn't have been done any other way" (Stevens, Clark 1979).

A major part of Stevens' life had always been his preaching. Since his first eight minute sermon on baptism as a twelve year old in Richland, Texas, through his student days at Abilene Christian College, Stevens continued to preach at every opportunity he had. After graduating from Abilene Christian College, he became a full-time minister at Jasper and then at Beaumont. With the outbreak of the war, he became a chaplain and served in Europe during World War II. Following the war, he continued his preaching in Arkansas, while he attended graduate school at the University of Arkansas. After he was employed in August of 1948 to teach history at Abilene Christian College, he was invited back to preach at Brownwood where he had preached during his student days in college.

Stevens' son Clark remembers as a boy that stories of his father's preaching sometime bordered on the humorous. One such story is of his first full-time preaching position in Jasper. It seems that one time he was preaching a sermon
on the Holy Spirit and was "kind of maybe getting after the Holy Rollers and so forth, about their getting the Spirit and talking in tongues and crying out and so forth" (Ibid). Just as Stevens was building up to his point, a little cat had come along and had been watching his pants legs move as he paced around on the speaker’s platform. Unaware the cat was there, Stevens was more than a little shocked when the cat suddenly lunged and grabbed hold of his leg. Stevens in the middle of his discussion of getting the Spirit "just let out a yell and threw up his hands. This just broke up the whole meeting and since nothing else could be done, everyone finally gave up and went home" (Ibid.).

After entering the ranks of administration at Abilene Christian College, Stevens continued to preach throughout the state and across the nation and had remained a much sought after speaker for lectureships, preachers’ dinners, and special gatherings of members of the churches of Christ. Among other religious responsibilities, he served as an elder for the Central Church of Christ in Abilene for two years but resigned this position upon accepting the presidency at Abilene Christian College ("Personalities" 1969). Although he served various churches in a variety of preaching roles, this was the only time he served in the eldership of any church.

Even as his college duties and his off-campus work expanded, Stevens began to take on more civic chores in
Abilene. He served as president of the Key City Kiwanis club and board chairman of the Abilene Boys Ranch, for which he has been a prime mover. Various other responsibilities included being the director of the United Fund as well as director of the Citizens National Bank, a position which he relinquished after becoming Abilene Christian College president, because he thought it inappropriate to hold both offices.

The city of Abilene long received the services of Stevens as he worked quietly with the top leadership of the community to advance the quality of life for its citizens. In 1967, the Citizens for Better Government persuaded Stevens to turn "politician" by serving as a city councilman. He was elected without opposition and served for two years (Duff 1970, 3).

Although he was not teaching history while he was Assistant President, Stevens kept his active interest and membership in the American Historical Association and the Academy of Political Science. His active and continuing interest in his field of historical scholarship led Stevens to launch the distinguished series of annual history conferences, which has brought to the Abilene Christian College campus many learned historians. Stevens was particularly noted for his speeches on the theme of Americanism. For this work, he was recognized as the 1961 recipient of the George Washington Honor Medal from the
Freedoms Foundation at Valley Forge in Pennsylvania (Ibid., 3). He was also especially noted in Abilene for his humorous and informative speech on the American Presidents, which he presented on occasion to the Friends of the Abilene Christian University Library (Roach 1993).

Stevens' campus responsibilities were as wide ranging as his off campus responsibilities. They included anything from handling minor problems with students to guiding the tremendous work of the Design for Development, which was a ten year campaign to raise twenty-two million dollars for the College.

The universal student unrest experienced during the sixties did not affect the Abilene Christian College campus as severely as it did other colleges throughout the world. Two major reasons given by Assistant President John C. Stevens were the strong Christian homes from which students came to Abilene Christian College and the strict controls and regulations that existed at the school.

Stevens reports that a minor disturbance occurred at one time when a group of students planned a meeting in Sewell Auditorium to discuss some action which President Morris had taken. When Morris learned of the meeting, he went to the auditorium, went to the microphone just as the meeting was being called to order, and said, "I am going to perform my duties as president of this school. I am going to run this college and this meeting is dismissed." Stevens
related that the meeting quickly broke up, and the matter was soon forgotten. Although the students knew that President Morris was firm, they generally agreed that he was also kind and fair in every situation (Cosgrove 1976, 73-74). These same characteristics, students were later to learn, were also possessed by John Stevens.

The greatest responsibility Stevens had during the time he served as Assistant President was his work with the Design for Development. Begun as a ten-year project in 1962, the seventh year of Stevens' service as Assistant President, the Design for Development extended through 1972, the third year of his presidency. During Phase I of this far-reaching plan, Stevens was a key figure in campus planning, architectural planning, financing projects, and governmental liaison. The successful conclusion of this phase of the development drive was the direct result of Stevens' involvement with it. Nearly $11 million had been into buildings to modernize the campus (Duff 1970, 3).

The Design for Development was first presented as a report to the Board of Trustees in an attempt to analyze the College, review the previous ten years of the College's history, and propose a plan for its operation for the next ten years. The Design grew out of actions of the Board of Trustees when they appointed a Master Planning Council in February of 1958. This Master Planning Council recommended in the Board meeting of November 24, 1961 that the
administration of the College proceed with plans for a ten-year program. A Campus Planning Committee was appointed and authorized to employ the campus-planning firm of Jessen, Jessen, Millhouse & Greeven to help with the design. Preliminary work for this planning process had previously been accomplished through the Self-Study of Abilene Christian College over a twenty month period from June 1959 to January of 1961. This Self-Study done for the Southern Association of Colleges and Schools and the subsequent Southern Association Committee visit of March 21-23 and their approval of the Self-Study emphasized the need for a plan of operation, which would, "... be used to guide the College and which will inspire friends toward long-range planning in providing the financial needs of the College" (Design 1962, 1).

The Design for Development included: The Case for the Independent Liberal Arts College, The Distinctive Contribution of Abilene Christian College to Liberal Arts Education, The Case for Financial Support of Abilene Christian College, and Fund-Raising Projects in Specific Areas. The budget for the plan called for the raising of $19,600,000 over a ten year period (Ibid., 61). However, by the fall of 1963, inflation and added proposals increased the projected expenditures of the Design for Development from the original estimate to $22,916,500 (Board 1963).

President Morris and Assistant President Stevens led
the Campus Planning Committee, whose work was to suggest means for implementing the Design for Development. One proposal was the formation of the National Development Council, made up of business and professional leaders to help in promoting the college's development. This National Development Council met for the first time on October 24, 1963, and selected Dean Walling to be its chairman. Dean Walling was a former student of Abilene Christian College and was president of the Western Geophysical Company of America. Under Walling's leadership, the United States was divided into twenty-six regions, and a chairman was placed over each region. Plans were made to develop programs for the soliciting of major gifts, for help in estate planning, for conducting general fund-raising campaigns, and for the production of development publicity (Cosgrove 1976, 182).

The Statement of Educational Philosophy and Purpose of the Design for Development plan says:

Abilene Christian College is primarily concerned with the intellectual and spiritual growth of each student. Physical and social development take their places, however, in the College's concept of the growth of the whole man. Such growth is believed most likely to occur in a college community in which a faculty of Christians teach and inspire students to learn, in which a curriculum of liberal studies exalts the Bible as God's Word, and in which is maintained an environment conducive to the development of Christian character. The Christian college is obligated, by its very nature, to strive for excellence in every area of its life and work. To be less than Christian or less than a college is to renounce its unique role in higher education (Design 1962, 64).

To reach its goals, the National Development Council
planned to have one hundred wealthy and influential men lead in securing funds for the College. The Board of Trustees approved the expenditure of an extra one hundred thousand dollars for new personnel and literature to "... accelerate the tempo of the Design for Development." (Board 1964).

In a little over a year, the National Development Council brought in commitments of almost four million dollars through its major gifts program (Cosgrove, 1976, 182). This was almost equal to the fourth year goal of the Design for Development projections and more than the first two years' budget. Major components of the proposed budget included the liquidation of $3,019,000 in indebtedness. This equalled 15.40% of the total budget. Faculty salaries were to be improved by $428,000 over the ten year period, or 2.18%, of the budget. Student scholarships made up 9.05% of the total. The new library, with additional holdings and renovation of the existing building for classroom use, accounted for $1,500,000, or 7.65%, of the proposed revenues. The next largest designation was for $1,200,000, or 6.12%, to be spent on the Coliseum-Auditorium. By far the largest part of the fund-raising requirements budgeted by the plan was $7,200,000, or 36.74%, which was to be placed in the college endowment (Design 1962, 61).

In February 1969, the National Development Council issued its Basic Assumptions Guiding the Preparation of
Projections for Phase II. This document would be the basis for consideration of the most pressing needs of the College for the next five years, beginning in 1968 and extending through 1973. General assumptions included that inflation would increase at the average rate of 4.5% per year, that student enrollment and faculty size would remain stable at 3,100 and 145 respectively, that tuition and fees would increase at the rate of 4.5% per year, that staff salary would increase by 4.5% per year, that faculty salaries would increase by 8% per year, and that there would not be any major infusion of government funds into the operational budget of the College (Abilene 1969, 1-2).

Establishment of a New President

The Candidate

The outstanding personal qualities of John Stevens made him a most likely candidate for presidential advancement.

Most people, it would seem, find that Dr. Stevens has the same effect on them as he appears to have had on banker Willard Paine, President of the Abilene Christian College Board, who noted recently, 'Dr. Stevens is one of the most personable and friendliest fellows ever met.' Some have suggested that perhaps part of his appeal is his appearance. He is a six-foot, 190-pound, fifty year old man, greying, and habitually wearing a serious smile that reminds them of an affable English bulldog (Lynch 1969, 1).

One important aspect of Stevens' personality is his sense of humor. His son Clark remembers that, when he was a small child and the family traveled together in their car listening to some radio comedian, often Stevens would have
to pull off the highway to laugh because he could no longer
drive. "If he got tickled about something, he had to just
stop driving and pull off the side of the road and cry
awhile. Tears would just roll down his face."

Later when Clark was flying for his father, who was
then Assistant President, he remembers that Stevens got into
the habit of kidding people he met by asking them questions
intended to make them laugh. Once when they flew into East
Texas, they were met there by a member of the church whom
they had never seen before. Clark did not remember his name
but just called him Mr. Jones. So when the man introduced
himself, Stevens said, "Well, I don't guess a Jones ever
went to prison." The man got dead serious and said, "Yes
sir, there was one." The man proceeded to tell him the
whole story as Stevens tried to back off and change the
subject. Clark recounts that he never heard his father ask
that question again.

Later when Stevens became President, Clark relates
that, "Some people did not realize that Dad was the kind of
guy that could get tickled about something and could not
stop laughing." When they put the new president's office in
the administration building, an entry area was glassed in to
make an appropriate reception area into the offices. People
were accustomed to walking through that area, so one day,
Haven Miller, one of the foreign language teachers,

... came whistling around the corner and just
smashed into that plate glass and practically knocked
himself out. My Dad heard all this clatter and came out to see what had happened. The secretaries were fanning Mr. Miller, trying to bring him to. His glasses were broken, and he was in terrible shape. Dad got so tickled about the whole deal, he had to go back in his office so Haven wouldn’t see him laughing. Everyone agreed that it wasn’t really funny, because Miller was really hurt. Anyway, when they finally got Mr. Miller fixed up to the point he could come in the office, my dad couldn’t even look at him. Every time he tried to say something, he would just burst out laughing again. Finally Haven Miller just got up and left. It was so bad that the next day, my dad called him on the phone to apologize and find out what he wanted, but when Haven Miller answered the telephone, my dad burst out laughing again and finally had to hang up.

Stevens could never talk to Miller after that without laughing so he never did find out what Miller wanted (Stevens, Clark 1979).

When John Stevens came to the end of his term as Assistant President, his family was composed of his wife Marian Ruth, John Clark, their oldest child, and Marian Joyce, their daughter. Ruth and John had married in December of 1948, shortly after Stevens joined the Abilene Christian College faculty to teach history. Clark was born in Abilene on January 21, 1950, and was two years old when his parents moved to Fayetteville, Arkansas, for his father to work on his Ph.D. at the University of Arkansas. Clark entered Abilene Christian College as a business major while his father was still Assistant President. He was nineteen years old when his father became president of Abilene Christian College (Stevens, Clark 1979). Their daughter Marian Joyce was born in 1952 in Fayetteville, Arkansas,
while her father was working on his doctorate and was just six months old when the family moved back to Abilene. Joyce entered Abilene Christian College as a freshman majoring in music education the year her father became president of the College (Cole 1979).

Another family member with close ties to Abilene Christian College was Stevens' brother Clark. Clark came to Abilene Christian College in 1966 to teach biology after having taught at Beebe Junior College, Harding University, and Vanderbilt University. At Abilene Christian University, Clark became a Professor of Biology and served as head of the Biology Department until his retirement in 1988.

Dr. Clark Stevens has been a role model for many years for those who are younger. He has devoted his entire working life to Christian education, and more importantly, he has developed that extra measure of Christian maturity that we respect and admire. We have never seen him impatient with anyone or any situation. He has been willing to take whatever time was needed for students and fellow faculty members. His students have consistently given him the highest ratings as a teacher and many have complimented him by following him into the professional world as microbiologists. His peers have appreciated his quiet leadership, his optimistic attitude, his kind and tactful manner, his example as teacher, and his applied Christianity. His place on the roster of significant Christian educators is assured (Dr. Clark Stevens 1987).

Stevens' Philosophy and Beliefs

John Christopher Stevens' philosophy of Christian living, education, academic freedom and scholarship, and the future are clearly enunciated in his many speeches, sermons, lectures, and writing. A few examples may suffice to
illustrate the depth and breadth of his concerns.

On Christian living:

Contend for the faith. Don’t ever go out into life as a person who is quiet about his faith. Don’t be a passive onlooker. Be one who contends for the faith and takes a stand. We need to take a stand. We need to let people know that we uphold the Lord Jesus Christ and we believe that he has the answers to the problems of humanity. He offers salvation. He alone offers salvation (Stevens, 14 August 1981).

On education:

I do not see how a college can claim to be an institution of higher education if it does not permit, and in fact, encourage freedom of thought and freedom of expression. . . . I do not associate myself with those who have a tendency to attach unfriendly labels to those whose political or economic views do not conform to their own (Stevens, 13 November 1969).

In an address discussing education for preachers at the 1969 Abilene Christian College Lectureship, Stevens denounced "Intellectual snobbery":

I have just as much respect for the unschooled man who is truly a student of the Word of God and who is a fruitful worker for the Lord as for a man who holds several degrees and who is a fruitful worker for the Lord (Lynch 1969, 4).

Perhaps the most significant thing we at ACU can do to stay abreast of the changing times is to reaffirm, reemphasize, and do a better job of the basics in higher education. The last few years have indicated a great need throughout society for education in values. Ethics, morality, old-fashioned honesty will be the principal needs of humanity during the remainder of the 20th century (Stevens 1976).

In his inaugural address, Stevens spoke on academic freedom:

There are no subjects on this earth, or in outer space, or in the metaphysical realm, which we cannot study on the campus of a Christian institution of higher learning. Everybody can know our basic commitment, but I hope that people will also realize that there are no closed minds and no off-limits
subjects on this campus so long as in our teaching and practice we operate within the framework of our historic commitment (Inaugural 1970).

Later, on another occasion, Stevens, discussing Christian scholarship and academic pursuits, wrote the following:

The Christian should not be afraid to plunge into the study of any subject. I have known of people who were afraid of studying science because they feared that somewhere science might contradict the Bible, and they would reach the point that they would not believe in the Bible. But we know today that the Christian can spread out as far as he will and deepen his knowledge as much as he can. God is the truth in science as much as in religion. God is the truth in mathematics just as he is the truth in the Bible. God is the truth in history just as he is in the sacred writers. We do not have to be afraid of knowledge (Lynch 1969, 4).

On the future:

It is my sincere and humble conviction that the coming decade is going to be one for Christian education. Our nation is in a bad way morally and spiritually. An increasing number of people are looking toward those colleges which are unabashedly Christian in their entire offering and yet which have high standards of performance in all areas of academic affairs for the future of higher education (Stevens 1974, 8).

Stevens once told a reporter that he generally voted Democratic and that he was more conservative than liberal, but he quickly added, "Conservative is susceptible to a good many definitions." This observation illustrates that, despite his expressed political beliefs, they are subject to qualification, which may suggest that he is more of a political moderate than a conservative, despite his political affiliations in the past.

One position upon which there is no equivocation is
Stevens' patriotism. As an historian, Stevens has a unique perspective about Americanism in historical terms. Many of his public addresses before Texas civic clubs, women's organizations, and student groups deal with loyalty and love toward country. In a speech at Ranger Junior College in 1961, Stevens urged the United States Government to "... reinstate the Monroe Doctrine and ... use our armed might to clean the Communists out of Cuba." This quotation made the Texas news wires and was printed in many papers around the state. Before an Abilene civic club on another occasion, Stevens said that it is "... too bad when a nation of people are too sophisticated to offer the pledge of allegiance or sing the national anthem or be proud of their country."

Many of Stevens' public addresses combined loyalty to country and love of God. In 1960, he addressed the Christian Anti-Communism Educational League of Abilene but told them that his main emphasis was "... on the positive side of Americanism rather than Anti-anything else viewpoint." Other groups interested in promoting patriotism have honored Stevens in a variety of ways. One such group, meeting on the Abilene Christian College campus in 1960 to form the nation's first "Life Line" chapter to "... cooperate with all worthwhile patriotic endeavors," chose Stevens to be its first president. In 1961, the American Legionnaires of Texas' 17th District presented their
Americanism award to Stevens, who accepted the award under the cloud of a bomb threat. Stevens still loves to speak on topics combining patriotism and religion, such as tracing the development of American religious freedom and the place of Christian education in America (Lynch 1969, 2).

The Selection of a President

As early as 1953 or 1954, Don Morris asked Stevens to become Assistant to the President. Stevens, at that time, turned Morris down, because he did not know what he would do and was not sure that the position suited him. However, in 1956, when he was invited to become Assistant President working directly with the president, Stevens accepted and worked in that position until Morris’ retirement (Stevens 1975).

Although Stevens had been heir apparent ever since Morris had named him Assistant President, the appointment was the responsibility of the Board of Trustees. Everyone had known for years that John Stevens was Don Morris’ candidate to fill the president’s position. Stevens himself said, "I worked with him every day, and he had it set up so that by the time he was ready to retire from the presidency, it was just almost automatic that the Board appointed me to this job" (Stevens 1975).

However, there were other men who were being considered by the Board for the position upon the retirement of Morris.
In April of 1969, a special committee of the Board was appointed by Willard Paine, President of the Board of Trustees, to study the problem of replacing Don Morris as President of Abilene Christian College. The committee consisted of Hulen Jackson, Gilbert McLeskey, B Sherrod, John Wright, with J.P. Gibson as chairman. In a confidential report to the Board dated April 14, 1969, the committee reported:

When Bro. Morris asked to be relieved of the daily grind of the President's Office in order that he might serve the College in other fields, we began our activities on March 6, 1969, with a conference with President Morris. This was followed by a conference with the Administrative Committee March 13 (John Stevens, Walter Adams, Lawrence Smith, Garvin Beauchamp, Bob Hunter). A letter was then sent to each member of the Board of Trustees and ACC department heads (academic heads, plus those in charge of different parts of College activities and operations--e.g., Registrar, Librarian, Cafeteria Manager), asking for their thinking (Report, 1969).

The letter to each Trustee and department head asked for two kinds of information. They were asked to suggest the names of persons that they would like to be considered for President of Abilene Christian College and to suggest a time when the change should be made. When the report was given, thirty-one Trustees had replied with the following names suggested as candidates for the presidency: John Stevens, Frank Pack, Bill Bancowsky, Norvel Young, Hugh Tiner, Bill Teague, A. V. Isbell, and C. L. Kay. Some of these men were listed several times as second choice, and Frank Pack and A. V. Isbell were nominated once each for
first choice, with Stevens and C. L. Kay as second choice. Of the thirty-one nominations, John Stevens was named twenty-four times as the only choice and four other times as first choice with a second choice named.

In regard to the time when the change should be made, the largest number suggested September 1, 1969, followed by an equal number that simply replied, "Urgent," "promptly," and "as soon as possible."

In its letter to the seventeen academic department heads, the committee asked the same questions of them or any one in their departments and received eleven replies from department heads and twelve others, including three deans, six directors, two managers, and one coach. Of the twenty-three on-campus responses, twenty-one named John Stevens as their only choice; two others named Stevens as first choice with one vote each for Norvel Young and Ray McGlothlin, Jr. as second choice.

Although the report did not give the result of the Administrative Committee consideration, it did indicate that the selection committee was impressed that all three groups surveyed "seemed to be thinking alike." After further considerations of other factors involved, the selection committee passed a motion to present the following recommendation to the May 3, 1969, Board of Trustees meeting:

WE PROPOSE:
1. THAT Bro. Don Morris be elevated to the office of Chancellor of the College on September 1, 1969

2. THAT, as Chancellor, he be relieved of the burdens of the Administration so that he may devote his great talents to representing the College at various group meetings (ex-students, preachers' meetings, lecture-ships, etc.) and in cultivating the many friends of the College who may be in position to give liberally to the College; THAT he be provided office space in some place other than the Administration Building

3. THAT John Stevens be appointed President of the College, to take office September 1, 1969.

The proposal was signed J. P. Gibson, M. D., Chairman, 202 Grape Street, Abilene, Texas 79601. A post script suggested that the information in the report was of such great importance that the committee felt the Board would want to know the results as soon as possible.

Eight of the twenty-three on-campus responses indicated that the change should be "as soon as possible" or "immediately," with six others naming September 1, 1969, as the date most preferable (Report, 1969).

The Transition Between Administrations

In 1966, Stevens had been given the responsibility of the chairmanship of the Abilene Christian College Administrative Committee, which was empowered to act for the president during his illness and recuperation. The panel deftly took over the administrative duties necessary to operate the College. It is reported that the smoothness of the operation was a salute to all involved. After Morris' recovery, he moved back to command in a harmonious
reshuffling that was another tribute to him, Stevens, and
the others who served in this emergency (Duff 1970, 3).

This same easy transition came in the fall of 1969,
when Don Morris decided to retire and move up to the newly
created post of Chancellor. In September of 1969, John
Stevens moved into the president's office (Stevens 1991,
2[A]). Delno Roberts, long time secretary to Don Morris
said, "I wonder whether under the circumstances any other
two men in the world could have functioned as smoothly and
as appreciatively one toward the other as those two did"
(Roberts 1991). In an editorial in the Abilene Reporter-News
entitled "ACC Gets New President, Staff in Smooth Change,"
it was reported that Abilene Christian College "changed the
guard" Tuesday morning as its 64th year began. As a college
with a tradition of growing its own leadership, Abilene
Christian College has an unusual loyalty manifested in its
ranks. Key people on the faculty and staff tend to stay
where they grow in experience and service and are ready to
step into larger responsibilities and opportunities. Thus
the College has a continuity few other schools are
privileged to enjoy.

A change in presidency in a college often is a
difficult transition in which the institution marks
time while the new leader gets his grip on the
position. It will not be so at Abilene Christian
College. Not a beat need be missed. The wise veterans
remain while the vigorous new team moves out with
enthusiasm and vigor. It could not be better
(Editorial 1969, 2[B]).
The Inauguration of John C. Stevens

For twelve years, John Stevens had waited in line for his opportunity to serve Abilene Christian College as its president. The opportunity was officially realized when he was inaugurated as the eighth president of Abilene Christian College on February 21, 1970, at ten a.m. in Moody Coliseum. The Christian Chronicle reported that,

Fifteen years is a long apprenticeship. Men of lesser self-command could easily have become frustrated under such captive circumstances and have turned, to borrow a country phrase, to "Clabber" or else have sought someone else's churn (Lynch 1969, 1).

The Inauguration was a grand ceremony with all the pomp and circumstance for which Abilene Christian College has become famous. Fred J. Barton, Dean of the Abilene Christian College graduate school, was the Chief Marshal who led in the procession of dignitaries, including the delegates from colleges and universities, delegates from learned societies and educational associations and organizations. These were followed by Paul C. Witt, Abilene Christian College Professor Emeritus of Chemistry and former president of the American Academy of Basic Sciences.

Next came representatives of the Student Association's Executive Council, the Parents' Association, Alumni Association, Advisory Board and National Development Council, led by Chief Marshal W. E. (Mose) McCook, president of the Alumni Association. The Student Senate led by Chief Marshal Lerrill White, President of the Student Senate, was
followed by the faculty with Chief Marshal, Tommy McCord, head of the Department of Chemistry and chairman of the Faculty Senate.

The Board of Trustees, led by Chief Marshal B Sherrod, former president of the Board of Trustees, preceded the presidential party with Marshal Lawrence L. Smith, Abilene Christian College Vice President for Finance, and President John C. Stevens (Abilene Reporter-News 1970, 2). Stevens was wearing special academic robes presented to him by the Abilene Christian College Alpha Chi chapter of the National Honor Society. During a special chapel Wednesday before the inauguration, John Fitzgerald, a senior Bible major from Birmingham, Alabama, and treasurer of the Students' Association, made the presentation (Abilene Christian College's Alpha Chi 1970).

The inaugural ceremony was presided over by Walter H. Adams, Abilene Christian College Vice President for Academic Affairs. All these dignitaries marched into the Moody Coliseum as the Abilene Christian College concert band played the processional, "Cortege," written by M. L. Daniels, head of the Music Department. The ceremony of allegiance presented by the Abilene Christian College concert band and grand chorus joined by the audience was followed by an invocation by Batsell Barrett Baxter, Chairman of the Department of Bible at David Lipscomb College in Nashville, Tennessee. Scriptures from the Bible
were then read by Jack Pope, Chief Justice of the Supreme Court of Texas. Greetings to the new president were given for the students by Walt Cabe, president of the student body; for the faculty by B. J. Humble, Dean of ; for the alumni by Louie Welch, Mayor of Houston; and for the nation by Omar Burleson, United States Representative; John Tower, United States Senator; and Ralph Yarborough, United States Senator. The inaugural address was delivered by Bevington Reed, Texas Commissioner of Higher Education, followed by the installation of the president with a presentation by Don H. Morris, Abilene Christian College Chancellor, and the induction by Willard Paine, chairman of the Board of Trustees.

After the appropriate personal acknowledgments and introductory remarks, John Christopher Stevens delivered his presidential response. His response began with a quotation from the original charter of the Institute in 1906, pledging the College to the "... advancement of education in which the arts, sciences, languages, and Holy Scriptures shall always be taught ..." Stevens continued with a quotation from the inaugural address by Don Morris in November 9, 1940,

... Abilene Christian College is not the result of the planning, to the prayers, or the work, or the leadership of any one man. It is, rather, one of the best examples that you can find anywhere of the combined efforts and devotion of many hundreds and hundreds of men and women . . . .

Stevens pledged that there would be "... no closed
minds and no off-limits subjects on this campus . . . ."
(Inauguration 1969).

Dr. Stevens believed that, in the classroom teachers ought to be free to explore any issue. Any very careful study of evolution or Marxists philosophy or liberal religious theology should be allowed. He believed that our students needed to be trained to be aware of what the world was thinking in any area. At the same time, we needed to know what we stood for and why. There were certainly boundaries beyond which a faculty member could not go and be a member of this faculty (Humble 1991).

The presidential response by John C. Stevens was then followed by the singing and playing of the alma mater, "O Dear Christian College," with the concert band, grand chorus, and the audience participating. The benediction was led by A. M. (Tonto) Coleman, Commissioner of the Southeastern Athletic Conference followed by the recessional, "Onward Excellence," written by Charles Trayler and performed by the Abilene Christian College concert band, directed by Charles Trayler (Abilene Reporter-News 1970, 2).

All of the special music performed during the inauguration was written by members of the Abilene Christian College Department of Music. M. L. Daniels, professor and head of the department, Jack Boyd, associate professor and director of choral activities, and Charles Trayler, assistant professor and director of bands were the composers. Boyd and Trayler, members of the Inaugural Program Committee, along with other members of the music department considered and rejected traditional processional
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and recessional numbers in favor of the original compositions presented. "This is a tribute to the academic stature of Abilene Christian College," said B. J. Humble, Dean of the College and Chairman of the Inaugural Program Committee. "It's great that we have musicians on our campus capable of this kind of tribute to our new president" (‘Singing College’ 1970).

The Eighth President--John Christopher Stevens

"John Stevens brought to the Presidency an historian’s grasp of the past and a Christian’s view of the future" (Duff, 1970, 3). Having been associated with the College for 35 years, first as a student from 1934 to 1938 and then as a history teacher and administrator beginning in 1948, Stevens was very conscious of the achievements of Abilene Christian College over the years. "The twenty-eight year presidency of Morris had been a magnificent era. The entire educational program has been broadened and strengthened," Stevens said. "Abilene Christian College has grown more than fivefold in enrollment, and the increase in physical assets has been tremendous," he continued.

Knowing that the past can only provide clues for future solutions, Stevens outlined plans for the continued growth and strengthening of the school. "We must work harder than ever on our endowment, which is the financial undergirding of the institution." Speaking of physical growth, Stevens
said, "We want to build a communications center for radio, TV, journalism, and drama. We need an Art Department building, and we are planning other facilities."

Academically Stevens said,

We must strengthen our teaching program through more scholarships and higher faculty salaries. In the near future our New Goals Committee will report, but everybody knows those I’ve just mentioned (Bennett 1969, 1).

The office of the new president gave an excellent indication of the man. Stevens’ desk always had on it a good deal of paperwork in progress, but the papers were always arranged in neat stacks. There was always an extra table alongside with more documents and groups of architectural blueprints. One wall had a print of the painting depicting the Founding Fathers of the Nation across from another wall, on which there was a large aerial view of the Abilene Christian College campus. A third wall contained his Ph.D. sheepskin from the University of Arkansas. Bookshelves were crammed with works on Christianity and the history of every corner of the world. On top of one bookcase were several Freedom Foundation medals (Ibid., 1).

With the change of presidents came other changes. Moving up with Stevens were B.J. Humble, as the new Dean; Garvin Beauchamp, as Vice President for Student Personnel Services; Robert D. Hunter, as Vice President for Public Relations and Development; and L.D. (Bill) Hilton, as
The First Chancellor--Don Heath Morris

An historical perspective of a new presidency might benefit from a review of the previous administration. Don Heath Morris served Abilene Christian College as president for twenty-eight years. The chronology of Morris' life shows that he entered Abilene Christian College as a student in 1922 and graduated in 1924. He was first employed by Abilene Christian College in the fall of 1928 to teach speech. In 1932, Morris became the Vice President. In August of 1939, after serving in that capacity for seven years, he was selected by the Board of Trustees to be the next President of Abilene Christian College to succeed James F. Cox (Cosgrove 1976, 229).

Don Morris faithfully served in the administration of Abilene Christian College through four decades and as president through three decades. His work with the College spanned the entire lifetime of Abilene Christian College on its present site on a hill in what was originally the north-east edge of Abilene. Morris spent practically his entire adult life serving Abilene Christian College. He served during the depression of the 30's, the wartime of the 40's, the expansion of the 50's, and the challenges of the 60's (Duff 1970, 6).
When Morris became Abilene Christian College’s seventh president, the country was just shaking loose from the Depression, but World War II was beginning. Money was scarce, and operations at Abilene Christian College were shaky.

I felt like Abilene Christian College would make it because it stood for the right thing, for the good it was doing the students, for the leadership they gave in the community and the church. I also felt it was blessed by God, Morris stated positively.

It was reported that Morris raised both arms, fists closed, to emphasize his point. Another reason for his confidence, Morris recalled, was his associates who gave strong leadership for the academic, business, and religious divisions of the College. Dean Walter Adams, a former Abilene Christian College classmate of Morris when the College was on the west side of Abilene, and who had been a part of the administration since 1932, was the strength of the academic program. Lawrence L. Smith, Business Manager since 1927, gave financial guidance for the institution. Others to whom Morris gave credit were the then recently retired James E. Freeman, Fiscal Agent, and W. R. Smith, the former Vice President (Porter 1969, 1[B], 2[B]).

In 1950, during Morris’ presidency, Abilene Christian College gained full membership in the Southern Association of Colleges and Secondary Schools, and in 1953, the graduate school was begun. In 1945, Morris obtained United States government surplus temporary housing for 170 married
veterans, 242 single veterans, 162 non-veterans, and thirteen faculty families along with a classroom complex. In 1946, construction was begun on the McKenzie Dormitory for girls. In 1952, the Mabee Foundation of Tulsa, Oklahoma, gave $644,065 for the construction of Mabee Dormitory for men. In February of 1955, ground breaking ceremonies were conducted for the new $375,000 Bible building. That same year, the Bible Building was completed, as were Edwards Hall for Men and Nelson Hall for women. In 1961, the $1,193,000 Gardner Hall for women was completed, and in 1965 the Moody Foundation of Galveston granted $500,000 to apply to the construction of a new coliseum-auditorium. Also during the 1965 year, the McGlothlin and Carbin families gave $1,600,000 to build a new student center (Cosgrove 1976, 230-235).

There are not superlatives adequate to describe the leadership Don Morris brought to Abilene Christian College. Entering the presidency in the waning phase of the depression, Morris then faced in succession World War II, The postwar GI student influx, and the times of change and challenge of the 50's and 60's (Editorial 1969).

From his presidential office which had been located on the second floor of the Administration Building, Don Morris had been accustomed to looking out the large windows, which gave an extraordinary view of the campus and watching the students walking to or from chapel.

To see them—all 3,000 of them—and to think about what fine, clean young men and women they are, and think about their potential to the country and the church; there's not a finer view than that in the world...
In February, 1967, Morris was elected to his tenth three-year term as President, but, after serving only two years of his final term of office, Morris and members of the Board of Trustees agreed that, because of his poor health, his life would probably be extended if the burden of the presidency were passed on to a successor. After serving as president for twenty-eight years, on September 1, 1969, Morris officially became the first Chancellor of Abilene Christian College.

As Don Morris became the new Chancellor, the former Dean, Walter H. Adams, became the new Vice President for Academic Affairs, and the former Business Manager, Lawrence Smith, became the Vice President for Finance. "It is worth more than incidental mention that Morris, Adams, and Mr. Smith were deans of their respective fields in college administration in Texas" (Editorial 1969, 2[B]).

In his new role as the first Chancellor, Morris planned to work full-time in encouraging friends of the College so that new goals could be reached in the years ahead. He felt that it would be better for the College to have younger men looking after the day to day operations while he gave his full time to raise funds for improving faculty salaries and building endowment to stabilize the College and strengthen it financially (Porter, 1969, 2[B]).

After serving only five years as Chancellor, on January
9, 1974, Don H. Morris suffered a heart attack on the campus and was pronounced dead at the West Texas Medical Center in Abilene. As a final tribute, three of his closest friends and coworkers, John C. Stevens, Walter H. Adams, and Lawrence L. Smith, presented eulogies at his funeral service in Church of Christ across the street from the College he loved so well (Cosgrove 1976, 220, 235).

An era had passed. Don Morris was gone, and John Stevens had taken up the mantle of office at Abilene Christian College. The old regime had passed, but not its influence; the banner had been handed on, and John C. Stevens, quoting from the English astronomer Sir Isaac Newton, said that he felt as though he were "standing on the shoulders of the giants" who had led Abilene Christian College before him. He looked to the future with optimism, confidence, and enthusiasm (Humble, 1991, 4). Stevens is quoted as saying, "I think the system of values found in Christian Education is very much needed in the world. I feel that we have a moral and spiritual contract with the present generation, as well as the past and future" (Duff 1970, 14, 16).
CHAPTER IV

DELEGATING AND ORGANIZING ACTIVITIES

The Board of Trustees

History and Purpose of the Board

In the original 1906 charter of Childers Classical Institute, qualifications of board members were specifically written out.

. . . which shall be managed and controlled as hereinafter set forth by a Board of Directors, each of whom shall be a member of a congregation of the church of Christ, which takes the New Testament as its only and sufficient rule of faith, worship and practice, and rejects from its faith, worship and practice everything not required by either precept or example, and which does not introduce into the faith, worship and practice, as a part of the same or as adjuncts thereto any supplemental organization or anything else not clearly and directly authorized in the New Testament either by precept or example (Charter 1906, 1-2).

The Charter also stipulated that the Board of Directors shall consist of five members. Each member was to be a member of a congregation of the church of Christ and be in good standing with that congregation from the time of his election throughout the entire term of office. The directors must also be citizens of the State of Texas.

The original members of the Board of Directors were J. H. Deaver, Buffalo Gap, Taylor County, Texas; A. F. McDonald, Abilene, Taylor County, Texas; W. H. Free, Abilene, Taylor County, Texas; J. P. Sharp, Merkel, Taylor
County, Texas; and T. G. Moore, Abilene, Taylor County, Texas. All five of these original board members were residents of Taylor County, and all but two were residents of the city of Abilene. The two board members not living in the city of Abilene lived in communities only a few miles away in Buffalo Gap and Merkel. Buffalo Gap, which was originally the county seat of Taylor County, is just ten miles to the south of Abilene, and Merkel is only ten miles west of Abilene. No stipulation was made as to the length of time board members could serve. They were to serve until death, resignation, or disqualification.

The purpose of the board, according to the charter, was to elect a president and teachers for the College as well as a treasurer of the corporation and other agents thought justified by the Board. The Board was to decide on the pay for each of these positions, which were to be elected for three years. Through the Board, the corporation was to have the power to grant degrees, procure grounds, and to build buildings. The Board was to exercise all powers, "usually exercised in the establishment and management of first class institutions of learning" (Charter 1906, 3-5).

Membership of the Board

In 1969, when Stevens became President of Abilene Christian College, the Board of Trustees included forty-nine men from a variety of professions and occupations and from a
widely dispersed geographical area within the state of Texas. The largest number of board members identified themselves as presidents or owners of their own businesses. The next highest number listed themselves as bank presidents. The third group were farmers and ranchers followed closely by ministers and then an equal number of physicians and oilmen. The Board also had in its membership a U. S. Congressman, a Texas Supreme Court judge, a county judge, and a professional golfer. There were also an attorney, an editor, an insurance agent, an investor, and a real estate broker.

Eight, the largest number of board members in one city, lived in Abilene. Six board members lived in Dallas, and three each lived in Fort Worth and Lubbock. Austin, Houston, and Midland had two board members each. The rest of the board membership was fairly well distributed throughout the state, from the panhandle, over to northeast Texas, down to the Gulf coast, across to far west Texas, and throughout the interior.

The composition and nature of the Board changed dramatically during the twelve years of Stevens' administration. In 1981, the Board of Trustees included seventy-four men, having grown by 62% with the addition of thirty-nine new members over the twelve-year period of time Stevens was president. Fifteen of the seventy-four Board members were on the Senior Board, and Six others were on the
National Board. All fifteen Senior Board members were appointed during Stevens’ presidency, as were all six National Board Members.

Two board members were elected to the board in 1933 and had, therefore, served forty-eight years each. Two others were elected in 1938 and had served forty-three years each. Three board members were elected in the late forties, thirteen during the fifties, and eleven during the sixties. By far the largest number, thirty-nine, new board members were elected during the time Stevens was president. These thirty-nine men represented 52.7% of the board membership. All of these seventy-four men, who were on the 1981 Board of Trustees, had a combined record of nine hundred ninety-seven years of service on the board.

Board members were selected from a variety of professions and occupations. Fifty percent, or thirty-seven men on the board, listed themselves as presidents, executive directors, or chairmen of boards for banks or businesses. Of this number there were twenty-six business presidents, five bank presidents, four chairmen of boards, one oil operator, and one agency director. The second largest group with eight members were those who simply listed themselves as retired. The next largest category was bank and business vice presidents with six so identified. Ministers, financial investors, and physicians were the next group with four members each. Farmers or ranchers and vice presidents
of various companies were represented by three members each. Following all these, with just one member each, was an attorney, an agency manager, a retired U. S. Congressman, a financial advisor, and a Justice of the Texas Supreme Court.

The 1981 board’s geographical diversity continued to represent a widespread area of Texas. The city with the largest membership continued to be Abilene, which, by the eighties, had grown to twelve members, four larger than in the 1969 board. Dallas and Fort Worth had a combined membership of eight. Austin and Lubbock each had five members. Houston had three, and San Antonio, Amarillo, and Temple had two members each. The other twenty-one cities represented, had a membership of one each.

Organization of the Board

The Officers

In 1969, there were eight officers of the Board of Trustees. Willard Paine, President of the Citizens National Bank of Lubbock, Texas, was the Chairman. Art Carmichael, General Partner of Carmichael Brothers of Abilene, Texas, was Vice Chairman. Leslie G. Hubb, Founding President of American Founders Life Insurance Company of Salado, Texas, was Vice Chairman. Ray McGlothlin, Jr., in investments in Abilene, Texas, was Vice Chairman. E. V. Mitchell, oil operator of Midland, Texas, was Vice Chairman. A. C. Scott, with A. C. Scott Oil Company of Abilene, Texas, was
Secretary-Treasurer. J. B. Collins, Manager of J. B. Collins Agency of Abilene, Texas, was Assistant Secretary. W. C. Rhoden, Manager of Paymaster Oil Mill Company of Abilene, Texas, was another Assistant Secretary (Stevens 1969-70). These were the men who helped elect Stevens as President of Abilene Christian College and with whom he was to work for the next twelve years.

By 1981, the leadership of the Board of Trustees had expanded from eight members to ten members with the same titles, except that the former Secretary-Treasurer position was changed to simply Secretary. Ray McGlothlin, Jr., Chairman of E-Z Serve, Inc., of Abilene, Texas, had advanced from the position of Vice Chairman to fill the position of Chairman beginning in 1974. Serving as Vice Chairman was Harvey Baker, who had been serving since 1969 in that capacity. Other Vice Chairmen were Lynn Packer, President of Wyatt Cafeterias, Inc., of Dallas, Texas; John Wright, Chairman of the Board and Chief Executive Officer of the First State Bank of Abilene, Texas; and Roy Willingham, gastroenterologist, of Abilene, Texas. By this time W. C. Orr, Vice President and Secretary of E-Z Serve, Inc., of Abilene, Texas, was serving as Secretary of the Board. Serving as Assistant Secretaries were Bob Bailey, President of Bailey Bridge Company of Abilene, Texas; Marshal Kellar, President of the West Texas Wholesale Supply Company of Abilene, Texas; Tommy Morris, Agency Manager of the American
Founders Life Insurance Company of Abilene, Texas; and A. Clifford Thornton, Sr., retired, of Abilene, Texas.

The Executive Committee

The Executive Committee of the Board included the ten officers and one other board member. For years all members of the Executive Committee and, therefore, officers of the Board were residents of Abilene. They met once a month to discuss the business of the College. Because of the frequency of its meetings, it was very inconvenient for anyone not living in Abilene to be a member of this group. However, as time progressed, the general feeling of the majority of the Board was that the Abilene members actually ran the College. In response to this problem and to share the responsibilities, membership in the Executive Committee was broadened to include board members living in other cities in Texas (McGlothlin 1993).

During the Board chairmanship of Willard Paine, he divided the board into standing committees and reorganized it into more of a working board than it had been before. As society changed and put more responsibility on the Board, and, as they became more aware of their responsibilities and their legal liabilities, they became more active in every phase of the operation of the College. At this time, the Board hired Gaston Welborn, the first full-time attorney ever employed by the College (McGlothlin 1993, 12A).
The National Board

Over the years Abilene Christian College had become more of a national college for the churches of Christ. As an attempt to make the school more responsive to the needs of a national clientele, a National Board was created. The National Board included six members from states other than Texas. Four of the National Board members were appointed in 1976 and two others in 1980. The National Board included one member each from Tennessee, Illinois, Kentucky, Mississippi, Oklahoma, and California. Members of the National Board had the right to attend all board meetings and received notices of all business. Members of the National Board had the right to speak, offer motions and comment on any business before the Board. They did not have the right to vote but were allowed to participate in every other way (McGlothlin 1993, 12A).

The Senior Board

Because the trusteeship of Abilene Christian College was a self perpetuating board, there had always been a tendency to reelect members who had served their terms. This practice created a problem of getting new members on the board. General board members were elected for a five-year term. With the custom of re-election, in effect, a board member could serve an unlimited term. Two strategies were used to solve the problem. The first was to
set a mandatory retirement age of seventy years. Members reaching this age were ineligible for reelection. When members reached the age of sixty-five, they could stand for election to the senior board. These board members were less active, were not required to attend board meetings but had all the privileges as the National Board in that they could introduce motions, discuss issues but could not vote (McGlothlin 1993, 12A). During Stevens' last year, the Senior Board, included sixteen members (Stevens 1981, iv).

The Standing Committees

The work of the Board of Trustees was not all done together. In a memorandum dated August 24, 1971, to the Trustees, John Stevens mentions the newly appointed standing committees of the Board: Academic Affairs, Student Personnel Services, Finance, Public Relations, and Purpose. Each committee had a resource person from the administration to work with it. The Vice Presidents for each area worked very closely with the committee chairman to keep records of meetings, to send out notices of meetings, and to establish agendas for committee meetings as well as for Board meetings (McGlothlin 1993, 12A).

Actions of the Board

College Name Change

Over the years, several changes in the original Charter
were necessary. The first change seems to have been the name change in 1913 from Childers Classical Institute to Abilene Christian College. The name was changed again in 1976 during the administration of John Stevens. This time the change was from Abilene Christian College to Abilene Christian University.

Number of Members

Several times the number of members of the board was changed from the original five. As the institution grew and the responsibilities increased, more capable board members were required. During the last year of his presidency, Stevens worked with a board numbering seventy-four, including sixteen Senior Board members and six National Board members (Stevens 1981, ii-iv).

Residence Requirements

Convinced that Abilene Christian College must continue to grow in every important way, early in 1970, Stevens asked Lawrence L. Smith for an opinion on changing the charter to permit the election of out-of-state board members. Stevens cited to him the case of Rice University overturning some of the provisions under which it had formerly operated. "We must remember that the church is growing all over the nation and that in the future some of our leading alumni and staunch friends are going to live in places other than Texas" (Stevens 1970). Smith replied that, "It would
certainly afford the College substantial benefits if the geographical residence requirements were changed" (Smith 1970).

The administrative deliberations regarding this matter resulted in the opinion that the Board of Trustees had the "power" to change the Texas state residency requirements for board members. The legal right and power seemed to exist, but the question was whether or not it would be wise, because of other legal entanglements it might cause.

Article XII stated:

This charter shall never be changed or amended as to qualifications of the Board of Trustees defined in Article VI of this charter, but in other respects, said charter may be amended as occasion may require and all donations to this corporation and institution of learning shall be given, and shall be considered in law to have been given, on this condition (Charter 1906, 6 and 7).

The legal technicality involved was with the latter part of Article VI, where it states that, "... all donations to the College shall be given, and shall be considered in law to have been given, on this condition." That is, the condition that the qualifications of board members shall never be changed. The question was, if any changes were made to the qualifications of board members, could there be a legally enforceable claim to a full refund for any contribution that had been previously given to the College. Because of previous court disputes initiated by heirs over properties given to the College, the possibility that an entitlement to judgment against the College for the
return of such contributions was a reality to be considered. The risk of action for recovery by donors or their heirs was a serious consideration to be weighed against the benefit of broadening the pool of possible board members living outside the state of Texas.

Although there was a grave danger in changing the Charter, Stevens insisted:

> We are missing lots of good men like Mel Melton, Dean Walling, Lee Powell, Clifford Thornton, and Roy Edwards, who could conceivably mean many hundreds of thousands of dollars of tangible support to the College besides being Christian men who would represent the College in other parts of the country.

Stevens continued by emphasizing that there is, "really no substitute for service on the Board of Trustees." He maintained that these and other men might be elected to the Advisory Board or to the National Development Council and serve well. However, everyone knew that the policy-making body was the Board of Trustees (Stevens 1970).

As the Board became more interested in looking for a solution to this problem, a special committee of the Board was named, with Chief Justice of the Texas Supreme Court, Jack Pope, appointed as chairman. After due consideration, the committee finally decided to take a very conservative approach and not change this requirement for membership on the Board. Along with the requirement for state residency to be a board member there was another and more basic requirement, that board members had to be faithful members of the church of Christ. The committee believed that if
they had the right to change the requirement for state residency, another board might later also decide to strike down the requirement of church membership (McGlothlin 1993, 12A).

Bylaws

At a special board meeting in San Angelo on June 13, 1965, a committee appointed by B Sherrod in February of that same year to select officers of the Board, recommended that the President of the Board appoint another committee to write bylaws for the Board of Trustees. These bylaws were to include some limit on the number of consecutive terms that the President of the Board should serve and provide for the election of First Vice President and Second Vice President. These were to be men who could move up into the presidency of the Board (Notes 1967).

Retirement

In a memorandum dated November 17, 1965, to President Morris, Assistant President Stevens proposed that some plan should be devised for the orderly retirement of trustees who reach the age of seventy-two. Realizing that such a proposal might disturb board members who had already reached that age, Stevens suggested that a study of how other institutions were handling this situation might be in order. The reason for such a plan was the number of active young
men over the country who should be considered and recruited to serve on the Board. A list of nineteen such men was included in the memorandum, as well as four out-of-state men whom Stevens felt were outstanding and should serve on the Board (Stevens 1965).

**New Members**

Others also were concerned with finding new board members to serve. On January 19, 1968, B Sherrod, long time former President of the Board, wrote to Willard Paine, who at that time was President of the Board, with his concerns regarding the selection of new, younger men to serve. "I am so anxious to see the College go on to greater things, and am willing to do what little I can to see it thru [sic]" (Sherrod 1968).

Willard Paine agreed with Sherrod that they must emphasize youth while at the same time seeking those who had maturity of judgment and who had been successful in some field, whether it be business, teaching, or preaching. Paine related that he and his wife had been in the Houston area, where he had spoken for a "Purple and White" alumni party.

He wrote:

I believe we are going to see a lot more results in the future from the Houston area with Louis [sic] Welch and others showing some real interest and outstanding leadership in the last few months and years. Louis [sic] has been very influential in getting the Brown and Root Foundation to consider making a large donation
for the library building (Paine 1968).

Louie Welch had been elected to the Board in 1954 and was Mayor of the City of Houston when this letter was written.

In the student annual, the Prickly Pear, for the year 1981, Ray McGlothlin Jr., Chairman of the Board of Trustees, explained some of the work of the Board:

The Board of Trustees, described as mainly a policy-making body by Chairman Ray McGlothlin Jr., dealt with some major issues.

The board, especially the executive committee, closely followed the case involving F.O. Masten's will that left much of his wealth to ACU. McGlothlin said board members mainly observed the legal developments. However, after the settlement was made, the board was responsible for proper application of the income.

In the spring, Dr. William Teague was chosen to succeed Stevens as chief executive of the University. Stevens was named chancellor. McGlothlin said the board wanted to utilize Stevens' talents and contacts as a fundraiser for the school.

The change in administration came at Stevens' initiative, McGlothlin said, following almost a year of searching.

Also, at its spring meeting the board approved a proposal to establish four colleges within the University. Members received President John C. Stevens' nominations for deans of the four colleges.

The board meets the day of opening chapel, during Lectureship, and the weekend of Commencement. Members of the self-perpetuating body serve five-year terms (Robinson 1981, 110).

The Board of Trustees was composed of businessmen, farmers, preachers, politicians, and corporate executives, each with a desire to serve the cause of Christian education through their work with this group. As Abilene Christian College grew so did work for the Board. Additional
responsibilities became a part of their membership. As the responsibilities grew, the amount of time required to meet them grew. The dedication of these men to serve as members of the Abilene Christian University Board of Trustees is reflected in a letter from long time board member and chairman B Sherrod when he wrote:

... men should be selected who are vitally interested in what the College is doing, and have an undying [sic] love for Christian education -- men who are able and willing to contribute something to the College either in work or money or both if possible (Sherrod 1968).

The Administration

John C. Stevens--President

Organization

When he became president in 1969, one of the first things that Stevens did was to name four Vice Presidents. He had previously talked this decision over with Morris who said, "I don't blame you." Within the first year, the College was divided into four departments with a Vice President for Academic Affairs, a Vice President for Development and Public Relations, a Vice President for Student Affairs, and a Vice President for Finance. Walter H. Adams had been the Dean of the College for thirty-seven years, so he was named Vice President for Academic Affairs, with Bill Humble as Dean of the College. Adams let it be known that he was there to assist the new Dean of the
College, since he knew all the ups and downs of the job. After Adams' retirement the following year, Bill Humble became Vice President for Academic Affairs and Dean of the College (Stevens 1991, 2A). Lawrence Smith was named Vice President for Finance for a year, and Bill Hilton was the business manager. After Smith's retirement the next year, Bill Hilton was named Vice President for Finance. Garvin Beauchamp, who had taken over the job of Dean of Students when Stevens moved out in 1956 to become assistant president, was named Vice President for Student Personnel. Robert D. Hunter was named Vice President for Public Relations and Development. To this group of Vice Presidents was added Don Drennan as Assistant to the President and Director of the Budget. Stevens told them, "You originate the suggestions but just keep me informed. There will be five votes plus mine and mine outranks all five of yours."

This administrative cabinet met on a regular basis to discuss issues and to inform the President and the others regarding their activities. This was the administrative organization throughout the twelve years of Stevens' presidency.

Leadership Style

One of Stevens' great strengths was his ability to get people to work together as a team. Through the new administrative structure of the College that Stevens
introduced, "... the Academic side would see what the Public Relations Development side was doing and the Student Life side would see what the Financial side was doing and so we all worked together as a team" (Hunter 1991, 7B).

Stevens said that one important lesson he learned in the service was to delegate responsibilities to others. When delegating duties, Stevens said, he learned to let people do their jobs as they saw best even when he did not fully agree. "In the long run you'll turn out better, I think, than if the president of the institution tries to do everything," he said (Deatherage 1980, 160).

I think that probably the greatest administrative asset of John Stevens was in human skills. I see an administrator as having three skills: human, conceptual, and technical. He had a high degree of quality in each of those areas (Hart 1991).

To illustrate his people skills, Chantry Fritz, chairman of the Education Department, said, "He went out of his way not to antagonize people, but I think also he articulated his position on issues" (Fritz 1991, 6A). Bill Humble, Academic Vice President, said that Stevens' style:

... at the top level working with his Vice Presidents was collegiality, all of us discussing issues and decisions being made very, very often in a sort of consensus, and he would go along with the consensus. If he rejected the consensus of his Vice Presidents, it was because he had to balance all the issues. Working with the Board of Trustees, traveling among the churches and working with the broader constituency of the College, gave him a perspective we didn't have sitting here in our ivory tower (Humble 1991, 4A).

Speaking of Stevens' leadership style, Bill Hilton
said, "Even though you have the others, it takes someone with the leadership and who motivates and encourages to get the job done" (Hilton 1991, 5A and 5B). "His administrative style was a very democratic style. I would say very participatory" (Fritz 1991, 6A). The Academic Vice President, Edward Brown, described it this way, "It was an open democratic style." During the President's council meetings, he always had a willingness, "to hear all opposing points of view and a willingness to debate at length so that every view would be represented. If a majority opinion was reached by the group, I do not remember a time that he would override it" (Brown 1991, 6B).

Hilton relates, "He apparently didn't let things worry him. I don't recall ever seeing him out of sorts. I've seen him very firm and very frank, but never as if he had completely lost his temper or something irrational." On the other hand, "I've heard him say that he didn't sleep any last night, so he did have concern of things but we never saw that. He was always joking or friendly and had a good word and didn't appear that anything was bothering him at all" (Hilton 1991, 5A and 5B).

In the Seventy-fifth anniversary Prickly Pear in, "A Student's Guide to Administration, Academia and Professional Staff," Stevens described his duties:

As president and chief executive officer of ACU, every problem of the University becomes my responsibility. This does not mean that I personally handle all problems. In fact, I handle a small
percentage of such matters, appointing Vice Presidents, Deans, and other officials to help manage the institution.

My specific duties include appointing and promoting faculty, preparing the budget, and accounting for all expenditures. I also am charged with ultimate responsibility for intercollegiate athletics and all other activities of the University.

In addition to these responsibilities on campus, I am the chief officer in conducting all of ACU’s public relations. I supervise dealings with alumni, churches, governmental entities and the community and am responsible for fund raising and student recruitment.

In looking back over our 75th year, I think it was one of the greatest. Students, faculty, staff, and administration have all worked together to make it outstanding. What a privilege it has been to work with all who have labored so diligently to make the year successful and constructive (Robinson 1981, 106).

In recognition of Stevens’ years of dedicated service to the school, in August of 1981, a presidential chain of office was presented to him by the Abilene Christian University Alumni Association. The chain is made of links inscribed with the names of Abilene Christian University’s presidents and their years of service. The links are joined by white velvet to form the chain from which hangs a medallion bearing the University seal.

Funds for the Chain of Office were raised by the Jasper chapter of the Alumni Association. Stevens was the first full-time minister of the Jasper Church of Christ from 1938 to 1941, following his graduation from Abilene Christian College. Don Hall, 1978-1980 president of the Alumni Association, presented the chain to Stevens. Hall said the gift would begin a new tradition at Abilene Christian
University, to be continued with future presidents.

Stevens wore the chain during the convocation, graduation and other formal university ceremonies when he was dressed in full academic regalia. At other times, the gift was on display in his office in a display case with a plaque noting Stevens' "dedication to academic excellence in a Christian environment," and his, "service as a minister of the Gospel in the Lord's Church" (Robinson 1981, 109). Although Stevens himself calls his term in office a caretaker administration, many others characterize his presidency as the "Golden Years of ACU" (Hilton 1991, 5A and 5B).

Robert D. Hunter--Vice President

Robert Dean Hunter came to Abilene Christian College in 1948 and graduated in 1952 with a business administration degree. President Morris invited Hunter to return to the College in the fall of 1956 as Director of Special Events. He was later asked to serve as the first full-time Director of Alumni Relations. Before his retirement, Don Morris requested that Hunter serve the College as Assistant to the President. When Stevens became President, Hunter was named Vice President for Public Relations and Development, was later named Vice President of the University and then Senior Vice President of the University.

Among Hunter's accomplishments while working at Abilene
Christian University are the annual Homecoming musical and Sing Song, two activities that have become traditions at the College. Both were started in an effort to broaden the basic support of alumni and interest participating students to become loyal supporters once they left the College. Hunter was asked to maximize support from the alumni which he did by organizing more than a hundred Purple and White chapters over the nation. Purple and White parties were held all across the nation by alumni of Abilene Christian College. At one time, more than 5,000 alumni were giving regularly to the College. Abilene Christian College found itself competing with universities like A&M, The University of Texas, Princeton, Stanford, and others across the nation. The completion included securing donations from the highest percentage of the alumni on the rolls of each institution as well as the total dollars per alumnus. Many awards were won during that time from the American Alumni Council and the American College Public Relations Association (Hunter 1991, 7B).

Many programs were developed that were complementary to the public relations and alumni development programs. Students on campus were being involved with alumni off campus and with parents. Alumni, friends, parents, and students were all working together to develop Abilene Christian.

Student life on campus became a major concern. Because
Abilene Christian College was a dormitory college, when a student was in school, not only did that student’s academic life center on the campus but his social, emotional, and spiritual life did as well. That’s why programs like Sing Song, Summer Showcase, the Lectureship Musicals, Freshmen Follies, Homecoming, the Homecoming football game, annual Lectureship, Bible Teachers’ Workshop, dinner theaters, and many other activities were developed and have become traditions on campus.

In the *Prickly Pear’s* "A Student’s Guide to Administration, Academia and Professional Staff," Bob Hunter told more of his activities and responsibilities at the College:

> For 25 years I’ve had the privilege of working at ACU as director of special events, director of alumni relations, assistant to the president, Vice President for public relations and development, and since 1974, as Vice President of the University.

> I’m now serving in a public affairs role, spending a majority of my time as executive Vice President of the Independent Colleges and Universities of Texas representing the private sector of higher education in governmental relations. It is a rewarding activity since our ACU students alone received almost $5 million in state and federal grants, loans and work study programs this year.

> It also has been rewarding to be chairman of the Committee of Seventy-Five and help plan our 75th anniversary year celebration.

> My greatest hope for ACU is that we will forever maintain a ‘family spirit’ committed to Christ-centered teaching and activities, which will prepare our young people to serve in all walks of life as exceptionally well-prepared and deeply dedicated individuals in a worldwide outreach to others (Robinson 1981, 107).
Garvin V. Beauchamp enrolled in Abilene Christian College in the fall of 1937 and was in school with John Stevens for one year. Stevens' senior year was Beauchamp's freshman year. Beauchamp graduated in 1941 and was in the military service until 1946 when he returned to Abilene Christian College as Assistant Football Coach. After three years, he left to be a coach at Midland High School and then returned to Abilene Christian College in 1950 as Head Football Coach. In 1950, Abilene Christian College had an undefeated season. The team won eleven games and also won the bowl game (Beauchamp 1991, 7B). At the end of his fifth season as Head Football Coach, Beauchamp brought to a close one of the finest coaching records in the nation. For the past four seasons he had thirty victories, ten defeats, and one tie. The record in Texas Conference play was even more impressive, with a fifteen to two record (Ham 1955, 191). Beauchamp remained as Head Football Coach until 1956 when he succeeded Stevens as Dean of Students. When John Stevens became president, Beauchamp's position was changed to Vice President for Student Activities.

In the Prickly Pear "A Student's Guide to Administration, Academia and Professional Staff," Beauchamp tells more of his activities and responsibilities at the College:
As Vice President for student services, I have had the great pleasure of knowing many students. The diversity of academic programs and extracurricular activities available on campus -- which can be complex and often confusing for students -- I have worked to provide leadership that supplements the classroom experience and enriches the quality of campus life.

Component units of the division are the office of admissions and placement, the student health center, housing and food services and the department of traffic and security.

The division's goal is to help each student deal as effectively as possible with the options and find his or her own place in the university community. The division encompasses programs and services which affect student life from the time of admission to the University until graduation and in many instances until the student is gainfully employed (Robinson 1981, 107).

Edward M. Brown--Vice President for Academic Affairs

Edward M. Brown came to Abilene Christian College as a student in 1946. He had finished two years of work at Central State College in Edmond, Oklahoma. He had spent a little over two years in civil service and about two years in the military before coming back to school. Graduating from Abilene Christian College in 1949 with a Bachelor's degree in Bible, the Browns left immediately to go to Japan. Brown served for five years there as a missionary and then returned to Abilene Christian College in 1954 as a graduate assistant helping with the debate program. Officially, he became a faculty member in 1955. He completed his master's degree in Bible at Abilene Christian College in 1958, after which he worked in the Speech Department teaching freshmen
fundamentals of speech, helping with small group courses, and assisting Rex Kyker with the debate program. In 1958, he left to begin work on his doctorate at the University of Oklahoma. In 1961, Brown was back in Abilene without finishing the dissertation but returned to Oklahoma in 1970 and finished his doctorate in 1971.

Upon returning once again to Abilene Christian College, Brown relates that he served simply as a teacher in the Speech Department for a while. He served twice as Chairman of the Faculty Senate, where he became an advocate for the entire faculty to the Administration. Later Stevens and Humble asked him to serve first as the Dean of the College and later as Academic Vice President of the University.

In the Prickly Pear "A Student’s Guide to Administration, Academia and Professional Staff," Brown tells about his activities and responsibilities at the College:

This office is responsible for the academic affairs of the University. This includes changing curriculum, adding new courses, scheduling classes, planning registration and graduation, recruiting, hiring and rewarding faculty and appointing department heads.

Though ACU administrative offices traditionally maintain an open door policy, one cannot really share with more than 200 faculty members and 4,500 students and still perform assigned tasks. Still, numerous contacts take place with students who have plans and dreams for programs such as Fish Camp, Homecoming, Christmas for Children and Sing Song.

I have some hopes for the future. I want to improve the programs for those lacking tools needed to earn a degree and also to develop academic offerings that challenge the exceptionally bright student while
always providing a basic liberal arts program. I want us to concentrate on professional and vocational training that will ready our graduates for the job market. ACU graduates need to recognize that every Christian must be an evangelist, sharing his conviction about Christ and his commitment to quality workmanship (Robinson 1981, 107).

Bill Hilton--Vice President for Finance

L. D. (Bill) Hilton graduated from Abilene Christian College with a Bachelor's degree in 1948. He completed his formal education at Hardin-Simmons University in 1952 with a Master's in Education. For a time Hilton taught in the department of Business Administration and held the academic rank of assistant professor. Hilton started working for the College in 1950 in the Bursar's Office, handling the payroll and accounts payable as well as teaching business courses. His title was Assistant Business Manager and he was working for Lawrence Smith who was the Bursar. Later Hilton became the first Business Manager. In 1969, Hilton became the Chief Financial Officer when John Stevens became President. In 1970, his title was changed to Vice President for Finance (Hilton 1991, 5A and 5B).

In the Prickly Pear "A Student's Guide to Administration, Academia and Professional Staff," Hilton told of his activities and responsibilities at:

The availability of financial resources is important to most every phase of campus activity. It is the responsibility of the finance division to provide proper management to receive the maximum benefits from the resources that are available.
Sources of income are student payment, contributions from various sources and earnings on investments.

As Vice President for finance, I am responsible for the financial affairs of the University including student accounts, the physical plant, endowment and the auxiliary enterprises. Much of our work in the finance division involves direct contact with students as well as with the public. It is our goal for all to conduct themselves as Christians and in the highest standard of good citizenship.

Even though there are many in our nation who feel that private schools will cease to exist, I believe ACU has a great future. Problems of inflation and declining national enrollment will be areas of concern, but if we apply good management practices in the use of our resources we can continue to provide a quality education in a Christian environment (Robinson 1981, 108).

Gary McCaleb--Vice President
for Public Relations and Development

Gary McCaleb graduated from Abilene Christian College in 1964 with a Bachelor's of Arts degree. In 1974, he was awarded a Master's in Business Administration from Texas A&M. For a time McCaleb taught in the department of Business Administration and was Assistant Dean and Director of Summer School. McCaleb received his Ph.D. from Texas A&M in 1979.

In the Prickly Pear "A Student's Guide to Administration, Academia and Professional Staff," McCaleb told of his activities and responsibilities:

The Vice President for public relations and development has a unique opportunity to work with alumni, parents, friends of ACU. The University is fortunate to have many people interested in what is happening on this campus. It is therefore extremely important for us to inform and involve this expanded
ACU family.

Our 75th year has provided unique opportunities for those interested in ACU to celebrate this milestone. Hundreds returned for Homecoming in late October. On Dec. 30, Purple and White parties were held around the world, as ACU students home for the holidays joined others of the ACU family for an evening of nostalgia and fellowship.

ACU has been blessed with many who are interested in seeing that it has a strong and promising future for the generations to come. Abilene Christian would not be what it is if it were not for the significant and sacrificial gifts by those who truly and deeply care.

ACU is more than building and books. ACU is people. It is a pleasure to work with these people and I am thankful ACU exists (Robinson 1981, 108).

Don Drennan--Assistant to the President

In addition to serving as Assistant to the President, Don Drennan was an assistant Professor in the department of Business Administration. Drennan graduated from Abilene Christian College with a B.A. in 1958 and later received his M.S. also from Abilene Christian College. He was first appointed to the faculty in 1960.

In the Prickly Pear "A Student's Guide to Administration, Academia and Professional Staff," Drennan told of his activities and responsibilities at:

Serving as assistant to the president of ACU has afforded me an opportunity to see the University from a wide viewpoint. Part of my responsibility is to work as staff resource person for the purpose committee of the Board of Trustees. Through this I have realized the Board's dedication to Christian education.

My administrative responsibilities include working as budget director and coordinating the administrative committee, made up of the president, the Vice
Presidents and myself. Additional administrative responsibilities include chairing the physical facilities and the athletic committees, and serving as coordinator of institutional studies, the ACU Farm, Abilene Christian Schools and Abilene Christian University at Dallas.

Probably one of my most important roles has been my work as associate professor of business administration. I have enjoyed teaching for the past 20 years and look forward to this association with the students.

My goal is simply to continue to be a part of our "Uncommon Commitment" of providing a distinctive Christian education for young people (Robinson 1981, 108).

Other members of the administration included W. H. Avinger, who was the Acting Academic Dean, Floyd Dunn, the Dean of the Graduate School, and Eugene Linder, Dean of Students. Also included as administrators were the twenty department heads including: Ed Brokaw, Agriculture; Brent Green, Art; B. J. Humble, Bible; Clark Stevens, Biology; William J. Petty, Business Administration; Tommy McCord, Chemistry; Ed Enzor, Communication; Eugene Findley, Education; George Ewing, English; John Williams, Foreign Languages; Gary Thompson, Government; Dwain Hart, Health, Physical Education and Recreation; Bea Speck, History; Donice Kelly, Home Economics; Jerry Drennan, Industrial Education; Kenneth Roach, Library and Instructional Media; David Hughes, Mathematics and Computer Science; Sally Reid, Music; Charles Ivey, Physics; Edwin Headrick, Psychology; and Rollo Tinkler, Social Work/Sociology.

Professional Staff
Working with the administration while Stevens was President was a professional support staff of sixty-one individuals, many of whom had large staffs assisting with the work of their offices. To serve an institution the size of Abilene Christian University required many individuals with a variety of responsibilities. The Professional Staff included Directors, Managers, Administrative Assistants, and Supervisors. Other professional staff titles included in this number were dormitory Head Residents, the Athletic Director, public information specialists, counselors, accountants, a controller, an attorney, estate planners, and nurses. Many of these positions required a staff of many people reporting to them which are not counted at this level in the organizational structure of the University (Robinson 1981, 112-13).

Stevens knew the importance of having a good staff. In his 1978-79 annual report to the Board he said, "It is necessary to have a competent and dedicated academic support staff to complement the work of the faculty," (Stevens 1978-79, 57). However, in an effort to make sure was on a sound fiscal basis, he chose to limit these employees. Ed Brown said that they had discussed it many times. "He acknowledged later that he was mistaken, that he needed all those people, we needed that energy, and we needed to continue cultivating what had been started." The University accomplished a lot of things under the leadership of
President Stevens, but he was quick to acknowledge the contributions of all staff members to his success.

We all realize that a lot of people were involved in a lot of work, but a president sets the climate for everything that’s done during his administration. So, he gives people the O.K. to spend their time and energy and the University’s resources to develop certain programs. Even though others are doing the work, the president sets the tone for whatever is done. He can make it work or he can make it impossible (Brown 1991, 6B).

The Academic Departments

The strength of the academic departments is one of the primary measures of the success of any college president’s administration. By 1981, Abilene Christian University had twenty-one departments with 207 faculty members. The largest department on campus was the Bible Department with twenty faculty members, and the smallest department was the Government Department with three faculty members. In increasing rank order of size, the departments were: Government with three faculty members; Agriculture, Foreign Language, and Physics with four faculty members each; Art, Industrial Education, and Social Work/Sociology with five faculty members each; Biology, History, and Home Economics each with six faculty members; Chemistry with seven; the Library with eight faculty members; mathematics and Computer Science, and Psychology with nine faculty members each; Business Administration, Health Physical Education and Recreation both having eleven faculty members; Communication, Education, and Music each comprised of
fifteen faculty members; English with sixteen faculty members, and Bible with twenty. This ranking of the sizes of the various departments seemed to show where the emphasis of the University lay (Stevens 1980-81, 89-94).

The Abilene Christian University Undergraduate Catalog, 1980-81, stipulates under the "General Requirements for Graduation" that all students must have fifteen hours of Bible to graduate with a B.A., B.S., or B.B.A. degree. In addition, all transfer students must do at least one-tenth of their work at Abilene Christian College in Bible (Abilene Christian University 1980-81, 1980, 35).

The Department Heads

Although Stevens' presidential door was always open to anyone, the department heads worked directly under their assigned deans. General access to the president for routine business was not practiced, but those matters were handled through regular channels. However, Stevens was always open for discussion either in his office or on campus. "He was always asking how things were going and inquiring about things that were happening in your area" (Hart 1991, 7A).

In the 1981 issue of the Prickly Pear, each department chair had an opportunity to tell about his or her department.

AGRICULTURE: Dr. Ed Brokaw

The Houston Livestock Show and Rodeo began an endowed scholarship fund in the agriculture department.
Earnings on the initial gift of $50,000 will be used to award scholarships to students who meet high standards of character and academic achievement.

The number of agriculture majors increased to about 100, Brokaw reported. Those majors have a unique opportunity to study agriculture at a private Christian institution, he said. ACU is one of the few private institutions that offers an agriculture program.

Dr. Ed DuBose, member of the executive board of the National Block and Bridle Club, was recognized by that organization for his outstanding service.

Dr. Keith Justice served on the board of directors of the Texas Alcohol Fuel Producers Association.

Research in alcohol fuel production, beef cattle genetics, brush control, range and wildlife management, and the nutrition of sheep and horses occupied faculty members throughout the year.

Articles resulting from some of that research were published by DuBose and Dr. Francis Churchill.

ART: Dr. Brent Green

Students and faculty from other academic departments showed an increased interest in the art department. Such interest was caused by the increased quality of student work and the Shore Art Gallery’s "more ambitious exhibition program." Those exhibitions included the American Water Color Society show and the works of Pennsylvanian Marilyn Bruya.

Several art works by faculty members received recognition.

Green was commissioned to paint a historical mural commemorating Abilene’s centennial.

Ted Rose had two drawings accepted in an international show in Athens, Ga. He also received first prize for a painting at a national show in San Marcos.

"Death to Lennon," a drawing by Jeff Tabor was accepted in the Appalachian National Drawing Competition.
Plastic, bronze and wood sculptures by Arthur Williams were displayed in his solo exhibition in a San Antonio gallery.

One of the art department's most important contributions to its students was the relaxed professional atmosphere, the department head said.

**BIBLE: Dr. B.J. Humble**

Several faculty members and students attended in November the Society of Biblical Literature Conference in Dallas. Dr. John T. Willis presented a lecture about the Old Testament's use of the word "father" to the international group which encourages classical biblical scholarship.

Also in November, Drs. Carl Brecheen and Paul Faulkner signed a contract to have the Sweet Publishing Co. film their Marriage Enrichment Seminar. Brecheen said the film would help the men respond to the many requests for the seminar. The film premiered at the spring Lectureship.

The Sweet Co. also published Dr. Thomas Olbricht's book about the Gospel of Mark, *The Power to Be*, and his work that explores the message of the Old Testament, *He Loves Forever*. Dr. J.D. Thomas wrote the second volume of *Faith and Facts*. Commentaries of Genesis, Psalms and Isaiah were written by Willis for inclusion on the Living Word Commentary Series.

Annual events such as Lectureship, Preachers Fellowship Day and the Staley Distinguished Christian Scholar Lectures were conducted. ACU graduate Dr. Lewis Rambo delivered the Staley Lectures about the psychology of conversion.

**BIOLOGY: Dr. Clark Stevens**

The biology department began a five-year plan to upgrade lab equipment by spending $10,000 on binocular microscopes.

Medical researcher Dr. Zane Gaut, director of clinical research at Hoffman-LaRoche Institute in New Jersey spoke in March to biology classes, a Research Colloquium and the Beta biology honor society.
Two rather unusual biology classes again were taught. Biology and Health teachers offered Concepts in Biology and Health to Non-Science Majors. Also, a five-week course in marine biology took students to the coast of Mexico where they studied and camped out.

Patricia Liberatore, graduate biology major, was nominated by the Abilene Rotary Club for a scholarship to finance a year of study in a foreign country.

Faculty members attended in-state conferences and faculty research interests included arid lands biology, water microbiology, fuel alcohol production, and plant pathology.

Biology professor Gerald Wilson received $14,964 from the Quinlan Foundation of San Antonio to assist research about the effects of certain compounds on the immune systems of rabbits and guinea pigs.

BUSINESS ADMINISTRATION: Dr. William J. Petty

The number of business administration majors rose to 1,126, contributing to what Dr. William Petty, department head, termed "a severe shortage of business faculty." To alleviate the problem of the approximate 38-to-1 student/faculty ratio, the department began a search for new teachers. In that search, Petty said "we are trying to avoid folding to the pressure of accepting faculty of mediocre capabilities."

One new faculty member was added in the fall. Ed Timmerman, associate professor of marketing, came to ACU from Memphis State University.

As an aid to business students, Jozell Brister, assistant professor, opened the Business Administration Counseling Center. The center worked closely with the Business Administration Council to provide career counseling and planning for business students.

Also, a special speaker series was conducted as a 75th Anniversary year program. Business leaders from across the state and nation periodically spoke to students and Abilene businessmen.

Petty said that students in these and other programs of the department will be respected by future employers not only for their intellectual capabilities, but even more for "their value systems on strong work
ethics and integrity."

CHEMISTRY: Dr. Tommy McCord

The trend to improve the quality of chemical education and research continued, said Dr. Tommy McCord, head of the chemistry department. This improved education extended to one-semester non-laboratory classes, McCord said, "to teach the non-scientist student about the things which chemistry can do for man and how it is likely to affect our lives and society."

The department also continued to develop a research approach in upper division laboratory courses. McCord called research his department’s most important offering to students because it is the "best intellectual and practical experience a chemistry student can have."

In January, McCord was named to ACU’s first permanently endowed professorship established by the Dow Chemical Co. The professorship honors M.B. "Mac" Pruitt, a 1942 ACU graduate and former Vice President at Dow. The investment return on Dow’s gift of $100,000 will help support the chemistry department and supplement McCord’s salary.

The department added Dr. Perry Reeves, whose field of study is physical organic chemistry.

COMMUNICATION: Dr. Ed Enzor

Dr. Ed Enzor was appointed department head in the fall to replace Dr. Rex Kyker. In that position, Enzor emphasized the work of the directors of the mass communication, drama, communication disorders and oral communication divisions.

A deaf education degree in the communication disorders division was approved in the spring. That division also installed a special telephone line and teletypewriter for communication with the deaf.

Ron Price and D’Lyla Kirby joined the department as assistant professors. Joe Cardot, an honor master’s graduate from Western Kentucky University, was added as an instructor and director of debate. Curt Greer also
was hired as an assistant instructor.

In addition, several graduate students served as teaching assistants.

Dr. B.E. Davis did research about the readability and practicality of new Biblical translations. Dr. Jon Ashby researched hearing loss in children and the effects of aging on language and intellectual functioning.

Reflecting on his first year as department head, Enzor said that he expected "a continued growth in those areas of the department that promise immediate employment such as mass communication and communication disorders."

EDUCATION: Eugene Findley

A teaching program in life-earth sciences began in the fall. Dr. Eugene Findley, department head, said the program was begun in response to the "tremendous demand" for teachers in that field especially at the junior high level.

All baccalaureate education programs were reaccredited in the fall by the National Council for Accreditation of Teacher Education.

Also, faculty prepared to meet coming changes in teaching accreditation standards, Findley said.

The number of education majors increased to 800. However, Findley said the percentage of all students who were education majors has decreased in past years. New programs have taken many teaching students into other departments, he explained.

The department conducted the annual spring Morlan Award Dinner honoring an ACU graduate who has made an outstanding contribution to education. Catalina Benavides Caldwell, an Abilene teacher, received the award, which honors Dr. G.C. Morlan. Morlan was education department head for 42 years.

Several faculty members attended the state, regional and national conferences of the American Association of Colleges of Teacher Education.
ENGLISH: Dr. George Ewing

The English department sponsored a Texas Book Fair in November that featured lectures and readings by Texan authors.

Dr. Zelma Odle in April directed a three-week exhibit and several programs about the works and life of William Shakespeare. Films of Hamlet, Julius Caesar, and Romeo and Juliet were presented. The exhibit was made possible through a grant from the Texas Committee on Humanities.

The department provided tuition remission and a greater stipend to graduate assistants. Dr. George Ewing said the graduate assistants' main duties were keeping records, grading papers, and conferring with students.

An English course for foreign students and another for students not prepared for college work were begun. Also, the department began developing a plan to involve teachers from other departments in the improvement of student writing.

Use of the department's microcomputer increased. Dr. Clinton Hurley, Dr. Chris Willerton and Dr. David Merrell researched uses of the computer in the humanities.

Merrell was named associate department head in the fall and gradually assumed the administrative duties, Ewing said. Merrell became department head June 1.

FOREIGN LANGUAGES: Dr. John Williams

The department of foreign languages is ACU's window on the world. . . . It aims to broaden horizons and to introduce students to the real world 90 percent of whose inhabitants do not speak English," wrote Dr. John Williams, head of the foreign language department.

Learning other languages "enables students to communicate with 200 million more people than they could a few months before. Getting to know the world and its people is one of the most valid goals of higher education," the department head continued.

In helping students attain that knowledge, the department sponsored two language clubs - La Tertulia
for students interested in Spanish and Die Meister for those interested in German.

Students also participated in the fourth Latin American Study Program during the 1980 Summer I. They studied Spanish and lived with Mexican families for six weeks in Torreon, Mexico.

Robert Brown, a 1967 ACU graduate, was hired in the fall to fill the position vacated when Dr. L. Haven Miller retired after 34 years. Brown taught Spanish and will begin teaching Portuguese in 1981-82.

GOVERNMENT: Dr. Gary Thompson

Government department faculty members continued their political involvement. Dr. Gary Thompson, head of the government department, again served as a representative to the Texas Legislature from the 62nd District. Mel Hailey was chosen as a delegate to the 1980 National Democratic Convention.

Ray Inzer, retired Army colonel and former high school teacher, joined the faculty. He was active in Republican politics.

The department began developing courses to increase close ties between the business and government departments.

The Public Service Internship, begun last year, involved 12 students in part-time work for public or non-profit agencies. Thompson said students benefitted from their on-the-job experience and earned government credit.

Video-tape showings of presidential debates and speeches, field trips to presidential campaign headquarters and a special meeting about national defense were some of the activities provided by the department.

HEALTH, PHYSICAL EDUCATION AND RECREATION: Dr. Dwain Hart
Dr. Dickie Hill, associate professor, taught Death Education in the fall semester. The course helped students confront death - their own and others' - and encouraged them to take responsibility for their own deaths, funerals and wills.

Recreation courses were evaluated and the curriculum revised by Dr. Cleddy Varner. Varner in the fall was awarded a doctorate in recreation from the University of Northern Colorado.

Also in the fall, Dr. Curt Dickson was promoted to the rank of professor.

Changes in faculty and faculty duties also occurred in the fall. Alvin O'Dell left the department to go into a local business. Lila Nutt, long-time assistant professor, moved to Dallas, so Liz Campbell, an elementary physical education specialist, was hired in her place.

Lynn Luttrell, who received his master's degree from Baylor University, became intramural director. Cecil Eager who previously directed intramurals now manages the swimming pool.

Dr. Dwain Hart said a major goal of the department is to help students "recognize the value of and become active in wholesome physical activity as a part of daily living."

History: Dr. Bea Speck

The history department obtained a National Humanities Endowment grant to bring Russell Kirk, historian and political theorist, to speak at ACU in April. Kirk's address on the challenge of the new trend to conservatism was the first of a two-part series arranged by the history and English departments.

As a visiting professor, Dr. Henry Speck III taught courses on the Middle East, where he lived for several years. Also coming to ACU, though not from as far away, was Dr. Arlie Hoover, former dean of Columbia Christian College in Portland, Ore. Hoover's major field of study is European history.

Dr. Bea Speck assumed duties as department head upon the retirement of Dr. Frank Rhodes in the spring of 1980. Dr. Ralph Smith also retired at that time.
As the new department head, Dr. Speck worked to achieve more cooperation with other departments through cross-listing some courses with the Bible and English. More cooperation with the education department led to a new course for bilingual education majors. Also, the number of education majors taking history as their first teaching field increased.

All history faculty members were full professors, the only department so distinguished.

HOME ECONOMICS: Dr. Donice Kelly

The home economics department added three new faculty members, Linda Endsley, Judy Reeves and Lynette Vance.

Endsley taught food, nutrition and diet classes. Reeves taught and directed the nursery school, and Vance served as a graduate assistant and the Home Management House Adviser.

To commemorate the school's 75th anniversary and the department's 65th, all former faculty were honored in October at a Homecoming reunion coffee. Department head Dr. Donice Kelly described the 65th anniversary as "a significant milestone."

She also said that changes in the department's composition were becoming evident. More men and non-home ec [sic] majors took classes, causing the department to alter its offerings to meet those students' needs.

More majors seemed to be preparing for both personal homemaking and careers in home economics, Kelly said.

The department's focus on the family and the individual family member caused students to draw on knowledge from several fields. The department head said that this focus, combined with a Biblical base and home economic skills, was the department's most important aspect for students.

INDUSTRIAL EDUCATION: Dr. Jerry Drennan

Associate of science degrees were approved in
construction technology and energy technology. Classes for the energy degree, one of the few offered in the Southwest, began during the summer sessions. The program will help meet the needs of the energy crisis, said Dr. Jerry Drennan, department head.

During the fall, students in metals, woods and crafts classes designed and manufactured commemorative 75th Anniversary brass belt buckles.

A one-day workshop concerning technological skills was conducted by craftsmen Forrest Gist and Joe Pehoski during the spring semester. Several ACU students and guests from other institutions attended the workshop.

The department and the Eta chapter of Sigma Tau Epsilon again honored an outstanding industrial education alumnus during Homecoming and sponsored the regional industrial arts youth conference in the spring.

ACU is the only Church of Christ college or university to offer a bachelor’s program in industrial education. Drennan said he believes the department "has a rather unique role" because liberal arts students receive valuable exposure to occupational skills.

LIBRARY: Kenneth Roach

Several special library events were planned for the 75th Anniversary Celebration.

"And the Trains Came," a Smithsonian Institute Traveling Exhibit that depicted the first 100 years of railroad development was on display four weeks.

Models of inventions and other works of Leonardo da Vinci were displayed early in the fall semester.

During the February Lectureship, rare and unusual Bibles were exhibited. Most of the books were from the library’s own collection.

In conjunction with the English department and the Abilene Shakespeare Club, a traveling exhibit from the Folger Shakespeare Library in Washington D.C., was shown during April. The exhibit featured photographs of Shakespeare’s London, a drawing of the Globe theatre, a marble bust of the bard and several other items depicting his work and times. Also, films of
three of Shakespeare's plays were shown in the Library's Mabee Auditorium.

Other special programs and exhibits were featured throughout the year.

In addition to a full exhibition schedule, work continued on the Christian College Index, a listing of Church of Christ journals. Dr. Callie Faye Milliken served as Editor-in-Chief and R.L. Roberts and Marsha Harper as Editors.

MATHMATICS AND COMPUTER SCIENCE: Dr. David Hughes

The department directed a four week computer science seminar for West and Central Texas secondary math and science teachers. The program, funded by a National Science Foundation grant, allowed teachers to receive six free graduate hours.

Dr. Dwight Caughfield and William Poucher conducted the seminar sessions that introduced students to such topics as microcomputers, programming, and BASIC and assembly languages.

Faculty continued their studies of statistics, computer science and combinatorics. Various faculty members were a part of the Association for Computing Machinery, American Mathematical Society and the Mathematical Association of America and attended those groups' winter meetings.

Dr. Euline "Bo" Green was promoted to full professor. He spent a year's leave at Stanford University studying operations research.

Doctoral candidate Mark Riggs, added to the faculty in the fall, studied for a statistics degree at Texas A&M.

For the second year the number of majors in the department of mathematics and computer science increased. This was also the second year the department offered a degree in computer science.

MUSIC: Dr. Sally Reid

Dr. Ronald Rathburn presented a piano concert of
classical works as part of the music department's tribute to ACU's 75th anniversary. He later was commissioned by the Committee of 75 to present a similar concert at Tarleton State University in Stephenville as a part of its fine arts series.

"A Tribute to Tradition" was the title of a cantata composed by Dr. M.L. Daniels for the anniversary celebration. The 30-minute composition featured an orchestra, chorus, narrator and slide show.

In April, Dr. Rollie Blondeau and Colleen Blondeau presented a special performance for the 75th celebration.

The Fine Arts Series sponsored by the music department brought a pianist, clarinetist, vocalist and string quartet to campus. San Antonio's Galliard String Quartet performed in October, soprano Doris Yarick in November and clarinetist Richard Shanley in January. Menahem Pressler, an Israeli-American pianist, concluded the series in February.

To help celebrate Abilene's centennial, several music groups performed at the Civic Center in April.

Lectureship concerts, Big Purple marching shows, an alumni recital, the band musical, tours and other performances also occurred.

PHYSICS: Dr. Charles Ivey

The physics department "offers distinction and quality to students which allows them to have degrees comparative to the stronger physics departments," said Charles Ivey, department head.

Ivey was involved in neutron welllogging techniques for petroleum exploration and in molecular electron scattering research. Dr. Paul Schulze investigated surface physics. Dr. Michael Sadler researched pion and nuclear physics at the Los Alamos government facility. Dr. Paul Morris researched the history and philosophy of physics.

A degree in engineering geology, designed for those interested in petroleum, was approved by the faculty in the spring.

The number of courses and majors increased in
engineering physics, a degree approved last year, Ivey said.

He also said faculty and student research interest in industrial areas expanded.

Faculty continued membership in many state and national physics societies and attended several conferences. Ivey served on the executive committee of the Society of Physics Students' national office. He also presided over the Texas section of the American Association of Physics Teachers.

PSYCHOLOGY: Dr. Edwin Headrick

Dr. Clyde Austin received clinical membership in the American Association of Marriage and Family Therapists. To earn the membership, he completed more than 30,000 hours of therapy, supervision and clinical counseling.

An electroencephalograph, an electromyograph and a temperature feedback device were added to the biofeedback lab, where they are used to test involuntary body function control.

Faculty members continued to study in many areas of research.

Austin attended the State White House Conference on Aging in Dallas as a part of his interest in gerontology, the study of the aging process and the problems of the aged. He also presented in April a paper entitled "Reverse Culture Shock Among Returning Missionary Families" at the Christian Association of Psychological Studies national convention.

Dr. Robert Sturgeon, clinical psychologist, studied the effectiveness of biofeedback in treating depression.

Dr. Luther Marsh co-authored an article in the August 1980 Journal of Social Psychology. The article examined the personalities of women who have masculine names.

Dr. Ray Whiteside prepared a manuscript for a book that integrates religious and psychological perspectives of homosexuality.
SOCIAL WORK/SOCIOLOGY: Dr. Rollo Tinkler

The social work and sociology department conducted a self-study and submitted it to the National Council of Social Work Education as a step toward accreditation by that body. Accreditation would help ACU graduates meet Texas job requirements, said Dr. Rollo Tinkler, department head.

Tinkler said the department's greatest contribution to its students is the preparation it gives them to analyze and respond to social problems. This training includes 40 hours of supervised field experience in probation, child abuse, rehabilitation and other areas.

As a research project the department conducted an assessment of Abilene's social service needs.

Dr. Rollo Tinkler, department head, wrote a chapter on economic life for the National Association of Social Workers and the National Association of Certified Social Educators of America. They attended the Christian Child Care Conference and other national, regional and state conferences on social work (Robinson 1981, 114-154).

Faculty

Stevens was fond of giving his definition of a faculty as, "a group of people who think otherwise." However, no one knew the importance of a strong Christian faculty better than John C. Stevens. The faculty continues to be "dedicated and committed to Christianity," Stevens said. They are "academically better prepared than ever before" (Deatherage 1980, 159). Illustrating this same ideal, in his first official presidential report to the board, Stevens quoted Frank Rhodes, former head of the Department of History and Political Science:
At a Christian college we are interested first of all in developing Christian character. How can we develop character without discipline? How can we develop habits of hard work without requiring hard work? How can we develop a love of excellence without demonstrating that quality ourselves and without showing that we expect it of others?

Stevens indicated that these ideas were representative of the entire faculty. This ideal is reflected "in their own preparation and in the achievement they expect of their students."

Thirty faculty members were in various stages of their doctoral work. Four faculty members had just completed their doctorates. Sixteen others were working on their dissertations while teaching full-time. Six faculty members were on leave studying toward the doctorate and five others had been granted leaves to begin their doctoral programs. Two others were on leave without pay, Everett Ferguson from the department of Bible was teaching in England and Henry Speck from the Bible department was also on leave (Stevens 1969, 8).

In his very first annual report to the Board, Stevens set forth the policy for academic freedom and responsibility for the faculty. Stevens printed in full the Southern Association of Colleges and Schools, Standard Five statement on academic freedom as well as the new statement adopted by the Coordinating Board of the Texas College and University System. He indicated that Abilene Christian College accepts these statements with the qualification that Abilene
Christian College is a Christian college and as such has certain responsibilities not found in every institution of higher education. He indicated that at ACU there should be a proper balance between academic freedom and academic responsibility.

Freedom in an orderly society is always limited and never absolute. The freedom of a teacher in Abilene Christian College, therefore, is limited by his relationships in society, by the authority of the Scriptures, and by those purposes for which exists. In accepting a position as a member of the faculty or the administration, the teacher or administrator understands that his academic freedom is not to be regarded as a license for the propagation of a principle or an ideology that violates the basic purposes of the institution (Stevens 1968-69, 9-10).

By establishing this policy at the beginning of his administration, Stevens left no doubt that he intended to live up to the mandate of the original Charter.

By the time Stevens finished his term of office as president, the University had 207 faculty members offering courses on the Abilene campus, an increase of 30% in FTE faculty. Another forty faculty members were teaching at the Abilene Christian University at Dallas (Stevens 1978-79, 25). There was one FTE teacher for each 22.3 students. One hundred and nine faculty members held earned doctoral degrees and four members of the administration held the doctorate. This was an increase of 53.5% in the number of faculty and administrators holding doctor’s degrees (Stevens, 1980-81, v, 6-7).

Doctoral degrees among the Abilene Christian University
faculty were from diverse sources. Forty-seven faculty members had their Ph.D.'s, Ed.D.'s, Th.D.'s or J.D.'s from Texas Universities. Fifty-seven had doctorates from other state universities including Carnegie-Melton, Hebrew Union, Duke, John Hopkins, Purdue, Massachusetts Institute of Technology, and three each from Vanderbilt and Harvard University. Two foreign doctorates were held by faculty members including the University of Natal in South Africa and Oxford University in England.

Faculty Senate

Faculty members were selected by the Faculty Senate Nominating Committee to stand for election by the general faculty. All tenured faculty were eligible to serve on the Senate. However, because of their small representation on the faculty in general, not too many of the female faculty members were elected to serve. An exception was Ina Green, from the Psychology Department, who was the first female faculty member to serve as Chairperson of the Faculty Senate.

The Senate sought to study matters of academic freedom, salaries, promotions, and concerns with students spending too much time with productions like Sing Song, Homecoming Musicals and other non-academic extra curricular activities. The biggest issue before the Senate during the seventies was faculty salaries. Traditionally had operated with a
standard salary schedule. Every one of equal rank, no matter what their department, made the same amount of money. The majority of the faculty felt that this put everyone on an equal footing, and that it was fair. When faculty salaries were discussed, the entire faculty was united in its efforts to improve the level of compensation. In the late seventies, the University administration proposed changing the compensation schedule to more accurately reflect market value in each academic discipline. The rationale was that it was difficult to hire faculty in disciplines that earned more in other universities across the nation than the salary schedule allowed at Abilene Christian University. In a conversation with Board Chairman Ray McGlothlin, Ina Green, as Chairperson of the Faculty Senate, debated the fairness of such a change. McGlothlin indicated that if, in his business, he wanted to hire someone at a higher salary, he should have the right to do so. He felt that the University should have the same right. The administrative and board decision was to institute the new pay plan, a decision that most faculty still see as divisive and detrimental to faculty morale. A pervasive perception among faculty members was that, though they were asked to serve on committees and work with the Faculty Senate, their input was not considered very seriously, and any important decisions would be made at the administrative and board levels (Green 1993, 12B).
In the Prickly Pear "A Student’s Guide to Administration, Academia and Professional Staff," a student editor reported an interview with the Faculty Senate Chairperson:

The Faculty Senate consists of two representatives elected by the faculty in six divisions - applied sciences, Bible, education and physical education, humanities, sciences and social sciences. Four at-large members also are elected by the entire faculty. Members serve two-year terms (Robinson 1981, 157).

Dr. Ina Green, Faculty Senate Chairman, established three senate committees and assigned specific duties to each.

One committee was formed to advise administrators in dean and president selection processes and academic reorganization proposals. A second committee sought ways to improve academic performance. A third examined faculty salaries, promotions and retirement programs.

At the end of the year, the Senate evaluated its work. Members noted approval with their recommendations for greater library spending and for Graduate School improvements. They also were pleased with efforts to improve the retirement system.

Although the Senate contacted both search committees, Green expressed dissatisfaction with the amount of influence faculty members had on the choice of a new president and the administrative decision to organize colleges.

Students

In his first "President’s Report 1969 to Board of Trustees," of Abilene Christian College, Stevens gave a rather thorough study of the modern American student. The study concluded with an attempt to understand "Today’s Abilene Christian College Student." Academically, Stevens indicated that the 825 new freshmen entering Abilene
Christian College in the fall of 1969 ranked among the top one-third to one-fourth on the ACT compared with colleges and universities nationally. The level of grades earned in high school by these freshmen was generally among the top 10%.

"Disturbingly," Stevens reported, "ACC students have not performed as well, relatively, on a test of factual Biblical knowledge." Over a two year period of time, Abilene Christian College had administered the Accrediting Association of Bible Colleges Standardized Bible Content Test to all entering freshmen. The average score of Abilene Christian College freshmen students was lower than the average national score. Stevens attributed this to the fact that the homes and the churches from which these students came had not emphasized Bible facts (Stevens 1969, 22).

However, of the freshmen entering Abilene Christian College in 1969, 79.6% selected the College because of their own personal religious affiliation. Although they came with less than strong religious backgrounds, 89% indicated that among their top five goals for attending Abilene Christian College was to develop a meaningful philosophy of life (Stevens 1969, 24).

Stevens' moral analysis of these entering freshmen was less optimistic as he related that the trend toward more liberal attitudes and practices in recreational activities continued. Like American youth in general, they complained
about lack of relevance in the teaching and practices of Christians and the Church (Stevens 1968-69, 27).

Stevens believed that, although they were not radical activists, Abilene Christian College students were seeking involvement in causes and projects. Stevens saw this as an area where the Christian college and specifically Abilene Christian College could make its most valuable contribution to late 20th century society. The paradox of the then current student body was that, although they were more concerned about a fuller concept of morality than past generations, they tended to be more tolerant or permissive about moral problems of drinking, dancing, cheating, and premarital sex. Attitudinal measurements of the 1967-68 freshman class indicated the effect of American affluence, breakdown of authority, and advancing technology upon the home, the Church, and the College. Stevens was worried because the tests indicated that neither the home, the Church, nor the College was responding to the situation as effectively as was needed. Stevens challenged the College to make adjustments in the dormitories, in the classrooms, and in the counseling office to fulfill the needs of students. He indicated that, although the College could not fulfill the role of the home or of the Church, it could provide the fullest type of Christian education possible (Stevens 1969, 21).

Ten years later in 1979, Stevens again assessed Abilene
Christian University students in an article in *The Optimist*. He said that ten years earlier, students were caught up somewhat in the backlash of the Vietnam war and, although there was no visible problem on campus, many were doubtful of the future and had become cynical about life. "Often when you walked across campus, students might have a rather sullen expression, and they didn’t speak to you much," he said. In contrast, the students of the late 1970’s seemed to Stevens to be more open and friendly and were looking forward to the future. "We have some fine leadership among the students -- responsible, spiritual leadership," he said. "Now, we’ll always have some students who haven’t gotten their directions figured out, but I don’t give up on them. In ten or fifteen years, many of them will be leaders in the Church." Speaking of student leaders, Stevens indicated that one of his great pleasures as president was working with them. "We’ve had a tremendous group . . . . I think that is just as crucial to running a good institution as having a great faculty and fine administrators" (Deatherage 1981, 159).

Stevens’ hope for the future:

> I’d like to see the day come when every student who graduates from our institution would be a faithful Christian. I don’t know if that day will ever come, but I’d like to see us work on it (Nutt 1979, A-14).

**Alumni**

In 1968, the alumni program and the parent relations
office were combined into the Alumni/Parent Relations Office under the direction of Gary McCaleb. Chesley McDonald of Sterling City served as president of the Alumni Association, and Homer Gainer of Dallas served as president of the Parents’ Association. At that time, the alumni files carried the addresses of about 20,500 former students. Approximately 8,745 of these held Bachelor’s degrees and 695 had earned graduate degrees since the Graduate School opened in 1953 (Stevens 1969, 27).

To strengthen and improve the Alumni program, "Abilene Christian College Club" meetings and "Purple and White" Parties were held in various cities throughout the year. A bimonthly newspaper, ACC Today and the quarterly magazine, Horizons, were mailed to all alumni as well as parents.

Campus activities to attract alumni and parents included Homecoming activities in the fall and in February an annual Parents Day held on the Saturday preceding Lectureship. On Monday of Lectureship, an Alumni Day was designed to honor the Outstanding Alumnus of the Year.

To commemorate the Seventy-fifth anniversary of Abilene Christian University, in 1981, the Alumni Directory was published by the Abilene Christian University Alumni Association. The work for the directory was accomplished under the direction of two Alumni Association presidents, Don Hall, 1978-80, and H. Dean Owen, Jr., 1980-82. The directory was divided into three major divisions:
Alphabetical listing, Class year listing, and Geographical listing. The alphabetical listing was alphabetically arranged by the alumni's last name. Women were listed under their married name with maiden name given in parentheses. They were also listed under their maiden name with their married name in parentheses. Names were followed by the actual graduating class year. Next was given the address. Asterisks preceded the names of the deceased. If no current address was available, only the name was listed. The class year listed alumni in alphabetical order in their preferred class year as indicated in the records of the University. The state of residence followed the name. In the geographical listing, names of alumni were listed alphabetically under state and town of residence and women were again listed under married name with their maiden name given in parentheses. The preferred class year of graduation followed the name.

The Alumni Directory lists approximately 45,000 graduates of Abilene Christian University from 1906 through 1981. There were 146 graduates during the first thirteen years between 1906 and 1919. There were 14,212 graduates during the twelve years of Stevens' presidency, or 32% of all the graduates from the College since its beginning.

The Alumni Directory was designed to be a communications tool for improving alumni relationships.

"The ACU Alumni Association has encouraged its publication
in order to allow alumni all over the world to know where friends and former classmates are and to encourage them to make contact with each other" (Alumni Directory 1980, iii).

Since 1976, the Alumni Association has been organizing alumni chapters. At the publication date of the directory, seventy-five official chapters had been organized. It was hoped by the Alumni Association members and the administration of the University that the directory would encourage the establishment of other chapters throughout the nation and around the world.

Printed in the introduction of the alumni directory is John C. Stevens' address given at the opening chapel of the Fall semester, 1980. This presentation marked the beginning of the University's Seventy-fifth year anniversary and the twelfth and last year of Stevens' presidency of Abilene Christian University. At the end of his address, Stevens listed the following goals for the future:

To build on New Testament principles as from the beginning and to be wholly dedicated to serving as an institution of Christian education.

To emphasize in all departments, divisions, and offices the teaching and the way of life of Jesus Christ.

To emphasize the strength of the home and the family and to teach what the Bible says about marriage and the family and morals and religion.

To give more attention than ever before to practical and daily ethical considerations.

To help prepare our students for successful and useful careers and to build faith as well as proficiency and skill.
Stevens ended his presentation with just one sentence, quoting a statement made by Chancellor Don Morris in his last chapel speech on September 27, 1973, a statement that has been quoted many hundreds of times since, "Truly, 'This is no ordinary college'" (Alumni Directory 1980, iii-viii).
CHAPTER V

DIRECTIVE AND OPERATIONAL ACTIVITIES

In the introduction to his first annual report to the Board of Trustees of Abilene Christian College, John Stevens reminded them of the Pilgrim fathers who had embarked from England in 1619 to cross the uncharted waters of the Atlantic for an uncertain destination. Many had raised arguments against their going, but William Bradford had replied to their misgivings with the entry from his journal which Stevens quoted:

It was answered that all great and honorable actions are accompanied with great difficulties, and must be both enterprised and overcome with answerable courages. It was granted the dangers were great, but not desperate; the difficulties were many, but not invincible . . . . It might be sundry of the things feared might never befall; others, by provident care and the use of good means, might in a great measure be prevented; and all of them, through the help of God, by fortitude and patience, might either be borne, or overcome. True it was, that such attempts were not to be made and undertaken without good ground and reason, not rashly or lightly as many have done, for curiosity or hope of gain, etc. But their condition was not ordinary; their ends were good and honorable; their calling lawful and urgent, and therefore they might expect the blessing of God in their proceeding.

Stevens continued in his own words, "I believe these words are appropriate for a description of our work at Abilene Christian College in the Twentieth century." Reiterating Bradford's words, Stevens told the Board that their goals
were good and honorable and that their mission was lawful and urgent considering the world conditions. Indicating that because of the dire predictions about the future of private colleges in the United States of America, the outlook was pessimistic. However, Stevens wrote, "ACC is not just a college--it is a cause. It is a mission . . . . We have an unequaled opportunity for service" (Stevens 1970, vii).

In addition to the opening and closing remarks of the President, the annual report first listed the officers of the Board and then gave an alphabetical list of fifty-one board members with their addresses, date elected to the board, and the date of the expiration of their term. Six of the board members were listed under the title of Senior Board Members. An indication of the date of their election to the Board and the date that they were appointed to the Senior Board was then given.

The body of the report included "State of the College" reviews of the major administrative areas of the institution. B. J. Humble, Dean of the College, reported on the area of Academic Affairs which included enrollment, academic advancement, faculty, salaries, the Southern Association Self-Study, the Library, the Graduate School, summer session, and the Campus School.

For the Student Personnel Services Division, Vice President Garvin V. Beauchamp reported on student financial
aid, the Freshman profile, the student association and special student groups, student housing, the Dean of Women, and the Spiritual Life of the Campus. This section of the report attempted to deal with every area of student life on campus with the exclusion of the academic and research phases.

The Public Relations and Development Division report was presented by Robert D. Hunter, Vice President for this area. The report included the development program, Office of Special Services, college relations, and information and publications. Publications included materials on estate planning, the periodicals Horizons and ACC Today, as well as posters, catalogs and student recruitment materials, athletic press guides, tour programs, missions brochures, student services information, and special events programs.

Business Manager L. D. Hilton reported on the Financial Affairs Division. His report included the financial report including such areas as the Balance Sheet, statement of current funds, revenues and expenditures, construction costs for the Brown Library and Mabee Library Auditorium, and the Maintenance and Central Stores Building.

All of the president’s annual reports to the Board throughout the twelve years of Stevens’ administration followed this format. In his conclusion to this first report, Stevens quoted Hebrews 4:13, "And before Him no creature is hidden, but all are open and laid bare to the
eyes of Him with whom we have to do." Stevens indicated that the purpose of the President's annual report to the Board of Trustees was to lay bare to them as much material about ACC as they were willing to accept. His concluding sentence was a hope that the administration would merit their confidence and direction (Stevens 1970, 49).

Academic Division

Enrollment

ACC began in 1906 as a small West Texas school by the name of Childers Classical Institute located on the west side of Abilene with an enrollment of 75 students. By 1969, the school had changed its location to the northeast edge of town, had changed its name to Abilene Christian College, and entered the fall semester with an enrollment of 3,110 students. This figure included 1,695 men, 1,415 women and generated 42,976 semester credit hours. The head-count enrollment increased at the level of 100 students a year between 1960 and 1965, when it stabilized for about three years and then began its previous increase. Dean of the College, B. J. Humble, attributed the growth to a vigorous student recruitment program led first by Clyde Austin and then taken by Gary McCaleb (Humble 1969, 2-3).

Calendar

Beginning with the 1969-1970 school year, Stevens
reported that the College began following a new and innovative calendar for the year. This was the first time that the fall semester ended before the Christmas holidays. The new calendar was to be a common calendar recommended by the Coordinating Board for all public colleges and universities in Texas. It was to be mandatory by the fall of 1973 for all publicly supported institutions of higher education. Stevens reported that the new schedule was enthusiastically received by faculty and students (Stevens 1969, 5).

The regular calendar of the College, in addition to the academic schedule, included the annual Bible Teachers Workshop in July, Preachers Fellowship meeting in September, The Bible Lectureship in February, Commencements in May and August, and High School Days in the fall and spring. All of these activities are arranged through the office of Special Services as a part of the Development Office. Another major activity of the year was Homecoming and Alumni Day which was sponsored by the Alumni Association. Alumni Day was scheduled in February, and Homecoming took place in November.

Curriculum

By encouraging growth and diversity in the academic offerings of the College, Stevens was able to announce the addition of three new majors being offered for the first time in 1968-1969. The new majors were in the areas of
Social Work, Recreation, and Geology. The Social Work major was developed to train social workers. The Recreation major was to train recreational directors. The Geology major was a cooperative program with Hardin-Simmons University. All geology courses were to be taken at Hardin-Simmons, with all other work being taken at Abilene Christian College and the degree being conferred by Abilene Christian College. New majors were accomplished by cross-listing courses already offered and adding only a few new courses to the curriculum at a minimal cost to the College (Stevens 1969, 4).

I think that Dr. Stevens made a great contribution in terms of the academic achievement of our institution. He was a member of the State Board of Examiners for teacher education. He was on that board when it was dissolved and was superseded by the State Commission for Standards for the Teaching Profession. Stevens was a member of the Commission for Standards when it worked on improving the certification standards for public school teachers. Stevens was very proud of the fact that he was a teacher, his wife was a teacher, and their daughter was a teacher (Fritz 1991).

In speaking of the College faculty to the Board, Stevens said,

With the Bible as the heart of the curriculum, with the faculty one hundred percent dedicated to the idea of Christian education, and with the great majority of students in attendance here because it is a Christian college, we believe we have a continuing reason to exist and to grow (Stevens 1972, vii).

Academic Departments

With the continual growth in enrollment and improvements and new courses being added to the curriculum, Stevens reported that three departments were given new
descriptions and names. The Department of Speech became the
Department of Communication, with majors in public address,
drama, speech and hearing therapy, and mass communications.
The Department of Social Science became the Department of
History and Political Science. The Department of Psychology
was renamed the Department of Psychology, Sociology, and
Social Work (Stevens 1969, 5).

Faculty

In his 1968-1969 annual report to the Board of
Trustees, Stevens announced that the faculty consisted of
178 full-time and part-time teachers with a full-time
equivalency of 141.5. The student-teacher ratio was 20.3:1
or 20.3 full-time students for each full-time teacher.
Stevens further reported that 71 faculty members held the
doctorate, but four of that number were administrators who
did not teach (Stevens 1969, 5).

During the time Stevens was president, faculty morale
was very high because there was a great deal of confidence
in him. "John Stevens had been a part of the school for so
long and had so endeared himself to his fellow faculty
members that they knew he would be a good president," said
Bill Humble. Many faculty members felt that because Stevens
had been a teacher, he knew what their problems were, what
their priorities were and that he would represent them well
to the Board. They knew that he would always make decisions
based upon what was best for students and for the faculty.

During one of the Southern Association Self Studies, a survey instrument was used to sample faculty opinions and to give them a chance to evaluate anonymously the administrators of the College.

Dr. Stevens received the highest evaluations of any administrator. We'd said in effect that the faculty had greater confidence in John Stevens and the way he was handling his job than any other administrator, me included, which is quite a faculty tribute to him (Humble 1991, 4B).

**Academic Freedom**

Having gone on record in his inaugural address as supporting a more open exploration of academic and intellectual subjects, Stevens wasted no time in appointing a faculty committee to draft a statement on "Academic Freedom and Tenure in Abilene Christian College." The statement was approved by the entire faculty, and Stevens presented it to the Board of Trustees on May 3, 1969. The text of Standard Five of the Southern Association of Colleges and Schools dealing with academic freedom was quoted verbatim in Stevens' 1968-1969 Board Report. Also quoted was the tenure statement from the Coordinating Board of the Texas College and University System which had recently been adopted. Stevens reported that Abilene Christian College accepted the two statements with the qualification that Abilene Christian College was a Christian college. As a Christian college, its faculty enjoyed
academic freedom not only limited by its relationships in society but by the authority of the Scriptures and the purposes for which the College existed as stated in its charter of 1906 (Stevens 1969, 8-10).

Tenure

The statement on tenure approved by the faculty and adopted by the Board of Trustees on May 3, 1969, appears in Stevens' 1968-1969 Annual Report. The wording is standard for tenure statements including a three year probationary period. Termination for tenured faculty was to be accomplished in four ways: (1) voluntary resignation, (2) retirement, (3) mutual agreement between faculty member and the President, or (4) by the President for cause such as moral delinquency, professional incompetence, financial exigencies of the College, permanent physical or mental disability, neglect of responsibilities, or if the faculty member's life or teaching failed to conform to the aims and ideals of the College. Standard means of notification and appeal were included in the statement (Stevens 1969, 11-12).

Although supporting openness in academic inquiry and academic freedom, Stevens, in 1978, expressed some misgivings concerning tenure. In an article in the Abilene Reporter-News, Stevens is quoted as saying that House Speaker Bill Clayton's apparent proposal to abolish tenure
had some merit. Stevens said,

When tenure gets to the point that it protects the incompetent, then it's bad. The original purpose was to keep the faculty free from arbitrary actions of the administration. But students need to be protected too, from incompetent or lazy teachers who hide under the cloak of tenure.

Although expressing a great deal of admiration for the Speaker's ideas, Stevens continued, "I realize there are a lot of dangers involved in the possibility of a college president who might use his firing power to get rid of faculty he did not like." Clayton's plan regarding tenure would not effect the three private church related colleges in Abilene but would only apply to state supported institutions (Powers 1978).

Benefits

One of the fringe benefits associated with working at a private church related college was the tax sheltered minister's housing allowance. Lawrence Smith worked extensively on obtaining this benefit for those who were interested. Stevens was very interested in getting this benefit for those who wanted it, so Smith did a lot of consulting work in this area after he had retired (Hilton 1991, 5B).

Salary

Low faculty salaries have always been traditional among private religiously related colleges and universities. The
same has also been true at Abilene Christian College. In its report, the Southern Association's visiting committee referred many times to Abilene Christian College's low salaries.

The low salaries at ACC impair the academic program. . . . The committee regards salary improvement as of top priority . . . .

The sacrifices of the faculty in this area are a measure of its loyalty and dedication to the school and to its principles, aims, and purposes, but advantage should not be taken of this loyalty . . . .

The Visiting Committee is aware that its report of Abilene Christian College contains many references to low faculty salaries. This is by design. The present state of remuneration at ACC constitutes one of the most serious problems facing the institution . . . .

The Visiting Committee recommends that salary scales be raised immediately and substantially. Low faculty salaries presently constitute ACC's most serious deficiency (Southern Association of Colleges and Schools 1971, 29-30).

Although Stevens had recommended and received from the Board a 14% faculty salary increase for the 1971-72 school year, the Southern Association visiting team called it "a step in the right direction" but added that "salaries will still be low." In a salary comparison with twenty-two Texas public senior colleges and universities, Abilene Christian College faculty salaries were in fact still low, even with the increase. In the state schools, professors made an average of $6,273 more than Abilene Christian College professors; associate professors made $4,572 more; assistant professors made $3,231 more, and instructors made $1,805 more. In state schools the average salary for an assistant
professor was the same as a full professor at Abilene Christian College (Stevens, 1972, 5).

The Library

Stevens reported to the Board in October of 1969 that the new Brown Library building would be completed in April. The new building was to double the stack capacity to 300,000 volumes. The Brown Library was planned to provide quality study space for 1,050 students. The announcement of the new library building was encouraging, but the report also indicated that the expenditures for the Library over the previous four years had been below Southern Association requirements. The Southern Association minimum standard for library expenditures was 5% of the Educational and General budget of the institution. The Library's expenditures averaged only 4.3%. An additional $87,723 would have been required to meet the association's standard. The faculty presented a plan to remedy this deficiency which they called the "Six Percent Solution." The plan required the library to receive 6% of the General and Educational budget for a period of years until the deficiencies were resolved. This plan was never implemented.

Stevens' report indicated that the Library was engaged in several interchange and cooperative efforts such as: (1) the Rocky Mountain Bibliographic Center, (2) the Southwestern Academic Library Consortium, (3) an area study of
cooperative library programs, and (4) an eighth edition of a union list of serials in the Abilene libraries (Stevens 1969, 14-15).

Graduate School

Established in 1953, the graduate school’s policies were determined by the Graduate Council and the graduate faculty. The policies were administered by the Dean of The Graduate School. At one time the growing graduate program seems to have suffered a temporary decline, Stevens reported, because of the Selective Service priority assigned to graduate students. However, this temporary setback seems to have been overcome because in 1979-80, enrollment had grown and the Graduate School offered seven different degrees from ten different departments:

Master of Arts in Bible, Communication, English, History, and Psychology

Master of Science in Bible, Biology, Chemistry, Education, Psychology, and Human Relations and Management

Master of Education

Master of Business Administration

Master of Missiology

Master of Religious Education

Master of Divinity

Graduate courses were also available in the supporting fields of agriculture, american studies, art, French, German, home economics, mathematics, music, philosophy, physical education, physics, sociology, and Spanish (Catalog
In addition, the Bible Department continued to send professors to Lubbock and Arlington on weekends to offer courses leading to the MS Degree in Biblical and Related Studies as an outreach program for the Graduate School (Brown 1981).

Auxiliary Educational Activities

Abilene Christian Schools

During the time Stevens was Dean of Students, the college catalog described the Demonstration School of Abilene Christian College as having all grades from the first through the twelfth grade of high school. The school was originally established to serve as a unit of the educational laboratory to make possible the demonstration of the relation between educational theory taught in the college classroom and that practiced in the elementary and secondary grades as taught in the public schools of Texas. Education majors had the opportunity for observation and could satisfy their practice-teaching requirements under the direction of trained experienced supervising teachers.

All work done in the Demonstration School was in accordance with the standards of the Texas Education Agency in Austin. The only difference in the curriculum of this school was the requirement that each student take one non-credit course in Bible, to fulfill the original purpose of
the college charter to teach the Word of God. Diplomas from the Demonstration School were recognized by all colleges and universities just as any other public school diploma. A. Z. Hays from the Education Department was Director of the School. Regular tuition, fees, and room and board charges were made for high school students from out of town (Bulletin 1954-55, 44, 191).

In his first annual report to the Board of Trustees, Stevens reported on the progress of the Campus School. The curriculum had been strengthened and diversified for the next school year with the addition of junior business, art, industrial arts, and Spanish I. The Reading Center, under the supervision of Mrs. Gorman Kenley, had continued to provide remedial reading, and college students were providing tutoring in mathematics. Enrollment for the fall of 1969 was 240, compared to 225 in 1968. The faculty for the Campus School for the 1969-1970 school year included many faculty wives from the College (Stevens 1969, 19). Originally the school was referred to as the Demonstration School, later, the Campus School, and finally Abilene Christian Schools.

Stevens' support for Christian education at all levels was always evident by his backing of Abilene Christian Schools. In fact, Stevens' daughter Joyce attended the "Campus School" for her first four grades. She was then transferred into the Abilene public schools but then was
moved back again to the Campus School in the ninth grade and remained there until she graduated from high school. When Joyce graduated from college, she moved to Austin, was married, and eventually returned to Abilene with her husband and family. She later became a teacher in her grade school and high school alma mater, which had become Abilene Christian Schools. Stevens' strong support of Christian education at all levels is exemplified in his statement printed in a brochure distributed by Abilene Christian Schools:

Among the most precious things in this life are the Church, Christian families, Christian education, and grandchildren. As a proud grandparent, I am grateful for Christian influences on our children in the home and in the Church. Abilene Christian Schools provides education with a Christian dimension. I most heartily recommend that you enroll your child, children, or grandchildren in Abilene Christian Schools (Stevens 1980).

After Stevens became Chancellor, the school moved off the Abilene Christian University campus to property the University had given to it and became a separate educational entity with its own board, administration, and supporters.

Abilene Christian College-Metrocenter

During Stevens' presidency, Fort Worth Christian College and Christian College of the Southwest were acquired for the establishment of Abilene Christian College's Metrocenter (Hart 1981, 1). Vice President Humble reported that in 1971, at the request of the Trustees of Fort Worth
Christian College, and with a similar request in Dallas, Abilene Christian College assumed responsibility for the operation of both campuses. Henry E. Speck, Jr., was to serve as the Dean of the Dallas center, and Thomas A. Shaver served as Dean of the Fort Worth center. Douglas W. Warner was to serve as Administrative Director for both campuses. These two campuses were to develop curricular innovations as an educational laboratory and as ongoing educational enterprises (Stevens 1972, 13).

In the spring of 1974, Abilene Christian College announced the enlargement of its Metrocenter operation by transferring its headquarters from Mesquite to Garland, just off the LBJ Freeway. The Metrocenter had been a part of Abilene Christian College and had been in operation in Mesquite since September 1971. The Center offered junior college level and adult continuing education under the direction of Abilene Christian College's administration and Board of Trustees. The Abilene Christian College Board of Trustees, a forty-five man governing body, announced the expansion of the Metrocenter during its annual meeting, which was held in the president's dining room of the McGlothlin Campus Center on the Abilene campus.

The expansion was to be effective on June first. The expansion was made necessary "because of the growth of our Metrocenter operation," Stevens said, "and because of a need to accommodate the high school and junior high school
operation of Christian Schools, Inc." Although Abilene Christian College had no connection with Christian Schools, Inc., they both had been operating in cooperation with the Christian Education Foundation of Dallas which was the owner of the property utilized by Metrocenter in Mesquite. "We thought an expansion was necessary at this time," Stevens said. The new Metrocenter headquarters was to utilize about 15,000 square feet in the northwest wing of the Eastgate Plaza professional buildings. On a visit to the new site, Stevens, Metrocenter Executive Director Douglas Warner, and Don Rainer, the mayor of Garland, studied the proposed blueprints for the new location at the Eastgate Plaza.

Stevens said the expansion would present three distinct advantages to the Metrocenter operation. "Our Metrocenter student body is basically commuter students," he said, "so the move will make the center more accessible." Secondly, Stevens said the move would provide a more efficient operation. "We are already offering classes in eight locations," Stevens said, "and the expansion makes more space available for the pressing and expanded operation."

During the 1974 spring registration, students at the Metrocenter enrolled for 14,889 semester credit hours for a semester enrollment of 740 students. The Metrocenter offered classes in Mesquite, Plano, Richardson, Farmers Branch, Garland, Lancaster, Houston, and Dallas. Stevens indicated that the plan was for the Metrocenter operation to
be a center for specialized education. The center was to offer five educational advantages:

1. The opportunity of providing Christian education in a broad community-service context

2. An opportunity to expand the ACC faculty in the greater Dallas area

3. The opportunity to send some teachers from Abilene to Dallas

4. A location from which certain advanced or graduate classes might be offered

5. An expanding opportunity of service to congregations and church groups in the greater Dallas area

A majority of the Metrocenter students were enrolled in specialized programs, including a major emphasis in criminal justice and fire technology. Stevens said,

We plan to maintain and improve our law enforcement program, which is the largest program for in-service officers of any college in the Southwest. Individuals who work toward degrees in these areas must fulfill exactly the same general academic requirements as are required of students on the Abilene campus.

With the expansion, the Metrocenter would retain its current administration, faculty and staff, Stevens said. Douglas W. Warner, director of the Metrocenter concept for the past two years, and Jesse Jones, assistant dean of Metrocenter were to retain their positions (Abilene Reporter-News 1974, 1-B).

For clarity and consistency, the Board of Trustees voted in 1976 to change the name of the Metrocenter to Abilene Christian University at Dallas (Board 1976). This modified title reflects both the university status and the geographic location of the institution. Conceived as an
experimental educational center, the Dallas campus provided unique opportunities in education as a self-supporting outreach to employed professional adult students interested in meaningful academic training (Warner 1977, 25-29).

In its 1978 meeting, the Board of Trustees adopted a "Resolution of Understanding" concerning Abilene Christian University at Dallas. The Board passed a resolution authorizing the purchase of permanent facilities. In January of 1979, permanent facilities at 1700 Eastgate Drive were purchased and renamed University Square (Board 1978). In July 1979, Abilene Christian University at Dallas received official notification from the Southern Association of Colleges and Schools that the Association had designated it as a Candidate for Accreditation. The next year, in its tenth year of operations, Dr. Douglas Warner, President of Abilene Christian University at Dallas, reported to the Board of Directors that the school was no longer dependent upon the Abilene campus for any aspect of its survival. He further reported that Abilene Christian University at Dallas had grown to such a point that it was quite capable of being totally autonomous from the Abilene organization.

Other Off-Campus Activities

Other off-campus educational activities included the graduate courses offered at the Dyess Air Force Base in Abilene. Courses were contracted for on an annual basis by
the Dyess Education Officer and the Abilene Christian University Graduate School.

Correspondence courses existed throughout most of the college's existence but was reduced drastically during the 1970's. Only the Bible department continued to offer courses to shut-ins and prisoners serving time in penal institutions.

Special Workshops and Meetings of an educational nature included Elderhostels, the Annual Bible Lectureships, the Bible Teachers Workshop, a Seminar in Missions, the Marriage Enrichment Seminars, the Symposium on Mass Media for Evangelism, as well as Summer Band Camps and Jazz Festivals (Abilene Christian University 1981).

**Student Services Division**

**Student Financial Aid**

Because of Stevens' work with the Tuition Equalization Grant (TEG), with improvement in the college endowment, and with federal loans to students, Garvin Beauchamp reported that over $2,000,000 in financial aid would be awarded through the reorganized Financial Aid Office (Stevens 1970, 18). The most significant increase in student aid came through the area of Federally Insured Student Loans (Stevens 1972, 19).

Colleges, students, and their families were to be working with new federal loan guidelines which became law
October the first, 1981. The new law was signed by President Reagan in August and was to have its greatest effect on students from middle and upper-income families. Patricia D. Smith of the American Council on Education estimated that most students that would be affected would be from families earning from $30,000 to $40,000 per year. Most of these students would be attending lower priced public institutions, although the financial need tests would take into account the price of the particular school a student attended. Another part of the law was a 5% "origination fee" to be paid by borrowers to banks on loans approved on or after August 23rd of 1981. This fee was deducted from the loan and used to reduce interest subsidies paid to lenders by the government (Roberts 1981, 2).

Abilene Christian College Students

The Student Body

In describing the entering students each year, the Student Personnel Services Office continued to report that the entering classes of freshmen were consistently high in academic quality. In 1974, over 21% of the new freshman students were either valedictorians, salutatorians, national merit scholars, or ranked in the upper 10% of their high school classes (Stevens 1974, 22).

A survey taken in 1972 described the Abilene Christian University student body according to church membership. Of
the 3,346 students registered at that time, 88% were members of the church of Christ. Students registered as Baptists represented 3.6% of the enrollment, and Methodists represented another 1.5%. Students registering as Roman Catholics, Christian Church, and Presbyterian accounted for another 1.8% all together. There were a few other denominations represented but by much smaller numbers (Stevens 1973, 29).

In an effort to assess the impact of Abilene Christian College students on local churches in Abilene, Vice President Beauchamp reported that a check was made in 1971 that showed that over 70% of the student body, or 2,346 students, attended morning worship on Sunday. Because many students attended services in small country churches surrounding Abilene and a large number returned to their home congregations on any given Sunday, there was no way to report on them (Stevens 1971, 18).

Student Organizations

Believing that more involvement of students in the activities of the College could only strengthen the organization, Stevens sought to have a broader representation of all campus groups in the Student Association. Also students were appointed to most standing faculty and administrative committees of the College. A Judicial Board was established as an appeals committee to
ensure due process. The committee was composed of three faculty members and three students, with the Vice President for Student Personnel Services as chairman (Stevens 1970, 24).

Another important organization for students was the Student Senate, an elective body which provided funds and guidance for the classes, the cheerleaders, Mission Outreach, KACC Radio, and other organizations they felt needed special attention. The Senate met weekly and made suggestions or recommendations to the administration regarding student life (Stevens 1972, 24). One activity showing the remarkable maturity of Student Senate representatives was their initiation of an Intercollegiate Committee to improve relations with Hardin-Simmons and McMurry (Stevens 1974, 27).

Integration

Although there had been some initial opposition to racially integrating Abilene Christian College, by 1960, under the administration of Don Morris, an Integration Committee was completing plans to admit blacks to the school (Board 1960). Abilene Christian College became officially integrated in the fall of 1961, after the Board of Trustees unanimously agreed that any graduate applicant meeting the admission requirements to the Abilene Christian College graduate school should be admitted regardless of race (Board
The plan was for a gradual integration to take place over a period of years starting first with graduate students in 1961, upperclassmen in 1962 and all classification levels by 1963 (Cosgrove 1976, 103). Robert Hunter pointed out to the legislature, which was considering the tuition equalization grant, that Abilene Christian University had placed itself under all the rules and regulations of the federal government in regard to Title VI of the Civil Rights Act of 1964 (Hunter 1973, 13).

Reporting on the slow but steady integration of the Abilene Christian College campus, Stevens said,

Carl Spain had brought the subject out into the open during one of the Lectureships. A lot of people thought that Carl really went out on a limb, but I think that it was a real trail-blazing effort. One thing that happened back then was that we didn’t want to be taking students away from Southwestern Christian College in Terrell, Texas. Several Abilene Christian College Board members were also on the board of Southwestern Christian College, and, the president of that school, Brother Isabell, said, "I understand that you are going to integrate, but be careful that you don’t start taking our students away from us." When full integration did come to Abilene Christian College, it did not harm Southwestern because not that many came at first (Stevens 1993, 11B).

Southwestern Christian College in Terrell, Texas, is a black non-Hispanic college associated with the churches of Christ.

By the fall of 1969, Abilene Christian College had sixty-one black students, sixteen Mexican-Americans, nine Orientals, six American Indians, and thirty-two foreign students (Stevens 1969-70, 24).
Earlier, Jack Evans reported that, as a young black man ready to go to college, he had written to the presidents of Abilene Christian College, Harding College, and Freed-Hardeman College, all colleges supported by members of the churches of Christ. He requested information about the schools and inquired about admission into these colleges. "I got three very nice letters back from the presidents of each of the colleges explaining that they did not yet admit black students" (Evans 1993). Evans went on to get degrees in public institutions and was serving as Academic Dean under President Isabell when Abilene Christian College integrated.

Evans eventually became President of Southwestern Christian College. Later, after John Stevens became president of Abilene Christian College, Evans' two sons attended Abilene Christian University on scholarships and through the efforts and recommendations of John Stevens, Evans himself was awarded an honorary doctorate from Abilene Christian University (Evans 1993).

In 1980, from an enrollment of 4,560 students the ethnic diversity began to be more noticeable. Although 95.3% of the student body was still Caucasian American, the Afro-American/Black enrollment had grown to 2.9%, or 132 students. Mexican American students numbered eighteen students with all other minority students, including Oriental and Indian American, and other, numbering only
fifty-six. The small minority membership of the churches of Christ and the high tuition of a private college may account for the continued small number of these students being enrolled at Abilene Christian University (Beauchamp 1981).

Chapel

Always a popular activity with visitors, faculty, administration, and Board members, Chapel enjoyed a somewhat less than enthusiastic endorsement among some members of the student body through the years. This attitude was somewhat belied each year at the last Chapel by the tearful rendition from the entire student body, faculty, and administration of "The Lord Bless You and Keep You."

From the time Childers Classical Institute first opened its doors in 1960, Chapel had been a daily integral part of the life of the College. Abilene Christian University has always been the only senior college in Texas that provides daily chapel for its students. Chapel services were planned by a Chapel Committee of faculty and students that sought for a meaningful devotional experience as well as an occasional speaker or entertainment afterward (Stevens 69, 28).

Students as well as faculty members regularly expressed their interest in making chapel more inspirational and less "program" oriented. Through the years, various methods were tried to accomplish the best chapel experience possible
One of the most effective strategies used from time to time was to restrict chapel speakers to senior faculty and administration, with an occasional visiting minister. During this time, Stevens continued to be one of the most appreciated speakers by students and faculty.

The college administration and faculty continued, under the leadership of Stevens, to encourage students in their chapel attendance, attitude and behavior. In the spring of 1976, to emphasize the seriousness of the college's commitment to this activity, a number of students were not allowed to re-enroll because of their lack of responsibility and because of their uncooperative attitude about daily chapel (Stevens 1976, 17).

**University Advancement Division**

This Division of Abilene Christian University was responsible for the structured Public Relations and Development Programs. The major purpose was to interpret the University to its cliental by revealing institutional purposes, goals, and ideals to alumni, parents, and friends. If these purposes were successful, these various groups would be encouraged to invest their time, talents, and physical and financial resources to the University.
College Relations

Alumni

As Abilene Christian University matured, the number of alumni increased each year and their importance to the program grew. The College relied on alumni not only for financial and program support but for students who would be attending their parents' alma mater. Abilene Christian University clubs had been formed throughout the state of Texas and because 40% of the schools' alumni lived outside of the state, there were Abilene Christian University clubs in several other states. Homecoming and Alumni Day were the two major activities sponsored by the Alumni Association and were designed to bring alumni back to the campus.

Parents

A special attempt was made through the Parents' Association to bring parents of students closer to the University. Each year about sixty mothers and fathers served on the Executive Board of the Parents' Association. They met during Homecoming Weekend and on Parents' Day to discuss better ways for Abilene Christian University to relate to parents.

Development Program

All the regular and ongoing development activities of the University fell into three major categories: the Annual
Fund, the Capital fund, and Estate Planning. A special campaign planned for a fifteen year period of time and raising money for all areas was the "Design for Development." The "Design for Development" was divided into three phases, Phase I, Phase II, and Phase III. Each phase had a set of purposes, strategies, and goals which included construction and campus improvements, endowment, and operational supplementation.

Annual Fund

Activities for the Annual Fund program included as participants alumni, parents, and friends. The purpose of this program was to raise funds to balance the operational budget. Strategies to accomplish goals set each year for this program included personal contacts as well as mail solicitations. Stevens believed that one of the strongest elements of raising funds was personal contacts, and to that end, the Alumni Association, the Parents Association, and the Friends of the College groups were an integral part of the plan.

We have every reason to confidently believe that our host of alumni, parents, and other great friends will do all that they can each year to sustain the operational budget of the College with gifts of every size (Stevens 1969, 32).

Capital Funds

Activities dealing with Capital Funds focused on the
payment of previous pledges and included Loan Funds and Endowment. Loan Funds were available for loans to students in three categories: College Loan Funds which were received from individual donors, the National Direct/Defense Loan Fund which were funds from the Federal Government that were matched by the College in a ratio of one dollar for each nine dollars received, and the Federally Insured Student Loan Fund which insured loans made to students in the event of default.

Endowment

Stevens was constantly involved with building the permanent endowment assets of the College. In a letter to the Board of Trustees February 18, 1974, he wrote, "An institution like Abilene Christian College . . . ought to have an effective endowment of approximately $50,000,000" (Stevens 1974, ix). The endowment and similar funds included two classes of funds. First, there were endowment funds restricted by the donor for the principal to remain in perpetuity with only the income available to the College. This income was used for current operations and special scholarships. The second class of endowment funds was designated as quasi-endowment because those funds were designated by the Board of Trustees to be endowment funds.
Estate Planning

The bulk of the Permanent Endowment was generated by estate planning. These endowment funds came from constituents of Abilene Christian University who saw the need to stabilize the institution for the future by dedicating portions of their estates to Endowment. Many gifts of land and other assets contributed toward meeting the goal for endowment funds for the College. Among the most noteworthy were the gifts of the Edwards Ranch and the Masten Ranch. Phase III of the "Design for Development" had as its goal raising $22 million for endowment.

Design For Development

A special fifteen year campaign for the development of funds and a major activity of Stevens, while he was Assistant President, was the "Design for Development." With the completion of Phase I on May 31, 1968, and with his presidency beginning in September 1969, Stevens became more involved with the planning of Phase II of the program. The College began an evaluation of the "Design for Development," Phase I, as well as projections and planning for Phase II (Stevens 1969, 30). In a meeting of the New Goals and Steering Committee on February 22, 1969, in the President's Room of the Campus Center, Stevens made a presentation to the Development Committee and Board members regarding campus improvements and construction needs of the College to be
included in the new phases of the "Design for Development" (Minutes 1969).

In its "Report of the Committee on New Goals for Phase II," the Steering Committee made up of various Board members, Chancellor Morris, and President Stevens, committee appointments made by the President were announced. Each of the five committees was chaired by one of the chief administrative officers of the College with a membership made up of a cross section of the faculty. The Academic Planning Committee was to be chaired by Dr. Walter H. Adams, the Financial Planning Committee was to be chaired by Lawrence L. Smith, the Public Relations and Development Committee to be chaired by Robert D. Hunter, the Student Service Planning Committee was to be chaired by Garvin V. Beauchamp, and the Facilities Planning Committee was to be chaired by the President, John Stevens. The goal for Phase II and III was to raise in excess of $31 million within the next ten years. The reason for such a challenge was given in the report.

We cannot realistically plan to meet competitive levels of tuition, fees, board and room charges without a substantially increased endowment to relieve the continual pressure to increase student charges simply because we do not have adequate endowment income to offset sharply increasing costs (Abilene 1969, 5).

Edwards Ranch

The beginning of the endowment program was set up in 1948 by Don Morris and B Sherrod. One of the first big
deals that came to the College was the 42,000 acre Edward's Ranch in West Texas. The land, as well as all kinds of mineral rights, has meant millions and millions of dollars to Abilene Christian College over the years. Edwards deeded his ranch to the College in 1956, which was the year Stevens became Assistant President. Edwards stipulated that in return for his deeding the ranch to the College, Abilene Christian College was to help pay off the principle that he still owed on some of the land. Upon Edwards death, the College became embroiled in a big lawsuit with his heirs. The suit took quite a while to resolve but Abilene Christian College eventually won the whole thing (Stevens 1991, 2B).

Masten Ranch

Since 1937, B Sherrod had tried to cultivate the interest of F.O. Masten in Abilene Christian College. Masten was another big rancher out in West Texas with vast land holdings including mineral and oil rights. Sherrod's attempts to interest Masten in the College had not been successful. Later, when Stevens returned to the campus in 1948 to teach history, Don Morris had Masten visiting on campus. Stevens, as a new faculty member, remembered being introduced to him. The general opinion was that Masten was an immensely wealthy person, but he had no family. Masten and his wife had been estranged for years before her death. She had lived in Wellington, Texas, and he had lived out in
Sudan. Although the couple had no children and were separated, Masten continued to take care of her and was still going to see her (Stevens 1991, 2B).

In 1949, Morris got Masten to serve as co-chairman of the development campaign for Abilene Christian College. During that year, Masten attended a meeting in Dallas of members of churches of Christ from around the state to assist the Abilene Christian College development fund. The crowd, estimated at 4,300, filled the Fair Park auditorium in Dallas. Mr. and Mrs. George W. Birchfield of Fort Worth gave $50,000 and Masten donated 100 bales of cotton valued at around $15,000. The Abilene-Reporter News reported that Masten, then of Wellington, Collingsworth County, "told the cheering throng he would also give another 100 bales of cotton for every 1,000 bales chipped in by other farmers of the state to the fund." The campaign brought in donations totaling $250,000 (Abilene-Reporter News 1949, 1A). Later it was reported that when the price of cotton went up, Masten took his cotton back and paid the College what it had been worth when he made his original gift (Stevens 1991, 3A).

Through the years, B Sherrod and Morris, with Bob Hunter as the president's driver and traveling companion, continued to call on Masten and to cultivate his interest in Abilene Christian College and his trust in Morris and Hunter. Stevens, as Assistant President, was also brought in on these contacts (Stevens 1991 3A). As Assistant to
President Morris, Hunter even developed a personal friendship with Masten to the extent that they talked of Masten's soul, faith, fortune, and politics (Hunter 1991, 8A).

The groundwork for many of the agenda items administered by the new presidency had been established by Don Morris, Bob Hunter, and many others. Stevens had inherited many traditions, programs, and opportunities. With his new administrative team, Stevens continued to develop the previous agenda and to add many new and important items to the program through the directive and operational activities of his office.

**Financial Division**

In Stevens' first annual report for 1968-1969, L. D. Hilton, the Business Manager, indicated that there had been substantial increases in the values of endowment funds, loan funds, and plant funds. The endowment increases were the result of board action in the establishment of a "quasi endowment" for debt retirement. National Defense Loan Funds increased by $360,000 in addition to a college contribution of $40,000. Brown Library and Mabee Library Auditorium construction expenses reflected a total of $1,646,802. Total expenditures for the Educational and General Operation of the College was $6,286,025 with $1,704,544, or 27.1% spent for Instruction and Departmental Research (Stevens
Speaking of Stevens' fiscal activities, Academic Vice President Bill Humble said,

I remember quite well that after he assumed the presidency, he took two or three of us Vice Presidents and we went to a number of state schools to examine their accounting, their finances, and to compare the amount of money they received from the state to operate their educational programs against the amount of money that we received from tuition to operate our educational program. I think that he came to a pretty strong conviction that we ought to be able to operate a quality educational program with the tuition money that was available then without large increases. Now ultimately, it was necessary to make modest regular increases but for two or three years there, there was no tuition increase (Humble 1991, 4A).

Budgeting Process

Budgeting in a Christian college has always been an extremely tough process. There is just never enough money to do all the things that need to be done. We do not have the appropriation from the state legislature to build buildings and things like that. Budgeting is always tough here,

remembers Academic Vice President Bill Humble. As the budgeting process began each year about November or December, the President would have each of his Vice Presidents submit a budget, Bill Humble as Academic Vice President, Hilton as Vice President for the financial area, and Garvin Beauchamp for the student life area together with Don Drennan who served as Executive Assistant to the President. Drennan would pull all the requests together and begin to look at the totals. Total requests were always much larger than the available funds, sometimes several million dollars more. At this point, Stevens would have
everyone begin to work together. There were many long hours spent working together including the President himself.

We would just sit around and talk about all these very important needs and where we could chop and what we would have to do. The President always made the final decisions but it was in an atmosphere in which all of us had a chance to have an input (Humble 1991, 4B).

There was always an openness of discussion. At the end of the discussion period, the President would turn all the material over to Drennan with the directions to take a day or two, work with the figures in light of the discussion, and bring back a balanced budget. When Drennan returned to the President and the Vice Presidents with the results of his work, there might have to be some fine tuning, but from this consensus, there would be a budget that would be presented to the Board of Trustees (Humble 1991, 4A).

When he became Vice President for Academic Affairs and became engaged in the budgeting process, Ed Brown remembers Stevens saying, "We've just got to get out and raise some money and help this school be what it can be. Somehow we've got to get over our depression mentality." He said it in a very serious manner and yet with that jolly good humor which was so typical of him (Brown 1991 6A).

Through this careful budgeting process, Stevens put the College on a sound fiscal basis. Cuts were made where they would do the least harm to the program of the school. Staff changes were made through attrition rather than firing of personnel. However, early in his efforts to place the
College on a strong monetary program, he chose to limit the fund raising staff. Ed Brown related that,

Later he perceived this as an error in judgement. He acknowledged that he was mistaken, that he needed all those people, that the College needed that energy. We needed to continue cultivation of resources even if we had to deficit spend or take money away from something else. In the long run, he believed, it would have paid off if we had continued with a much stronger emphasis on fund raising (Brown 1991, 6B).

President's Special Reports

In a special division of his annual reports, Stevens included lists of significant faculty accomplishments including publications, research, professional meetings attended, awards and honors received, offices held in professional organizations, lectures and papers presented, workshops, clinics, and services as consultants, and other "Professional Growth" activities or accomplishments of the faculty. This combined report, throughout the presidency of Stevens, and his official recognition of these accomplishments, represented a significant contribution to the academic and intellectual activities of the faculty of Abilene Christian University.
CHAPTER VI

ADMINISTRATIVE ACTIVITIES

Annual Reports

Beginning with his first annual report to the Board, Stevens changed the time of the Reports' presentation. The new president announced to the Board that his annual report would be given at the fall meeting instead of the February meeting. The February meeting occurred in the middle of the fiscal year which was not a good time for an annual report. Stevens indicated that he could give a fuller and more meaningful annual report by waiting each year until after the fiscal year had ended on May 31 and after the annual audit had been delivered in September (Stevens 1969, vii). Don Morris' last President's Report was presented at the annual meeting of the Board of Trustees of Abilene Christian College on February 24, 1969. Stevens' first President's Report to the Board of Trustees of Abilene Christian College was presented on October 31, 1969, and covered the school year 1968-1969.

Southern Association Self-Study

In its fall 1968 meeting, Stevens informed the Board of Trustees that the Southern Association would require the College to engage in a Self-Study for 1969-1970. Following
the announcement, under the supervision of a Steering Committee, the following activities were to take place:

1. Each academic department was to conduct a Departmental Self-Study during the spring and summer

2. The Purpose Committee was to complete its work by early summer and present its report to the faculty at the fall presession conference

3. Ten additional committees were to begin functioning at the beginning of the fall semester. They were: Organization and Administration, Educational Program, Financial Resources, Physical Plant, Student Personnel Services, Library, Research, Special Activities, Faculty, and Graduate Programs. Each committee was to be composed of several faculty members and two to four students. Some of the committees were to have a Board member associated with them (Stevens 1969, 13).

After completing the Self-Study and having undergone a visiting committee review, college officials were pleased to learn that, at its annual meeting on December 1, 1971, the Southern Association had reaffirmed Abilene Christian College's accreditation. Although the visiting committee had accepted and commended the Self-Study, it made some suggestions for improvements.

In response to the suggestions, Stevens appointed two new Task Forces to investigate some of the basic academic needs of the College. The Task Force for Academic Reform was charged by the President to review thoroughly the curriculum and recommend possible reform and innovation. Specifically Stevens assigned the committee to answer such questions as:

1. What innovative changes in our curriculum would strengthen the academic program?
2. Could our requirements be simplified and could our students be given more options and alternatives in satisfying general education requirements?

3. Could the number of hours for graduation be reduced so that the average student could complete his work in eight semesters?

Stevens named Thomas Olbricht from the Bible Department as Chairman of the committee. To complete the committee, he named faculty members from the Departments of Music, History, Physics, Communication, Psychology, and Education.

The second Task Force to be named by Stevens was for the Graduate School. The President’s charge to this committee was to determine what resources would be necessary to bring all present graduate programs "up to standard."

When the Board named Floyd W. Dunn as the new Dean of the Graduate School at its February meeting, Stevens’ first assignment to the new Dean was to serve as Chairman of the Graduate School Task Force (Board 1972).

The results of the "Task Force for Academic Reform" were reported to the entire faculty at the Pre-Session Conference on September 1, 1973. After discussions during regular faculty meetings throughout the fall semester, the entire faculty met for a faculty conference on January 10-12, 1974, to discuss further the Task Force Report and recommendations of the Academic Council. Curriculum changes and graduation requirements approved by the faculty during this conference included:

1. The minimum hours required for graduation was reduced from 132 to 128. Some majors will continue to
require more than 128 hours because of Texas Education Agency certification standards.

2. No minor will be required.

3. The two-year foreign language requirement was dropped as a general education requirement for the Bachelor of Arts degree. Some departments will probably continue this requirement, but it will be a departmental requirement.

4. A composite or interdisciplinary major may be approved by the Dean and department heads for students whose life goals would be served by such a major.

5. A number of other changes were made in the General Education Requirements.

These changes were made to benefit students by reducing hours to save on tuition, making the curriculum more flexible by allowing students more options and more electives, and by making it possible for students to complete all graduation requirements in eight semesters (Stevens 1974, 5-6).

The "Graduate School Task Force" made determinations regarding the strengthening of certain programs and the elimination of other programs which were not economically feasible and showed little prospect of becoming more viable and productive. Ways to increase enrollments were sought so that all of the programs could become more meaningful and serve a greater number of graduates in a Christian environment. The "Task Force" proposed a graduate consortium with Hardin-Simmons University which would strengthen some graduate programs at Abilene Christian College as well as at Hardin-Simmons University (Stevens 1974, 11).
Association Memberships

To ensure the quality of its academic programs, Stevens encouraged membership in a number of professional academic associations. The undergraduate catalog of 1976-77 lists the following accrediting associations: National Council for the Accreditation of Teacher Education, Texas Education Agency, the American Chemical Society, and the National Association of Schools of Music as well as the Southern Association of Colleges and Schools. Other association memberships were held in the Association of Texas Colleges and Universities, the Texas Library Association, the Association of American Colleges, the National Association of Colleges of Teacher Education, the Association of Texas Graduate Schools, the Council of Graduate Schools of the United States, the American Library Association, the Conference of Southern Graduate Schools, and the National Association of Intercollegiate Athletics. Two of the associations in which the college administration was most active were the American Association of Independent Colleges & Universities and the Independent Colleges and Universities of Texas (ICUT).

American Association of Independent Colleges & Universities

Stevens encouraged Bob Hunter to serve on many national boards if their programs and work might affect Abilene Christian University. He served on the Council for the
Advancement and Support of the American Alumni Council Board, the Board of the National Association of Independent Colleges and Universities as well as the Independent Colleges and Universities of Texas. "He always allowed me to serve and put Abilene Christian University right up there with all the other colleges and universities in the private sector" (Hunter 1991, 7B).

Independent Colleges and Universities of Texas, Inc. (ICUT)

Early in his presidency, Stevens began meeting with the presidents of the other private and independent colleges and universities of Texas. This group decided that if they did not do something about the growing disparity between what it cost to go to a state college and what it cost to go to a private college in Texas, "they would virtually go under." They felt that the private colleges could not continue to exist if their students did not have a better option. Stevens agreed with President Abner McCall at Baylor University, with President Jim Moody at Texas Christian University, the people at Rice, President Willis Tate at Southern Methodist University, the presidents of McMurry College and Hardin-Simmons University in Abilene, and the other presidents of ICUT colleges, to enter into a political process to get a state grant for students attending their respective institutions. The grants were to be based on the students' family financial need and would allow students to
go to the private college or university of their choice in Texas.

Stevens called Abner McCall and said, "I have a fellow on my administrative team here that doesn't have anything to do, and, if you want to put him to work, I'll loan him to the association, and I'll bet you we can get some things done in the political process." And so it was that Bob Hunter entered the service of the Independent Colleges and Universities of Texas, Inc. (ICUT). Hunter said, "It would not have been my choice to work with this group, but Dr. Stevens had decided that it would be a good thing for Abilene Christian College for me to do it." ICUT had tried working with a paid lobbyist during the previous year, but the results of that effort were negligible (Hunter 1991, 7B).

In 1969-70, Hunter went to Austin, where he met, for the first time, Governor Preston Smith, Lieutenant Governor Ben Barnes, and Speaker Gus Mutchester. With Stevens' approval and with the backing of the other college presidents, Hunter began to organize their campaign to equalize educational expenses for students wanting to attend a private college or university in Texas. Through these efforts, legislation was drafted and passed into law, making Texas one of the first of only six other states, that had such legislation. Hunter said, "We were the sixth state and now every state has one kind of program or another. We
passed laws and legislation that enabled the Texas Tuition Equalization program to go forward" (Ibid. 1991, 7B).

With such success to their credit, the presidents wanted Hunter to continue the very next year to develop plans for the next legislative session. Since the Texas Legislature meets bi-annually, the intervening time was spent organizing and meeting new legislators. The program included work in the elective process as well as work with the various financial aid officers and the presidents to develop a legislative agenda for the next legislative session.

Stevens wanted to continue the relationship with the ICUT organization, and, when the other presidents agreed, they appointed Hunter Executive Vice President of ICUT. Immediately Hunter began to organize all the trustees, all the alumni, all the faculties, all the students, and all the administrators of the forty private Texas colleges and universities in preparation for their next legislative program. "We sort of started the Third World War by organizing all over the state," Hunter said. The program covered the entire state, but working in places like El Paso was extremely hard because there was no private college there.

We had to work doubly hard there so we got the alumni of Baylor, Southern Methodist University, Abilene Christian University, Hardin-Simmons and others working together to convince those Senators and House members in that area of the state to believe that this program was valuable.
I was appointed to organize the thirty-one senatorial districts of the state in terms of bringing our trustees, our alumni, our key administrators and faculty, and students together with legislators, parents, and others in these districts (Hunter 1973, 3).

Hunter continued in this position, developing connections across the state and organizing a completely volunteer lobbying effort for ICUT. He was retained as the Executive Vice President of ICUT, with the organization paying Abilene Christian University a good portion of his salary. Stevens gave Hunter free reign and full latitude to organize the ICUT effort where he claims to have used some of the skills he developed at Abilene Christian University in his previous position as Vice President for Public Relations and Development. Across the state Hunter continued to organize all the Public Relations and Alumni people, all the student leaders, all the trustees, all the financial aid people, and, of course, the presidents, to present a unified program to the Texas Legislature.

As Hunter was working with this program for ICUT, Stevens himself continued to serve the organization as an officer or as a member of the executive team. Hunter said, "Dr. Stevens gave a lot of credit to a lot of people, and he certainly gave me the opportunity to serve, so that we could go forward with the program. "Finally in 1980, the presidents asked Hunter to become the full-time president of ICUT and move to Austin where he could continue to direct the work of the organization. Hunter chose to remain with
Abilene Christian University, where he had given his life, so he returned to the Abilene campus on a full-time basis with the University. Throughout the presidential administration of John Stevens from 1970 to 1980, Hunter had served as an officer of ICUT (Hunter 1991, 7B).

For the ICUT membership, preliminary enrollment figures for the 1981 fall semester showed an increase of 2.4% for a total enrollment of 78,553 students at the forty member schools of the Independent Colleges and Universities of Texas. Twenty-three of the forty member schools reported enrollment increases for the year. Of the seventeen with decreases, four were less than 1%. Abilene Christian University was fourth in size of enrollment among the ICUT members with a total of 4,517 students registered.

The top three largest enrollments among member colleges and universities were Baylor University with 10,420, Southern Methodist University with 9,269, and Texas Christian University with 6,558. Following Abilene Christian University in enrollment status were Rice University with 3,633, Trinity University with 3,269, and St. Mary's University with 3,268 (Roberts 1981, 1, 3).

**Texas Tuition Equalization Grants**

In a letter dated April 1970, John Stevens urged every member of the Abilene Christian College Board of Trustees, as well as Advisory Board members living in Texas, to
contact their state representatives and senators to support legislation for state grants to students attending private colleges and universities in the state of Texas. Through personal contacts like this and through the work of the ICUT organization, legislation was drafted and Senate bill 56 was presented to the Texas legislature. The bill was sponsored by Senator J. P. Word of Meridian and co-sponsored by Senator Ralph Hall of Rockwall. Representative Menton J. Murray from Harlingen, known as the "dean" of the House of Representatives, was the sponsor of the Bill in the House. Because of the controversial nature of the bill, when it came to the House of Representatives for approval, the Speaker of the House, the Honorable Gus F. Mutscher, requested an opinion on its constitutionality from the Attorney General, Crawford Martin. Martin ruled that the Senate Bill 56 was constitutional and did not violate either the state constitution or the federal constitution. The bill passed overwhelmingly in both houses on the last day of the session, May 31. Governor Preston Smith signed the legislation into law June 9, 1971. The bill was challenged twice again, but the new Attorney General, John Hill, ruled on May 24, 1973, and again on July 18, 1973, that it was constitutional and did not violate the state or federal constitutions (Hunter 1973, 6, 8, 9).

The original Texas' Tuition Equalization Grant (TEG) law was passed in 1971 during the 62nd session of the Texas
Legislature. The grants were to go to qualified, needy students from Texas who were attending accredited private colleges and universities in Texas. The original grant limit was $600 per year, which, at that time, was half the average state appropriation of about $1,200 per student in Texas public colleges and universities (Roberts 1981, l).

In a 1974 "Fact Sheet" about the Tuition Equalization Grant Program prepared by Independent Colleges and Universities of Texas, Inc., more background information was furnished.

In the beginning, the program was only applied to freshmen for the fall semester of 1971. In 1972, the program was extended to include not only freshmen but also sophomores. The next year, 1973, the grants were given to freshmen, sophomores, and juniors, and to all students attending accredited independent institutions in 1974 and thereafter.

This public policy program assists students, private independent colleges and universities, and the State of Texas. The program is a direct financial aid to needy students regardless of sex, race, color, religious belief, or national origin. The grants allow Texas young people to make an educational choice they might not be able to afford otherwise. Although the grants are made directly to the students, the private institutions of higher education benefit from the program because it makes it possible for more students to exercise their freedom of choice between
private and public higher education.

The state benefits from the program by being able to let students enjoy the more than a billion dollars worth of educational facilities already existing at the ICUT schools for no cost to the state. It was estimated at the time that the state was spending $7,000 in capital outlay to prepare a place for each student in a new public college or university. The costs in facilities, faculty, staff, administrative and miscellaneous salaries, as well as other operating expenses, would not be insignificant to the state if the private colleges did not exist. The cost to taxpayers would equal ten times the $5 million in state aid which students received from TEG. ICUT reported that with 1% of the state’s educational budget, the private colleges and universities of Texas were educating 11% of its students (Fact 1974, 1-5). Bill Hilton, Vice President for Finance, said of the TEG program, "There’s no doubt that TEG has been a big move to help students, which has helped our enrollment, which would probably be less if we didn’t have the program" (Hilton 1991, 5A).

In 1981-82, the Texas’ Tuition Equalization Grant program started its second decade. Approximately 20,000 students in private institutions of higher education were expected to benefit from grants totaling $17,250,000. The Texas legislature in its 1981 session provided the $17.25 million for the 1981-82 school year and another $19 million
for the 1982-83 academic year. The maximum grant available through the program was $1,328 per year. According to the revised TEG law, individual grants could not exceed half the average state appropriation per student in Texas public colleges and universities. All students in the forty member schools of ICUT are eligible for the grants. Also eligible were students in Texas Chiropractic College, Baylor College of Dentistry, Baylor College of Medicine, South Texas College of Law, and Baylor University School of Nursing (Fact 1974, 15). The Texas' Tuition Equalization Grant has "enabled some students to attend here who otherwise possibly could not have financially" (Hart 1991, 7A).

**Abilene Higher Education Authority**

Bill Hilton remembers in the late sixties and early seventies that, "Even though there was a guaranteed student loan program, students couldn't get loans. Banks quit making student loans except to their very good customers." Abilene Christian College began making loans to its students, but it did not take long for all the loan funds to be used up. "We started looking for ways to get more loan money" (Hilton 1991,5B).

In July of 1972, a resolution was presented by the City Council of the City of Abilene, Texas, relating to the creation of a non-profit corporation for the promotion of education. The resolution read:
WHEREAS, the members of the governing body of the City of Abilene, Texas, recognize that a college education is a valuable asset and that the right to obtain such a college education should not be denied qualified students by virtue of their inability to meet all of the financial commitments that would be required where it is possible to obtain financing of a portion of the cost of such educational expenses, and

WHEREAS, it has been called to the attention of this governing body that a program of funding or financing of educational loans under existing programs under the office of the United States Office of Education may be available for the issuance of obligations by a non-profit corporation in order to obtain funds that might be lent to qualified students, it being anticipated that the interest on the obligations issued by such corporation would be exempt or could be made exempt from federal income taxes, and

WHEREAS, this governing body is anxious to assist in any way that is possible in the furthering of the educational aspirations of the young people in the Abilene and West Texas area,

NOW THEREFORE BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF ABILENE, TEXAS:

SECTION 1: That Dr. Thomas K. Kim, Dr. Elwin L. Skiles, and Dr. John C. Stevens are hereby requested to make application to the Secretary of State of the State of Texas for the formation of an educational foundation -- as a non-profit corporation -- for the purpose of furthering the opportunities for college education in the manner set forth in the preamble hereof.

SECTION 2: The corporation to be so formed shall be solely responsible for the payment of any obligations that it issues and under no circumstances shall the City of Abilene or any of its officers or its governing body be obligated in any manner to pay the principal of or interest on any of such obligations and a statement to this effect shall appear in each obligation issued by the corporation if approval thereof is sought from this governing body.

The resolution charged Thomas K. Kim, president of McMurry College; Elwin L. Skiles, president of Hardin-Simmons University, and John C. Stevens, president of
Abilene Christian College with the responsibility of applying to the Secretary of State of the State of Texas for the formation of a non-profit educational foundation. The resolution was presented by the presiding officer who was J. C. Hunter, Jr., Mayor of Abilene. A motion and second placed the resolution up for a vote. Those voting aye were Mayor Hunter, and Councilmen Bob Hunter, Bennett, Taliaferro, Childress, Morris, and Waldrop. There were not any noes cast.

Stevens, throughout his presidency of Abilene Christian College, continued to be involved in areas of responsibility that not only served the public but invariably also served the College. His personal involvement in such activities was complimented by others from the University who were encouraged by Stevens to engage actively in public service. One of the city councilmen voting on the passage of the resolution was Bob Hunter, one of the Vice Presidents at Abilene Christian College.

Immediately upon the passage of this resolution by the Abilene City Council, Stevens and the other two presidents began to contact various investment bankers regarding the creation of the Abilene Higher Education Authority and additionally a Higher Educational Facilities Corporation. Through tax-exempt financing, Abilene Christian College was attempting to generate its portion of funds required to obtain a direct loan from the Department of Housing and
Following a meeting on the Abilene Christian College campus August 21, 1972, W. G. Jerry Henderson, President of Henderson, Few and Company, Investment Bankers of Atlanta, Georgia, suggested to Stevens that to secure indebtedness for the Higher Educational Facilities Corporation, consideration be given to conveying to the City of Abilene one of Abilene Christian College’s older dormitories on the fringe of the campus.

During the meeting where this financing concept was proposed, Stevens had reservations as to the possibility of the Abilene Christian College Board approving the giving to the City of Abilene any facility presently located on the Abilene Christian College campus. Henderson suggested that the idea should be presented at the next Board meeting, and, if this hurdle could be overcome, his firm would be ready to negotiate the proposed financing with Stevens and the College (Henderson 1972). This proposal was never realized.

On November 3, 1972, Mr. M.M. Hatcher, President of the Hatcher and Company, Incorporated, Investment Bankers in the Mercantile Securities Building in Dallas, Texas, sent a letter to Senator John Tower. In his letter, Hatcher thanked Tower for his assistance to the representatives of the Abilene Higher Education Authority in obtaining appointments with the Internal Revenue Service. Hatcher also expressed the group’s gratitude to the Exempts Bond
Division for their indications that a favorable answer to their request for a ruling would be forthcoming. The letter was copied to John Stevens with an original signature (Hatcher 1972).

A memorandum concerning the indenture and the official statement was sent to John Stevens and others by Hatcher on June 6, 1973. The subject of the memorandum was the $5,000,000 Abilene Higher Education Authority Bonds. Hatcher indicated that the following sections were still required:

1. Completion of the history of the three schools
2. History of the incentive payment from the H.E.W.
3. Projection of income based upon the current holdings of the notes to be purchased initially
4. Review and clarification of the guarantee feature by the H.E.W. making explicit the possible slight loss of interest for a possible 120 days on defaulted loans made prior to the present guarantee of principal and interest (Hatcher 1973).

A year later, on June 25, 1974, the law offices of Dumas, Huguenin, Boothman and Morrow corresponded with the Honorable Omar Burleson in the House of Representatives, Washington, D. C., regarding the Abilene Higher Education Authority, Inc. The letter expressed the law firm’s feeling that it was proper to proceed with the legislation as then drafted but requested advice from the Congressman as to the proper procedure to follow (Dumas 1974).

Attached to a letter from the law offices of Dumas,
Huguenin, Boothman and Morrow sent to Mr. Mike Willatt, the Assistant Attorney General for the State of Texas at Capitol Station in Austin, Texas, was a copy of a bill to be entitled. The bill was to amend Chapter 53 of the Texas Education Code to provide for the issuance of revenue bonds by a Higher Education Authority in order to obtain funds to purchase student loan notes. The letter dated December 27, 1974, was copied to John Stevens, Mr. Bill Davis, and Mr. M. M. Hatcher.

The letter read:

Dear Mike:

Enclosed is a copy of a bill which is thought to make Sections 53.34-53.35 and 53.37-53.42 of the Texas Education Code applicable to a student loan program. If you do not agree, it would be appreciated if you would contact me immediately.

Very truly yours,

Elbert

(Morrow 1974).

Included with the letter was the Act to amend Chapter fifty-three of the Texas Education Code. The first section of the bill was to amend the Texas Education Code by adding a new section to be known as Section 53.47. The title of this section was "Bonds for the Purchase of Student Loan Notes." Part (a) of this section gave an Authority legal right to issue revenue bonds to obtain funds to purchase student loan notes which are guaranteed under the provisions of the Higher Education Act of 1965 (Public Law 89-329). Part (b) would give the Authority, acting through a bank
with trust powers, the legal right to cause bond proceeds to be expended to purchase, for its account, student loan notes executed by students who are residents of Texas and who have been admitted to attend an accredited institution in the state. Part (c) provided for the Authority to furnish reports and other information required to participate in the federal guaranteed loan program. Part (d) was an anti-discrimination statement prohibiting discrimination by reason of sex, race, creed or religious preferences.

Because of his work to establish the higher education authorities so students could obtain educational loans, Stevens was appointed to serve as chairman of the Texas Guaranteed Loan Cooperation (Hilton 1991, 5B).

Dr. Stevens took a great lead in the establishment of the Abilene Higher Education Authority. It was Dr. Stevens’ vision that saw the necessity of getting loan funds for students going to Abilene Christian just like they would any other private institution. It was his leadership that established a very solid footing, and, if we had not had this program, we would have been greatly hindered (Hunter 1991, 7B).

These letters, memorandums, and legislative bills are evidence that many people like Grant Jones in Austin, and Homer Burleson in Washington, D. C., worked hard to help establish this program, but Ray McGlothlin, President of the Abilene Christian University Board of Trustees, gives Stevens the credit for finding time "to spearhead the initial plans for the Guaranteed Student Loan Program."

Also, "Stevens was the first college or university president in the nation to work on the project of making possible the
formation of higher education authorities that could issue tax-exempt bonds to finance the purchase of federally insured loans from banks and other lending institutions" (Hart 1981, 1). "Other states have such plans, but many, like Arkansas, have one state higher educational authority. Texas is the only one that has established regional Authorities." Since Abilene is part of the South Texas region, the first bonds that were sold in Texas to make funds available for student loans were for the program in Abilene. "John was a pioneer on that" (Hilton 1991, 5A).

**A Name Change For Abilene Christian College**

In a faculty meeting in 1973, Ken Williams, associate professor of biology, asked Stevens if the College could change its name to Abilene Christian University. Several other faculty members at the meeting agreed that the school should be called a university. They pointed out that in many foreign countries the term "college" was equivalent to high school and all institutions of higher education were called universities (Stevens 1991, 2B). Because every year students from as many as fifteen or twenty foreign countries were attending Abilene Christian College, the name change could attract a broader range of these students.

Even in this country, the vocabulary of higher education was changing so that a four year school with any graduate work whatever was called a university, and the term
college was coming to be used more for junior and community colleges (Humble 1991, 4A). At that time, most state colleges had changed their names to reflect their university status. In Abilene, Hardin-Simmons had been a university for many years, even though Abilene Christian College was almost twice the size and had both a much larger course offering and a larger graduate school (Stevens 1991, 2A).

Stevens asked the faculty senate for a preliminary investigation for a name change. After the senate reported strong support among the faculty for the change, Stevens took the proposal to the Board of Trustees in May of 1974. The Board instructed Stevens to create a special committee to get the opinion of students, staff, administrators, faculty and alumni.

Stevens named Dean Emeritus Walter H. Adams as chairman for the committee to study the pros and cons of a name change from college to university. The committee of nine included student representatives Kelly Utsinger and Jeff Hicks, faculty representatives Mike Kemp and Bea Speck, board representatives J.P. Gibson and Dub Orr, alumni representatives Jimmy Jividen and Earnest Walls, and administrative representative Don Drennan. The committee reported the results of their opinion survey to be 62% in favor of a name change; 28% opposed it, and 10% had no opinion. Drennan said that the opinion poll represented a valid and reliable sampling (Hagar 1976, 1).
Although the majority of those polled were in favor of the name change, there were those who strongly opposed a change. Among those opposing the change was Dean Adams who had been asked to chair the committee to change the name. Adams thought that Abilene Christian College had been known by that name for so long, it would be hard for people to identify with a different name (Stevens 1991, 2A). Adams also feared that the school would become too fragmented, instead of being one big, happy, united family (Humble 1991, 4A). Other older faculty members also wanted to hold on to the traditional name (McCord 1991, 4A).

The committee's "Report on University Status" given to Stevens on February 17, 1975, and presented by him to the Board, recommended that the name of the school should be changed to Abilene Christian University, provided a satisfactory structure could be agreed upon. The Board agreed that the proposal should receive more study, so Stevens then named a committee to develop a satisfactory structure for Abilene Christian University. The committee was chaired by B.J. Humble, and included Floyd Dunn, Dwain Hart, Donice Kelly, Ray Whiteside, Euline Green, Clinton Hurley, and Gary Thompson (Hagar 1976, 1). Before the Structure Committee made its recommendation, "We reviewed a lot of institutions' organizational charts" (Hart 1991, 7A). In its "Report to President Stevens" dated November 18, 1975, the Structure Committee recommended that there be no
change in the structure of the school. It reads:

We recommend that Abilene Christian University should have two academic units, an undergraduate college and a graduate school, and that our academic departments continue to function as they do at present" (Abilene Christian University 1975).

The committee did not believe that a name change would require a change in the structure of the organization of the College. Stevens did add the new position of undergraduate college dean and named Ed Brown, professor of communications, to that office (Hagar 1976, 1). When the report was released, Don Drennan, Assistant to the President, who had participated on the Name Change Committee and watched very closely the work of the Structure Committee said, "Very little additional administrative expense will be incurred if the change is properly structured." He added, "Dean Humble's group will seek ways to keep from being burdened with bulky, inefficient administrative overhead" (Patton 1975, 2).

After three years of study, the name of Abilene Christian College was officially changed to Abilene Christian University by the Board of Trustees on Sunday February 22, 1976, at 3:01 p.m. The next evening during the 58th Annual Bible Lectureship, Ray McGlothlin Jr., chairman of the Board of Trustees, and Wilson C. (Dub) Orr, board secretary, signed the necessary charter amendment at the Monday night "Friends of the Library Dinner," as Stevens and 136 guests in the McGlothlin Campus Center watched (Abilene
Among many other changes made necessary by the name change was a new design for the University seal and the logo. When the recommendation was developed for a name change to be presented to the Board, Bill England, Director of Publications and Design in the department of Communication Services, began work on the new designs. He worked for five months on the designs that were finally approved. The new seal had the new name Abilene Christian University, Abilene, Texas, around the outer edges of a round disk with a flame design above an open Bible in the center. The new logo, on the other hand, was a square design with the letters ACU in large bold letters above an open Bible (Hagar 1976, 1).

Other on-campus changes included a name change at the front of the College on the sign located at the entrance of Sewell Auditorium. This change was to be done along with other facility changes, according to Neil Fry, Director of Auxiliary Enterprises and Physical Facilities. The Abilene Christian University bookstore was ready for the change and already had Abilene Christian University T-shirts in the display case outside the bookstore as soon as the announcement was made Sunday afternoon. Bookstore manager James Fulbright said, "We just guessed at it!" Items like stationery, decals, and other supplies bearing the name of the school were to arrive in a few weeks. Jerseys for the
athletic teams were also to display the new name. "We haven’t had time to change yet, but we have ordered new Abilene Christian University patches for our jerseys," explained head track coach Don Smith. Even the United States Postal Service was affected. "Even though we are already technically Abilene Christian University Station, the downtown post office will still forward mail addressed to Abilene Christian College," said Leo McDaniel, campus postmaster. The Optimist editors, who did not have to change the name of the student newspaper, asked the campus radio station KACC "What’s Happening?"

Many businesses across the street from the school were facing name changes also, but it was not as easy as just painting a new sign. Changing the name of a business requires the owner to re-register the new name with the city. Interested students inquired about the name of the College Church of Christ on the southwest corner of the campus. Dean Walter Adams, an elder of the College Church, said, "My guess is that it will be discussed briefly at the next elders meeting or referred to the elders’ executive committee. At this time there is no word" (Parker 1976, 5).

Reactions

The name change caused mixed reactions off campus as well as on campus. Reuel Lemmons, editor of the Firm Foundation, in an editorial said:
Abilene Christian College is no more. It didn’t go broke. It didn’t lose the faith. It became a university, on February 22, 1976, at 3:01 p.m.

There are mixed emotions. All of us who attended Childers Classical Institute, or its successor, Abilene Christian College, will find it hard to say Abilene Christian University. We liked "a little school." We had to. That’s all we had. We knew everybody and everyone knew us. We knew every faculty member, and they always had time for us. There was a sort of closeness about the environment that made for deep and lasting friendship. We loved the school (Lemmons 1976, 162).

Mrs. Don H. Morris, widow of the former president, was also pleased with the change. She said that it came as a surprise to her and that she did not even know it was under consideration. "I have full confidence in those men that did it," she said (Frieden 1976, 8-A).

Disadvantages

Among the disadvantages of attaining university status was the additional cost and the addition of administrative positions. Although the original plan was that there would be no structural changes accompanying the name change, because of the growth of the school, there eventually was a reorganization of the administration.

Structural Changes

The Structure Committee had recommended that the organizational structure of the College not be changed with the new status, but it quickly became apparent that such a lack of change would not be practical. "The school had
become large enough that one person as an academic administrator could not handle the duties that were needed" (Brown 1991, 6B). All academic departments had continued to report directly to the one academic dean, and, as Abilene Christian University emerged, things became so overwhelming that another faculty committee was appointed by Stevens to look again at structural changes that were needed. Hershal Avenger from the Education Department was named chairman of the committee. Stevens later reported:

Their recommendation was that we break the division of academic affairs up into four colleges. There would be the College of Liberal and Fine Arts; a College of Natural and Applied Sciences, which would include Biology, Chemistry, Physics, Mathematics, Agriculture and Industrial Arts; a College of Professional Studies including Education, Psychology and Home Economics. The fourth one was a College of Business which was the only single department to be made a College because business had grown so much.

At first the Bible Department was not made a separate college because of a serious controversy among board members. Some of the board members felt that there would be a tendency to separate the divinity professors off on the side into a seminary like some other schools had done. They felt that it needed to be a part of everyday life on campus (Stevens 1991, 2B).

Additional Costs

"I don’t think there’s any doubt that it added some to our expenditures. It added the costs for deans of the different colleges. It added another layer of
administration" (Hilton 1991, 5A). This additional cost included not only expenses for the new deans but the addition of secretaries, office assistants, academic advisors, office space, supplies, equipment, and the cost of other operating necessities. The original stipulation was that each dean was supposed to teach at least one class and hopefully two, so it would not be just a total extra expense (Stevens 1991, 2B). Also, "If you want to be a university, you add more to the library and a lot of other places too, if you want to upgrade" (Hilton 1991, 5A). Frank Rhodes, head of the history department, who once spoke in opposition to the name change in a faculty meeting, said a certain amount of "identification" value will be lost with the switch to Abilene Christian University. "Calling an institution a university doesn’t necessarily make it a better place" (Friedén 1976, 8-A).

Advantages

Advantages for the name change were varied and were viewed with a diversity of interests depending upon the orientation of the observer.

I think the biggest advantage is that the College became more associated with other universities and other institutions of higher education. It gave us academic credibility. We did not want to be perceived as an insignificant college, and, university says that you do some things, you get more involved in research. You get more involved in higher levels of university activity. We began to think more seriously about higher levels of performance. We began to put more emphasis on research, professional meetings, community
service, and service to the brotherhood (Hart 1991, 7A).

By making the change when it did, Abilene Christian University continued to take the lead among other colleges supported by members of churches of Christ.

I'm confident we have led the way. We certainly aren't the oldest, but I think very soon we gained a lot of credibility. I think that we are looked to as the leader, as the University of the brotherhood (Hart 1991, 7A).

Our fellow Christian colleges are all changing: David Lipscomb University, Harding University, Freed-Hardiman University, Oklahoma Christian University of Sciences and Arts and Lubbock Christian University. They are all universities now (Stevens 1991, 2B).

"The benefits of the change came immediately in terms of people recognizing that we had graduate level work and the academic standing to be a university." "I think it brought foundation and corporate support interest to us." "It made the alumni proud that we had reached the university status" (Hunter 1991, 7B). Stevens felt that the name change helped the school in the international market for students because "now we have students from thirty-five other countries." The name change "puts us up in the category where we ought to be" (Stevens 1991, 2A).

I really thought the greatest effect was more of a public relations event. It raised the image of Abilene Christian University and perhaps provided a little more legitimacy to our graduate program and our very diverse curriculum. We grew from being a liberal arts college to a university, which to me is quite a significant thing" (Fritz 1991, 6A).

In commenting later about the name change, Stevens said, "The University's third name change in its sixty-nine
year history was in effect simply recognizing a fact. The name change is in accordance with national trends for institutions of higher education, particularly for four-year institutions with graduate programs. But I should emphasize," he added, "that we are keeping the words 'Abilene' and 'Christian' in the title. We are proud of our hometown and are determined always to be a Christian institution" (Abilene Reporter-News 1976, 1-B).

**Christian Education Sundays**

One of the ways Abilene Christian University worked with the brotherhood of the churches of Christ was through a program called Christian Education Sundays. The concept was originally Dean Adams'. During a time of declining enrollment, Adams came to the president and said,

Let's face it, 90% of our students come from homes and families of church of Christ members who go to church. We ought to be sending out speakers all the time to various congregations just telling them about Christian education.

The idea was not to advertise Abilene Christian University from the pulpit in a commercial way, but to talk about the overall concept of Christian education. At first, only Dean Adams and President Stevens were going out to speak at various churches.

The program really began to grow when Milton Fletcher, as Assistant Vice President for Public Relations, began to expand the concept. Fletcher began contacting congregations
of the churches of Christ telling them that the College would furnish a speaker from the Bible Department or other departments who would come on a specified Sunday and speak on Christian education. The churches were assured that the speakers would not be advertising Abilene Christian University and would not be criticizing any of the Bible Chairs or state universities.

Soon the program became so popular that the College was sending speakers to Dallas, Fort Worth, Houston, Austin, San Antonio, and other cities in Texas. Speakers even went to Denver, Colorado, and other cities beyond the borders of Texas. At times there would be thirty different speakers in one city. The activity strengthened enrollment, but, more importantly, it let church members know what was going on at Abilene Christian College. It gave them a chance to find out what Abilene Christian College was teaching and to meet face to face the men who were dedicating their lives to teaching in a Christian college (Stevens 1991, 2A).

City of Abilene
Always interested in ways to improve the hometown of Abilene Christian College, Stevens served as chairman of the Education Subcommittee of the Abilene Coordinating Council for Community Services. Other committee members included representatives from the Abilene Council on Alcoholism, the American Cancer Society, the City Council PTA, the Education
Service Center, the Association for Mental Health, the Bridge, as well as the County Home Economist, the County Extension Agent, and the Superintendent of the Abilene Public School District. Stevens asked members present at the January 5, 1978, meeting to tell what each agency did in the way of community service, its primary function, and to mention any particular problems with which the committee could help.

Stevens announced that contacts had been made to work out arrangements for Cisco Junior College to move into Abilene to offer technical and vocational education at the post-secondary level. He also mentioned the Century II Task Force which was working to offer Adult Education opportunities in Abilene (Abilene Coordinating Council 1978).

University Consortium of Abilene

Dwain Hart, Department Head for Health, Physical Education and Recreation, attributes much of the success of the cooperative programs between Abilene Christian University, Hardin-Simmons University, and McMurry College to John Stevens. "He has broken down a lot of barriers between Abilene Christian University and the other two institutions," he said. As a leader in community affairs and as one who encouraged his administrative staff and others to become involved in community and educational
activities, Stevens helped transform Abilene Christian University from an isolated school on the east side of town into a dynamic leader in Abilene. Included in the cooperative efforts between the three colleges were the Abilene Library Consortium, the Abilene Intercollegiate School of Nursing, the transfer of classes between the schools, the ROTC program, and the FM radio station KACU.

The Abilene Library Consortium had its official beginning in 1979 when library directors Kenneth Roach from Abilene Christian University, Joe Dahlstrom from Hardin-Simmons University, Joe Specht from McMurry College, and Dee Blackmon from Abilene Public Library, drew up a formal set of Bylaws and with the approval of appropriate administration, applied to the State Attorney General's Office for legal status as a non-profit corporation. This status allowed the consortium to apply for grants and enter into mutually beneficial contracts for improvement of library services among the four libraries.

One of the first activities of the library consortium was the application of a grant to purchase $100,000 worth of microfilmed journals not held in the Abilene area. The film was purchased and equally distributed among the libraries with a union list of holdings being shared. Abilene Christian University served as fiscal agent for the consortium for the accounting and distribution of funds. When the invoice from University Microfilm International was
received by the Abilene Christian University Library Director, who was acting as Chairman and Treasurer for the Consortium, it was duly signed and submitted for payment. Two days later, while Roach was on vacation with his family in San Antonio, an emergency call from the Academic Vice President was left with his sister. The message was that there was not any money in the account to which Roach had charged the $100,000 worth of microfilm. A frantic call from Roach to Vice President Hilton revealed that the account to which the grant had been deposited was limited to five digits and when the six figure check was deposited, the computer simply registered it as zero. Hilton solved the dilemma by depositing two $50,000 amounts to the account and paying the invoice (Hilton 1991, 5B).

The establishment of the University Consortium of Abilene marks another milestone of Stevens' administration. This was accompanied by the establishment of the Abilene Intercollegiate School of Nursing in cooperation with the presidents of Hardin-Simmons University and McMurry College (Hart 1981, 1).

Cooperative academic programs, like the one for geology, allowed students from one school to attend basic classes at their own institutions, take specialized classes from one of the other Abilene colleges and graduate with a degree from their own institution. For example, although Abilene Christian University did not have an ROTC program,
Abilene Christian University students could enroll in the Army ROTC program offered at Hardin-Simmons University. The program offered a course of instruction leading to a commission as an officer in the Army Reserve or regular Army. The ROTC courses counted as elective credit toward degrees at Abilene Christian University but did not commit students to additional military training (Bulletin 1976, 3, 4, and 5).

As a public service, staff members from all three colleges served on the advisory board of KACU FM. "Whenever there is a fund raising for the station, leadership from Hardin-Simmons, McMurry College, Abilene Christian University, and the community assist with the campaign" (Hart 1991, 7A). These leaders came to the station on the Abilene Christian University campus in the Don H. Morris Center and would go on the air and solicit funds for the station. KACU FM was the only classical music station in Abilene.

**Other Christian Colleges**

"Stevens was a big promoter of Christian education everywhere, not only here on our campus" (McCord 1991). Stevens’ promotion of Christian education at other colleges is evident in an article he wrote after his visit to Western Christian College in North Weyburn, Saskatchewan, Canada, where he had been a speaker at their third annual lecture-
ship. After praising their campus, administration, and students, Stevens closed his article with praise for the faculty. "The entire faculty is made up of consecrated Christians who are well equipped academically and spiritually to offer an outstanding program" (Stevens 1961, 5).

An example of the intercollegiate cooperation among the church of Christ colleges and universities encouraged by the Stevens' administration was the Christian College Librarian's Index (CCLI). Prior to 1974, researchers needing information about religious issues among the churches of Christ had to spend hours, days, even weeks searching the pages of journals published by members of this brotherhood. Librarians in church of Christ colleges and universities were keenly aware of the need for an index to these publications. In 1974, under the leadership of Library Director Callie Faye Milliken at Abilene Christian College, the Christian College Librarian's Index (CCLI) was begun. The index included thirteen periodicals voluntarily indexed by librarians from many of the church's institutions of higher education. The purpose of the index was to provide access to periodical literature produced by members of churches of Christ, to encourage scholarly research on biblical teachings and on the restoration of New Testament Christianity. With the blessing of the Abilene Christian College administration, the Computer Center played an indispensable role in the production of the index. Data
from the index was entered into the mainframe of the College and all programming and printouts were furnished at no cost to the CCLI project.

During its eighteen year history, fifty-eight librarians from eighteen church of Christ colleges and universities contributed indexing to the project. Six of the original fourteen indexers are still contributing: Winnie Bell of Harding University, Paul Gannaway and Becky Vickers of Lubbock Christian University, Marsha Harper of Abilene Christian University, Don Meredith of Harding Graduate School of Religion, and Myrna G. Perry of David Lipscomb University. The committee of editors included Callie Faye Milliken, R. L. Roberts, Marsha Harper, Ken Gunselman, and Erma Jean Loveland all of Abilene Christian University. The CCLI’s Editorial Board which convened at the biennial meetings of the Christian college librarians also included Griffin Copeland of Florida College, Harold Holland of Pepperdine University, Winnie Bell of Harding, and Jane Miller of Freed-Hardeman College. Past board members included Annie Mae Lewis of Harding Graduate School, Charles Baucom of York College, James Ward of David Lipscomb University, and Don Meredith of Harding Graduate School.

Since its beginning, the Index changed its name to the Restoration Serials Index (RSI) and grew to include twenty-five periodicals and eleven lectureships.

The Index reflects a broad spectrum of brotherhood thinking and, thus, improves communication on common
concerns. Over the years the RSI editors have had a window on the brotherhood publishing scene" (Harper 1990).

Future plans were for the Index to include lectureships on audio and video cassettes. Plans were also being developed for this material to be accessed via an on-line system or possibly CD-ROM. Like many other programs that Stevens began or encouraged, the Restoration Serials Index had an important influence on higher education among the churches of Christ.

The presidents of many of the colleges and universities associated with the churches of Christ, met on a regular yearly basis to discuss programs, policies, and problems. Each meeting was held on a different campus every year so that the group could come to appreciate more and understand better their common purpose yet recognize their distinct and unique differences. Stevens worked closely with this group which included Clifton Ganus who was President of Harding University in Memphis, Tennessee. He was also a presidential contemporary with Clay Pullius and later Willard Collins who were presidents at David Lipscomb College in Nashville, Tennessee. Others who were members of this elite group of college presidents were Norvel Young at Pepperdine University in Malibu, California, James Bird and later Terry Johnson at Oklahoma Christian University of Sciences and Arts in Oklahoma City, Oklahoma, and Milton Fletcher, at Michigan Christian College in Rochester,
Michigan. Fletcher had formerly been a Vice President for Development at Abilene Christian University.

The Masten Affair

Although many years and much effort had been spent by officials of Abilene Christian College to cultivate the favor of F.O. Masten, nothing had developed until Masten’s wife Lily B. McCorkle Masten died in 1967 and left her half of the Masten estate to ten different institutions supported by members of churches of Christ on a share and share alike basis. Mrs. Masten had been a member of the church of Christ but he was not. Mrs. Masten’s will was not filed for probate until two years after her death. By that time, Don Morris had retired and Stevens had taken over the presidency of Abilene Christian College.

Since Abilene Christian College was one of the institutions named in the will and because Morris had worked for so many years with Masten, Stevens called him in California where he was vacationing. Morris said that he was coming home right away. F. O. Masten had not known about his wife’s will, so he challenged it, saying that she was not mentally competent to make such a decision. Earlier Mrs. Masten had wanted to make out her will leaving everything to Abilene Christian College, if Morris would agree not to tell her husband or anyone else. Morris was not willing to operate on that basis, but one of the other
college presidents was willing to keep the secret and convinced Mrs. Masten to make out her will leaving her half of the estate to several colleges and orphan homes (Stevens 1974, 22).

Stevens said, "There was quite a court fight over it."
The trial was styled, F. O. Masten v. Lubbock Christian College, Oklahoma Christian College, York College, Tipton Orphan Home, Boles Orphan Home, and various other institutions, all supported by members of churches of Christ. Although Abilene Christian College was named in the will as a beneficiary, the College did not join with the other beneficiaries in the suit. Upon the advice of Don Morris and B Sherrod, the Abilene Christian College board voted to support Masten in his challenge of the will. It was Morris's belief that it was not right that Mrs. Masten had made such a will. This position placed Abilene Christian College and F.O. Masten against the other institutions and placed Abilene Christian College in a very peculiar situation against other colleges and orphan homes operated by members of churches of Christ. The court finally ruled that the will was not valid (Stevens 1991, 3A). The case was tried three times and had been appealed all the way to the Texas Supreme Court before Masten regained possession of the entire estate (Mitchell 1981, 1-B).

Years later upon hearing of Morris's death, Masten called Hunter that very night. He was concerned about what
would happen to Mrs. Morris, now that she was a widow. He was afraid that she would be required to move out of the President's home and might not have enough financial resources to support herself. He was prepared to build her a home and provide for her living expenses because of his great esteem for Don Morris. Masten need not have worried, because the Board provided Mrs. Morris with the President's home where she had lived for many years and an adequate retirement.

When Stevens became President, Hunter continued to play the role of liaison between Masten, the new president, and the Board of Trustees. Through Stevens' leadership as President, Abilene Christian College continued to court Masten's favor. Stevens and Hunter continued for a number of years to keep the friendship growing by bringing people to Masten's ranch for birthday parties and other personal gatherings (Hunter 1991, 8A). Stevens continued to visit Masten about twice a year just to keep up the relationship, although Masten still had not done anything for the University. The only gift he had ever given the College was the 100 bales of cotton, which he subsequently took back.

Masten finally called Stevens at his office and said, "John Stevens, you haven't been to see me in quite awhile." Stevens said, "Well it's been three or four or five months, but we have Lectureship coming up, and everything in the world is happening. What if I come out right after
lectureship?" Masten replied, "That may be too long. The world may not be standing that long. I need to talk to you right now!" The call came on Friday, so Stevens agreed to fly out that Sunday afternoon if he did not mind talking business on Sunday. Masten indicated that it suited him, so Stevens flew out in a private plane to a little air strip in Sudan, Texas, where he was met by a man sent to take him to the meeting. Masten told Stevens that he wanted Stevens to draw up a plan to present to him, because he wanted to leave everything he had to Abilene Christian University. He wanted Stevens to develop a plan so the University got everything, would provide an annuity for him, and would give his nephews and nieces something every year for as long as they lived.

Stevens reported, "I came back to Abilene floating on air. I didn't need that airplane." Upon arriving back in Abilene, Stevens called together the University accountants, some out-of-town accountants, a couple of good lawyers, and the administrative staff. They worked day and night to develop a plan to present to Masten. When the plan was completed, Stevens called Masten and arranged a meeting to present the plan. Masten had all his people, his nephews and nieces, and his brother and sisters, present to hear the plan, but when Stevens finished his presentation there was just dead silence. Masten said, "Does anybody here want a drink of whiskey?" When Stevens declined, Masten thanked
him for the presentation and said, "You'll hear from us."

When two or three weeks went by without a call from Masten, Stevens called him and said, "This is John Stevens, and I haven't heard from you." Masten said, "And you're not going to. That plan you brought out here is the sorriest thing I've ever seen in my life." He said, "You just had a chance, and you blew it. John Stevens, you don't know what you're doing." When Stevens tried to question him about what was wrong with the plan, Masten just cut him off "pretty fast." Stevens felt terrible and thought that he was "blowing the biggest thing that Abilene Christian University had ever had." He called the chairman of the board and offered to resign saying, "We've got to get somebody to re-establish connections." Masten had threatened to give everything to the Baptist Foundation, but later, it was learned through Curtis Savage, Masten's right hand man, that Masten had talked to the Baptist representatives worse than he talked to Stevens.

After Masten told Stevens that he did not ever want to see him again, Stevens lost contact with him for awhile. Eventually though, Stevens got a call saying that F.O. Masten wanted to talk with him. Masten and his nephew W. C., who ran the place for him, had gotten into a fight and Masten was being held prisoner in his own house to keep him from willing his ranch and other holdings to Abilene Christian University. He was not allowed to go into town,
but he wanted Stevens to come see him. When Stevens and Bob Hunter arrived in Sudan, Texas, they were met by Masten’s nephew and other members of his family who denied them permission to see him.

Later, someone else called Stevens and told him that Masten was seriously ill with cancer of the tongue and was in Lubbock’s Methodist Hospital. The caller said that Masten was not expected to live, but he wanted to see Stevens as soon as possible. Because he had been forbidden by the family to see Masten, Stevens called and asked Willard Paine, previous chairman of the board, to visit Masten. Stevens said, "If I go, it’s probably going to cause a fight. Besides, you are a lot bigger than I am, and if any one is going to get whipped, I’d rather it be you than me." During Paine’s visit, Masten could not talk but wrote Paine a note saying that he wanted to give everything he had to the University and wanted to see Stevens. The biggest problem was that the family was guarding him twenty-four hours a day so that Stevens could not talk to him.

Stevens then received yet another phone call from a young lady who was a relative of the Masten’s, who told Stevens that she thought she knew how he could get in to see Masten. She told him to be at the hospital late Sunday afternoon, because the family was all going home to Sudan that night at about eight in the evening. Stevens, with Gaston Welborn, the University attorney, went back to see
Masten along with a local lawyer from Lubbock.

When they arrived at the hospital, everyone in the Masten party was gone except a nurse whom the family had engaged to stay with Masten. The lawyer from Lubbock asked the nurse to step out in the hall to answer some questions while Stevens visited with Masten. Masten was able to give Stevens a handwritten note written on a sheet of hospital chart stationary. The note was addressed to John Stevens and read, "My Dear Sir, It is now my will and testimony to leave everything I have in this world to Abilene Christian University. Take over as soon as possible. Sincerely yours, F. O. Masten." The note had been written in longhand and signed by Masten. He had written another note on the side saying that he would like his nephews and nieces to be taken care of in a reasonable manner. He also mentioned a girlfriend who lived in Amarillo. He wanted her to have the house she lived in, $25,000 a year for life, and a few other things. Within eight weeks, Masten was dead, and Gaston Welborn filed the will (Stevens 1991, 2A).

The Lubbock Avalanche-Journal reported the events in an article printed December 14, 1980, on page one.

F. O. Masten, self-made millionaire, 89, and dying, leaned across the starched sheets of his hospital bed and handed a message scrawled on yellow notepaper to the president of Abilene Christian University. The note dated Oct. 28, 1979. . . . The one-paragraph message which is riddled with spelling and grammatical errors seems to indicate he wanted to leave the bulk of his property to a small central Texas university with religious affiliations. The controversial will effectively disposes of Masten’s 111,310 acres of land
in six Texas counties, $1,055,198 in bank deposits and the rights to oil and gas beneath his land.

Ten days after the probate filing, eighteen of Mastens relatives, listed as heirs-at-law, filed papers challenging the document. These relatives included a brother, two sisters, five nieces, five nephews, two grandnieces, two grandnephews and a great grandniece. All but one of the relatives were Texas residents. The confrontation was to begin January 5th in the 154th Judicial District Court in Littlefield, Texas, with Judge Pat Boone presiding (Flake 1980, 1 and 13). Expecting extensive publicity and large courtroom crowds, Judge Boone issued a "gag" order for those involved in the proceedings and had planned to have five bailiffs on hand to keep peace. However, two days before jury selection was to begin, the parties reached a compromising agreement (Gates 1981, 1-A).

The lead article on page one of the January 5, 1981, morning edition of the Abilene Reporter-News reported that the battle between Abilene Christian University and relatives of South Plains cotton baron F.O. Masten over his multi-million dollar estate apparently had been settled out-of-court. The afternoon edition of the paper carried the lead headline "ACU, Mastens Compromise." In the same newspaper the following day the agreement was verified.

Masten's relatives had contended that he was not sane when he penned the note and that he had been unduly persuaded by Stevens to leave his estate to the University.
Stevens' attorneys presented depositions from doctors and nurses who said Masten was alert and rational when the will was written. They said that, although he was eccentric, he also was shrewd, strong-willed and independent and could not have been persuaded against his will to do anything he did not want to do. In a deposition before the court, one of the licensed vocational nurses taking care of Masten testified,

When I saw him, he was independent, selfish. . . He was very strong-willed, very opinionated. He called the shots as much as he could. The day he came to our unit from ICU, I was going to help this poor, tottery old man to bed, and he pushed my hand away real quickly. He needed help, but it was very hard for him to accept help. He wouldn't even let the nurses take his temperature. He did it himself" (Carter 1980).

Other records included a statement from a woman hired to sit with Masten during his hospitalization describing family members as a "bunch of vultures" (Abilene Reporter-News 1981, 7-A).

On Wednesday morning of February 11, 1981, the Abilene Reporter-News reported the terms of the out-of-court settlement. Abilene Christian University’s share of the millionaire cotton farmer’s estate included nineteen gas wells and ninety-seven oil wells in Cochran County. Abilene Christian University was also to receive half the minerals, all the livestock, various pieces of equipment and other personal properties from the estate as well as all the ranch land in Oldham and Cochran counties in the Panhandle. Masten’s relatives received irrigated farm land in seven
Texas counties, half the minerals, various pieces of equipment and personal items. After a year of legal maneuvering and two days before the case was to have been submitted to a Littlefield jury, Masten's relatives and the University settled out of court.

According to ACU, Masten's only surviving brother, Robert Masten of Lubbock, told ACU President John Stevens he was "pleased about the compromise and pleased that part of the estate can be used for educational purposes. We hope it will enable young people to attend school who otherwise wouldn't be able to do so" (Abilene Reporter-News 1981, 1-A).

With this final success, Stevens concluded his presidency of Abilene Christian University. At the annual Abilene Christian University Recognition Dinner May 2, 1981, in the Moody Coliseum, Ray McGlothlin, Jr., announced that John C. Stevens, President of Abilene Christian University since 1969, would become Chancellor of the University on August 27, 1981. This honor had been bestowed on only one other, Don H. Morris. McGlothlin said,

We certainly appreciate the many years of service Stevens and his wife, Ruth, have given to this institution, and we're looking forward to a continuation of that fine service in his new role as chancellor (Hart 1981, 1).

The Second Chancellor

The first year as Chancellor, Stevens spent a great deal of time traveling with President Teague, introducing him to the constituency of the University. After a time, Stevens told President Teague,
Bill, you know my goal has been, after I got out of this administrative rat race, to get back in the history classroom. I came to Abilene Christian in the fall of 1948 to teach history. That's really the subject that I like to study and to teach (Stevens 1993).

Stevens had not gotten to teach for twenty-five years because of his administrative responsibilities, but, one year after leaving the president's office, he was anxious to get back into the classroom. The next Christmas, Stevens called the Library Director and asked to borrow the entire Dictionary of National Biography, a twenty-one volume reference work on English biography, to prepare for his class in the history of England. Rather than let the materials sit idle on the shelves, the Library Director loaned the books to Stevens for two or three weeks during the Christmas holidays. Stevens reports that he totally immersed himself in the materials and was ready to begin his class during the fall semester. He then began borrowing one volume at a time from the eleven volume Story of Civilization by Will and Ariel Durant to prepare for his class in Western Civilization. Stevens continued to teach during the ten years he was Chancellor and through the time he was Chancellor Emeritus.

In addition to his teaching, Stevens remained a popular speaker off campus and continued to fill engagements on a regular basis. Also from time to time, at the request of President Teague, he continued to travel and contact constituents for special purposes. One such assignment came
in 1984 when Stevens was asked to travel to Ft. Worth to visit with H. R. Gibson, the founder of the Gibson Discount Centers and the Import One chain of stores. The assignment was a courtesy call to request permission from Gibson to name one of the gymnasiums in the Gibson Health and Physical Education Building in honor of Coach Guy Scruggs, a popular and much loved badminton and tennis coach. The presentation was planned as one of the special honors to be announced at Homecoming that October.

Because the trip had a dual purpose, Stevens invited Kenneth Roach, the Director of Libraries and Instructional Media to accompany him. As the trip began, Stevens asked Roach if he enjoyed Irish music, and upon receiving an affirmative reply, began to play one cassette tape after another. Roach commented that he had never seen such an extensive collection of Irish music. The year before, Stevens had taken one of his trips to study history first hand. He had gone to Ireland, and, as was his habit, not only learned about the history of the country but its culture as well.

When the two arrived in Fort Worth at Gibson's warehouse and office, they were invited in for a visit. During the course of the time they were in his office, Gibson regaled the two Abilenians with stories of his purchasing expeditions to the Orient and especially behind the Bamboo Curtain in China and to Taiwan. He told of his
shrewd dealings in buying tanker barges of hair oil and perfume. As he warmed to the stories, Gibson repeatedly knocked his water glass from his desk as he gestured wildly during the discourse. A special assistant, who remained present during the entire visit, continued filling Gibson's glass and trying to place it out of danger, to no avail.

Gibson told of buying three boxcar loads of another popular American product used in automobile lubrication. The product was in an aerosol can which Gibson claimed did not work. In demonstrating that the product would not work, he inadvertently sprayed Stevens in the face. As Stevens tried to clean his glasses, the two guests attempted to control their laughter, but Gibson simply said, "Well, I'll be. That's the only one that works out of three boxcar loads of the stuff." Apparently he never realized what he had done to Stevens. Calling upon his years of diplomatic dealings with the wealthy clientele of the University, Stevens remained unperturbed and continued his visit with Gibson as though nothing had happened.

After an appropriate amount of time spent visiting, Stevens made his request, which was quickly and graciously granted by Gibson. All the time the visit was in progress, Mrs. Gibson had sat in a large comfortable chair in one corner of the office and did not say a word but simply smiled during the entire conversation. Upon hearing Stevens' request and having received a quick glance from her
husband, she simply nodded her head in agreement to his statement of permission. Stevens' charm and sincerity had once again benefitted the University.

After leaving the Gibsons, Stevens and Roach drove to the Christian Care Center in Mesquite to visit with E. W. McMillan regarding some books he wished to donate to the Library. McMillan was a well known minister, author, and editor among the churches of Christ and had a large collection of special and unusual religious materials he wished to give to the library at Abilene Christian University. From 1929 to 1935, McMillan had been a professor of Bible and Chairman of the Bible Department at Abilene Christian College. During the same period, he was also the pulpit minister for the College Church of Christ across the street from the campus.

At the time of their visit, McMillan was ninety-four years old and had preached for almost eighty years. The two visitors later agreed with each other that McMillan's mind was still as sharp as ever. As fellow preachers and former faculty members, Stevens and McMillan quickly developed a rapport that highlighted the visit in a very positive manner.

After Stevens became Chancellor of Abilene Christian University, following a meeting of the Christian college presidents on the Abilene Christian University campus, Terry Johnson, President of Oklahoma Christian University of
Sciences and Arts, called Stevens and told him that the current presidents wanted to call upon some of the retired presidents to form a group called the Christian Higher Education Foundation. The group's purpose was to work on behalf of all Christian colleges. The rationale was that these men had been in the business of Christian higher education for so many years and were known all over the church of Christ brotherhood. Their mission was to promote and encourage the importance of Christian education everywhere without respect to any one college.

Stevens joined the group and they began working immediately by running advertisements in the Christian Chronicle and sending materials to youth ministers all over the nation on the idea and the general concept of Christian education. The group was not to advertise any one of the colleges but to point out that in today's world there is a vast difference between Christian higher education and secular higher education. Mailings were sent to thousands and thousands of high school students and their parents with James Dobson's article called "Christian Education vs. Secular Higher Education." This group and their activities, although relatively new, were concepts not unfamiliar to John Stevens who had worked tirelessly throughout his professional life to promote not only Abilene Christian University but Christian higher education in general.

Stevens continued to work with the Christian Higher
Education Foundation but also to assist throughout the next several years in contacting potential financial donors and other constituents who could specifically help Abilene Christian University. Because Stevens was so well known throughout the brotherhood of the churches of Christ, especially in connection with Abilene Christian University, he was always well received by those upon whom he called. Even as Chancellor, Stevens continued to be a symbol of Abilene Christian University. Chantry Fritts, Chairman of the Department of Education, believed that Stevens was the personification of "Mr. Christian Education" (Fritz 1991, 6A).

The Chancellor Emeritus

In 1992, when Royce Money became the tenth president of Abilene Christian University, William Teague became the Chancellor, and John Stevens became the Chancellor Emeritus. As Chancellor Emeritus, Stevens related that he was far enough removed from the presidents' office that he was not bothered by administrative duties anymore.

I'm now just totally retired from administration and fundraising. I still go out and do a little bit, if Royce Money wants me to, but I've got a pretty nice life, and I'm teaching my history classes. I don't know how long I'll be teaching, but I'm here and get phone calls from people all the time and I go out and make speeches. Next summer Ruth and I are going with Royce and Pam Money on a trip to the Scandinavian countries and Russia. We're recruiting some pretty high-powered people to go with us. I stay pretty busy (Stevens 1993).
In addition to his duties teaching history classes and making speeches, in 1992, Stevens began writing a history of Abilene Christian University. Earlier histories of Abilene Christian College were written by Guy Scruggs, Don Morris, and Max Leach. In 1944, Guy Scruggs, a member of the Department of Health and Physical Education who later became a much loved coach, wrote *The History of Abilene Christian College* as a master's thesis at Hardin-Simmons University. In 1953, Don Morris collaborated with Professor of Psychology, Max Leach, to write *Like Stars Shining Brightly: the Personal Story of Abilene Christian College* which was published by the Abilene Christian College Press.

Having come to Abilene Christian College in 1948 to teach history, Stevens later served as the president when the school became a university. After leaving the office of president, Stevens continued to serve the University, first as Chancellor and later as Chancellor Emeritus. Because he was responsible for renaming the College and continued to serve throughout the time the school was a university, it seemed especially appropriate that John Stevens should write its history. As one faculty member remarked, "Stevens has already left his signature indelibly on the history of Abilene Christian University" (Roach).
CHAPTER VII

ASSESSMENT OF A PRESIDENCY

Administrative Performance Evaluation

The Purpose of the Survey

The purpose of this portion of the study is to provide a forum for the Board of Trustees, other administrators, faculty, and professional staff who served with Stevens to give their assessment of the successes and failures of John C. Stevens' presidency. Additionally, it may provide information to other college presidents with which they may judge their success in obtaining a consensus for direction of their own administrations. Further, this may create a data base for research on the administrative processes at Abilene Christian University and other colleges associated with the churches of Christ. It may help to identify and anticipate changes in perceptions and values in the institution or its constituencies. It may help to measure the impact of administrative behavior on the institution's efficiency and effectiveness in accomplishing the goals of its original charter. It may help to relate administrative action to organizational policy in order to ensure compatibility between individual and institutional goals.

The assessment instrument employed in this study may
provide the trustees with a useful and practical tool for the periodic assessment of the presidential leadership effectiveness within this university. The primary legal and moral responsibility for this university rests with the trustees, so it is they who must assess the quality of leadership and provide evidence which demonstrates that the job of educational administration is being performed in an effective manner (Munitz 1977, 33).

The presidency of a private church related college or university is an increasingly specialized and complex position. If these institutions are to continue to survive they must be socially accountable and intellectually independent through effective leadership (Boyer 1982, 88). The future course of individual colleges and universities will be determined by the wisdom of the leadership of their presidents (Carnegie Foundation for the Advancement of Teaching 1975, 7).

The Survey Instrument

The questionnaire used in this part of the study was developed through a combination of the use of the questions addressed by this study and the standard administrative questionnaires discussed in Gephart (1975) and Kauffman (1980). It is an attitudinal study in which respondents answered to a Likert scale ranging between Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree (Isaac 1982, 142). This appraisal was based on the perceived
administrative effectiveness of John Stevens as President of Abilene Christian University and not on comparisons with other presidents past or present. It is a value-based approach (Fisher 1978, viii) that relies on the attitudes of the respondents. What determines the measure of quality in an institution, student body, faculty, or administrative staff? The answers will vary depending on the criteria established and on the point of view and the values of the person making the judgment. Responses to the questionnaire used in this study were received anonymously to encourage a greater degree of participation and freedom of expression. However, most of the respondents signed their questionnaire forms. In the process of this study, Stevens admonished, "Tell it like it was." On many former occasions he told faculty, "I will listen to any criticism or take any criticism in writing, but I will not even read it if it isn't signed. Any critic should have the courage of his convictions enough to sign them." Apparently most respondents remembered this statement, although there were very few who offered criticism. Since the respondents were promised anonymity, they had nothing to gain or to lose because of their responses; therefore, it may safely be assumed that their responses were a true reflection of their perceptions of John Stevens' presidential administration of Abilene Christian University.

The questionnaire was divided into seven parts. The
first part gave the respondents' profile including standard information such as sex, ethnic origin, age range, degrees and category of service to Abilene Christian University. Number of years of service, academic division, and faculty rank were also requested. The purpose of this part of the questionnaire was to properly identify the personal and professional characteristics of the respondent.

The second part of the questionnaire included questions regarding the personal qualities of Stevens during his administration. Questions regarding Stevens' intellectual and cultural interests, his physical and mental vigor, as well as his sensitivity and impartiality to those with whom he worked were explored.

The third part of the questionnaire was concerned with the area of Stevens' institutional responsibilities and how he fulfilled his stated goal of upholding the purpose of the College as set forth in its original charter. The primary goal of every president of Abilene Christian University has been to remain true to the purposes of the school as stipulated in the charter.

The fourth part of the questionnaire dealt with Stevens' leadership in institutional management. Questions in this part of the study were concerned with the formal governance structure of the University and its effectiveness.

The fifth part of the questionnaire pertained to
Stevens’ leadership in institutional representation. Included here were questions related to Stevens' activities and abilities to represent the University to the local community, the state educational community, and the national educational community.

The sixth part of the questionnaire covered Stevens' relationship with faculty, staff, other administrators, and students. An effective president must express a high level of concern for people. Effective leadership is expressed with and through the people who work within the institution. The assumptions university presidents make, concerning other people in the university, greatly determines their leadership effectiveness. The President's concern for fellow workers is revealed in many ways such as trust, sympathy, support, and understanding. This concern is also demonstrated when addressing issues related to working conditions, salary structure, fringe benefits, or job security (Blake and Mouton 1964, 10).

The seventh part of the questionnaire gave respondents the opportunity to answer open-ended questions regarding Stevens' administration, including their perceived evaluation of Stevens' five most important failures and his five most important successes. There was a total of eighty questions on the survey instrument.

The questionnaire was designed using Scantron's ScanSurvey program. This program allowed for the design of
a customized questionnaire using a computer generated print-out. After the questionnaire was developed, it was entered into the ScanSurvey program which produced the customized questionnaire that was then printed on special weight paper and mailed to those participating in the survey. The ScanSurvey was selected because it could be used with an optical reader to generate statistical reports. When the questionnaires were returned, they were processed through Scantron's Optical Mark Reader to produce the results required for this study.

The ten page questionnaire was mailed to members of the population surveyed along with a cover letter from the author explaining the purposes of the study. Included in the mailing was a letter from John C. Stevens giving permission for the study, a page of instructions regarding filling out the customized Scantron questionnaire, and instructions for returning the completed questionnaire along with a return address label and return postage.

The Population Surveyed

The questionnaire used in this study was sent to the Board of Trustees, other Administrators, Professional Staff, and the Faculty who were employed at Abilene Christian University during the last year of Stevens' administration. At the time of his retirement, Abilene Christian University employed a combination of three-hundred and sixty-eight
Board Members, Administrators, Professional Staff, and Faculty.

Stevens' last President's Annual Report, 1980-81, written during the seventy-fifth anniversary year of Abilene Christian University, listed seventy-four board members including fourteen senior board members, and six national board members. The same report listed 207 faculty members. The student annual, the Prickly Pear, for the same year listed twenty-nine administrators including three deans, five Vice Presidents, one Assistant to the President, and twenty department heads. There were also fifty-eight professional staff members. A total of 368 possible respondents were considered for the study.

Current addresses for these four categories of university associates were furnished by the President's Administrative Assistant, Betty Whiteside, and the Central Files Office of the University. Other addresses were located through the spring 1992 Hello Book, which is the official campus directory, the Alumni Directory: 1906-1981, and the Abilene public telephone directory.

Of the seventy-four members of the Board of Trustees who were serving the last year of Stevens' Presidency, nineteen were deceased by the time the survey was conducted during the summer of 1993. Four other board members had resigned and three others had retired. Questionnaires were sent to the board members who had resigned and those who
were retired as well as those who were still actively serving. A total of fifty-five questionnaires was mailed to board members. Twenty-one questionnaires were returned by board members for a 38.18% return rate.

The student annual for 1980-81 listed five Vice Presidents and one special assistant to the president who worked with Stevens through his last presidential year. Additional administrators included two deans, one acting dean, and twenty department heads. Of the twenty-nine questionnaires that were mailed to administrators, one was returned undelivered, and thirteen were returned completed for a 48.28% return rate.

There were fifty-eight professional staff members listed in the student annual for 1980-81. Of the fifty-eight questionnaires mailed to professional staff members, eight were returned undelivered. Of the remaining fifty, fourteen were returned for a 37.93% return rate.

Although the 1980-81 President's annual report to the Board listed 207 faculty members, between that time twelve years ago and the time of this study, many faculty members had retired, seven were deceased, and others had moved from Abilene. The Central Files Office of the University furnished the addresses of twenty faculty members who were not still listed in the faculty directory nor the Abilene telephone directory. A number of questionnaires were sent to the last known address. Of the 200 faculty
questionnaires mailed, there were twenty-one returned undelivered. One questionnaire returned without answers was accompanied by a note from his daughter expressing regret that her father could not respond because of a stroke he had suffered. From the 179 questionnaires delivered to faculty members, ninety-eight were returned for a 54.75% rate of return.

Of the 304 questionnaires successfully delivered, 146 were returned for a 48.03% total survey return rate. The twenty-six questionnaire packets that were returned unanswered by the post office were variously marked "No Forward order on file, Return to Sender," or "Attempted--Not Known." Several were hand marked "Not Here, Return to Sender." Attempts to locate new addresses through the University, the Abilene phone directory, or other directories were not successful.

In summary, of a possible total population of 368, only 304, or 84.4%, were surveyed. Of the 304 surveyed, 146, or 48.03%, returned their questionnaires. Therefore, of the total 368 associates serving at the close of Stevens' administration, only 146, or 39.67%, participated in this survey.

The Results of the Survey

Responses from the questionnaire are summarized question by question. The data are then compared by groups
within each category of service, tabulated, and analyzed. Conclusions are drawn on the basis of the findings. Appropriate implications and recommendations have been included in the final chapter of this study.

Responses to the questionnaire were processed by the Scantron reader with the results being reported here. Although there were 146 completed questionnaires returned, some of the questions were not completed by all respondents, so some individual questions do not indicate a one hundred percent response rate. Other questions which allowed for multiple answers will show more than 146 responses.

Respondent’s Profile

The first fourteen questions in the survey request specific information regarding the respondent answering the survey instrument. Each of these questions is cross-tabulated with question ten which deals with the category of service with which the respondent was involved during the Stevens' administration. This cross-tabulation gives a clear indication of the personal and professional information about each respondent and in what category they served.

Personal Data

Responses to the question regarding gender revealed several interesting aspects of the composition of the
TABLE I

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Female</th>
<th>Male</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>0</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>16.41</td>
<td>16.41</td>
</tr>
<tr>
<td>Administrator</td>
<td>2</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1.56</td>
<td>10.94</td>
<td>12.50</td>
</tr>
<tr>
<td>Faculty</td>
<td>12</td>
<td>65</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>9.38</td>
<td>50.78</td>
<td>60.16</td>
</tr>
<tr>
<td>Professional</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Staff</td>
<td>3.13</td>
<td>7.81</td>
<td>10.94</td>
</tr>
<tr>
<td>Column Totals</td>
<td>27</td>
<td>110</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>14.06</td>
<td>85.94</td>
<td>100%</td>
</tr>
</tbody>
</table>

population surveyed. Even though not all the Board Members responded to the questionnaire, because there had historically been no women on the board up to that time, all those who did respond were male.

Of the sixteen Administrators who responded, only 12.5% of that number were female and the other 87.5% were male. A slightly higher ratio of female to male responses was received from the Faculty. Of the seventy-seven responses, 15.58% were female and 84.42% were male. Although the numbers were considerably smaller for Professional Staff responses, a ratio of 28.57% female to 71.43% male indicates a larger percentage of females in this category of staff.

Question number two regarding ethnic origin received 134 responses, all of which were white non-Hispanic. This question included response possibilities for Black (Non-
Hispanic), Hispanic, American Indian or Alaskan, Asian or

TABLE 2
ETHNIC ORIGIN

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>White</th>
<th>Black, Hispanic</th>
<th>Indian, Asian</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>15.67</td>
<td>0.00</td>
<td>0.00</td>
<td>15.67</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>9.70</td>
<td>0.00</td>
<td>0.00</td>
<td>9.70</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>86</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>64.18</td>
<td>0.00</td>
<td>0.00</td>
<td>64.18</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Staff</td>
<td>10.45</td>
<td>0.00</td>
<td>0.00</td>
<td>10.45</td>
<td></td>
</tr>
<tr>
<td>Column Totals</td>
<td>134</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>134</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>0.00</td>
<td>0.00</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Pacific Islander, and Other. Responses did not include any of these ethnic groups. It is interesting that, although Abilene Christian College was officially fully racially integrated in the summer of 1964, by 1981, there were still no minority ethnic groups represented on the Board of Trustees, among the Administrators, on the Faculty, or on the Professional Staff.

Question number three received 134 responses to the age ranges given in the questionnaire. Considering this survey was conducted twelve years following Stevens' retirement, each of these age ranges would shift dramatically toward younger ages if the question had asked for respondents' age during the 1980-81 academic year.
TABLE 3

AGE RANGES

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>20-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>0.00</td>
<td>0.00</td>
<td>2.23</td>
<td>13.43</td>
<td>15.67</td>
</tr>
<tr>
<td>Administrator</td>
<td>0.00</td>
<td>1.49</td>
<td>1.49</td>
<td>9.70</td>
<td>13</td>
</tr>
<tr>
<td>Faculty</td>
<td>0.00</td>
<td>7.46</td>
<td>20.89</td>
<td>35.82</td>
<td>64.18</td>
</tr>
<tr>
<td>Professional</td>
<td>0.00</td>
<td>0.74</td>
<td>2.24</td>
<td>7.46</td>
<td>10.45</td>
</tr>
<tr>
<td>Column Totals</td>
<td>0.00</td>
<td>9.70</td>
<td>26.86</td>
<td>63.43</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE 4

ACC/ACU GRADUATES

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>ACC</th>
<th>ACU</th>
<th>Other</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Administrator</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Faculty</td>
<td>50</td>
<td>2</td>
<td>43</td>
<td>95</td>
</tr>
<tr>
<td>Professional</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Staff</td>
<td>6.94</td>
<td>0.69</td>
<td>1.39</td>
<td>9.03</td>
</tr>
<tr>
<td>Column Totals</td>
<td>79</td>
<td>7</td>
<td>58</td>
<td>144</td>
</tr>
</tbody>
</table>

Question number four sought to discover how many of the respondents were graduates of the institution they served. Results indicated that of the 144 responding to this question, seventy-nine, or 54.86%, were graduates of Abilene Christian College, and seven, or 4.86%, were graduates of
Abilene Christian University. This represents a total of 59.72% in all categories of service who were graduates of the institution they served.

Of the ninety-five faculty members responding to this question, there were 54.74% who were graduates of Abilene Christian College or Abilene Christian University. This seems an inordinately high percentage of faculty who were graduates of, and who taught for, Abilene Christian University. When asked about future plans, many earlier graduates used to reply that they were staying in Abilene to either teach at the College or sell insurance. These responses may explain the great ability of the school to maintain its traditions but may have hindered, to an extent, new and innovative educational approaches which might have been implemented if more faculty had come from other colleges or universities.

In response to a later question, several of the board members mentioned this problem of academic inbreeding. In the most extensive study ever done of this problem based upon data gathered from over six thousand faculty members, the researcher reported:

It is generally recognized that employing large numbers of their own graduates as faculty members is detrimental to the efficiency and progress of institutions of higher education. Such members, having obtained their scholastic training in the institutions employing them, frequently become steeped in the traditions and practices of their own institutions. As a result, they lack the broad outlook necessary to academic achievement (McNeely 1932, 1).
Because this question had been raised by the results of this survey and the concern of Board Members, it might prove to be worthy of future study for not only Abilene Christian University but all colleges and universities supported by members of the churches of Christ.

**TABLE 5**

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>AA</th>
<th>BA/BS</th>
<th>MS/MA</th>
<th>EdD</th>
<th>PhD or other</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>0.00</td>
<td>16.69</td>
<td>1.26</td>
<td>0.00</td>
<td>0.84</td>
<td>21.79</td>
</tr>
<tr>
<td>Administrator</td>
<td>1.42</td>
<td>0.18</td>
<td>3.35</td>
<td>0.42</td>
<td>0.84</td>
<td>22.21</td>
</tr>
<tr>
<td>Faculty</td>
<td>3.35</td>
<td>18.83</td>
<td>25.10</td>
<td>6.28</td>
<td>19.25</td>
<td>72.81</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>2.51</td>
<td>43.77</td>
<td>2.10</td>
<td>0.42</td>
<td>0.42</td>
<td>9.21</td>
</tr>
<tr>
<td>Column Totals</td>
<td>6.28</td>
<td>33.47</td>
<td>31.80</td>
<td>7.11</td>
<td>21.34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Question number five, dealing with degrees held, received the largest number of responses because it allowed for multiple responses. Of the seventeen Board members who responded to this question, eight held two or more degrees. Nine held degrees from Abilene Christian College, three had degrees from Abilene Christian University, and of that number, three held two degrees, one each from Abilene Christian College and Abilene Christian University. Information received from question number seventy-two further indicated that one Board member held five degrees.
including degrees from Abilene Christian College, Pepperdine University, Lubbock Christian College, Abilene Christian University, and The University of Texas. Other institutions represented by the survey population were the Baylor Medical School, North Texas State University, Texas A&M, Texas Tech, Yale, Baylor University, and the University of Houston.

Sixteen board members held bachelor's degrees, three held master's degrees, including one Master of Marriage and Family Therapy, a Master of Laws, and five had other advanced degrees including the Doctor of Dental Surgery, a Doctor of Medicine, and another board member had three Doctor of Law degrees and two Doctor of Humanities degrees. These last multiple degrees were honorary and were not used in the calculations for this study. Board Members responding held an average of one degree each.

Administrators reported a total of twenty-two degrees. One held an Associate of Arts degree, ten had bachelor's degrees, eight held a master's degree including one Master in Business Administration. Three respondents held doctor's degrees including one Doctor of Jurisprudence. Administrators responding held an average of two degrees each. Degrees held by Administrators, other than from Abilene Christian College and Abilene Christian University were from the University of Oklahoma, the University of Missouri, Texas A&M, and Texas Tech.

The ninety-eight Faculty members responding to this
question held a total of 174 degrees. Sixty-one, or 35.06%, of these degrees were at the doctoral level, with 15, or 8.62%, being Ed.D. degrees and forty-six, or 26.44%, being Ph.D. degrees or other doctoral level degrees including an honorary Doctor of Fine Arts, a Doctor of Theology, a Doctor of Religious Education, and a Doctor of Physical Education. Sixty, or 34.48%, were at the master’s level. Eleven indicated specialized degrees at the master’s degree level. One faculty member had two master’s degrees, a Master of Arts as well as a Master of Science, one had a Master of Business Administration, two had a Master of Education, one had a Master of Fine Arts, and two had a Master of Library Science. Forty-five, or 25.86%, held degrees at the bachelor’s level, and eight, or 4.59%, held associate of arts degrees.

In question number seventy-two, faculty indicated that they had degrees from four other colleges and universities associated with the churches of Christ including David Lipscomb University, Freed Hardiman University, Pepperdine University, and York College. Eleven Texas colleges and universities granted degrees to Abilene Christian University faculty including Baylor University, East Texas State University, Lee College, North Texas State University, Southern Methodist University, Southwestern Baptist Theological Seminary, Southwestern State University, Southwestern Texas Teachers College, Texas Christian
University, Texas Tech, the University of Houston, and the University of Texas.

Out-of-state colleges and universities granting degrees to Abilene Christian University faculty included Brigham Young University, Carnegie-Mellon University, Duke University, Emmanuel College, Florida State University, Fuller Theological Seminary, George Peabody University, Harvard University, Hebrew Union College, Illinois Institute of Technology, Indiana University, Kansas State University, Massachusetts Institute of Technology, North Carolina University at Chapel Hill, Ohio State University, Purdue University, Southwest Missouri State University, University of Southern California, the University of Arkansas, the University of Iowa, the University of Oklahoma, the University of Tampa, and Vanderbilt University. Foreign universities granting degrees to Abilene Christian University faculty were Edinburgh University and the University of Natal.

Professional Staff held a total of twenty-two degrees. Two held doctorates, five had master’s level degrees, nine had bachelor’s degrees, and six had associate of arts degrees.

Because of the variety and quality of other colleges and universities where Abilene Christian University Board Members, Administrators, Faculty, and Professional Staff have served or received degrees, there seemed little danger
that the problem of faculty inbreeding mentioned in question number four would have any adverse effect on the school.

Years of Service at Abilene Christian University
Within the Following Ranges of Time

In questions numbered from six through thirteen, a determination was sought regarding the respondent’s years and kind of service to Abilene Christian University. Many served under more than one president at Abilene Christian University. The following tables indicate that ninety-three Abilene Christian University associates had served under Don Morris’ administration, 127 continued to serve the University under the presidency of William Teague, and 131 served into the administration of Royce Money.

Don H. Morris served as president of Abilene Christian College from 1940 to 1969. Of those responding, ninety-three served under the presidency of Don H. Morris. Twelve served during the entire period of Morris’ administration from 1940 through 1969. Of the twelve, three were board members, one was an administrator, five were faculty members, and three were professional staff members. A total of eleven Board Members who served with Stevens had also served under the administration of Don Morris, three from the first decade of the forties, another three during the fifties, and eleven during the sixties. Only one Administrator had served with Morris during the forties, six
TABLE 6

DON H. MORRIS, ACC PRESIDENT, 1940-69:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>1940-69</th>
<th>1950-69</th>
<th>1960-69</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>3.23</td>
<td>3.23</td>
<td>5.38</td>
<td>11.84</td>
</tr>
<tr>
<td>Administrator</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>1.08</td>
<td>6.45</td>
<td>2.15</td>
<td>9.68</td>
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<tr>
<td>Faculty</td>
<td>5</td>
<td>21</td>
<td>37</td>
<td>63</td>
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<tr>
<td></td>
<td>5.38</td>
<td>22.58</td>
<td>39.78</td>
<td>67.74</td>
</tr>
<tr>
<td>Professional</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Staff</td>
<td>3.23</td>
<td>3.23</td>
<td>4.30</td>
<td>10.76</td>
</tr>
<tr>
<td>Column Totals</td>
<td>12</td>
<td>33</td>
<td>48</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>12.91</td>
<td>35.49</td>
<td>51.62</td>
<td>100%</td>
</tr>
</tbody>
</table>

others during the fifties, and an additional two during the sixties.

A larger number of Faculty Members served with Morris and on into the administration of John Stevens. Five Faculty Members served as far back as the forties, another twenty-one during the fifties, and thirty-seven more in the sixties. Because many of these Faculty Members served with Stevens when he was a faculty member himself, some have said that this accounted for Stevens' great popularity with the faculty.

Three members of the Professional Staff served with Morris during the first decade of his administration. Another three served during the second decade of his presidency, and another four served during his last nine years. Because only Abilene Christian University associates were surveyed who were serving in 1981 when Stevens retired,
these statistics are most astonishing. The implication was that some who were still serving in 1981 had served first the College and later the University since the early 1940's, a period of over forty years. These statistics attest to the great loyalty of Board Members, Administrators, Faculty Members, and Professional Staff to Abilene Christian University.

John C. Stevens served as president of Abilene Christian University from 1969 to 1981. One hundred thirty-three responded to this question with ninety-one indicating that they had served throughout the entire twelve years of Stevens' administration. Of this first group, 10.99% were board members, 10.99% were administrators, 67.03% were faculty, and 10.99% were professional support staff.

Of the twenty Board Members responding to this question, 50% served with Stevens from the beginning of his presidency in 1969. Another 25% began serving from the early seventies. From the mid-seventies, another 10% began their service, and the latter part of the late seventies saw another 15% begin their terms of office on the board.

Of the thirteen Administrators responding, 79.92% served throughout the entire presidency of Stevens. No new Administrators were added during the early seventies. After the mid-seventies, another 15.38% of those responding began their service. Another 7.69% was added in the late seventies.
TABLE 7
JOHN C. STEVENS, ACU PRESIDENT 1969-81:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>1969-81</th>
<th>1972-81</th>
<th>1975-81</th>
<th>1978-81</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>7.52</td>
<td>3.76</td>
<td>1.50</td>
<td>2.26</td>
<td>15.04</td>
</tr>
<tr>
<td>Administrator</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>7.52</td>
<td>0.00</td>
<td>1.50</td>
<td>0.75</td>
<td>9.77</td>
</tr>
<tr>
<td>Faculty</td>
<td>61</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>45.86</td>
<td>7.52</td>
<td>5.26</td>
<td>6.02</td>
<td>64.66</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>7.52</td>
<td>1.50</td>
<td>0.75</td>
<td>0.75</td>
<td>10.52</td>
</tr>
<tr>
<td>Column Totals</td>
<td>91</td>
<td>17</td>
<td>12</td>
<td>13</td>
<td>133</td>
</tr>
<tr>
<td>Totals Totals</td>
<td>68.42</td>
<td>12.78</td>
<td>9.02</td>
<td>9.78</td>
<td>100%</td>
</tr>
</tbody>
</table>

A total of 70.93% of the eighty-six Faculty Members responding, served throughout Stevens’ presidency from 1969 to 1981. In the early seventies, another 11.63% began their service, and the mid-seventies and later seventies saw the addition of 8.14% and 9.30% added to the faculty roster.

Although 71.43% of the fourteen Professional Staff members responding served throughout the entire administration of Stevens, only another 14.28% were added in the early seventies, and another 7.14% each were added to the staff during the mid-seventies and the late seventies.

William J. Teague was president of Abilene Christian University for a ten year period of time from 1981 to 1991. Of the 127 responses to this question, 107, or 84.25%, served throughout the entire ten years of Teague’s
presidency. Eighteen, or 14.17%, indicated they had served

through the first six years of Teague’s administration, and
two others, or 1.57%, served through the first three years.

Royce Money began his presidency at Abilene Christian
University in 1991 and at the time of this study had served
for two years. Seventy-seven, or 91.67%, of the respondents
served through the first year of Money’s administration. Of
these, twelve, or 15.58%, were board members; eight, or
10.39%, were administrators; thirty-one, or 40.26%, were
faculty members, and twenty-six, or 33.77%, were
professional staff members. Of those responding to the
questionnaire, only seven, or 8.33%, served through the
second year of Money’s administration. There was one board
member, one administrator, three faculty members, and two
professional support personnel.
### TABLE 9

ROYCE MONEY, ACU PRESIDENT, 1991--:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>1991-92</th>
<th>1991-93</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
<td>12</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>14.29</td>
<td>1.19</td>
<td>15.48</td>
</tr>
<tr>
<td>Administrator</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>9.52</td>
<td>1.19</td>
<td>10.71</td>
</tr>
<tr>
<td>Faculty</td>
<td>31</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>36.90</td>
<td>3.57</td>
<td>40.48</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>26</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>30.95</td>
<td>2.38</td>
<td>33.33</td>
</tr>
<tr>
<td>Column Totals</td>
<td>77</td>
<td>7</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>91.67</td>
<td>8.33</td>
<td>100%</td>
</tr>
</tbody>
</table>

Question number eleven asked respondents to indicate of which college in the University they were members. Of the twelve Administrators responding to this question regarding inclusion in an academic college, four, or 33.33%, indicated that they were not part of a college. Eight, or 66.66%, of the administrators responding indicated college membership. Most administrators came to their administrative responsibilities through the ranks of the faculty, and many continued to teach. One, or 8.33%, was a member of the College of Biblical Studies; three, or 25%, were in the College of Business Administration; one, or 8.33%, was in the College of Liberal and Fine Arts; another one, or 8.33%, was a member of the College of Natural and Applied Sciences, and two, or 16.66%, were in the College of Professional Studies.
TABLE 10

IF FACULTY, WHICH COLLEGE?

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
<th>e.</th>
<th>f.</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td></td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>15.79</td>
</tr>
<tr>
<td>Administrator</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>3.00</td>
<td>0.75</td>
<td>2.26</td>
<td>0.75</td>
<td>0.75</td>
<td>1.50</td>
<td>9.01</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>10</td>
<td>6</td>
<td>24</td>
<td>15</td>
<td>31</td>
<td>86</td>
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<tr>
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<td>0.00</td>
<td>7.52</td>
<td>4.51</td>
<td>18.05</td>
<td>11.28</td>
<td>23.31</td>
<td>64.67</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>9.02</td>
<td>0.75</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.75</td>
<td>10.52</td>
</tr>
</tbody>
</table>

Column Totals
| 37 | 12 | 9  | 25 | 16 | 34 | 133 |
| 27.81 | 9.02 | 6.77 | 18.80 | 12.03 | 25.56 | 100% |

a. Not Faculty
b. College of Biblical Studies
c. College of Business Administration
d. College of Liberal and Fine Arts
e. College of Natural and Applied Sciences
f. College of Professional Studies

Of the eighty-six faculty members responding to this question, ten, or 11.63%, were members of the College of Biblical Studies; six, or 6.98%, were in the College of Business Administration; twenty-four, or 27.91%, were in the College of Liberal and Fine Arts; fifteen, or 17.44%, were in the College of Natural and Applied Sciences, and thirty-one, or 36.05%, were in the College of Professional Studies.

Only two of the fourteen Professional Staff members responding to the survey indicated membership in an academic college. One, or 7.14%, indicated membership in the College of Biblical Studies and one other, or 7.14%, indicated membership in the College of Professional Studies. It was
not clear from these responses if the respondents meant that they taught in these colleges or if their major work assignment was in those colleges.

**TABLE 11**

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Administrator</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>4.72</td>
<td>0.94</td>
<td>2.83</td>
<td>0.00</td>
<td>8.49</td>
</tr>
<tr>
<td>Faculty</td>
<td>64</td>
<td>14</td>
<td>14</td>
<td>3</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>60.38</td>
<td>13.21</td>
<td>13.21</td>
<td>2.83</td>
<td>89.62</td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>0.94</td>
<td>0.94</td>
<td>0.00</td>
<td>0.00</td>
<td>1.88</td>
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<tr>
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<td>70</td>
<td>16</td>
<td>17</td>
<td>3</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>66.04</td>
<td>15.09</td>
<td>16.04</td>
<td>2.83</td>
<td>100%</td>
</tr>
</tbody>
</table>

a. Professor, b. Associate Professor, c. Assistant Professor, d. Instructor or Teaching Assistant

Of the nine Administrators responding to this question regarding academic rank, five, or 55.55%, had the rank of Professor; one, or 11.11%, was an Associate Professor; three, or 33.33%, were Assistant Professors. Of the ninety-five Faculty members responding, sixty-four, or 67.37%, were Professors; fourteen, or 14.74%, were Associate Professors; fourteen, or 14.74%, were Assistant Professors, and three, or 3.16%, were Instructors or Teaching Assistants. Of the two Professional Staff members responding, one, or 50%, held the rank of professor, and one, or 50%, held the rank of Associate Professor.
TABLE 12

TENURE

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Yes</th>
<th>No</th>
<th>Row Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Member</td>
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<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>15.33</td>
<td>15.33</td>
</tr>
<tr>
<td>Administrator</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>6.57</td>
<td>0.73</td>
<td>7.30</td>
</tr>
<tr>
<td>Faculty</td>
<td>87</td>
<td>5</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>63.50</td>
<td>3.65</td>
<td>67.15</td>
</tr>
<tr>
<td>Professional</td>
<td>3</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Staff</td>
<td>2.19</td>
<td>8.03</td>
<td>10.22</td>
</tr>
<tr>
<td>Column Totals</td>
<td>99</td>
<td>38</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>72.26</td>
<td>27.74</td>
<td>100%</td>
</tr>
</tbody>
</table>

Of the ten Administrators answering this question regarding tenure, nine, or 90%, had tenure; one, or 10%, did not. Of the ninety-two Faculty members responding, eighty-seven, or 94.57%, indicated they had tenure; five, or 5.43%, did not. Of the fourteen Professional Staff, three, or 21.43%, had tenure; eleven, or 58.57%, did not.

I. PERSONAL QUALITIES OF JOHN STEVENS DURING HIS ADMINISTRATION:

Respondents were requested to mark the following selections as they best represented their perception of the statement.

The body of the questionnaire from question fourteen through seventy-one requested responses relating to Stevens' personal qualities, his institutional responsibilities, his institutional management, his institutional representation,
and his relationship with faculty, administration, students, and others. Respondents were asked to mark the following selections as the answers best represented their perception of the statement. They were also requested to make additional comments regarding any of the questions if they wished and to number them and return these replies on separate paper. The questions are listed just as they appeared on the questionnaire with the addition of the responses received. Responses include the actual number of responses for each part of the question as well as the percentage of the number of answers received for that question. Instructions for this part of the questionnaire were as follows: Please mark the following selections as they best represent your perception of the statement. Additional comments regarding any of the following should be numbered and returned on separate paper.

The results of this part of the questionnaire indicate that board members, administrators, professional staff, as well as faculty, perceived Stevens to be a president with remarkable personal qualities. The twelve questions received an average of 145.17 responses. An average of 89.5, or 61.65%, of the responses for this entire area indicated that the respondents strongly agreed. Another 64.67, or 32.15%, agreed; 6.66, or 4.59%, were undecided. An average of 1.67, or 1.15%, disagreed and an average of .67, or .40%, strongly disagreed.
### TABLE 13

DISPLAYED AN ACTIVE INTEREST IN MAJOR ISSUES AND INNOVATIONS IN HIGHER EDUCATION:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>53</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>55.48</td>
<td>36.30</td>
<td>6.16</td>
<td>1.36</td>
<td>0.68</td>
</tr>
</tbody>
</table>

### TABLE 14

POSESSED BROAD INTELLECTUAL AND CULTURAL INTERESTS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>49</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>59.59</td>
<td>33.56</td>
<td>5.48</td>
<td>0.68</td>
<td>0.68</td>
</tr>
</tbody>
</table>

### TABLE 15

DISPLAYED PHYSICAL AND MENTAL VIGOR NECESSARY FOR THE POSITION:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>28</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>76.71</td>
<td>19.18</td>
<td>3.42</td>
<td>0.00</td>
<td>0.68</td>
</tr>
</tbody>
</table>

### TABLE 16

WORKED EFFECTIVELY WITH FACULTY MEMBERS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
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<td>87</td>
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<td>5.48</td>
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</table>
**TABLE 17**
WORKED EFFECTIVELY WITH OTHER ADMINISTRATORS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
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<td>101</td>
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<tr>
<td>68.18</td>
<td>26.71</td>
<td>2.05</td>
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<td>0.00</td>
</tr>
</tbody>
</table>

**TABLE 18**
WORKED EFFECTIVELY WITH STUDENTS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>44</td>
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<td>0</td>
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<tr>
<td>66.43</td>
<td>30.77</td>
<td>2.80</td>
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<td>0.00</td>
</tr>
</tbody>
</table>

**TABLE 19**
WORKED EFFECTIVELY WITH THE BOARD:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
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<td>86</td>
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<td>4</td>
<td>0</td>
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<td>30.06</td>
<td>7.00</td>
<td>2.80</td>
<td>0.00</td>
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</table>

**TABLE 20**
WORKED EFFECTIVELY WITH DIFFERENT TYPES OF PEOPLE:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
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<tr>
<td>99</td>
<td>34</td>
<td>6</td>
<td>1</td>
<td>0</td>
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<td>70.71</td>
<td>24.29</td>
<td>4.29</td>
<td>0.71</td>
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TABLE 21
EVIDENCED IMPARTIALITY IN ASSESSING PROBLEMS, PEOPLE, AND ISSUES:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tbody>
<tr>
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<td>1</td>
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TABLE 22
DISPLAYED A SENSITIVITY TO THE FEELINGS OF ASSOCIATES:

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<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>79</td>
<td>55</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>54.48</td>
<td>37.93</td>
<td>2.76</td>
<td>3.45</td>
<td>1.38</td>
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TABLE 23
POSSESSED A PERSONALITY TO WHICH ASSOCIATES COULD ADJUST EASILY:

<table>
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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>44</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>66.44</td>
<td>30.14</td>
<td>2.74</td>
<td>0.68</td>
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</table>

TABLE 24
WAS KEENLY AWARE OF THE IMPACT OF HIS DAY-TO-DAY OPERATION ON THE VARIOUS PUBLICS SERVED:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
<td>65</td>
<td>12</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>46.94</td>
<td>44.22</td>
<td>8.16</td>
<td>0.68</td>
<td>0.00</td>
</tr>
</tbody>
</table>
II. INSTITUTIONAL RESPONSIBILITIES

The charter of Childers Classical Institute stated the purpose of the school:

The establishment and maintenance of a college for the advancement of education in which the arts, sciences, languages and Holy Scriptures shall always be taught, together with such other courses of instruction as shall be deemed advisable by the Board (Board of Directors 1906).

In assessing Stevens' ability to meet the institutional responsibilities of the office of president, from an average of 146.18 responses for each question, survey participants indicated that seventy-two, or 49.25%, strongly agreed with the positive statements. Another fifty-six, or 38.31%, of the respondents agreed. An average of 12.67, or 8.67%, of the respondents were undecided. Another 5.34, or 3.65%, of the responses disagreed and an average of .17, or .12%, strongly disagreed.

**TABLE 25**

DURING HIS PRESIDENCY, JOHN C. STEVENS CONTINUED TO UPHOLD THIS PURPOSE:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
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</tr>
<tr>
<td>53.79</td>
<td>35.17</td>
<td>10.34</td>
<td>0.69</td>
<td>0.00</td>
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</tbody>
</table>
TABLE 26
THE EDUCATIONAL PHILOSOPHY OF JOHN STEVENS PROMOTED THE PURPOSES OF ACU:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>60.54</td>
<td>36.05</td>
<td>2.72</td>
<td>0.68</td>
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</tr>
</tbody>
</table>

TABLE 27
JOHN STEVENS STRENGTHENED THE FINANCIAL POSITION OF ACU:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>55</td>
<td>14</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>45.89</td>
<td>37.67</td>
<td>9.59</td>
<td>6.85</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TABLE 28
DURING HIS ADMINISTRATION, JOHN STEVENS STRENGTHENED THE RELATIONSHIP BETWEEN ACU, HARDIN-SIMMONS UNIVERSITY, MCMURRY COLLEGE, AND THE CITY OF ABILENE:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>55</td>
<td>14</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>48.63</td>
<td>37.67</td>
<td>9.59</td>
<td>4.11</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TABLE 29
JOHN STEVENS WAS A LEADER AMONG RELIGIOUS INSTITUTIONS OF HIGHER LEARNING WHILE PRESIDENT OF ACU:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>59</td>
<td>17</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>41.50</td>
<td>40.14</td>
<td>11.56</td>
<td>6.80</td>
<td>0.00</td>
</tr>
</tbody>
</table>
TABLE 30

THE DECISION TO CHANGE THE STATUS OF ACC TO A UNIVERSITY WAS A POSITIVE MOVE:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>63</td>
<td>12</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>45.21</td>
<td>43.15</td>
<td>8.22</td>
<td>2.74</td>
<td>0.68</td>
</tr>
</tbody>
</table>

III. LEADERSHIP -- INSTITUTIONAL MANAGEMENT

During his presidential administration, John Stevens . . .

TABLE 31

EVIDENCED AWARENESS OF HIS MULTIPLE ROLES AND RESPONSIBILITIES TOWARD FACULTY, STUDENTS, THE BOARD OF TRUSTEES, AND COMMUNITY:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>72</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>37.76</td>
<td>50.35</td>
<td>11.19</td>
<td>0.70</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TABLE 32

DIRECTED AN ADMINISTRATIVE ORGANIZATION AND MANAGEMENT STRUCTURE WHICH WAS EFFECTIVE IN CARRYING OUT POLICY DECISIONS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>72</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>37.76</td>
<td>50.35</td>
<td>11.19</td>
<td>0.70</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### TABLE 33

THE PRESIDENT'S STAFF WORKED WELL AS A UNIT:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49</td>
<td>65</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>33.56</td>
<td>44.52</td>
<td>18.49</td>
<td>2.74</td>
<td>0.68</td>
</tr>
</tbody>
</table>

### TABLE 34

EVIDENCED ABILITY TO WORK EFFECTIVELY WITHIN THE FORMAL GOVERNANCE STRUCTURE OF THE UNIVERSITY:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>59</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>40.28</td>
<td>40.97</td>
<td>15.28</td>
<td>2.78</td>
<td>0.69</td>
</tr>
</tbody>
</table>

### TABLE 35

SUPERVISED THE EFFICIENT AND EQUITABLE ALLOCATION OF INSTITUTIONAL RESOURCES:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62</td>
<td>63</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>42.76</td>
<td>43.45</td>
<td>13.10</td>
<td>0.69</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 36

ALWAYS DISPLAYED LEADERSHIP IN DIRECTING THE CURRENT AND LONG-RANGE PLANNING OF THE INSTITUTION:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
<td>57</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>48.59</td>
<td>40.14</td>
<td>7.75</td>
<td>3.52</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### TABLE 37
MAINTAINED AN APPROPRIATE BALANCE
OF SUPPORT FOR THE ACADEMIC RESEARCH AND
SOCIAL SERVICE FUNCTIONS OF THE UNIVERSITY:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>59</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>50.00</td>
<td>43.38</td>
<td>4.41</td>
<td>2.21</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 38
MAINTAINED APPROPRIATE RESPONSIVENESS
TO SUGGESTIONS AND IDEAS OF OTHERS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>46</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>57.66</td>
<td>33.58</td>
<td>8.03</td>
<td>0.00</td>
<td>0.73</td>
</tr>
</tbody>
</table>

### TABLE 39
INSPIRED ENTHUSIASM FOR UNIVERSITY GOALS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>44</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>58.65</td>
<td>33.08</td>
<td>6.77</td>
<td>1.50</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 40
PROCESSED DETAILED AND
ROUTINE TASKS EFFICIENTLY:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>63</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>47.55</td>
<td>44.06</td>
<td>6.29</td>
<td>2.10</td>
<td>0.00</td>
</tr>
</tbody>
</table>
TABLE 41
ESTABLISHED UNIFORM PROCEDURES:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>66</td>
<td>23</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>32.39</td>
<td>46.48</td>
<td>16.20</td>
<td>4.93</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TABLE 42
ENSURED EFFICIENT USE OF ALL UNIVERSITY RESOURCES -- HUMAN, MATERIAL, AND FINANCIAL:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>71</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40.97</td>
<td>49.31</td>
<td>9.72</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TABLE 43
WAS A GOOD ORGANIZER AND PLANNER:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>93</td>
<td>45</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>64.14</td>
<td>31.03</td>
<td>4.83</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

TABLE 44
DEMONSTRATED ABILITY TO SEE BEYOND THE PRESENT (WHAT EFFECT DECISIONS WOULD HAVE ON THE FUTURE WELL-BEING OF THE UNIVERSITY):

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>56</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>53.57</td>
<td>40.00</td>
<td>5.71</td>
<td>0.72</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Regarding how Stevens performed his institutional responsibilities, from a total average response per question of 139.5, an average response of sixty-three, or 45.15%, strongly agreed with the positive statements. An average of 59.86, or 42.91%, responded that they agreed; an average of 14.14, or 10.14%, were undecided; an average of 2.29, or 1.64%, disagreed; and an average of .21, or .15%, strongly disagreed. An overwhelming 88.07% of those responding to this series of questions indicated that their perception was that they strongly agreed or agreed that Stevens performed his institutional responsibilities.

IV. LEADERSHIP -- INSTITUTIONAL REPRESENTATION

During his presidential administration, John Stevens . . .

In this part of the questionnaire, questions forty-five to fifty-five, respondents were asked if they perceived that Stevens had performed his institutional representation responsibilities. Out of an average response of 137.27 to the eleven questions, an average of 76.55, or 55.77%, responded that they strongly agreed. An average of 48.09, or 35.03%, responses answered that they agreed; an average of ten, or 7.29%, indicated that they were undecided; 2.27, or 1.65%, disagreed; and .36, or .26%, strongly disagreed. From the average response of 137.27, or 90.8%, strongly agreed or agreed that Stevens performed his responsibilities of
institutional representation.

### TABLE 45

WORKED EFFECTIVELY FOR DEVELOPMENT OF FACILITIES, EQUIPMENT, AND FUNDING NECESSARY TO SUPPORT FUNCTIONS OF THE UNIVERSITY:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>59</td>
<td>17</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>40.43</td>
<td>41.84</td>
<td>12.06</td>
<td>5.67</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 46

REPRESENTED THE UNIVERSITY EFFECTIVELY IN ITS RELATIONSHIP WITH THE BOARD OF TRUSTEES:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>40</td>
<td>14</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>58.82</td>
<td>29.41</td>
<td>10.29</td>
<td>1.47</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 47

PROJECTED AN EFFECTIVE NATIONAL IMAGE OF THE MISSION AND ROLE OF THE UNIVERSITY:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>38</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>71.13</td>
<td>26.76</td>
<td>2.11</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### TABLE 48

Encouraged faculty and staff members to promote university interests through professional memberships, community services, and other individual activities:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>38</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>57.80</td>
<td>34.86</td>
<td>4.59</td>
<td>2.75</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 49

Supported disciplines in individual projects for student recruitment:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>59</td>
<td>20</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>41.26</td>
<td>41.26</td>
<td>13.99</td>
<td>2.80</td>
<td>0.70</td>
</tr>
</tbody>
</table>

### TABLE 50

Maintained appropriate commitment to the social service role of the university:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>61</td>
<td>14</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>43.57</td>
<td>43.57</td>
<td>10.00</td>
<td>2.86</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 51

Worked effectively in the local community for the support of the university:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>52</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>58.16</td>
<td>36.88</td>
<td>4.96</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### TABLE 52

**EVIDENCED CAPACITY TO MAINTAIN INSTITUTIONAL INTEGRITY AGAINST ANY OUTSIDE PRESSURE GROUPS:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>29</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>75.18</td>
<td>20.57</td>
<td>2.13</td>
<td>0.71</td>
<td>1.42</td>
</tr>
</tbody>
</table>

### TABLE 53

**WORKED EFFECTIVELY TO OBTAIN RESEARCH AND PROGRAM FUNDING FOR UNIVERSITY PROJECTS:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>58</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48.20</td>
<td>41.73</td>
<td>7.91</td>
<td>2.16</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 54

**MAINTAINED APPROPRIATE INTEREST AND INVOLVEMENT IN OUTSIDE AGENCIES FOR THE SUPPORT OF PRIVATE HIGHER EDUCATION:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>47</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>61.43</td>
<td>33.57</td>
<td>4.29</td>
<td>0.00</td>
<td>0.71</td>
</tr>
</tbody>
</table>

### TABLE 55

**WAS AN EFFECTIVE ADVOCATE TO THE OUTSIDE COMMUNITY:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>48</td>
<td>10</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>56.34</td>
<td>33.80</td>
<td>7.04</td>
<td>2.82</td>
<td>0.00</td>
</tr>
</tbody>
</table>
V. RELATIONSHIP WITH FACULTY, ADMINISTRATION, STUDENTS, AND OTHERS

During his presidential administration, John Stevens...

Questions from fifty-six through seventy requested perceptions of Stevens' performance regarding his relationship with faculty, administration, students, and others. An average response of 77.07, or 55.95%, strongly agreed that he met this responsibility very well. Another 49.53, or 35.96%, agreed that they perceived that he met this responsibility. An average of 8.4, or 6.1%, were undecided; 1.67, or 1.21%, disagreed; and 1.07, or .78%, strongly disagreed.

TABLE 56
SUSTAINED A SENSE OF COMMUNITY WITH OPEN, CONSISTENT, AND USEFUL COMMUNICATION AND MUTUAL TRUST AMONG STUDENTS, FACULTY, STAFF, AND ADMINISTRATION:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76</td>
<td>43</td>
<td>8</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>58.46</td>
<td>33.08</td>
<td>6.15</td>
<td>0.00</td>
<td>2.31</td>
</tr>
</tbody>
</table>

TABLE 57
FOSTERED AN ENVIRONMENT WHICH RECOGNIZED HUMAN POTENTIAL, PROMOTED GROWTH, AND REWARDED INITIATIVE:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>55</td>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50.00</td>
<td>40.44</td>
<td>8.09</td>
<td>1.47</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### TABLE 58
**Provided Staff Development Opportunities/Encouraged Professional Growth for Employees:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>51</td>
<td>15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>48.15</td>
<td>37.78</td>
<td>11.11</td>
<td>1.48</td>
<td>1.48</td>
</tr>
</tbody>
</table>

### TABLE 59
**Had Students’ Interests in Mind When Making Decision:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>47</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>59.85</td>
<td>35.61</td>
<td>3.79</td>
<td>0.00</td>
<td>0.76</td>
</tr>
</tbody>
</table>

### TABLE 60
**Demonstrated Trustworthiness (Honesty, Reliability, Integrity):**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>37</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>68.03</td>
<td>25.17</td>
<td>5.44</td>
<td>1.36</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### TABLE 61
**Demonstrated Ability to Motivate Personnel:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>46</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>62.33</td>
<td>31.51</td>
<td>4.79</td>
<td>0.68</td>
<td>0.68</td>
</tr>
</tbody>
</table>
### TABLE 62
DEMONSTRATED ABILITY TO INSPIRE CONFIDENCE:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>48</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>61.64</td>
<td>32.88</td>
<td>2.74</td>
<td>1.37</td>
</tr>
</tbody>
</table>

### TABLE 63
ENCOURAGED PARTICIPATION IN DECISION-MAKING AND DEMONSTRATED WILLINGNESS TO CONSIDER OPPOSING VIEWS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>61</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>46.58</td>
<td>41.78</td>
<td>8.90</td>
<td>2.74</td>
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### TABLE 64
KEPT CHANNELS OF COMMUNICATION OPEN:

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<th>Strongly Agree</th>
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<th>Strongly Disagree</th>
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<td></td>
<td>85</td>
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<td>58.62</td>
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### TABLE 65
DEMONSTRATED GOOD INSIGHT AND JUDGEMENT IN DEALINGS WITH STUDENTS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
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<th>Strongly Disagree</th>
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### TABLE 66
DEMONSTRATED GOOD INSIGHT AND JUDGEMENT IN DEALINGS WITH UNIVERSITY PERSONNEL:

<table>
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### TABLE 67
DEMONSTRATED WILLINGNESS TO RESOLVE PROBLEMS:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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<td>83</td>
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<td>2.08</td>
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### TABLE 68
WAS ACCESSIBLE TO STAFF AND STUDENTS:

<table>
<thead>
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### TABLE 69
FOSTERED GOOD MORALE WITHIN THE UNIVERSITY:

<table>
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<tr>
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</table>
TABLE 70

RESOLVED CONFLICTS IN A CONSTRUCTIVE MANNER:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>54</td>
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<td>2</td>
<td>2</td>
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<td>55.24</td>
<td>37.76</td>
<td>4.20</td>
<td>1.40</td>
<td>1.40</td>
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</tbody>
</table>

MORE INFORMATION ABOUT THE RESPONDENTS

72. Write the following information on this form: Degrees, Date, College or University.

Information received from this question regarding degrees held and the source of the degrees was combined with responses to questions number four and five to present a combined educational description of those responding.

73. If you have served with other colleges or universities please indicate the name(s) and inclusive dates of service and category of service.

In addition to service on the Abilene Christian University Board of Trustees, several board members indicated that they also had served or were currently serving in various capacities at other colleges and universities. One member indicated that he had served on the Board of Trustees for the International Bible College from September 1989 to the present time. Another had served since 1983 as President of the Christian Chronicle at Oklahoma Christian University of Science and Art as well as a member of the Board of Trustees for the Pepperdine School of Law in 1965. A third respondent indicated that he had served on the Board of Directors of David Lipscomb College
for fourteen years. Still another served on the Athletic Council at Texas Tech University from 1938 to 1941 and also was an alumni representative. A fifth board member served from 1988 to 1991 on the Texas A&M University Project 2000.

In addition to service to Abilene Christian University, several Administrators indicated that they had served with other colleges supported by members of the churches of Christ, namely: Harding University, Pepperdine University, and Amber University. Other Texas colleges served before coming to Abilene Christian University were Sam Houston State University and The University of Texas in Austin. One Vice President served as Executive Vice President of the Independent Colleges and Universities of Texas for ten years, from 1970 to 1980. Academic service outside the state of Texas included special assignment in Thailand, The University of Tennessee Medical School in Memphis, the University of Illinois Medical School in Chicago, Virginia Technical University, and the University of Dubuque in Iowa.

Twenty-one faculty members indicated that they had served with other colleges or universities supported by members of the churches of Christ. Among those, in alphabetical order were: one at Alabama Christian College in Montgomery, Alabama; one at Columbia Christian College in Portland, Oregon; three at David Lipscomb University in Nashville, Tennessee; one at Florida College in Temple Terrace, Florida; one at Freed Hardeman College in
Henderson, Tennessee; three at Harding University in Searcy, Arkansas; one at Michigan Christian College in Rochester Hills, Michigan; one at Northeastern Christian Junior College in Villanova, Pennsylvania; six at Pepperdine University in Malibu, California; and one at York College in York, Nebraska. One other simply indicated that he had worked at two other Christian colleges. Another was with the Institute of Christian Studies, which is a school of preaching in Austin, Texas. Six other faculty members served with colleges or universities associated with other churches. There were three that taught at Baylor University in Waco, Texas; one served with Trinity University in San Antonio, Texas; another taught at Texas Christian University in Fort Worth, Texas; and one served with the Christian of the Southwest in Dallas, Texas.

Eighteen faculty members indicated that they had taught at a variety of Texas universities including: one at East Texas State University, four at Texas A&M, three at Texas Tech, one at Texas Woman’s University, seven at The University of Texas, and two at the University of North Texas. Five others had taught at colleges such as Central Texas, Midwestern, San Angelo, and Tarelton. One former faculty member was serving as Dean at Tyler Junior College.

Thirteen other faculty members had teaching experience in out-of-state universities such as: Kansas State University, Louisiana State University, the University of
Arkansas, the University of California Los Angeles, the University of Iowa, the University of Missouri, the University of Oklahoma, and the University of Tennessee Medical Units. Seven others taught at smaller colleges and junior colleges.

Several members of the Abilene Christian University Professional Staff indicated service with other colleges associated with churches of Christ. One indicated service as a faculty member who taught both in the College and in the high school at David Lipscomb College in Nashville, Tennessee. Another member of the Professional Staff served for fourteen years as a member of the Board of Directors of David Lipscomb College. Another Professional Staff member served on the faculty at Oklahoma Christian College before coming to Abilene Christian University.

74. Other information about yourself you would care to share:

Responses to this question produced no information useful to this study.

75. GENERAL COMMENTS REFLECTING YOUR VIEWS OF DR. STEVENS' ADMINISTRATION:

Although the responses to this question and question number eighty could be categorized and statistically reported, such a procedure would result in the loss of subtle shades of meaning in assessing the respondents'
perceptions of Stevens as a university president, so, responses are simply listed as they were received. Because this questionnaire was designed to evaluate Stevens, either good or bad, and not to evaluate others, negative comments regarding others have been deleted.

Board Members' Comments

I thought he did an outstanding job in all phases of his work.

Was especially willing to say I was wrong.

Dr. Stevens led the University effectively during a period of rapid growth. He was unusually talented in all aspects of his job - both on campus and off.

John conducted the most even-handed, solid, Biblical-based administration I could possibly imagine. When John spoke (even today)[sic.] people listen.

John C. Stevens was an understudy of Don H. Morris and JCS assumed the presidency at the height of the insurrection period of the 60's and Vietnam war. He held the student body and faculty together during a violent period of time in our history.

Dr. Stevens brought everything that is good to the University. He ran a tight ship religiously and financially. It was also a highly successful administration.

Great communicator. Great integrity - really loved his work. Inspires people to do their best. Outstanding in public relations with others outside of ACU family.

He did a super job.

He was a very able and effective president.

Excellent record and performance.

Having answered all questions with a "strongly agree" or "agree", I can only state that he was a most efficient administrator and Christian man.
In my view, Dr. Stevens served well and had an outstanding administration.

Dr. Stevens is a great man. He never met a stranger. He is universally liked. A man of high integrity and ethics.

Dr. John had an outstanding ten years at ACU. Student enrollment increased each year - always lived within the budget.

Dr. Stevens is a great man and great Christian and great president and leader at ACU.

My impression of Dr. Stevens and his administration has to be that he and his work was very effective. He was a well liked person by everyone. I admired him very much.

An outstanding president who led the University in a very effective way.

ACU has been fortunate in having the right men at the right time for it's president. Stevens was the right man for his time as a successor to Morris.

An excellent administrator and leader at a time when his type of leadership was needed.

High integrity and instilled confidence. Fair and just, honest. Popular in brotherhood of Church.

Administrators’ Comments

John C. Stevens is a great administrator. He was a great friend of learning. He gives credit to others on the team. He had a good balance of thoughtfulness and love.

Dr. Stevens has always been an affable, bright, and capable good man with dedication to Christian service management in his life.

John Stevens was a man of integrity and dedication. Time has shown he was the right man for the job in 1969. He has continued his great passion for supporting Christian Education.

It was a pleasure to work for a great Christian leader like John Stevens.
In many ways, Stevens was a fine person and president. He did not, however, have much academic vision or desire a Dean with a strong academic vision.

An outstanding administrator, with high academic standards, and unique ability to work with his faculty and administrators.

Dr. Stevens was able to build a team spirit. He was a great communicator, he gave credit to others, he was unselfish.

Faculty members' Comments

Things were done in an orderly efficient manner

During John Stevens' administration, I could think of no one that could have done any better. I would have been happy to have seen him continue for a few more years. I trusted him.

Nice guy, hard worker. His door was too open. (you could walk in anytime.)

A great people person who made serving in the school a privilege and opportunity rather than merely a job.

Overall very positive. He did not take an aggressive role in supporting all departments equally - left finances alone for academics. Understood faculty role very well.

All around EXCELLENT. Stevens' one big mistake was dividing the University into multiple colleges instead of only two (Graduate and Undergraduate Colleges). Prior to this move, the faculty predicted it would lead to a fractioning [sic.] of the unity of the faculty and lowered morale. It did.

I thought he did an outstanding job in all phases of his work.

Dr. Stevens related well to the faculty, staff and students. He was around the campus a lot - a father figure to all the students. A friendly and caring president.

His image (personal and administrative) was excellent in this city and state. He has continued to be a speaker in demand.
The right man for the challenges of the time. Excellent transition from great contributions of predecessor (Don Morris). Wonderful in relations with many publics - Abilene - Texas - National Educational Circles.

A fine administrator. His democratic philosophy of educational leadership was welcomed but sometimes was slow. He had great human, technical, and conceptual skills. He was a strong advocate of civic activities and relations. He led during a period of steady growth in numbers, resources, facilities, image and personnel.

Very good and fair administrator.

I was pleased.

All positive. As one of the first women with a doctorate, I was treated well and encouraged in every way. I served on many major committees, including Library, Retirement, Fringe Benefits, Graduate Council, and Academic Council, and so I was in positions to see and judge his work and attitudes in a wide range of matters.

Very effective, excellent administrator, good civic leader, Christian gentleman. Had strong support from Ruth, his wife. Has respect of outsiders.

Outstanding person, president, and friend.

Dr. Stevens was personally helpful to me as a teacher in his availability and advice.

Outstanding

John Stevens is the only person I know who could deliver a speech at a 7:00 a.m. breakfast and be a smash hit.

The years (1974-91) I served ACC/ACU as a department chairman and faculty member were some of the most enjoyable, challenging, and rewarding of my professional career which spanned more than 45 years.

He was a good Dean, I thought. While he was president I had no personal contact with him regarding my position - too many levels of authority.

Worked great with faculty!

Freely admitted mistakes.
A great man of God and man.

Among the four different administrations, Dr. Stevens' administration was the most effective and successful in the academic growth and development of the University.

Outstanding Leadership

I feel he was a strong influence for good, did an excellent job as President of ACU.

I feel that we lost control of students during his tenure. Became more liberal minded.

I think John's administration a great success, on the whole. In the larger context of the University's history, it's significant that he marks the end of the "preacher-turned-president" species of administrator. All his predecessors were essentially preachers rather than academics; every church school begins with this type of leader and has to outgrow it to become a serious university. John Stevens was our transition figure as we outgrew Don Morris.

Dr. Stevens led us well. He was another fine example of a person of talent, integrity, vision, and strong character who used his abilities to get the best from those around him. There was no one more devoted to the concept of Christian education than John C. Stevens.

John was a good man who could "circle the wagons" as he focused others to contribute to fulfilling the ACU mission. He was a most decent individual who cared for others. His love for ACU was without bound.

I remember this administration with warmth and gratitude. I am convinced because of Dr. Stevens' outstanding personality, ability, and character that not anyone could have done the job as well.

Very capable and energetic as president of ACU. Good personality, high morals and strong spiritually.

The years of Stevens' administration were the golden years for ACU.

Dr. Stevens was a great president of ACC (ACU).

John Stevens was an outstanding administrator, involved president - well respected by faculty and students - highly community involved.
A truly great president. Intelligent, honest, Christian. His was an effective administration. It was a joy to work under him.

Laid back yet fair leadership. Appreciated and respected by nearly everyone.

I believe it to be a very strong positive time of administration.

I came to ACU in January, 1977. My opinion of John Stevens has been very favorable, with only one exception. He is a good role model. He is a people person. He is a very kind and caring person. The one exception that I have is this: Under John Stevens as President, things were permitted on stage that were inappropriate on a Christian University campus. The Drama Department needed (and still does) some controls placed on it. It seems that anything can be justified if it is called choreography. I am aware of strong criticism from the older set of contributors. Some of this set of contributors feel less enthusiastic about contributing to the University.

Very effective

One of the last leaders from a previous era who successfully faced issues of modern times.

John Stevens negotiated a solution to a family crisis concerning our family and the University.

Good positive influence for that time.

Generally, it seemed to be a fiscally and spiritually responsible administration, educationally, it probably could have been a bit more progressive.

Great communicator Civic leader - opened ACU up to community - made it less isolationist - Always had an "open door" to himself.

Outstanding - always put people first - very consistent.

I believe he was a fine administrator during my years at ACU. He cared about students, staff and faculty. Dr. Stevens always had time for everyone and expressed a positive attitude.

As Director of Theatre, I was in a high profile job. I consider Dr. Stevens to be an "exceptional" president.
Because of his trust and respect, the ACU theatre grew beyond my wildest dreams.

He was quite good at dealing with faculty concerns. He was not defensive - he was confident, open, and charming.

Dr. Stevens was an outstanding president of ACU and should have continued in that position for many more years.

Morale was high. He was fun and honest.

Positive. I only overlapped with him for two years before he became chancellor.

These were great days for ACU.

John Stevens was the reason I came to ACU and the most effective administrator I have ever known.

1st class leader.

Only worked one year under him, but get positive feedback from all colleagues.

John Stevens administration was basically excellent.

I thought John Stevens was tops.

He was the best administrator I have ever had the privilege of knowing.

He could be trusted.

A good, sound and successful administration.

He was a great leader for ACU. Personally he was a great encouragement to me in my ministry away from ACU (Gymnastics to the Glory of God)

It was a pleasant experience. He is charming, always available, had a tremendous impact (well liked) in community affairs.

Very positive. He was always open to me personally. I saw and see him as a strong leader, a helpful, friendly, and genuine man and scholar.

Great guy.

As I reflect back, after serving under two other
college presidents and serving as "president" of a mission station, I now realize how capable John Stevens was.

He was an outstanding president with a heart for the student and the faculty.

Professional Staff's Comments

Was easy to communicate with staff and faculty. Very effective classroom teacher. He let alumni work nearly falter before rescuing it.

Dr. Stevens ought to go down in ACU's history as "The building President." Although Don Morris initiated the Design for Development, it was JCS who inherited the bulk of the program . . . and successfully completed Phases I, II, and III (much to our own amazement.) The outpouring of funds from all quarters not only rebuilt the campus but enriched the endowment as never before.

He was great! His understanding of individuals, his knowledge as teacher and professor, and his administrative ability made his shoes hard to fill.

Outstanding!

I thought he did a great job and kept the school growing - lower tuition and out of "major" debt because of his business sense and budget control and "no desire" to build a shrine for himself and let God have the credit.

Dr. Stevens should have continued as president for another 5 years.

A good president. Outstanding.

Reliable, inspired trust.

76. Please indicate what you think were the five most important problems John Stevens faced as president of ACU:

According to the respondents, the five most important problems faced by Stevens as President were in the categories of church relationships, financial stability,
faculty and academic standing, building requirements, and student concerns including enrollment.

77. Please indicate what you think were the five most important successes of John Stevens' presidency:

Responses regarding the five most important successes of Stevens' presidency fell into the general categories of enrollment growth, financial growth, facilities growth, academic improvement, and stronger university and church relationships.

78. Please indicate what you think were the five most important failures of John Stevens' presidency:

While almost universally praising the Stevens' administration, each survey group also recognized certain failures or short-comings that might have been resolved if properly perceived during the time period covered. Historical perspective reveals many areas not recognized at the time.

1. From the Board came the observation that going from a college to a university posed many problems that were not adequately handled after Stevens retired. If the problems had been properly anticipated, safeguards might have been established.

2. The second area of perceived failures were with staffing. A tolerating of ineffective performers and not making needed staff and faculty changes when needed were
also cited.

3. The third area of perceived failure was in not creating a strong development program, financial aid office, and student counseling and recruitment programs.

4. The fourth perceived failure was in freezing tuition.

5. The fifth area of perceived failure was in not keeping salaries up to the proper level.

The Administrative and Professional Staff groups recognized some of the same failures expressed by the Board’s responses with the addition of the following:

1. The first failure was the lack of a long range planning strategy.

2. The second failure was in letting financial decisions dominate academic decisions.

3. The third failure was a lack of ability to increase the endowment and improve faculty salaries.

4. The fourth failure was in allowing the Bible Department to move too far from its ministry emphasis toward its research emphasis.

5. The fifth failure was in appointing suitable academic leaders.

The Faculty, because of its larger numbers, listed far more failures than the other three groups, but the failures can be placed into five broad categories: academic, staffing, financial, relaxation of standards, and his own
premature retirement from the presidency.

1. The academic failures perceived by the faculty included the division of the University into multiple colleges leading to a fractioning of the unity of the faculty and the morale of campus. An additional perceived academic failure was the vigorous development of graduate programs with an inadequate library and research infrastructure.

2. Failures perceived by the Faculty in regard to staffing included the initial cut-back of the Public Relations and Development staff and the inability to appoint appropriate administrative personnel.

3. The financial failure most often reported was the inability to develop appropriate faculty salaries. This was followed closely by comments about the failure to maintain a uniform salary schedule and not getting the faculty retirement fund into TIAA-CREF sooner. Other failures of a financial nature that were expressed was the lack of support for the library and the lack of endowment funds for scholarships and research outside the sciences.

4. Much concern was expressed by the failure to maintain standards for student conduct in chapel, for a dress code, and for allowing a climate of secularism and permissiveness to be established on campus.

5. Many failures were mentioned by all four survey groups regarding the early retirement of Stevens and the
selection of a successor.

The greatest failure that Stevens saw in his administration was in not ever being able to raise enough endowment for the College.

79. Compared to other academic presidents with whom you have worked, how would you rate this administrator overall? (check one) Outstanding, Satisfactory, Unsatisfactory:

This question allowed for only three responses, "Outstanding," "Satisfactory," and "Unsatisfactory."

Of the twenty-three responses to this question from Board Members, twenty, or 86.96%, rated Stevens as an outstanding president, and three others, or 13.04%, rated him as satisfactory, but none rated him as unsatisfactory.

The six Administrators who rated Stevens' presidential performance gave him a 100% rating as outstanding.

Sixty-two Faculty members responded to this question with a rating of fifty-two, or 83.87%, outstanding and ten, or 16.13%, satisfactory. There were no unsatisfactory responses from Faculty members.

Eleven Professional Staff members responded with ten, or 90.91%, rating Stevens as outstanding and one, or 9.09%, rating him as satisfactory. There again were no unsatisfactory ratings.

80. Other Comments:

Under Other Comments the following statements were made:
Very outstanding and capable man. It was a genuine pleasure working on the Board during his tenure.

I have never known a better man. His place in the history of Abilene Christian University is assured. He was the right man at the right time to do all the right things! He is a great and good man, outstanding teacher and spiritual leader.

The two best administrations were those of Don H. Morris and John Stevens. John Stevens accepted the challenge at a very difficult time in the history of the U.S. Because of his varied educational and practical experiences he was able to successfully guide the university into the era of current times.

He, too, was a hard act to follow.

The school, church and Christian education were greatly served by John Stevens. He likely would have excelled and played a leader’s role in many fields if he had chosen. Thus, Christianity is the fortunate beneficiary for his having served in the area he did. It was my good fortune to have him as my friend.

I enjoyed working with John C. Stevens. He was an outstanding leader.

As you can see I’m a great fan of Dr. Stevens. I’ve known him very well since I was a student in Abilene Christian University (Freshman in 1951). Dr. Stevens was Dean of Students at that time and had to call me on the carpet a few times for chapel cuts, etc. He handled that situation (as he handled all situations) very fairly and with understanding but let me know I had to follow the rules.

John did a great job.
CHAPTER VIII

SUMMARY AND CONCLUSION

Among the protestant churches, the churches of Christ have a relatively small but not insignificant membership of 2,500,000 in autonomous congregations throughout the fifty United States. These independent congregations are not a denomination but a fellowship. There is no formal organization other than that in the local congregations. There are no denominational societies, officials, or boards associated with this fellowship. They preach and teach a conservative, fundamentalist theology which stresses the divinity of Christ, the agency of the Holy Spirit in conversion through immersion, a cappella singing, and the Bible as the inspired word of God (Mead 1980, 100-103).

The churches of Christ throughout the nation sponsor a variety of educational organizations from day schools and academies to Bible Colleges, Schools of Preaching, Adult Bible Schools with special programs, and accredited colleges and universities. These churches operate 150 Christian schools with an enrollment of 31,682 students. The full-time student enrollment in the nineteen accredited colleges and universities is 20,129.

Because of the growing importance and influence of this
church and its educational institutions, this study was undertaken to add to the historical knowledge of one of the church of Christ Universities and of its President from 1969 to 1981. Abilene Christian University, with a 1981 fall full-time enrollment of 3,722 and a 795 part-time enrollment, is the second largest church of Christ University and the largest of the three church of Christ colleges in Texas (Gardner 1982, 1-10).

The President being studied, John Christopher Stevens, was directly associated with Abilene Christian University almost all of his adult life. He entered Abilene Christian College as a sixteen year old freshman in 1934. He graduated in May of 1938, cum laude. After preaching for approximately five years, serving as a chaplain in World War II until its end in 1945, and finishing a master’s degree in history at the University of Arkansas, Stevens returned, after an absence of ten years, to Abilene Christian College in 1948, to teach history.

In 1950, he was named Dean of Men; in 1952, his duties were expanded to Dean of Students, and in 1956, he was appointed to be Assistant President. After serving as Assistant President for fifteen years, he was appointed, in 1969, by the Board of Trustees to be president of Abilene Christian College, a position which he filled for twelve years. Stevens was appointed as the second Chancellor of Abilene Christian University in 1981. In 1992, he became
the first Chancellor Emeritus of the University.

**Purpose of the Study**

The purpose of the study has been to present an historical record of the presidential administration of John C. Stevens at Abilene Christian University for the years 1969 through 1981. Certain specific areas were to be explored through the investigation of records of the University, through interviews with Stevens and others associated with the University during this time, as well as through the use of an "Administrative Performance Evaluation" questionnaire.

Presented here is a summary of the findings regarding the eight specific areas of concern researched in this study beginning with the original purposes of the institution and how they have been maintained.

1. To describe the original purposes of Childers Classical Institute as expressed in its charter of 1906 and to study how these purposes were addressed during the administration of John Christopher Stevens' presidency.

The basic purpose of Childers Classical Institute as expressed in its charter was, "The establishment and maintenance of a college for the advancement of education, in which the arts, sciences, languages, and Holy Scriptures shall always be taught . . . ." The purpose statement developed during Stevens' administration exemplified not only Stevens dedication to the original raison d'etre of the
college but that of its Board, faculty, and constituency.

"The purpose of Abilene Christian University is to educate its students for Christian service throughout the world." A statement from the 1979-80 Abilene Christian University Catalog best illustrates this commitment:

Abilene Christian University emphasizes a curriculum of liberal studies, exalts the Bible as the Word of God, and strives for Christian values in contemporary life. The board of trustees, administration, faculty, students, alumni, and friends of the university are committed to maintaining a community of work and learning distinguished by Christian character, the pursuit of the tasks of scholarship, and appreciation of cultural and aesthetic values. All members of the academic community are expected to share responsibly in achieving these objectives:

Christian character: striving to be Christ Governed individuals;

Academic responsibility: accepting the implications of one's relationship to the university and acting honestly and capably;

Service to the church and the community: recognizing opportunities to serve and provide leaders for church and community;

Christian environment: developing opportunities for enduring friendships and the preparing of young men and women for their future roles as builders of Christian homes;

Interest in the challenges of the world: acknowledging scientific, political, economic, social, aesthetic, and religious issues;

Foundations for the future: providing for further spiritual, intellectual, and professional or vocational growth (Abilene Christian University 1979, 1).

Responses from the "Administrative Performance Evaluation" questionnaire indicate that 88.9% of those answering agreed that Stevens continued to uphold the
original purposes of the University. Comments regarding this aspect of Stevens' administration include the following: Robert Hall, Board member and President of the Visador Company, indicated in his response to the "Administrative Performance Evaluation" questionnaire that he thought Stevens had, "... conducted the most even-handed, solid, Biblical-based administration that I could imagine." Judge Jack Pope, Board member and one time Chief Justice of the Texas Supreme Court, indicated in his response that "Dr. Stevens ran a tight ship religiously and financially." From the biology faculty, Archie Manis responded that, "There was no one more devoted to the concept of Christian education than John C. Stevens."

The second area of study was the educational and philosophical considerations of Stevens as President.

2. To analyze and evaluate the unique educational and philosophical considerations brought to the presidency by John C. Stevens,

Stevens combined his Christianity with his great love of academia. In his inaugural address, Stevens set the tone for his administration by speaking of the religious purposes of the college together with his determination that it be recognized as one of the finest institutions of higher education in the state. "Everybody can know our basic commitment, but I hope that people will also realize that there are no closed minds and no off-limits subjects on this campus so long as in our teaching and practice we operate
within the framework of our historic commitment" (Stevens 1970).

Ninety-two percent of those responding to the questionnaire indicated they thought that Stevens always displayed an active interest in major issues and innovations in higher education. Those interests were reflected in the expansion of the curriculum of the University, the cooperative programs developed with Hardin-Simmons University and McMurry College, as well as the strengthening of the faculty and graduate programs. Ninety-three percent of those answering the questionnaire felt that Stevens possessed broad intellectual and cultural interests and displayed the physical and mental vigor necessary for his position as president. Questionnaire responses also indicated that another 96.59% agreed that Stevens' educational philosophy promoted the original purposes of the founding fathers of the University.

Among specific comments made on the "Administrative Performance Evaluation" questionnaire regarding this matter were those of Floyd Dunn and Tommy McCord. Floyd Dunn, Dean of the Graduate School, remembers Stevens as "... an outstanding administrator with high academic standards, and the unique ability to work with his faculty and other administrators." Tommy McCord, head of the Chemistry Department, responded that, "Dr. Stevens' administration was the most effective and successful in the academic growth and
development of the University."

The third area of study was the financial challenges presented to Stevens throughout his presidency.

3. To investigate the financial challenges of Stevens’ administration and to describe how he met them.

The need for financial growth was indicated by the faculty to be the second most serious problem faced by Stevens as he entered the presidency. Creating stronger financial support from its constituency, developing fiscal prudence, and establishing financial stability all were considered major problems for Stevens to tackle. Continuation of the Design for Development to increasing endowment, the need for other financial campaigns, and a need to build stronger grass roots support to meet the budget were all mentioned as areas Stevens needed to address. Board Members included statements about containing the rising costs of athletics. Administrators listed faculty salaries as one of the major concerns in this area.

Later, the growing financial stability of the College was recognized as a definite success of Stevens’ administration. The Board recognized that careful management and fiscal prudence established a financial stability which the College had not previously enjoyed. The administrative group indicated that by building to the endowment, the Stevens’ management group was able to create the fiscal foundation to allow a balanced annual budget. Faculty members mentioned the settling of the Masten estate
as one of the leading accomplishments in establishing an unprecedented level of financial security for the institution. Professional Staff recognized the growing financial security of the school as arising from the practice of not foolishly spending on shrines and frills and non-useful things. The greatest failure that Stevens himself saw in his administration was in not ever being able to raise enough endowment for the College.

A partial description of how Stevens met the University's financial challenges is given in the following section.

4. To discover what success Stevens enjoyed in securing the financial basis of the university,

Stevens insisted that the College operate with a balanced budget. "Of course, you always had the first run-through on the budget where you were a couple million dollars off, but you could reconcile those figures." With increasing enrollment, careful budgeting, and a growing endowment, the College was in a good financial position.

Stevens was aware that one of the most important aspects of the University was its financial strength. He reported through the Financial Division, that on a yearly basis, Abilene Christian University's revenues were consistently exceeding its expenditures. During his final year as president, it was reported that the current revenues for the University for the fiscal year totaled $19,233,319 while the expenditures were $19,137,516, for a difference of
$95,803 per year. Stevens also reported that the endowment of the University had increased by 132% during his tenure as president.

Another area of success during the Stevens' years was a continuation of the building program started under the Morris administration. The Board members saw, as part of this building program, a parallel plan to continue maintaining the physical plant in good order. The Administrative group recognized that the physical improvement program included a growing concern for other campus improvements including the grounds. The Faculty, in recognizing this area of success, named the library, the Morris Center, and the Campus Center as examples of such important building growth. Professional Staff responses also recognized the success of the building program for the College and saw it as a result of the overwhelming success of the Design for Development plan.

Among the comments received on the questionnaire were the following. William K. Johnson, Board member and President of The Trust Company of America of Amarillo, responded that "Dr. John had an outstanding ten years at ACU and always managed to live within the budget." Dub Winkles from the professional staff responded that Stevens kept the College "... out of major debt because of his business sense and budget control." Winkles continued that Stevens had "... no desire to build a shrine for himself and [he]
let God have the credit." Clark Potts, also from the professional staff, responded that, because of Steven's work with the Design for Development, he should go down in the history of ACU as the "Building President." Potts indicated that Stevens was responsible for successfully completing Phase I, Phase II, and Phase III of the development plan. "The outpouring of funds from all quarters not only rebuilt the campus but enriched the endowment as never before."

A fifth area of the study specifically dealt with relationships of Stevens and Abilene Christian University with other academic institutions, professional organizations, and city, state, and national governments.

5. To study the relationship between Abilene Christian College, Hardin-Simmons University, McMurry College, and the city of Abilene during Stevens' administration,

The building and strengthening of relationships with Hardin-Simmons University, McMurry College, the City of Abilene, and other private religious colleges and universities within the state and throughout the nation was always a priority with Stevens' presidency. Administrators mentioned improving relations with the Abilene community and the other local colleges as a definite success. Faculty recognized and appreciated the enhancement of relationships in the academic community locally, as well as throughout the state and nation. The Professional Staff mentioned the improved image of Abilene Christian University in the city
and state.

Although all four groups surveyed recognized many of the same successes, the Board seemed to emphasize successes with outside relationships and finances, while the Administrators were more concerned with successes relating to the building of buildings and institutional management. Faculty were more concerned with successes in academic status, dedication to teaching, and spiritual reaffirmation. Because of their unique position in the University, Professional Staff members maintained a balanced and almost equal recognition of successes in all areas.

Among comments received on the questionnaire regarding relationships of Abilene Christian University with other colleges and universities and the city of Abilene were the following: J. Oliver Jackson, Board Member and Senior Vice President of the American Founders Life Insurance Company, responding to the administrative questionnaire, said that Stevens was "Outstanding in public relations with others outside the ACU family." He considered Stevens a "Great Communicator." David Williams, of the English faculty, responded that Stevens' "... image (personal and administrative) was excellent in this city and state." Edward Brown, former Vice President for Academic Affairs, said that Stevens was "Wonderful in relations with many publics--in Abilene, in Texas, and in national education circles."
During the study, it became evident that relationships with the Church should be considered although it was not one of the original areas of investigation. The faculty indicated that one of the first problems facing Stevens, as a new president, was regarding Abilene Christian University's relationships with the Church and the need of maintaining a positive "Christian" image of the University to its constituency. This problem was made more difficult, considering the diverse student body brought up in a period of rebellion against major social and moral values. Board Members listed poor relationships with the Church as the second greatest problem facing Stevens. This problem with the churches included combatting the perception of Abilene Christian University as becoming too secular. Other Administrators listed relationships as the fourth major problem facing Stevens. They included competition with other Christian colleges, increasing diversity in the Church, and the changing perceptions of alumni.

Although these problems existed for Stevens upon his becoming the president of Abilene Christian College, at the end of his tenure in office, the fifth most mentioned success of Stevens' administration was in the area of stronger university and Church relationships. The Board, always aware of external relationships, saw improvements in the relationship of the University with the churches. Stevens himself believed that stronger ties with the
churches came out of his administration. Guy N. Woods, the editor of the *Gospel Advocate*, told Stevens that he had succeeded in bringing Abilene Christian College back into the good graces of churches of Christ all over the country. Regaining the confidence of its major constituency strengthened the ability of the University to draw more students to the campus and to encourage stronger financial support.

The sixth area of study was of Stevens' influence on religious education during his tenure as president.

6. To investigate Stevens' general influence on religious institutions of higher learning during his tenure as president,

Stevens believed that work with the Independent Colleges and Universities of Texas in developing the Texas Tuition Equalization Grants was one of the successes of his administration, as was the establishment of the system of Higher Education Authorities to grant loans to students. Many believed that this was the most important administrative activity with which Stevens was involved. The Texas Tuition Equalization Grants, the establishment of Higher Education Authorities, the creation of the Texas Guaranteed Student Loan Corporation, and the Masten Estate Affair were all extraordinary accomplishments. Through his leadership in the Texas Independent Colleges and Universities, Stevens, along with the other members, was a vital force in getting state legislation passed to insure
equalization grants from the state to all Texas students attending private colleges and universities. Stevens was also responsible for leadership in federal legislation, allowing the creation of Educational Authorities to make student loan capital available by issuing tax exempt bonds. Another development in the student loan field was the creation of the Texas Guaranteed Student Loan Corporation, of which Stevens became a member of its original board of directors. The effect of these major accomplishments was that it allowed many more students, both in Texas and around the nation, to attend private religious colleges and universities of their choice.

The seventh area of study was of the changing of Abilene Christian College to Abilene Christian University.

7. To investigate the administrative considerations made in changing the status of the institution from a college to a university and how this has affected the administration of the institution.

At the beginning of Stevens’ presidency, the Faculty saw, as a major problem facing him, the need to build a quality academic environment with other demands on available resources. Statements included concerns about recruiting qualified faculty, included concerns over faculty salaries, and the need to change from a small college to a medium size university. Under this situation, Board Members included concerns regarding the inbreeding of administration and faculty. Administrators saw the need for establishing university status.
Later, Board members observed that going from a college to a university poised many problems that were not adequately handled after Stevens retired. If the problems had been properly anticipated, safeguards might have been established.

To expand to university status, the Faculty reported that Stevens faced the need for an expanded facilities building program and the improvement of existing facilities. Many were concerned with developing a better library building along with resources and technological improvements. Board Members and other Administrators also listed this as a major problem.

To assist with handling these changes, during his presidency, Stevens was able to increase the size and nature of the Board of Trustees. The National Board and the Senior Board were also established. Consequently with these changes and faculty support, Stevens, in 1976, was instrumental in changing Abilene Christian College to Abilene Christian University. Stevens then became the chief architect in redesigning the administrative structure of the college. The administrative team that Stevens developed included Robert D. Hunter as Vice President of the University, Garvin V. Beauchamp as Vice President for Student Services, Edward M. Brown as Vice President for Academic Affairs, Bill Hilton as Vice President for Finance, Gary McCaleb as Vice President for Public Relations and
Development, and Don Drennan as Assistant to the President.

Among the successes of the Stevens' administration was academic improvement. Board members recognized as one of the most outstanding examples of this success, the attainment of university status. Along with this status, the Administrative group recognized the maturing of many academic disciplines. Faculty saw this success in increased and improved curriculum offerings. The Professional Staff saw this success through the improved excellence of faculty credentials with an emphasis on good teaching.

Even with these successes, there was still much concern regarding the failure to maintain standards for student conduct in chapel, for a dress code, and for allowing a climate of secularism and permissiveness to be established on campus.

The eighth area of study was of how the societal and economic changes were managed within the Stevens' administration.

8. To describe the changing demographics of enrollment, the expansion of the curriculum, and the changing economic scene to determine their effects on the administration of the university.

According to the faculty responding to the questionnaire, the fifth major problem facing Stevens as he entered the presidency was enrollment and the attending problems of growth, both numerical and academic. Recruitment of qualified students was included with concern for this problem. Board Members and Administrators listed
concerns regarding student lifestyle changes, the sing-song boycott, returning Vietnam veterans, student unrest on other campuses, and a lack of ongoing and efficient student recruitment programs as well as a retention program.

Of the responses to this question, enrollment growth figured prominently as a success due to improved student recruitment, improved relationships between the College and the churches, and work with the Independent Colleges and Universities of Texas and their establishment of the Texas Equalization Grants. Board members recognized that some enrollment growth was a result of Stevens' work with other university leaders in the development of Texas support of students attending private schools. Administrators acknowledged that creating an environment with improved facilities fostered an attraction for new students and improved retention of current students. Faculty recognized the growth as a result of promoting a strong recruiting program. Professional Staff members saw keeping tuition reasonable as an incentive to a growing enrollment.

In recounting what he thought were his greatest successes, Stevens mentioned first the increasing enrollment:

A record number of students were graduating from high schools and entering college. Our enrollment grew about a hundred students a year. We were blessed during my entire twelve years by rising enrollment. We just fell into a good period of time.

Stevens himself did not recognize any overriding
problems in coming to the presidency.

I took over a pretty smooth operation. Everything had been planned for a long time and I had a wonderful relationship with my predecessor. Although we had a totally new administration, there was a very smooth transition between presidents.

The only thing that posed a bit of a problem was that we were getting in on the rebellious period on college campuses. Students were raising a ruckus all over the U.S. because of the Vietnam War. We didn't have much of that, but there were some students who decided to be sullen and non-cooperative. There were a few students who refused to shake hands with me on the platform when I handed them their diplomas. It was just a backlash of this period (Stevens 1993).

Stevens relates that on one occasion when he was entering the Administration building, he courteously greeted a student with a good morning and the student said, "You have no right to speak to me. You don't even know me. You're not interested in me as a person." Stevens replied, "My good friend, something's wrong with you. I believe you need some counseling. That's just not the kind of thing that happens on this campus, upbraiding a person because one speaks to you." Stevens proceeded to take the young man to Dean Beauchamp's office and asked the Dean to see if he could help him with his problem. Stevens admitted that this was a small thing but that it was just indicative of the times.

During Stevens' presidency, despite student unrest around the country, student enrollment was increased by 46.6%, and the faculty was increased by 30% FTE, with 53.5% holding the doctor's degree. A strong "Academic Freedom and
Tenure Statement" was developed by a faculty committee appointed by Stevens. The statement was presented by him to the Board of Trustees, who approved it upon Stevens' recommendation. The college calendar was changed so the fall semester ended before Christmas, and the curriculum continued to expand, with new courses and degrees being added on a regular basis. Increased benefits and salaries were developed for the faculty.

In the Student Services Division, with the increase in enrollment came expanded needs for financial aid to students. By the end of Stevens' presidency, Abilene Christian University was awarding $1,023,483 in scholarships, $2,035,688 in grants, $786,595 in student work, and $2,494,182 in loans for a total of $6,339,948 a year in financial aid to students.

During the final year of Stevens' presidency, the University Advancement Division announced that Phase III of the Design for Development program, which was launched the year Stevens became president, had reached approximately twenty million dollars toward its ultimate goal of forty million. Additionally, over a million dollars was being raised in the Annual Fund drive.

Conclusions

The effectiveness of the leadership of John Stevens, as President of Abilene Christian University, was assessed
among the Board of Trustees, the other Administrators, the Faculty, and the Professional Staff. Each respondent to the eighty item questionnaire indicated his or her perception of Stevens' personal qualities and the way he met his responsibilities toward the institution, his management leadership, his representation of the institution, and his relationship with the faculty, other administrators, the students, and others. Every item of the questionnaire received an overwhelmingly positive response. The results of this study clearly indicate that the Board of Trustees, the Administration, the Faculty, and the Professional Staff considered Stevens to have the required qualities, perspectives, and accomplishments to be considered an outstanding president.

The major conclusion of this study, based upon the life history of John C. Stevens; his ability to build a productive team of administrators, board members, faculty, and professional staff; the historical record of his accomplishments at Abilene Christian University; and the overwhelmingly positive assessment of his administration by subordinates and superiors, was that John Stevens was an extremely talented man and an extraordinary administrator.

When Don Morris introduced Stevens at the Recognition Dinner on May 3, 1969, he said, "We couldn't be blessed with a finer, more qualified, more solidly Christian servant and friend than John C. Stevens" (Morris 1969). Throughout his
career, John Stevens devoted his professional life to Abilene Christian University. The names of Abilene Christian University and John Christopher Stevens have become almost synonymous. First as a teacher of history, then as Dean of Men, Dean of Students, Assistant President, President, Chancellor, and finally as Chancellor Emeritus, Stevens’ life’s work has constantly been to hold up Abilene Christian University as the model for Christian education.

Recommendation

This history of the twelve years of the presidential administration of John C. Stevens at Abilene Christian University is one of only a few such studies done on the presidents of colleges and universities supported by members of the churches of Christ. If history leads to understanding and wisdom, as the historian Wood Gray asserts (Gray 1964, 1), more studies like this one could produce a body of work that could help future presidents in the administration of their college or university. To proceed wisely with the management of education in the future may depend largely on how well lessons of the past have been mastered. If a conscious effort is made to preserve the evidence of what is believed to be of importance in the past and present, future educators could be better equipped to manage and administer institutions of higher education than their predecessors were. If future college and university
presidents can learn from the past, one recommendation is that other studies such as this one be encouraged among members of the academic community associated with the churches of Christ. Such studies should not be restricted to just the historical recounting of what has happened but should also include such measures of success or failure as can be discovered with the use of an "Administrative Performance Evaluation" questionnaire.

When college and university presidents are evaluated and the effectiveness of their leadership is analyzed by a broad spectrum of the academic community, both subordinates and superiors, the Boards of Trustees have at their disposal a useful and practical tool which may be employed on a periodic basis to evaluate the effectiveness of these administrators. In view of the information that such a practice can provide, it is recommended that the trustees of Abilene Christian University, as well as those of all other colleges and universities supported by churches of Christ, give serious consideration to the periodic use of such assessments.

The administration of Christian colleges and universities is a continuum in which trustees, presidents, deans, department chairmen, faculty members, professional staff, students, alumni, and even other professional groups have an interrelated and mutually responsible role (Corson 1973, 236).
APPENDIX A

JOHN STEVENS' INAUGURAL ADDRESS
APPENDIX A

INAUGURAL ADDRESS

Dr. John Stevens, Abilene Christian College

February 21, 1970 - Saturday

(After personal acknowledgements and Introductory remarks):

The Charter of Abilene Christian College as it was written in 1906 states, "This corporation is created for the following purposes, to-wit: The establishment and maintenance of a college for the advancement of education in which the arts, sciences, languages, and Holy Scriptures shall always be taught, together with such other courses of instruction as shall be deemed advisable by the Board of Trustees . . . ."

As I have the privilege of making formal acceptance on this inaugural occasion of the serious responsibilities of the Presidency of Abilene Christian College, I pledge my best efforts to keep Abilene Christian College true to the purposes as outlined in our Charter.

One of my deepest convictions is that Abilene Christian College is the kind of institution desperately needed in today's world. If I did not believe that, I think I would not be willing to accept this responsibility on this occasion. In his inaugural address on November 9, 1940, Don Morris said, " . . . Abilene Christian College is not the
result of the planning, to the prayers, or the work, or the leadership of any one man. It is, rather, one of the best examples that you can find anywhere of the combined efforts and devotion of many hundreds and hundreds of men and women . . . ." I am just as convinced of the truth of this statement today as Don Morris was convinced of it when he said it nearly thirty years ago.

It is my hope that this institution will continue through the years to be a tower of strength in support of Biblical teaching and Christian living in this world. At the same time, I hope we can be a liberal arts institution according to the finest traditions of higher education. There are no subjects on this earth, or in outer space, or in the metaphysical realm, which we cannot study on the campus of a Christian college. Everybody can know our basic commitment, but I hope that people will also realize that there are no closed minds and no off-limits subjects on this campus so long as in our teaching and practice we operate within the framework of our historic commitment. We can study -- and I hope with a fair and reasonable approach -- even those viewpoints which might not be in agreement with out basic commitments. In this way we can see to it that students and faculty are aware of the currents and crosscurrents of our age and that the education to be pursued at a Christian college is highly relevant.

A college such as this one will, I am sure, have some
difficult problems in the years ahead. Always, for example, there are problems of a financial nature. But even more profound, perhaps, will be questions of a moral and spiritual nature. Let us determine always to be thankful for our heritage. We appreciate the good men and women who have gone before us and have built such an enduring institution and such honored traditions. One of the objectives of a Christian education ought to be to develop people who are urbane, understanding, tolerant, courteous, respectful of the rights and the opinions and convictions of others while at the same time holding a deep conviction of one's own regarding eternal principles.

We have a great work to do here. We need great people in order to do it. With all groups of the great Abilene Christian College family working together, we can continue to build an institution which will be true to the high and noble purposes set for it by the Charter of 1906.
APPENDIX B

PRESIDENT STEVENS' FINAL CHAPEL ADDRESS

FALL SEMESTER 1980
The following address was given by Dr. John C. Stevens, President of Abilene Christian University, at the opening Chapel for the Fall semester, 1980, an event marking the beginning of the University's 75th year.

A YEAR OF CELEBRATION

On Tuesday, September 22, 1906, twenty-five students and seven faculty members met along with a crowd of visitors in the new auditorium of Childers Classical Institute in the 2000 block of North First Street in Abilene for the opening session. A. B. Barret, a twenty-seven year old Tennessee preacher who had started the school and was its first president, was presiding. Henry Free, secretary of the Board of Trustees led the singing. The first hymn was, "All Hail the Power of Jesus' Name."

As I said, there were twenty-five students. It should be pointed out, however, that during the school year some eighty-four different students enroll.

In addition to President Barret, these were the teachers: George A. Klingman taught Sacred Literature, Sacred History, Philosophy, and German; Charles H. Roverson taught Mathematics, English, History, and Science; Edwin F. Hoover taught Greek, Latin, French, Spanish; Lucretia Creath, Intermediate, Commercial Branches; Evelyn Carroll, Primary, Expression, Oratory; William G. Klingman, Sight Singing, and was the Librarian.
Today is the official beginning of the 75th year of Abilene Christian University. By the time we shall have completed it we will have had seventy-five years of service and we aim to be thankful and celebrate it. It all started in 1906.

Twenty-four years later, on September 26, 1930, 457 students and thirty-one faculty members met in the magnificent new Sewell Auditorium on the new campus in northeast Abilene for the beginning of the twenty-fifth year. By now the name had been officially changed from Childers Classical Institute to Abilene Christian College. On that September morning in 1930, Batsell Baxter, president, presided at the chapel program. Announcements were made by James F. Cox, Dean. Lawrence L. Smith was Bursar and was trying to keep bills and salaries paid.

1930 was a mixture of good times and bad. On the good side, the College had just the year before completed its move from the cramped little campus of approximately six and a half acres on North 1st Street to the spacious open land consisting of approximately a section and a quarter, (about 800 acres), which the Board of Trustees had secured. This was surely one of the wisest moves the Board ever made. Thank God for the vision of that day.

But the times were also bad. In the fall of 1929, the booming economy of the United States had quit booming and had gone into the most severe depression in the history of
the nation. Millions of Americans were unemployed. In fact, unemployment in those days reached 13,000,000 and this figure represented households, because in most households in America at that time there was only one wage earner. Today's unemployment figures can not actually be compared, because so many of the unemployed today are the second or third or fourth wage earner of the family. Hence, although it is bad for anybody to be out of work who wants to work, the fact is that unemployment today does not necessarily mean that people are suffering as they were in 1930.

But in the fall of 1930, in spite of "hard times" there was a great spirit of excitement on the campus. In the chapel exercises, the same Henry Free who had led the singing in 1906 began with "All Hail the Power of Jesus' Name."

Let me say something about the land that had been acquired by Abilene Christian in the latter part of the 1920's. By purchase and donation the trustees had acquired approximately 800 acres. The trustees at that time did not have money enough to buy 800 acres of land for the College. So the Board had issued bonds and sold them to investors in order to have funds to make the purchase. The plan was to set aside a block of land - at first 60 acres - to serve as the campus and to have the rest of the land available for residential and commercial development.

The land belonging to Abilene Christian extended from
East North 10th Street on the south to Ambler on the north and from Cedar Creek on the west to Griffith Lake Road on the east. It was truly a magnificent spread. The headquarters of the old Hashknife Ranch, whose owners played a significant role in the founding of the city of Abilene, was on the west boundary of the property.

There were not many buildings out here when the move was first made, but development followed the move. Lots for houses were sold for from $400 each up to $800 for some of the larger and choicer lots, with down payment of 10% and the balance to be paid out over 10 years at 10% interest. With the money from the sale of lots, the trustees planned to pay for all of the land they had bought and for the new buildings which they built for the campus. The buildings were erected over a period of about a year, beginning in 1928, and with completion in the fall of 1929, except for Bennett Gymnasium, which was unfinished, they were ready for the opening of school that year. They were the Administration Building (the central portion of the present Administration building, Bible Building, Citizenship Building complex,), Sewell Auditorium (now Sewell Theater), McDonald Dormitory (then a men’s dormitory (Zellner Hall (then a dormitory for women, now headquarters for public relations, admissions and placement, instructional media, data processing, and the health center or nurse’s office), Chambers Hall (now housing the departments of English, Psychology, and Education), Zona
Luce Building for the Abilene Christian Elementary and High School, Bennett Gymnasium and the president’s home, which then stood about where the southeast entrance of Mabee Hall is, but has been moved and is now in use as the headquarters for our Center for Missions Education.

There is something I must mention in connection with that move to the campus. Times were hard. When the economic crash occurred in 1929, many of the families and individuals who had purchased lots from the College simply could not pay for them and had to let them go back to the College. So the trustees had a lot of land but not much money to pay on the bonds which had been issued.

The land which is east of Judge Ely Boulevard and extends eastward to Griffith Lake Road and from Ambler to East North 10th, had been acquired by the trustees from Mrs. Xenia Adams Miller. Actually the Miller land extended from Avenue F eastward. When the trustees saw that they could not pay for all of the land they had bought, they went to Mrs. Miller and asked her to take her land back. She agreed to do so, but of her own free will she agreed to give credit for the money which the trustees have been able to pay, and so she carved out and allowed the College to keep the land on which Gardner and Sikes Dormitories, the old tennis courts, the maintenance plant and central plant, the baseball field, and the large parking lot and Big Purple Band practice field, the new tennis courts, and A. B. Morris
Hall now stand. Let me say that ordinarily, when people cannot pay for land, the creditor takes it all back, but the Miller family did a very generous thing in deeding to a little college which was in financial trouble in fee simple some very good land which is surely important to us today. We thank the Miller family.

Far more important than land and buildings was the spirit on campus in the beginning of that 25th year.

In constructing the Administration Building, the trustees had the following inscription carved into the cornerstone:

We believe in the divinity of Christ and in the inspiration of the Holy Scriptures. Contend earnestly for the Faith once for all delivered to the saints.

That, my friends, is the message today just as it was fifty years ago and seventy-four years ago.

The fiftieth year of Abilene Christian began with chapel on Monday morning, September 19, 1955. President Don Morris was president. Dean Walter Adams had some announcements. The program began with the singing of "All Hail the Power of Jesus' Name," but this time the song leader was Dr. Leonard Burford, head of the Department of Music. By now there were 2,080 students and ninety-seven faculty members.

I won't begin to mention all of the things that took place by way of celebrating our Golden Anniversary year.
Mrs. Norman Whitefield, was chairman of the planning group that mapped Bearden collaborated on a great pageant, "A City Set on a Hill" that captivated capacity audiences in Sewell Auditorium, which at the time could seat 1,200.

I hope our 75th year celebration can mean as much to us as the 50th year - the Golden Anniversary - meant.

And so today we officially open our 75th year.

Again I want to tell you that numbers do not constitute the main point of emphasis. The statement which I hope will always describe us is one that was made by the late beloved Chancellor Don Morris in his last chapel speech on September 27, 1973. Brother Morris served as president of Abilene Christian for 29 years, and then as Chancellor for 4 1/2 years, and was indeed a spiritual giant in his leadership of our institution. At the request of the students he spoke in chapel just three months and twelve days before his death. In his speech, he pronounced the sentence that has been quoted many hundreds of times by many different people since that day: "This is no ordinary college." The theme for our 75th year, "Celebrating an Uncommon Commitment," is based on that thought. If this is in fact no ordinary college, then we will be required to continue with an uncommon commitment.

On February 22, 1976, the Board of Trustees voted to change the name to Abilene Christian University. The vote came after long study by faculty and student committees and with their recommendation as well as after much study by the
Board itself.

But - institute, college, or university - it is still no ordinary college!

I am convinced that during the next 25 years we will pursue the following plan of work:

- To build on New Testament principles as from the beginning and to be wholly dedicated to serving as an institution of Christian education.

- To emphasize in all departments, divisions, and offices the teaching and the way of life of Jesus Christ.

- To emphasize the strength of the home and the family and to teach what the Bible says about marriage and the family and morals and religion.

- To give more attention than ever before to practical and daily ethical considerations.

- To help prepare our students for successful and useful careers and to build as well, proficiency and skill.

Truly, "This is no ordinary college."
PERSONAL INTERVIEW AGENDA

Interview with__________________________

Date______________________________

I. Please read the letter of permission by Dr. John Stevens.

II. Introduction for the tape:

This is Kenneth Roach, the date is _____________ time____

I am interviewing _________________________ for an oral history of Dr. John Stevens' presidency of ACU for a Doctoral Dissertation with the University of North Texas.

III. Please introduce yourself and give me some information regarding your history with ACU.

IV. Now tell me about your association with Dr. John Stevens.

V. Give me your impressions of Dr. Stevens years at ACU.
   1934-38 as a student
   1948-50 as a teacher of history
   1950-52 as dean of men
   1952-56 as dean of students
   1956-69 as assistant president
   1969-81 as president
   1981- as chancellor

VI. Specific questions/topics
TELEPHONE INTERVIEW AGENDA

Interview with______________________________________
Date__________________________________________________

I. Introduction for the tape:

This is Kenneth Roach, the date is ________________ time___

I am interviewing ______________________ for an oral
history of Dr. John Stevens' presidency of ACU for a
Doctoral Dissertation with the University of North Texas.

II. I need to record this telephone conversation. Do I
have your permission to do that?

____ yes
____ no

III. Please introduce yourself and give me some
information regarding your history with ACU.

IV. Now tell me about your association with Dr. John
Stevens.

V. Give me your impressions of Dr. Stevens years at ACU.
   1934-38 as a student
   1948-50 as a teacher of history
   1950-52 as dean of men
   1952-56 as dean of students
   1956-69 as assistant president
   1969-81 as president
   1981- as chancellor

VI. Specific questions/topics

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ORAL HISTORY PROJECT ON

DR. JOHN CHRISTOPHER STEVENS

by

Kenneth Roach

Date

Time

Place

I hereby give to Kenneth Roach, for scholarly and educational purposes, the tape recordings, transcriptions, and contents of this oral history interview.

Special Restrictions:

________________________________________

Signature of Interviewee

Signature of Interviewer

Name (print or type)

Kenneth Roach

Name (print or type)

502 North Whiting

Address

Baytown, TX. 77520

Phone number

(713) 427-4580
APPENDIX D

ADMINISTRATIVE PERFORMANCE EVALUATION

SURVEY PACKET USED IN THE STUDY
Dear Name of Respondent:

I am completing my doctoral work at the University of North Texas and need your assistance in completing a dissertation. The title of my study is "John Christopher Stevens: A Study of His Presidential Administration at Abilene Christian University". The enclosed questionnaire is an attempt to gather judgments from board members, administrators, and faculty members of Dr. Stevens' administration. The purpose of the survey is to determine how you as a member of the university community during Dr. Stevens' administration perceived the president in his efforts to fulfill his duties and responsibilities. This appraisal should be based on your perceptions of the effectiveness of John Stevens and not on comparisons with other presidents past or present.

The Survey is divided into seven parts:

I. Respondents' Profile

II. Personal Qualities of John Stevens During His Administration

III. Institutional Responsibilities

IV. Leadership--Institutional Management

V. Leadership--Institutional Representation

VI. Relationship With Faculty, Other Administrators, and Students

VII. General Comments Reflecting Your Views of Dr. Stevens' Administration.

The questionnaire may be answered anonymously unless you care to sign it at the end. Thank you in advance for your thoughtful and prompt reply. Your opinion will be greatly appreciated and will provide valuable information for my study.

Sincerely,

Kenneth Roach
TO WHOM IT MAY CONCERN

I am pleased that Kenneth Roach is writing his doctoral dissertation on my administration as President of Abilene Christian University — 1969-81.

The early years of that administration were a period of considerable disillusionment among students because of the conflict in Vietnam. We strove here to keep an open line of communication with members of the student body and, perhaps as a consequence, did not have very serious problems. It might be pointed out that since ours was a rather medium-sized Christian college, we had an advantage over larger universities in that respect. However, our neighbors at Oklahoma Christian College in Oklahoma City had a student "take over" of the President's office. What I am trying to point out is that good relationships were not necessarily automatic.

During the twelve-year period, the enrollment of the institution grew from about 3100 students to about 4600. We had a major building program going on on campus, or a major remodeling and modernizing project, virtually every year, if not every year, and added significantly to our permanent endowment. We greatly improved faculty salaries and added a number of outstanding faculty members.

I shall be glad to see what Mr. Roach can come up with by way of analyses. I am sure also that he will find areas that we neglected to improve and some projects which were a flat failure.

I hope that those who are interviewed in this project will tell it like it was and that the work will proceed.

Sincerely,

John C. Stevens
Chancellor

JCS:bjh
TO WHOM IT MAY CONCERN

As I mentioned in a previous memorandum on this subject, I am pleased that Kenneth Roach is writing his doctoral dissertation on my administration as President of Abilene Christian University, 1969-1981.

There were some significant accomplishments during that twelve-year period. Enrollment grew from 3100 to 4600. Building programs were launched. Faculty salaries were strengthened. Many strong new faculty members were added. The name was changed from "College" to "University," which perhaps helped to explain to the public what we were doing and who we were.

At the same time, I am sure there were many things that could have been done in a better way. I personally know of some things we could have improved. I feel sure others can point out some things I missed.

I hope that those who respond to Mr. Roach's Administrative Performance Evaluation questionnaire will tell it like it was, so that work on the dissertation can proceed with dispatch.

Sincerely,

John C. Stevens
Chancellor Emeritus

May 25, 1993
INSTRUCTIONS FOR FILLING OUT THE ADMINISTRATIVE
PERFORMANCE EVALUATION OF DR. JOHN C. STEVENS
ACU PRESIDENT, 1979-1981

Please use the following instructions in filling out the questionnaire:

Use a number 2 pencil only

Make dark marks

Fill in the squares completely

Erase completely to change

Do NOT fold, staple, spindle, or tape the questionnaire

To return the questionnaire:

Use the same envelope in which the questionnaire came

Tape my return address label over yours in the appropriate position on the envelope

Attach enclosed return postage and mail

Please complete the questionnaire and return it to me as soon as possible. If you have any questions, please call me at either of the following numbers:
1-(800) 759-5533 x 380  Monday-Thursday 7:30am-5:00pm
1-(713) 427-4580 evenings

Thank you.
ADMINISTRATIVE PERFORMANCE EVALUATION

DR. JOHN C. STEVENS

RESPONDENT'S PROFILE:

1. Personal Data:
   [ ] Female                   [ ] Male

2. Ethnic Origin:
   [ ] White (Non Hispanic)   [ ] Black (Non Hispanic)
   [ ] Hispanic              [ ] American Indian or Alaskan
   [ ] Asian or Pacific Islander

3. Age:
   [ ] 20-29                  [ ] 30-39
   [ ] 40-49                  [ ] 50-59
   [ ] 60 and over

4. Graduate of:
   [ ] ACC                     [ ] ACU
   [ ] Other

5. Degrees:
   [ ] AA                       [ ] BA/BS
   [ ] MS/MA                    [ ] EdD
   [ ] PhD                      [ ] Other:

In question numbers 5-8 please specify your years of service at Abilene Christian University within the following ranges of time given:

6. Don H. Morris, ACC
   President, 1940-69:
   [ ] 1940-1969               [ ] 1950-69
   [ ] 1960-1969

7. John C. Stevens, ACU
   President, 1969-81:
   [ ] 1969-81                 [ ] 1972-81
   [ ] 1975-81                 [ ] 1978-81
8. William J. Teague, ACU  
President 1981-91  
[ ] 1981-91  [ ] 1981-85  
[ ] 1985-91  

9. Royce Money, ACU  
President, 1991--  

10. Category of service during John Stevens' administration  
[ ] Board Member  [ ] Administrator  
[ ] Faculty  [ ] Professional Staff  

11. If Faculty, which college?  
[ ] Not a Faculty Member  
[ ] Business Administration  [ ] Biblical Studies  
[ ] Natural and Applied Sciences  [ ] Liberal and Fine Arts  
[ ] Professional Studies  

12. Academic Rank:  
[ ] Professor  [ ] Associate Professor  
[ ] Assistant Professor  [ ] Instructor  
[ ] Teaching Assistant  

13. Tenure  
[ ] Yes  [ ] No  

Please mark the following selections as they best represent your perception of the statement. Additional comments regarding any of the following should be numbered and returned on separate paper.

I. PERSONAL QUALITIES OF JOHN STEVENS DURING HIS ADMINISTRATION:

During his presidential administration, John Stevens ...  

14. Displayed an active interest in major issues and innovates in higher education:  
[ ] Strongly Agree  [ ] Agree  
[ ] Undecided  [ ] Disagree  
[ ] Strongly Disagree
15. Possessed broad intellectual and cultural interests:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

16. Displayed physical and mental vigor necessary for the position:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

17. Worked effectively with faculty members:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

18. Worked effectively with other administrators:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

19. Worked effectively with students:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

20. Worked effectively with the Board:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

21. Worked effectively with different kinds of people:
   [ ] Strongly Agree [ ] Agree
   [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree
22. Evidenced impartiality in assessing problems, people and issues:

[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

23. Displayed a sensitivity to the feelings of associates:

[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

24. Possessed a personality to which associates could adjust easily:

[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

25. Was keenly aware of the impact of his day-to-day operation on the various publics served:

[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

II. INSTITUTIONAL RESPONSIBILITIES

The charter of Childers Classical Institute stated the purpose of the school:

"The establishment and maintenance of a college for the advancement of education in which the arts, sciences, languages and Holy Scriptures shall always be taught, together with such other courses of instruction as shall be deemed advisable by the Board"


26. During his presidency, John C. Stevens continued to uphold this purpose:

[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree
27. The educational philosophy of John Stevens promoted the purposes of ACU:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

28. John Stevens strengthened the financial position of ACU:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

29. During his administration, John Stevens strengthened the relationship between ACU, Hardin-Simmons University, McMurry College, and the city of Abilene:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

30. John Stevens was a leader among religious institutions of higher learning while president of ACU:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

31. The decision to change the status of ACC to a university was a positive move:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

III. LEADERSHIP -- INSTITUTIONAL MANAGEMENT

During his presidential administration, John Stevens ...

32. Evidenced awareness of his multiple roles and responsibilities toward faculty, students, the board of trustees, and community:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree
33. Directed an administrative organization and management structure which was effective in carrying out policy decisions:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

34. The President's staff worked well as a unit:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

35. Evidenced ability to work effectively within the formal governance structure of the university:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

36. Supervised the efficient and equitable allocation of institutional resources:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

37. Always displayed leadership in directing the current and long-range planning of the institution:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

38. Maintained an appropriate balance of support for the academic research and social service functions of the university:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

39. Maintained appropriate responsiveness to suggestions and ideas of others:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree
40. Inspired enthusiasm for university goals:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

41. Processed detailed and routine tasks efficiently:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

42. Established uniform procedures:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

43. Ensured efficient use of all university resources -- human, material, and financial:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

44. Was a good organizer and planner:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

45. Demonstrated ability to see beyond the present (what effect decisions would have on the future well being of the university):
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly Disagree

IV. LEADERSHIP -- INSTITUTIONAL REPRESENTATION

During his presidential administration, John Stevens ...
47. Represented the university effectively in its relationship with the board of trustees:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree

48. Projected an effective national image of the mission and role of the university:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree

49. Encouraged faculty and staff members to promote university interests through professional memberships, community services, and other individual activities:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree

50. Supported disciplines in individual projects for student recruitment:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree

51. Maintained appropriate commitment to the social service role of the university:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree

52. Worked effectively in the local community for the support of the university:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree

53. Evidenced capacity to maintain institutional integrity against any outside pressure groups:
   [ ] Strongly Agree   [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly        Disagree
                      Disagree
54. Worked effectively to obtain research and program funding for university projects:
    [ ] Strongly Agree  [ ] Agree
    [ ] Undecided      [ ] Disagree
    [ ] Strongly
    Disagree

55. Maintained appropriate interest and involvement in outside agencies for the support of private higher education:
    [ ] Strongly Agree  [ ] Agree
    [ ] Undecided      [ ] Disagree
    [ ] Strongly
    Disagree

56. Was an effective advocate to the outside community:
    [ ] Strongly Agree  [ ] Agree
    [ ] Undecided      [ ] Disagree
    [ ] Strongly
    Disagree

V. RELATIONSHIP WITH FACULTY, ADMINISTRATION, STUDENTS, AND OTHERS

During his presidential administration, John Stevens ...

57. Sustained a sense of community with open, consistent, and useful communication and mutual trust among students, faculty, staff, and administration:
    [ ] Strongly Agree  [ ] Agree
    [ ] Undecided      [ ] Disagree
    [ ] Strongly
    Disagree

58. Fostered an environment which recognized human potential, promoted growth, and rewarded initiative:
    [ ] Strongly Agree  [ ] Agree
    [ ] Undecided      [ ] Disagree
    [ ] Strongly
    Disagree

59. Provided staff development opportunities/encouraged professional growth for employees:
    [ ] Strongly Agree  [ ] Agree
    [ ] Undecided      [ ] Disagree
    [ ] Strongly
    Disagree
60. Had students' interests in mind when making decisions:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

61. Demonstrated trustworthiness (honesty, reliability, integrity):
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

62. Demonstrated ability to motivate personnel:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

63. Demonstrated ability to inspire confidence:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

64. Encouraged participation in decision making and demonstrated willingness to consider opposing views:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

65. Kept channels of communication open:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

66. Demonstrated good insight and judgement in dealings with students:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree

67. Demonstrated good insight and judgement in dealings with university personnel:
   [ ] Strongly Agree  [ ] Agree
   [ ] Undecided       [ ] Disagree
   [ ] Strongly
   Disagree
68. Demonstrated willingness to resolve problems:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

69. Was accessible to staff and students:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

70. Fostered good morale within the university:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

71. Resolved conflicts in a constructive manner:
[ ] Strongly Agree [ ] Agree
[ ] Undecided [ ] Disagree
[ ] Strongly
Disagree

A. Write the following information on this form:

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Date</th>
<th>College or University</th>
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</tbody>
</table>

B. If you have served with other colleges or universities please indicate the name(s) and inclusive dates of service and category of service.
C. Other information about yourself you would care to share: (continue on back or attach additional pages if necessary)


VI. GENERAL COMMENTS REFLECTING YOUR VIEWS OF DR. STEVENS' ADMINISTRATION (continue on back or attach additional pages if necessary)


D. Please indicate what you think were the five most important problems John Stevens faced as president of ACU:


E. Please indicate what you think were the five most important successes of John Stevens' presidency:
F. Please indicate what you think were the five most important failures of John Stevens' presidency:

G. Compared to other academic presidents with whom you have worked, how would you rate this administration overall? (check one)

[ ] Outstanding

[ ] Satisfactory

[ ] Unsatisfactory

H. Other comments:
Please use the enclosed return address label and postage to mail this survey in the envelope in which it was received.

Thank you for completing this survey. If you wish, sign here:______________________________
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