

Philanthropy and Education: A Historical Study of Ruth Carter Stevenson's
Influence on Texas

by

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Thesis

In

HIGHER EDUCATION AND STUDENT AFFAIRS

Submitted to the Graduate Faculty
of Texas Tech University in
Partial Fulfillment of
the Requirements for
the Degree of

MASTER OF EDUCATION

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May 2011

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Acknowledgments

In order to successfully complete this research it required the help of a certain group of people that have all played a very important role in my life and academic career. I know that when I look back on this piece of work, I have the option of either looking for more things I could have done better or looking at this piece of research as one of my proudest moments because of the challenges I overcame and the relationships that were developed.

To Dr. Stacy Jacob- thank you for being not only my mentor but my friend and stand-in mother when necessary. You have taught me so many things these past two years but the most important thing is you taught me that I will always have a choice to make and it should be an enjoyable experience- no matter what. You have provided me with so many opportunities to grow as a young professional and you always know when to make me laugh because it could be the exact moment I want to scream. You have helped give this project life, literally, and I can't even begin to thank you enough.

To Dr. Stephanie Jones, the woman who has inspired me to look past what I can do as a journalist and learn that it is time to write as though I am an academic scholar (grin). From day one, you have never given up on me and always pushed me to be a better writer and student. I have always appreciated your honesty and wisdom and am honored to have you on my committee, thank you.

To my mom. You have no idea how much I appreciate your two minute daily phone calls- whether it is just to vent or say hello. The fact that you are always willing to listen means everything to me. Thank you for letting me sit at your dining room table for countless hours during Christmas break and then when I would complain you would

remind me how great it would feel when I would overcome this hurdle. You were right! I love you very much, mom.

To my dad. First things first, I am pretty sure we are at about \$700.00 and Disney World is looking pretty good right about now! I do not know where to even begin, I was at the worst point I had ever been in my writing and you knew exactly what to say to get my mind at ease and the words just started to flow. You and I both know it had nothing to do with the dollar per page or Mickey Mouse... I just needed to laugh. You always know what to say and I am so glad you do. I hope that I pick up that quality in you and am able to pass that on to my kids in their time of weakness. Thank you for being excited for me when I call to tell you about the little things because we both know sometimes it really isn't that exciting. I love you!

To dad and Mrs. Barbara. Thank you both for your continued support and interest in my research. I love that when I call and visit you both are full of questions about what it is I am doing now or where I am at in my research, it makes me feel good. I love you both!

To Ruth Carter Stevenson. Without your willingness to help, your time, and devotion to philanthropy this research would not even be possible. The poise you possess is something that I truly admire and I hope that someday I have the opportunity to impact the number of lives you have by mere gesture of giving. Your humble nature is just one of the many qualities you possess and it has been a true honor to read about you in the archives and get to speak with you these past few weeks. Thank you for your insight, humor and wisdom.

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Abstract

The purpose of this study is to look into the intersection and impact of philanthropy, education, and women in higher education. Ruth Carter Stevenson is a philanthropist in the State of Texas whose life fits this intersection. Existing research in the areas of philanthropy, education, and women are discussed to support the overall arching theme, as well as the importance of each to history. This work uses historical methodology to study the aforementioned intersection, as well as the interpretivist qualitative approach. Both archival documents (Ruth Carter Stevenson's correspondence paperwork, and newspaper clippings) available at the Special Collections Archives at Texas Christian University, and an oral history of Ruth Carter Stevenson were utilized for the study. The research findings suggested that the Carter family and Ruth Carter Stevenson contributed to philanthropy, education, and women throughout their lives and their impact on the Fort Worth community will be remembered forever.

Chapter I

Introduction

Education has provided many opportunities for both women and philanthropy that when they both work together as a team, education is an unstoppable force. Ruth Carter Stevenson has proved this theory correct by just merely living her day-to-day life. Her story alone will show us that she has spent the majority of her life working to make education better for others and finding ways to give back to the community through philanthropic endeavors. Her strength alone has given hope for all those who have heard and will continue to hear her story after she is gone.

Origin of Study

In 1947, Sid W. Richardson established a foundation known as the Sid W. Richardson Foundation that would impact my education more than he would ever have the chance of knowing. Since I was a freshman in college I was honored by being one of the few students to be awarded the Sid Richardson Memorial Foundation Scholarship and have been able to be a recipient ever since. This scholarship has helped my education continue on a successful path because this man wanted to benefit education in the state of Texas. My connection to this study is very much on a personal level because I am a recipient of a foundation scholarship and I know the benefits that it can have on one's education. The Sid W. Richardson Foundation has awarded me over \$36,000 towards my education and this is money that I will not have to pay back. Sid W. Richardson was not alone when he first had the idea to start a foundation that would benefit students in education. During that same time his good friend, Amon G. Carter was also contemplating the idea of organizing a foundation of his own; his would be known as the

Amon G. Carter Foundation, which Ruth Carter Stevenson now presides over. During my oral history with Ruth Carter Stevenson (2011), she confirmed Sid and Amon's friendship by stating, "Uncle Sid", Sid Richardson, and Amon G. Carter were the closest of friends... "He was at dad's bedside when he died; along with us."

Problem Statement

As the researcher, I believe that philanthropy, education and women are three topics that professors and researchers have spent countless number of hours on and will continue to research because these issues are timeless. Timeless because they are constantly evolving, and there will always be new and improved information, something to always make us, as researchers, better. This study is significant because few stories of women's impact on philanthropy in education currently exist, and to my knowledge none in the state of Texas. Philanthropy, education and women will be discussed and how it relates back to higher education through a historical lens. Ruth Carter Stevenson's story will be told through each of her archival documents and through her contributions to education and philanthropy. This study will benefit those who are interested in the fields of philanthropy, education and/or women because it will provide more insight and information into the three areas of interest. Those living in the Fort Worth, Texas area might take a personal interest in this study considering Ruth Carter Stevenson's father, Amon G. Carter, spent the majority of his life there and that is where she currently resides today. This study will add to the historical data on the Ruth Carter Stevenson legacy and to current history on the Carter Family.

Research Question

The research question that has guided this study is: How can one individual influence education through philanthropy?

Theoretical Framework

This work was conducted as an interpretivist, qualitative approach of human inquiry and studies philanthropy, education and women. The methodology that will be used is through an historical, social science lens.

As a researcher in an interpretivist paradigm, Glense (2011) discusses how one might observe, ask questions, and interact with research participants. In this study I conducted an oral history with Ruth Carter Stevenson and was able to ask a number of questions and provide further data to support this research. In this particular paradigm it is normal that the final write-up be descriptive in nature and that it has multiple patterns in the analyses. These methods tend to be called *qualitative* (Glense, 2011, p. 8). The majority of people are not aware of what historical research is but Denzin and Lincoln (1998) explain historical research as having to have a point a view, first and foremost. This point of view, most of the time, has some idea about the “meaning of history” behind it (p. 224). In historical research, methodology plays a vital role and in order to really understand history and its information, the researcher must have an established point of view. Denzin and Lincoln state, “One must have a point of view, including an interpretive framework that includes some notion of “meaning” of history.” (1998, p. 228) Being able to understand history is the first step in conducting a successful historical research project and developing your own personal point of view.

Definition of Terms

The following terms will be important for the reader's understanding of this thesis.

Amon G. Carter: Ruth Carter Stevenson's father; founder of the Amon G. Carter Foundation and visionary behind the Carter Museum.

Amon Carter Jr.: Ruth Carter Stevenson's brother and could also be referred to as "Bud".

Amon G. Carter Foundation: A Texas non-profit corporation established in 1945 to support work in the fields of art and culture, civic and public affairs, education, health, and human services.

Amon Carter Museum: The Museum was established to house Amon's collection of paintings and sculpture by Frederic Remington and Charles M. Russell; to collect, preserve, and exhibit the finest examples of American art; and to serve an educational role through exhibitions, publications, and programs devoted to the study of American art.

Education: The informal or formal process of acquiring new information and/or skill.

Katrine Deakins: Amon G. Carter's Secretary and dear family friend to Ruth Carter Stevenson.

Nenetta Burton Carter: Amon G. Carter's second wife and mother to Amon Carter Jr. and Ruth Carter Stevenson.

Philanthropy: The act of giving either of one's time and/or money.

Ruth Carter Stevenson: She is the primary focus and lens of this research. Ruth Carter Stevenson is currently the president of the Amon G. Carter Foundation. Throughout this study she may be referred to as “Ruth Carter Johnson” or “Mrs. J. Lee Johnson III”.

Limitations

Some interesting limitations arose during this research. The Amon G. Carter Special Collections located in Fort Worth, Texas only had archival data up until the early 1980’s, which presents an issue considering we are in the current year of 2011. This limitation may be because correspondence has changed to electronic communication or that perhaps the Carter family did not donate additional information to the collection after Amon G. Carter passed away.

Another limitation was the issue of time. There were documents that I would have been more than interested to follow up on and analyze at The Madeira School, where Ruth Carter Stevenson went prior to Sarah Lawrence College, and at Sarah Lawrence College, but that was not a possibility due to time constraints. The type of material that would have been accessible at The Madeira School and Sarah Lawrence College would have been school records, school newspaper articles Ruth Carter Stevenson was published in, yearbooks, and an oral history Ruth Carter Stevenson donated to The Madeira School.

At the Amon G. Carter archives it would have been interesting to be able to look beyond the scope I had set for myself. There were many files about Ruth Carter Stevenson that I found interesting that were not necessarily relevant to my current research. It would have been intriguing to browse through those files and look for information that could have supported the current themes. I found it to be very difficult

to move forward with any information because it all seemed to stop at a certain point and there seemed to still be a lot of unanswered questions.

The oral history that was conducted with Ruth Carter Stevenson was originally scheduled for an hour via telephone and on a Thursday morning. Once settled into the interview and talking to Ruth Carter Stevenson about the details and oral history process, she made it clear that an hour was too long and the oral history ended up being only 17 minutes. With questions being prepared for the original hour interview and then being fit into a 17 minute window, a great deal of information can be overlooked and lost. I feel honored to have talked with her but I did not get the element of information I was expecting.

Delimitations

There are multiple things I intentionally did not do in this project to obtain more research material. I did this so that I would have enough time to thoroughly go through all the information I already planned on collecting or had collected. I knew going in to this project it had potential to have a large amount of research material: therefore, I thought it was important to set certain delimitations at the beginning or as they arise. I did this so I could stay on task and effectively execute the research project.

When I learned out how much information was in the Amon G. Carter Special Collections I made the decision not to stray away from the Ruth Carter Stevenson boxes, the Amon G. Carter Foundation boxes, and Amon Carter Museum boxes. I did this because it would have taken much more time to sift through all of the other boxes and to analyze the archival material. I knew there was more information amongst the other boxes that could have benefited my research, but given the scope of my project, there was

not enough time to address all of properly. The information in my 12 boxes would answer my research question and provide enough examples and evidence about Ruth Carter Stevenson, the foundation, and the museum.

The Madeira School and Sarah Lawrence College were two possibilities that I decided not to pursue as options of potential research avenues. Each school was requesting handwritten confirmation from Ruth Carter Stevenson that it was “Okay” that I requested her files as both locations. At the time, Ruth Carter Stevenson did not know I was conducting this research and I did not feel it was appropriate to contact her when I was still in the beginning stages and was not ready to pursue an oral history. When it came to pursue the oral history and I would be able to request a written confirmation for her files at The Madeira School and Sarah Lawrence College I was approaching the end of my thesis deadline and running out of time. This information from The Madeira School and Sarah Lawrence College would have been interesting to analyze given the appropriate amount of time.

After I concluded the 17 minute oral history with Ruth Carter Stevenson I knew that I did not have enough adequate information but I also knew that rescheduling the interview was not an option. There were times when I felt she was not listening, wanted to be somewhere else, and instead of answering in detail; she would respond in short, one-word answers. I did not think Ruth Carter Stevenson would have been receptive to another interview, so I decided to use the information I had and use it as effectively as possible.

Summary

To be able to answer the initial research question about the ability one person can have on the impact of philanthropy and education, is essential to making this a successful study. The literature that is available looks at the areas of: education, philanthropy, and women individually, and how their impacts have influenced our society and efforts today. I took a qualitative approach with a historical lens to try and effectively answer my research question.

Description of Chapters

In chapter one, I provided a detailed introduction, as well as information about the problem statement and the purpose of this study. I introduced the research question that will be seen throughout this study and also the theoretical framework. I also included a list of definitions that readers will find important as they guide their way throughout this study. There is also a section that provided information on limitations and the potential uses of this research. Finally, at the end of chapter one there is a summary that provides an overview of future chapters. Chapter two contains information from other literature that is relevant to this study, more specifically the three themes: education, philanthropy and women. In chapter three, I discussed the various modes of methodology I used to complete and execute my research. Also in chapter three, I go over the various archival materials that I examined and the oral history I was able to obtain from Ruth Carter Stevenson. The story of Ruth Carter Stevenson really comes to life in Chapter four. I was able to take all of the information from the archives and her oral history and develop three large themes about her impact on education, philanthropy and women. In chapter

five, I began to reconnect all the themes and explain the importance of this study, while answering my initial research question.

Chapter II

Review of Literature

In this chapter I will present a review of relevant literature related to the intersection of the emerging themes: philanthropy, education, and women. I will also be discussing, in addition to, the importance of history to this research and the important role women have played in history. The first section titled *Why History Matters* reviews literature on the importance of history. In the second section titled, *Women's Perseverance* I discuss multiple pieces of literature that talk about the impact women have had on history and how they have made it to where they are today in society. The literature in this section also talks about the different women that have served as important figures in their time. The final section of this chapter, *Philanthropic Activities* defines the differences between foundations and endowments. This section also goes on to talk about how philanthropic organizations came to evolve over the years and their impact through the decades on higher education. All of the themes play a vital role in the current and relevant literature.

Why History Matters

It is important to understand history and to be able to answer the question, “Why history matters?” A historical study requires the researcher to have a basic understanding of the importance of history and Gerda Lerner addresses this in her book, *Why History Matters*. Lerner’s book offers insight to scholars and students, especially women, by offering encouraging words about how women throughout history have always had something to say; it is just whether someone has taken the time to stop and listen. Lerner (1997) stated:

Women are everywhere and have always been at least half of humankind. It is inconceivable that their actions and thoughts were inconsequential in the shaping of historical events, yet women have been presented as though they have no history worth recording. The only women to have entered the historical record are those who were “stand-ins” for absent husbands or brothers, women who did what men did, rulers, queens. (p. 205)

History and historical research is important because it will help define a path of what happened in the past and link it to what is happening now. Without this particular research those looking for answers, will not know where to look. The inevitable question, “Why history matters?” is finally answered by Lerner (1997) with the following statement:

We live our lives, we tell our stories. The dead continue to live by way of the resurrection we give them in telling their stories. The past becomes part of our present and thereby part of our future. We experience; we give voice to that experience; others reflect on it and give it new form. That new form, in its turn, influences and shapes the way next generations experience their lives. That is why history matters. (p. 211)

Women’s Perseverance

Women have come a long way in that at one time, they were not able to attend schools and/or universities and now can. They could not vote and now, they can. A number of things have evolved in favor of women and it is important that those things are recognized in research because women have come a long way and persevered through some very tough trials. Women had always been alive, thriving and making history, but

this had been masked and disguised for over 30 years. Due to the fact that male observation and interpretation of historical events was seen as the most important concept, women were practically made transparent. Historians of women have made an active effort to make sure they are seen in the grand scheme of things so they are not missed in the new recordings of history: it is their attempt, “To reflect the dual nature of humankind in its true balance, it’s female and its male aspects” (Lerner, 1997, p. 53) that makes history more reflective of the entire human experience.

The demise of feminism and giving credit to women’s failure to compromise on the issue of protective legislations are two issues discussed throughout Rosenberg’s book. After her own research on the issue, Rosenberg (1982) concluded, “The disagreement over protective legislation was, at bottom, much more than a disagreement over political strategy; it was a disagreement over how women perceived themselves.” (p. xiii) How women view themselves individually and as a whole in society would best be demonstrated by how they are perceived by their peers.

Since women have been left out of history they do not have the appropriate images of what it means to be an “educated woman.” Women throughout history have contributed to these images by offering insight, knowledge and experience. Part of developing these new images was to define what it meant to be an “educated woman.” This term describes a select group of minority females who were able to get a liberal education at academies, seminaries, and colleges (Solomon, 1985 p. 27). These women were different than the rest of their kind, as noted in Solomon (1985):

They set apart from the mass of their sex who was in no position to acquire an education, shared the belief of other women in their communities. They accepted the

code of true womanhood, the popular term invoking the ideal of the republican and Christian wife and mother. (p. 27)

Solomon (1985) discussed how there were three critical factors that contributed to women advancing into higher education: “The first reason was the popularizing trend in public education; this would be the rapid growth of common schools, high schools and of course, colleges. Second, the impact of the civil war; this allowed for increased opportunities for women in education and employment. And finally, the ferment and expansion of university education.” (p. 43)

According to Lerner’s (1975) essay, women’s developmental process through history is outlined in three stages: compensatory history, contribution history, and transitional history essay “Placing Women in History.” The first stage, “compensatory history” is described as the level where women whom were left out of history are now attempted to be named and their activities and significance are now discussed (Lerner, 1975). “Contribution history” is the level where contribution of women throughout history is decided upon and described (Lerner, 1975). The last stage, “transitional history” is a new and improved way to integrate the male and female population so that both histories can be viewed as one whole, instead of separately (Lerner 1975). These three stages work collectively to help build a foundation for women in history so that in the future their presence is not only known but heard. Currently, I am working in the contribution history level because I decided to take a woman in history, Ruth Carter Stevenson, and describe her through a defined lens. I am able to describe her because of her archival documents and I was able to conduct a brief oral history with her. The archival documents provided research and evidence on her life, such as newspaper

clippings and past letters between family and friends. They gave me a glimpse of who she is and allowed me to interpret and develop different themes.

It is important to know the demographics of who went to college and the logistics of how it was financially possible at that time for a particular set group of people. Solomon noted how, “The first women to make their way into institutions of higher learning let their fervor and determination be known to all.” (Solomon, 1985, p. 62) Being confident that one wanted to go to college is not a bad thing. Solomon (1985) also discussed that for every woman who wanted to be involved in higher education, there were a handful of her friends that wanted nothing to do with it. College was not for everyone. Something that was important to the early female population that wanted to be a part of the collegiate institutions was constant encouragement. Graduating is an important step for women at this time because they are getting the opportunity to go out in society and prove what it is they have learned and show everyone that they are well deserved degrees. There were many issues arising even after the fight had ended for these women to be able to obtain a college education. Along with the negatives, the college degree did allow for some positives. According to Solomon, “The late nineteenth century witnessed a rise in the number of women doctors, from less than twenty-five hundred in 1880 to at least nine thousand in 1910.” (Solomon, 1985 p. 132) She also briefly touches on how the serious volunteer has professional attributes and how women were looking to this as a potential career option and how there was a demand for trained ‘experts’ in social service.

In 1860, forty-five institutions provided some type of collegiate degree for women (Thelin, 2004). Even though these institutions varied in name to some degree, for

example, “academy,” “female seminary,” and “literary institute,” they all were there to serve women and their educational aspirations. Interestingly enough according to Thelin, Margaret A. Nash’s researched proved that, “In the college town of Oxford, Ohio, one finds no fewer than three women’s college’s in the 1850s and 1860s. Each institution carved out a curricular emphasis and a student constituency, usually based on social class.” (Thelin, 2004, p. 84) Some even viewed the expansion of higher education to women as an extremist activity and had the conservative constituents in an absolute uproar. Trying to decide how to handle the actions of these women, their best decision was to “fight fire with fire,” according to Thelin (2005 p. 84) and have the women attend colleges closer to home so that their religion could play a large impact on their daily lives as opposed to them traveling further away and being influences by external factors. Solomon (1985) provided a chart that gave the numbers of how many women were enrolled in college during the years of 1870-1980. In 1870- 11 women , 1880- 40 women, 1890-56 women, 1900- 85 women, 1910- 140 women, 1920- 283 women, 1930- 481 women, 1940- 601 women, 1950- 806 women, 1960- 1,223 women, 1970-2,884 women, 1975- 3,847 women, 1980- 5,694 women (p. 63). During the time Ruth Carter Stevenson was enrolled at Sarah Lawrence College in 1942 and there were only an estimated 600 other women also going to college somewhere else in the United States.

Philanthropic Activities

Philanthropy can be more than just giving to education though; it can be about volunteering one’s time. Walton’s (2005) book, *Women and Philanthropy in Education* discusses how women have fashioned their careers “as philanthropists and educators, have used education to promote social change, and have been instrumental in establishing

and sustaining a wide array of institutions where education occurs.” (p. 1) Walton (2005) also touches on why women involved in philanthropic activities were cut out of history until recent decades. Walton (2005) states, “Women have been virtually absent from dominant accounts of U.S. philanthropy and remain excluded from, or at best, marginalized in, the literature on educational philanthropy.” (p. 2) In other words, just because women have been invisible for decades prior to current time, does not mean they have not been making progress. It is important for this study for the reader to understand what the intersection of philanthropy and education means and why women’s individual contribution matters to the history.

The term philanthropy has said to have been around well before the twentieth century. Walton (2005) explains the importance of the intersection of philanthropy and education,

Exploring the significance and variety of women’s philanthropic action in education is important because both philanthropy and education were among the earliest spaces where women, though still acting within culturally prescribed roles, found opportunities to participate in the public sphere. (p. 5)

Universities have been beneficiaries of philanthropic efforts from foundations. Ernest Hollis’ study on the *Philanthropic Foundations and Higher Education (1938)* found, “Foundations had proliferated in the U.S. Benefiting from well over three decades of insight into foundation activity.” (p. 10) According to Walton (2005) this research would soon go on to help “define” a college. It would not be until 1950 when Merle Curti looked at the intersection of philanthropy and women, that a new independent field of research was created. Curti is a historian who would, “conceptualize and promote the

study of philanthropy as a phenomenon that is central rather than tangential to the study of the history of education.” (p.11)

How a college once made its money is very different than how colleges do things today. Thelin (2004) states:

...a great deal of a college’s income was in the form of “country pay”—namely, gifts in kind of crops, firewood, or livestock. Even in the twenty-first century the practice of prosperous farmers and ranchers donating livestock for university football team dining halls persists as generous and welcome custom. (p. 16)

An important change in colleges was after 1850 when substantial philanthropy, large gifts, came into the picture. Today, we would call these types of gifts foundations, trusts and estates. During this time, one of the most substantial endowments occurred when Abbott Lawrence of Boston gave to Harvard College. His endowment allowed facilities to be built that ranged from a scientific school to a museum (Thelin, 2004, p. 100).

Women’s participation in education exploded during this time because they were one of the major beneficiaries of this new philanthropic movement. According to Thelin, “These colleges often enjoyed fund-raising success precisely because they were outside the mainstream. Because women’s education did not enjoy popular support, it relied instead on the intense commitment of maverick donors” (Thelin, 2004, p. 100)

It is important to know the difference between foundations that were large and those that were small. Large foundations had the option and flexibility to devote their time and attention to different types of projects. These large foundations had the option to focus their time on the strengthening of a particular campus or a particular area of a college, like human sciences. Thelin (2004) provided an example of what the Ford

Foundation did in conjunction with other foundations. He stated, “Redressed some of the imbalances of federal patronage by choosing two foci in the 1950s and 1960s: major private universities, and social and behavioral sciences.” (p. 283) the largest gift ever noted by the Ford Foundation was \$560 million and that was announced in December of 1955 to assist privately supported colleges and universities to raise teachers’ salaries (Thelin, 2004 p. 283).

Chapter Summary

In this chapter I discussed literature involving the overall themes for my study, the intersection of education, philanthropy, and women. I incorporated some important points of interest involving the importance of history, philanthropy over the decades, and women through the times. I provided a thorough understanding and explanation of each of the themes in their categories and provided documentation that allows them to relate back to the original themes. In the next chapter I will discuss the methodology I used to conduct my study.

Chapter III

Methodology

This study is significant because it contributes to level two of Lerner's (1975) women's developmental process through history. It brings to light a female figure and then provides information about her for others to gain more insight and knowledge about her dedication to philanthropy. I will be discussing philanthropy, education and women and how they influence higher education through a historical lens. Ruth Carter Stevenson is an example of a person who fits the intersection of philanthropy, education and women, and her story will be told through archival documents and an oral history. This research will illustrate her contributions in education and philanthropy. This study will benefit those who are interested in the fields of philanthropy, education and/or women. Those living in Fort Worth, Texas should take a personal interest in this study because that is where Ruth Carter Stevenson currently resides today. Also, her father, Amon G. Carter, spent the majority of his life there and was a prominent businessman in the area. This study will also add to the historical data on Ruth Carter Stevenson's legacy.

Research Question

I was able to obtain information about Ruth Carter Stevenson and her family legacy by conducting an oral history and studying archival documents. By doing so, I chose to develop and answer the following research question: How can one individual influence education through philanthropy?

Theoretical Framework

The interpretivist approach is what guided this study and the archival data I obtained was interpreted through a historical lens. An interpretivist believes, "that to

understand this world of meaning one must interpret it. The inquirer must elucidate the process of meaning construction and clarify what and how meanings are embodied in the language and actions of social actors.” (Schwandt, 1998, p. 130) In this study I have taken the oral history of Ruth Carter Stevenson and the archival documents and interpreted those for the readers so they would have a better meaning of the Carter family and how they intersected with philanthropy, education, and women.

In order to clarify what the meanings are in the research I spent numerous hours in the Special Collections at Texas Christian University browsing through multiple boxes trying to find information that supported the themes of this study: philanthropy, education, and women. I was able to find a number of documents that I analyzed and interpreted to fit these identified themes.

The oral history of Ruth Carter Stevenson proved to be not as informative as I would have hoped. There was still information that was pertinent to the study, but a large portion of the information came from the archival documents and a small number of other primary sources. It is important to know that any information that can be obtained from an original, primary source is good information.

Qualitative Research

It is imperative to know the meaning behind qualitative research. Schwandt (1997) describes qualitative research as “a not-so-descriptive adjective attached to the varieties of social inquiry that have their intellectual roots in hermeneutics, phenomenological sociology, and the verstehen tradition” (p. 129). Schwandt (1997) also discusses how most of the time researchers use it as a “blanket term” for case studies, life history

methodologies, or narrative inquiries. Being able to understand what qualitative research is the first step in conducting research.

Under the umbrella of qualitative research are different approaches that a researcher can classify themselves as. I fall under the interpretivist approach, which is where the researcher can interpret actors in a social world (Glense, 2011, p. 9). It allows methods to be used where I am allowed to interact with people in social contexts, just like with the oral history with Ruth Carter Stevenson where I was able to ask a number of questions and collect further data to support this research. In this particular paradigm it is normal that the final write-up be descriptive in nature and that it has multiple patterns in the analyses.

History as Methodology

When using an historical lens it is important to keep in mind that as the researcher it is your job to, “reproduce and interpret concrete events as they actually occurred in time and space while seeking to find out what actually happened and how it all came about.” (Tuchman, 1998) This research provides the reader with substantial information about when things took place and how they evolved over time.

As the research instrument it was my job to decide how I was going to gather the information over Ruth Carter Stevenson. I knew that in order to obtain accurate information I was going to have to spend an adequate amount of time in the archives. I knew could collect archival information about the Carter family and Ruth Carter Stevenson but I wanted to conduct an oral history with Ruth Carter Stevenson that would provide first-person commentary about her experiences with both the Amon G. Carter Foundation and Amon Carter Museum.

Data Collection

After the death of Amon G. Carter in 1955, a large amount of his personal information such as correspondence, bank statements, foundation information and family photos were donated to the Special Collections of the Mary Coats Burnett Library on the Texas Christian University (TCU) campus in Fort Worth, Texas. Mr. Carter had presided in Fort Worth for the majority of his life. Eventually, there would be so much information gathered over the years that he would have his very own collection dedicated to him and his family; it would be known as the Amon G. Carter Collection.

According to Jordan R. Humphrey (2010) in his chapter entitled “No Food, No Drinks, Pencil Only” in the book *The History of U.S. Higher Education: Methods for Understanding the Past*, the files in the Amon G. Carter Special Collections would be more important than any of the other documents I would obtain during this study. Humphrey (2010) states, “Archives hold the primary sources that are the hallmark of historical research and thus often serve as the principal sources of information for historians.” (p. 44) He then goes on to discuss how difficult it can be to sit in the archives for hours upon hours trying to find that one piece of evidence that is going to take you on to your next clue. One of the most important traits a historian can have while doing archival work is interpretation. The ability to interpret historical documents and utilize them for your research is something all historians must learn. Humphrey also suggests that before you can interpret you must know what to do when you get to the archives. He also states to always do your homework first about the topic and archive you are going to be visiting. Next, contact the archivist and make sure to bring a pencil, not a suitcase. Archives have rules and the last thing they need or want is all of one’s personal items

scattered everywhere. Finally, be flexible. You are on someone else's watch; be courteous of what is going on there.

Humphrey (2010) discusses what he calls a "Triage Strategy" that proves to be very helpful in a time of overwhelming archival documents. His two main ideas of how research is conducted are either by tunneling or fishing. Essentially, tunneling is when you find a specific set of dates and then examine those documents from beginning to end; when you see something interesting you make sure to note it. Fishing is where you go out in search of material that fits your research question and that is the material you filter towards. Humphrey says it is like, "It is much like throwing your fishing line into a lake to catch whatever swims up to your bait." (p. 49)

In my own personal experiences, I had contacted the archivist and told him about what I was researching and he was more than willing to accommodate my situation with me traveling such a long distance. Before I left, the archivist had e-mailed me with TCU campus directions and police department information. When I arrived, the archivist on duty had the files I needed already pulled so I would be able to begin as soon as I was ready. They were more than accommodating and that is because I went out of my way to contact them and make sure they knew of my situation and requests. In response to Humphrey's "be reliable," I was planning on going to the archives one week and I received an e-mail two days prior stating that they were experiencing some maintenance issues and were going to shut down my specific archive collection. This was somewhat of an issue considering I had already taken off from work and made arrangements, but instead I just changed my plans and moved on; there was not anything I could do.

Sitting in a sea of archival information can be very overwhelming but it is very important to go in with a strategy. When I was doing my research I actually utilized both the fishing and tunneling techniques. I knew a timeline I was looking for so those were the documents I would follow, so that represented my tunneling; but, I was only searching for information that supported my research question and all other information that did not pertain was void—here I would be fishing. Whether, tunneling or fishing, I was working in my own “triage strategy” and allowing myself to gather the archival documents I needed to complete a successful archival search.

Archival data. The Mary Couets Burnett Library on the Texas Christian University (TCU) Campus in Fort Worth, Texas is where the majority of information about the Carter family is housed. Information such as correspondence, newspaper articles, photographs, personal documents and meeting minutes. With all this information the library would finally dedicate a whole collection to Amon G. Carter and his family; this collection would be known as the Amon G. Carter Collection. It was in there I would spend just over twelve hours in the archives reading the story of Ruth Carter Stevenson’s life, looking through 12 boxes full of correspondence, financial statements, meeting minutes, personal documents and pictures, and finally settling down to just over 35 folders and just requesting over 325 pages of photocopies. The following information is an explanation of the information examined.

Correspondence. I reviewed multiple boxes that contained letters from Ruth Carter Stevenson that were written to her father, Amon, to her brother, Amon Carter Jr., her mother, Nenetta, and her dear family friend, Katrine. Not only were there letters from Ruth Carter Stevenson, but there were also letters written from these individuals

back to Ruth Carter Stevenson. It was a very tedious process considering I would read a certain folder with a batch of letters and then I would find another folder with a letter replying that would match with that particular correspondence. It was a lot of going back and forth which led to a great deal of unanswered questions. A large amount of the correspondence was general conversations about the small things in life, but every now and then there would be a letter that would discuss certain family issues or relate to the themes in this study. Those particular letters will were to enhance the quality of this research.

Newspaper articles. The newspaper articles I read were important to this research because they were able to provide evidentiary support for Ruth Carter Stevenson's involvement in philanthropic endeavors and education. A large portion of the newspaper articles came from the Fort Worth Star-Telegram; considering the Carter family owned it for such a long period of time.

Photographs. After reviewing the photographs the story I was writing really became clear. Some of the images availed in the Amon G. Carter Special Collections were of them as a family, Ruth Carter Stevenson and Amon Carter Jr. as a child, Amon G. Carter with a number of his constituents and then a number of Ruth Carter Stevenson with very prominent people throughout her time, like Princess Diana. The pictures were one of my favorite parts of the archives because it let me see a glimpse of their lives I would have never been able to see because I was not there to take part; I was only able to read about it.

Personal documents. These personal documents were very low in numbers but the ones I were able to get a hold of did provide a lot of great information. Both Amon

G. Carter and Ruth Carter Stevenson Carter Stevenson's Will's were available to read and both were very interesting in the case that both were just interested in the welfare of their family, the foundation and the museum. The financial statements were good documents to look at when trying to figure out the financial obligations and liability of both the Amon Carter Museum and the Amon G. Carter Foundation.

Meeting minutes. The meeting minute documents I read that really gave insight to this area were a specific group of minutes from the Amon G. Carter Foundation meetings, the Amon Carter Museum meetings and a few of the meetings Ruth Carter Stevenson was chair and/or presiding officer of. It provided good insight to what the museum and foundation board of directors were trying to accomplish, had accomplished, and what was currently being discussed. It was almost like I was in attendance at the meetings and was able to participate in their discussions.

Oral History of Ruth Carter Stevenson

After spending a large amount of time reading about Ruth Carter Stevenson's life through letters exchanged between her and family I decided that the next best thing to do was try to schedule a one-on-one sitting with her. What better way to wrap up the story of one's life than hearing it in her own words. This challenging task would be the opportunity to tie all the loose ends together about pieces of her life that seemed empty like potholes in the pavement. This would be the chance to ask her input about education over the years, the importance of philanthropy and just how strong is one woman's impact? There are so many questions that I have prepared to ask her about women, philanthropy and education.

The book, *The History of U.S. Higher Education: Methods for Understanding the Past* discusses how to conduct different kinds of historical research including archival and oral histories.

Chapter 2, “Oral History...As Scholarship” by Katherine Chaddock takes the how-to on oral history to a whole new level with her witty humor and insight on her past experiences. First and foremost, what is oral history? Chaddock (2010) defines oral history as:

Spoken description about the past captured in ways that help scholars achieve complete and accurate historical portrayals and analysis. It is also used to make news, provide titillating detail about noteworthy people and events, entertain with firsthand tidbits from insiders, and in general sell media products. (p.19)

An oral history is very important to research because it is that personal, supporting evidence and provides proof to whatever it is you are trying to demonstrate in your research. It is that one moment you get to sit down and have a one-on-one interview with that person you have spent an endless amount of time trying to get a hold of. With every research method there is a process and with oral histories, Chaddock offered her 3-step model she uses to keep things simple while interviewing her subjects. During her interview process Chaddock sticks to what she has termed the “Stop, drop and roll” (p. 21). First, stop the interviewee’s ability to recall by gently reminding her of the past. Second, drop the interview questions into general conversation that is already underway. Finally, remember to keep things rolling with the list of questions and interested body language that allows the interviewee to reminisce in various directions (Chaddock, 2010, p. 21-22). Interview fluidity is very important during an oral history; it will help keep

things going at a steady pace and possibly help build a sense of camaraderie between the interviewer and the interviewee because there is not one of those awkward moments of digging for that next question. It is a natural conversation, perhaps between two potential friends.

Before the initial interview can take place, I had to follow a protocol for reaching Ms. Stevenson. I was given the contact of a Pat Harris from an archivist while I was doing my archival research. She said that Mr. Harris would be able to put me in to contact with Ms. Stevenson. After getting in contact with Mr. Harris via telephone and reaching Ms. Stevenson, the interview was scheduled. For telephone script, please see Appendix A;

The interview questions were developed after I had familiarized myself the archival information so that I was not wasting any of her time. According to Chaddock:

Preparation means finding out as much as possible about the individuals who will be interviewed. Some of this information can be discovered in print or in conversations with others, while additional detail can be surfaced in the phone or email interaction that set up the interview. (Gasman, 2010, p. 28)

The interview questions focus on her life growing up, her youth, collegiate involvement, philanthropic endeavors, educational aspirations, involvement as a woman, and life as an adult. I just want to hear things from her perspective growing up during the time period she did with the passions she had, her family and her love. Education, philanthropy, and women, which are the themes that emerge throughout the interview and it will be evident because the story of Ruth Carter Stevenson is about giving back, education and helping woman succeed. For interview questions, see Appendix B.

During the oral history with Ruth Carter Stevenson, I was a bit disappointed when I looked at my digital recorder and it read, 17 minutes. The oral history was originally scheduled for an hour. The interview started off rocky when I called Ruth Carter Stevenson at 11:00 a.m. as scheduled and she requested I call her on another line because she was on the phone. I called the other line 4 times until I was able to reach her. We exchanged small talk and she was under the impression we were meeting somewhere in Fort Worth, Texas and she was curious as to where. I cleared the air by explaining that I was a graduate student in Lubbock, Texas and we would just be talking over the phone. She initially had an issue with the scheduled hour so I offered to take it down to half an hour. When that was a problem, I willingly took the available fifteen minutes she had and tried to get as much information as I could.

During our 17 minutes it was obvious by her one-worded responses that she was busy and in a hurry to move on to the next item on her agenda. With that being said, the lack of information in this study from the primary source, Ruth Carter Stevenson, is not because efforts were not made to try and communicate it, it is because the allotted time was not fulfilled and other things in Ruth Carter Stevenson's agenda took priority over the oral history.

Data Analysis

The next and potentially most important step is being able to interpret the archival document. Humphrey (2010) tells us that:

Evaluating the external characteristics of each source entails asking where, when, and by whom each document was constructed. We must also ask ourselves about the authenticity of the document we are examining. Internal characteristics such

as the intended meaning of the source; the accuracy of the reporting; and the positioning of the author should also be interrogated during our criticism of our sources. The process, therefore, can be complex and trying. (p. 52)

To ensure that our archival documents are authentic there are multiple steps that need to be taken and this needs to be done for every document that is taken into consideration for your research, even photographs. The four main steps include: genealogy/document originality, genesis of the document, authorial authority and interpretation of the document. Humphrey believes that by following these four steps it will guarantee your story's accuracy and representation of events (Humphrey, 2010).

To be certain that the archival documents I browsed through were authentic I used Humphrey's (2010) four steps. I first made check for document originality. Every document I requested to have a copy made from the archivist was the actual original, hardcopy document in the folder. Next, when asking about the genesis of the document there are a number of question that play a role. For instance, who produced it? When? Under what circumstances? The majority of the material I brought back from the archives provided reason for all of these questions. It told me who, what, where and why; essential for providing a case of clearance. Interpretation of the document is one of the most important steps because it could potentially lead into your research themes. Humphrey (2010) gives us the example of "puzzling" the pieces together to develop a story line. (p. 53) Once I had completed all of these tasks I felt confident in that all of my material was sound in moving forward with establishing my themes and moving on with my research.

Themes

I did the majority of my research at the Amon G. Carter Collection at TCU. I was able to take two different trips to the TCU campus and sit quietly in the looking room of the Special Collections area for about six hours and sift through folder after folder of information about the lives of the Carter family, Ruth Carter Stevenson's schooling, philanthropic contributions, and identify each of the family members by placing names with faces by way of old photographs. I thought the best way to organize all this information would be in a color coded, file folder system. I went to the local FedEx/Kinko's and had a duplicate copy made of everything in a contrasting color. After all of my copies were made and I had two duplicates of information from the archives, I separated the originals into stacks according to the original folder and box, which they had come out of at the archives. I sifted through the entire pile; I matched the pink stack to the originals to make sure all copies were accounted for. Once I knew everything was there and both stacks matched, I began labeling folders with the appropriate box number, folder number, folder information, and how many sheets were contained inside.

The originals were then filed in the folders and given a number, with each page in the folder also given that same number to keep confusion to a minimum. The folders and papers inside were to be kept there as originals and to not be tampered with and only be referred to if needed. The pink papers were matched to the folders and papers inside by numbers so they could be easily cited by reference and the information they contained. This pink stack would be known as my sorting and shuffling pile. With all this information and paper, I had no other choice than to spread it out in front of me to get a good look at it. I had also picked up on the trade of using painters tape to tape my themes

and people on the wall for a better overall visual. These pink sheets were a great idea because they allowed me to actually mimic the archival folders from the Amon G. Carter Special Collections so it felt like I was actually there and it felt very organized. My filing system allowed for a lot of movement and growth.

While I was at the archives, I experienced some of the most interesting things. I had to remind myself that I was writing an academic paper and this was the research part and not for personal pleasure. Reading the letters exchanged between Ruth Carter Stevenson and her father and then going to the next folder, which would have been the next year or month, and reading letters or Valentine's Day cards, it was almost like you became a part of their lives. There were so many similarities I found between Ruth Carter Stevenson and myself; where she spent her summer vacations to the nicknames she called her brother. It was almost like these letters had the power to take me back to when I was a child and I was sitting on the porch doing the same things Ruth Carter Stevenson and her brother were doing when they were young. The power of pen and paper is so astounding and I am so glad to have gotten to be a part of her history by merely reading it in their family archives.

Each of the boxes and folders I encountered told a different story about a member of the Carter family, but my main interest was on the daughter, Ruth Carter Stevenson. The boxes and folders that held information about her told a story of a girl who grew up attending prep school, lawn parties and gave back to those less fortunate than she was. The themes for this research were developed by the information found within the folders that involved all the things that Ruth Carter Stevenson has been involved in throughout

her life. From all of this the following themes emerged: philanthropy, education, and women.

Trustworthiness

Establishing trustworthiness is important as a researcher. It is defined as, “quality of an investigation and its findings that made it noteworthy to audiences.” (Schwandt, 1997, p. 164) As a result to trustworthiness, four criteria were developed to serve as guides to ensure validity was reached: Credibility, Transferability, Dependability, and Confirmability.

Credibility. Being credible to your research is important because it allows reassurance between the researcher and their work. Schwandt (1997) states, “the issue of the inquirer providing assurances of the fit between respondents’ views’ of their like ways and the inquirer’s reconstruction and representation of the same.” (p. 164) This provides for a more personal relationship between the researcher and his/her work. I upheld the credibility of this research by spending countless hours in the archives studying and analyzing the archival documents to ensure the information I was copying was what I needed for my research. I also conducted an oral history with Ruth Carter Stevenson to ensure that all the themes that had emerged from my study were accurate and did not portray false accusations about Ruth Carter Stevenson or the Carter family.

The only controversy that I would like to bring to the surface is that when I spoke to Ruth Carter Stevenson during our oral history, I asked her if she viewed herself as an educator. Her response was simple, “No, the only thing I have ever taught anyone is how to knit.” (Stevenson, 2011) I then went on to explain my three emerging themes and how I had created a lens of how her involvement with the Amon G. Carter Foundation and the

Amon Carter Museum could be interpreted as an educator of the arts and of philanthropy. She continuously denied ever being an educator. I believe there was some confusion in the question and that led to her response there had been more time in the interview I would have been able to thoroughly explain the question again and maybe get a better answer. Due to time I had to move on and accept the misunderstanding and hope that it did not alter the other questions and her aggravated emotions did not affect the rest of the interview.

Transferability. Being able to take information about a specific subject and create enough similarities about that subject and compare it to another subject, is the definition of transferability according to Schwandt (1997). In qualitative research it is important to be able to take all the information that is presented in the research, sift through it, and be able to compare the differences and similarities and present a strong study. I illustrated transferability in this study by collecting and analyzing archival documents from the Amon G. Carter Special Collection at Texas Christian University and comparing them with written research about women and philanthropy. The documents I used were authentic and hold true value to this study. I also provide commentary from an oral history of Ruth Carter Stevenson's own words on the themes: philanthropy, education, and women.

Dependability and Conformability. According to Schwandt (1997), "dependability and conformability are establishing facts and interpretations that can be recognized by others, not just the researcher, while being able to ensure that the process of obtaining your research is traceable and can be documented." (p. 164) In this study I attempted to achieve dependability and conformability by obtaining multiple documents

from the Amon G. Carter Special Collections, Mary Couets Library at Texas Christian University. I kept account of the original archival documents and then made a duplicate copy of the material so I could use it as a guide to establish my research themes. I also kept in contact with both schools Ruth Carter Stevenson attended while she was growing up, The Madeira School and Sarah Lawrence College, to see about obtaining any information that would be beneficial for my research.

Chapter Summary

This study was a qualitative, historical analysis of the impact one person, Ruth Carter Stevenson, can make through education and philanthropy. The research data consisted of a large amount of archival material and an oral history from Ruth Carter Stevenson. The data I obtained from the archives was categorized according to theme and labeled according to the original folder at the Amon G. Carter Special Collections. Trustworthiness, credibility, dependability, and transferability, were each discussed and related back to the study. The next section will discuss the results of the data collection and three emerging themes: philanthropy, education, and women.

Chapter IV

Ruth Carter Stevenson: An Example of the Intersection Between Philanthropy, Education, and Women

Ruth Carter Stevenson: A Living Legacy

In order for a legacy to begin there has to be someone to live up to it. In the case of this study Ruth Carter Stevenson represents a living legacy in the State of Texas for her commitment to philanthropic endeavors. Ruth Carter Stevenson was born on October 19, 1923 and her birth was noted on American Airlines, Inc. letterhead from the office of Mr. Amon G. Carter. This letter began by stating, “This is to certify that the undersigned was present at the birth of Olive Ruth Carter, daughter of Amon G. Carter and Nenetta Carter.” (Carter, Ruth, 1942, Ruth Carter Files, September 9, 1942) The witness to Ruth Carter’s birth was Mrs. Katrine Deakins, secretary to Amon G. Carter and dear family friend. The letter then stated that Olive Ruth Carter was born on October 19th, 1923 in Ft. Worth, Tarrant County, Texas and Dr. C. O. Hook was the attending physician. (Carter, Ruth, 1942, Ruth Carter Files, September 9, 1942)

The Carter family was very wealthy and even at a young age Ruth Carter Stevenson was throwing lawn parties to celebrate her coming of age. In a newspaper article titled, “Ruth Carter, 4, Gives Lawn Party.” The article discusses that Ruth Carter Stevenson celebrated her fourth birthday and was a hostess for a number of guests and that the party featured swings built specifically built for the “little folk.” (Carter, Ruth (1927-1938), Ruth Carter Files, October 20, 1927) This article illustrates that Ruth Carter Stevenson grew up in an extremely wealthy family as not many four year olds, host lawn parties

Ruth Carter Stevenson: A Well Educated Woman

With a no monetary barriers, education was a top priority for the Carter Family. Ruth Carter Stevenson's education blossomed when she attended The Madeira School, a primary school for girls during September 1939 to June 1940. The Madeira School was founded in 1906 by Lucy Madeira. This all girl's boarding school provides education for those between the grades 9-12 and it is located in McLean, Virginia. Lucy Madeira believed that, "It was both our duty and privilege to help young women to understand their changing world and to have the confidence to live lives that are of their own making, their own passions, their own dreams." (The Madeira School, 2011) Ruth Carter Stevenson commented on her education at The Madeira School when she said:

They don't give A's. The highest grade I had was a C+ and my father nearly had a stroke. Ms. Madeira's idea was A's were given out too freely. I just kept my nose to the ground and got a damn fine education, the best education I could have got anywhere else. (Stevenson, 2011)

Ruth Carter Stevenson's father paid for the tuition and board for her to attend The Madeira School in Greenway, Fairfax County Virginia (Secretary, 1939, Secretary to The Madeira School, February 2, 1939). At the time, the enclosed amount was for \$1800.00 with a registration fee of \$50.00 to process the initial contract for the "pupil" (Secretary, 1939, Secretary to The Madeira School, February 2, 1939). Present day, the boarding school tuition for The Madeira School is \$46,160—a bit different than the check that was written by Ruth Carter Stevenson's father in 1939.

After she graduated from The Madeira School Ruth Carter Stevenson attended Sarah Lawrence College where she would spend the next few years. During the 1930's

advocates of women's education still continued to thrive, the result was the rise of a few experimental women's colleges: Bennington, Sarah Lawrence, and Stephens, a junior college, (Solomon, 1985, p. 150). Ruth Carter Stevenson decided to obtain her degree from Sarah Lawrence College. Sarah Lawrence stood for something more than education; the college was and still is interested in the success of women—the pride of their institution. Sarah Lawrence College is located in Bronxville, New York and was founded in 1926. According to the school's official website, their mission is:

To integrate elements in education that are elsewhere conceived of as mutually exclusive: reason and imagination, subject matter and personal experience, intellectual play and the disciplined pursuit of ideas, an established curriculum and the individual's need to shape his or her own education. (Sarah Lawrence College, 2011)

Ruth Carter Stevenson was given the opportunity for an exceptional education and she capitalized on the opportunity. While at Sarah Lawrence, Ruth Carter Stevenson chose chemistry as her major, needless to say she did not take the easy road out during college; however, she excelled through both a difficult curriculum and a stern father that expected exceptional grades.

Ruth Carter Stevenson had the opportunity that a lot of young women during her time did not. She had access to a top-notch primary education and then also attended a very well-known, all-girls college. It was by choice that Ruth Carter Stevenson was attending these institutions because she had a passion for education. In her book, *In the Company of Educated Women*, Barbara Miller Solomon, discussed the issues that women faced while both pushing into education and obtaining education over the last 200 years

(1985). When Ruth Carter Stevenson was obtaining her education, she was lucky enough not to face some many of the issues Solomon discusses.

Solomon covers four different themes: the struggles women faced for access into institutions, collegiate dimensions experience, the effects of education upon women's life choices, and the connection between feminism and women's educational advancement (Solomon, 1985). Equality for women has always been a goal and even today, it is something we fight for; educated or not, there are many hardships and trials ahead of women to obtain this common goal. In a letter written on Sarah Lawrence College letterhead dated May 30, 1942, Ruth Carter Stevenson wrote a letter to her father. In this letter, she addressed all the things she was thankful for thus far. Ruth Carter Stevenson commented on how she had found a "niche" at Sarah Lawrence College, she said,

Everything here seems to fit in with my idea of things, and I want you to know how much I appreciate the fact that you have made it possible for me to be here. It really has been perfect, and I have worked hard to try to show you that I am grateful for such an opportunity." (Stevenson, Ruth C., 1942, Ruth to Amon., May 30, 1942)

She closes the letter with a statement that is very wise and admirable about her feelings of college. Ruth Carter Stevenson states, "I'm not afraid of anything that might appear on my horizon, and I know one thing that regardless of what can or may happen, I will always have my education. No one can ever take that away from me." (Stevenson, Ruth C., 1942, Ruth to Amon, May 30, 1942)

During the time Ruth Carter Stevenson attended college and according to Solomon (1985), only an estimated 600 other women were getting college degrees in the

United States. Ruth Carter Stevenson was among a very selective group of young women to be getting such a fine education and she was well aware of how lucky she was to be a part of the 600 women attending college in the U.S. at this time.

While on a break from Sarah Lawrence, Ruth Carter Stevenson's donated time to a local hospital. Lee Roy Manuel wrote an article titled, "Ruth Carter Wants A Job So Much She'll Work For One" which talks about Ruth Carter Stevenson when she was 17 and worked for St. Joseph's Hospital as a laboratory technician. Manuel states:

The job isn't as easy or nearly as imposing as the title suggests. It's work with a capital, "W," and back and neck muscles come in for considerable complaining at the end of a day of peering into the private lives of germs, making tedious reports and walking miles and miles from here to there and back again. (Manuel. Roy Lee, 1940, "Ruth Carter Wants Job So Much She'll Work for One," August 30, 1940)

The article then goes on to discuss that after term when summer rolls around she would like to come back and hopefully work on salary. Ruth Carter Stevenson's education is very important and she realizes that without an education she would not be able to contribute to the study of science, and even without minimal pay she is willing to work to build on her education and make herself a better student and future professional.

Encouragement for her education is something that Ruth Carter Stevenson for which had an endless supply. Her family, especially her father, constantly supported her throughout her collegiate career by sending her letters of encouragement. Ruth Carter Stevenson's support system was one that many females of her time would have been jealous of. As graduation exercises approached for Ruth Carter Stevenson to receive her

two-year certificate at Sarah Lawrence College and it being an important day for all the girls, she received a telegram from her father letting her know that he would not be able to attend her graduation (Carter, Amon G., 1943, Amon to Ruth, May 25, 1943). In his telegram he regretfully stated, “Daddy is sorry not to be able to be with you for the graduation exercises. Even though you do only get a certificate for two years I would be delighted to see you robed in the cap and gown and there to give you my love and encouragement.” (Carter, Amon G., 1943, Amon to Ruth, May 25, 1943)

Although Ruth Carter Stevenson would be at this graduation without her family, she would have her college friends there to congratulate her and wish her well, and she knew her family was there with her in spirit. She graduated in April 1945 with an AB Degree and was accompanied by Mrs. Carl Deakins (Star-Telegram, Fort Worth, 1945, “Two From Here Graduated At Sarah Lawrence College”, April 27, 1945). Her father was unable to attend because of business in Germany, but that did not stop Ruth Carter Stevenson from holding her head high and making history as she accepted her diploma as one of the 41 seniors to get a degree from Sarah Lawrence College (Star-Telegram, Fort Worth, 1945, “Two From Here Graduated At Sarah Lawrence College”, April 27, 1945).

Solomon discusses that female collegians came from a range of families within the broad and expanding middle class. The book states that the heads of those families included, “doctors, lawyers, manufactures, tradesmen, and proprietors. What distinguished a large proportion of the fathers was their economic and social mobility; they were achievers in professional and business enterprises.” (Solomon, 1985, p.65) Amon G. Carter, Ruth Carter Stevenson’s father, was just as the description provides. He was a man of profession and business.

Solomon's (1985) book also discusses the question of what women can do after college while still maintaining womanly qualities. Graduating is an important step for women because they are getting the opportunity to go out in society and prove what it is they learned and show everyone that they are well deserving of their degrees. There were many issues that arose even after the fight had ended for these women to be able to attain a college education. In a letter to her father Ruth Carter Stevenson talks about how she is thankful for what she has been given, but realizes that people must work for what they have today. She comments on this issue by stating:

IT has always been my belief that life is what you make it- not what you are handed down- although I'm willing to admit that Bud and I have something to work with. I'm more grateful than I could ever tell you for all the educational opportunities you've given me..." (Stevenson, Ruth C., 1944, Ruth to Amon, October 18, 1944)

Ruth Carter Stevenson would not have such a thriving legacy if it would not have been for her family. Each member has contributed to a certain aspect of her life that has made her into the "whole" person she is today.

Ruth Carter Stevenson's brother. Amon Carter Junior, Ruth Carter Stevenson's brother, was born on December 23, 1919 and was addressed as "Bud" by those close to him according to the correspondence found in the archival research. Amon Carter Jr. was the only son of Amon G. Carter. The only letters available in the files I searched were the ones written from Amon Carter Jr. to Ruth Carter Stevenson. In Ruth Carter Stevenson Carter Stevenson's files here were no letters from Ruth Carter Stevenson Carter Stevenson to Amon Carter Jr. While Ruth Carter Stevenson was away attending

classes at Sarah Lawrence College, Amon Carter Jr. was in the military. This period was a crucial time for both Amon Carter Jr. and Ruth Carter Stevenson because their only means of communication was to write letters back and forth. Amon Carter Jr. and Ruth Carter Stevenson's relationship was very open and admirable for any brother and sister who were half ways across the world from one another, their letters would consist of small talk as well as information about relationships and day-to-day activities. A particular letter written from Amon Carter Jr. to Ruth Carter Stevenson stated, "I have been having quite a few dates with a sergeant from England and she was really a lot of fun although it did seem funny kissing a sergeant." (Carter, Ruth, 1942, Amon Jr. to Ruth, July, 5 1942) The communication usually involved humor between Amon Carter Jr. and Ruth Carter Stevenson. During the time they were writing back and forth Amon Carter Jr. became a Prisoner of War (POW) in Germany (Carter, Ruth, 1943, Amon to Ruth, October 1, 1943). Communication between the two stopped until his whereabouts were known and he was okay. After his father's death in 1955, Amon Carter Jr. became the publisher of *Star-Telegram*. Amon Carter Jr. also brought Major League Baseball, the Texas Rangers, to the Dallas/Fort Worth area and was instrumental getting American Airlines to move its headquarters back, yet again, to Fort Worth. Sadly, Amon Carter Jr. was only sixty-two when he died July 24, 1982 from a heart attack while he was driving on a Dallas freeway (Flemmons, 1998).

Ruth Carter Stevenson's half-sister. Bertice Carter is Amon G. Carter's daughter from when he was married to his first wife, Zetta Carter. His second wife Nenetta, was Ruth Carter Stevenson and Amon Carter Jr.'s mother. Bertice was not as close to Amon G. Carter as Amon Carter Jr. and Ruth Carter Stevenson. Flemmons

(1998) discussed, “Amon knew her least of all. He visited her irregularly, sent an allowance in her younger years, and later gave her stock in the publishing company. In return she worshiped her father, but the fawning attention embarrassed him.” (p. 70) Bertice, became a broadcaster for WFAA radio in Dallas and in 1952 she died from kidney failure, which was said to be alcohol related. Her father was there the entire night by her bedside, “sorrowing deeply for the tragedy of his first-born child.” (Flemmons, p. 70, 1998). Given the relationship Bertice had with the Carter family, this was all the information I had available.

Ruth Carter Stevenson’s mother. Ruth Carter Stevenson’s mother, Nenetta Burton Carter seemed to be a caring, good mother after reading the archival documents. She was there for both Amon Carter Jr. and Ruth Carter Stevenson when they needed her. However, Amon G. Carter eventually divorced Nenetta Burton and Ruth Carter Stevenson’s correspondence illustrates that she was very upset with her mother. The divorce may have caused a turning point in the mother-daughter relationship after which, things were never really the same. In a letter full of heartache and passion Ruth Carter Stevenson expresses herself about the decision her mother made to leave her father and carry out with the divorce. The letter begins with Ruth Carter Stevenson asking her mother:

Why didn’t you marry him after the divorce? And since you haven’t why did you get the divorce? Looking at it clearly from both sides of the picture (fairly too) I think you gave up an awful lot, a lot more than you could expect to find anywhere else. (Carter, Ruth, 1942, Ruth to Mother, March 25, 1942)

Ruth Carter Stevenson goes on to explain in the letter how she will, of course, always love her mother, but her mother lost everything except a respect and gratitude. Ruth Carter Stevenson says later in the letter, “It isn’t right for a daughter to condemn her mother but I think that is the only thing for me to do because after all human frailty has to fight back in some way to make up for its hurts and aches.” (Carter, Ruth, 1942, Ruth to Mother, March 25, 1942) Ruth Carter Stevenson closes the letter strongly by stating, “May God help you to pull yourself together and help to right things to a certain degree.” (Carter, Ruth, 1942, Ruth to Mother, March 25, 1942) These excerpts from this letter illustrate the emotion Ruth Carter Stevenson felt behind her statements. What was going on in her life was being pushed behind the ballpoint of her pen.

Ruth Carter Stevenson’s father. Ruth Carter Stevenson’s father, Amon G. Carter seems to be not only her father, but also her best friend. The closeness in their relationship is both apparent and very admirable. An example of their closeness is illustrated in a letter December 5, 1940 from Amon G. Carter to Ruth Carter Stevenson. In this letter Amon G. Carter talks about Ruth Carter Stevenson coming home next and says,

It is a little difficult to try to tell you how to “ease-off” a boy friend but I know you are tactful enough to manage and will find an opportunity without hurting anyone’s feeling or making anyone peeved. As a suggestion you might say that, you Bud, your mother and Dad have been separated so long that you can’t promise any more dates than you have already- 2; and that your Mother and Dad do not want you to permit ANY one boy to take up too much of your time as yet and that you have to be guided by their wishes.(Carter, Amon G., 1940, Amon to Ruth, December 5, 1940)

This letter also illustrates how much influence Amon G. Carter had over Ruth Carter Stevenson's life. Amon G. Carter has not only served as the frontrunner for Fort Worth, Texas by being the visionary behind the Amon Carter Museum, Co-Founder of the Amon G. Carter Foundation, and owner of the Fort Worth Star-Telegram Newspaper, but also he - was elected in 1923 as chair of the first board that would create Texas Technological College. Texas Technological College would eventually change its name to Texas Tech University (Flemmons, 1998). Amon G. Carter was the first person to receive an honorary doctorate from Texas Tech University in 1930—this would be the only degree he ever received. During my oral history with Ruth Carter Stevenson she commented on her father and Texas Tech University noting that, “I still have a framed picture of him (Amon G. Carter) at the groundbreaking of Texas Tech many years ago.” (Stevenson, 2011) Amon G. Carter was a man of many things and lived a lifetime full of accomplishments.

Each of these individuals has played a keen role in the upbringing of Ruth Carter Stevenson. From the oral history, I learned that she is a very modest and humble individual. At any point during our conversation if I asked about her being a visionary for women or a role model, she replied with, “absolutely not.” Ruth Carter Stevenson has simply done what she has had to do to get the job done. When talking with Ruth Carter Stevenson, I asked her about her role in the Amon G. Carter Foundation and in the Amon Carter Museum. I asked if building these institutions was ever in her plans, she replied with the following “I did what was expected of me.” (Stevenson, 2011)

Philanthropy: A Family Tradition

Philanthropy is not an uncommon word when it comes to the Carter family. For them it is something they each hear every day and more than likely practice it more times than not. For Ruth Carter Stevenson, philanthropy is something that is ingrained into everything she does. It is a large part of her family legacy with the Amon G. Carter Foundation and the Amon Carter Museum. Not only that, but philanthropy has been a part of her life since her time at Sarah Lawrence College.

Ruth Carter Stevenson's education was remarkable all on its own; while she was at Sarah Lawrence she was able to do some pretty outstanding things that contributed to the school's overall success. She was able to work with the scholarship and endowment fund and help with labor shortages due to the war. While Ruth Carter Stevenson was at Sarah Lawrence and during the spring of 1943, a letter was sent to Mr. Carter from Constance Warren, President of Sarah Lawrence College, discussing a \$4,600.00 decrease in their scholarship income for the upcoming year. Ms. Warren stated:

There are many girls now in college who depend upon scholarship assistance to finance their expenses. We do not wish to tell them that we cannot continue their scholarships until we have tried to raise the necessary sum. (Warren, Constance, 1943, Constance to Amon, March 24, 1943)

Warren ended the letter by requesting Mr. Carter to donate all or a part of the amount that was started above to help cover the loss of scholarships. One week later Mr. Carter replied to Ms. Warren's letter by sending a check for a \$100.00 and letter that stated, "I realize the difficulties confronting your school and feel it would be a mistake for you not

to continue these scholarships.” (Carter, Amon G., 1943, Amon to Constance, March 31, 1943)

Even while Ruth Carter Stevenson was in college, she was being exposed to philanthropy and the value of scholarship. She knew the importance of education and that those around her deserved the opportunity to be able to continue their education. As her time at Sarah Lawrence College continued, a lot of things were going on in the world around her. One of the big concerns was the war. Because of the increasing labor shortages that were taking place during this time the Trustees of Sarah Lawrence College had made the decision, “From this time on for every student to give, toward the running of the College, the equivalent of one hour’s service a day for the five school days a week.” (Unknown, 1943, Sarah Lawrence College, May 20, 1943) The idea of the one hour of donated service was to meet the labor shortage caused by the war, and the Trustees ensured that every effort would be made to make it a valuable experience, not only in the aspect of holding a job but in caring of one’s home and things later on in life (Unknown, 1943, Sarah Lawrence College, May 20, 1943). This may have affected Ruth Carter Stevenson because she was held responsible to learn time management skills. She had to learn how to manage her time between her classes and the five hours of weekly service. This was important because it would teach her how to effectively work with different people throughout the variety of areas in the college setting.

It was during her final semester at Sarah Lawrence College that Mr. Carter was able to again contribute to the future and growth of the college; this time it was because of Ruth Carter Stevenson’s reminder in a letter to her father about contributing. The Constance Warren Scholarship and the 1945 Living Endowment funds were both seeking

his help and Mr. Carter wrote a check for \$250.00 and included a note that stated the following:

It is with a great deal of pleasure in appreciation for the work you institution is rendering. It has been a source of pride and satisfaction that Ruth Carter Stevenson has had the good fortune to be a student in your College... So, may I at this time express my sincere appreciation of the inestimable influence your faculty has been in the development of my daughter's character and education.

(Carter, Amon G., 1945, Amon to Morgan Wing, Jr., February 24, 1945)

Mr. Carter was more than willing to give back to Sarah Lawrence College because to him they had already given so much to his daughter, a valuable education and life lessons that could never be taken away.

Ruth Carter Stevenson serves as an activist for educating through the Arts for anyone that is interested and she is involved in a number of philanthropic endeavors as she continues to live her life. Although she may have not meant to stumble upon a career as a philanthropist and was rather doing what was expected of her, Ruth Carter Stevenson found her calling in giving to others in the State of Texas. She has spent a lifetime impacting those around her (especially in the town of Fort Worth, Texas) by offering a helping hand through many, many endeavors.

The legacy that Amon G. Carter left for his children falls nothing short than attempting to change the world. Philanthropy is something the Carter family stands for and it is instilled into the daily principles and values of their children. To this day, Ruth Carter Stevenson still makes philanthropy a part of her life by working with different

organizations, the Amon Carter Museum and serving as President of the Amon G. Carter Foundation.

The Amon G. Carter Foundation. Amon G. Carter, Ruth Carter Stevenson's father, had the dreams of starting a foundation in 1945 that would initially benefit Texas students aspiring to have a college degree. Ruth Carter Stevenson, while still enrolled at Sarah Lawrence College, found out about the establishment of the foundation in a letter written by Amon G. Carter's secretary which stated,

Your dad is organizing the "AMON G. CARTER FOUNDATION" which is a charity organization to which he hoped, from time to time, to make contributions and donations to be disbursed as indicated in the "Articles of Incorporation" such as the Y.M.C.A, boys' clubs, and similar organization. Some grants are being made to municipalities for park purposes, etc. A substantial amount has been expended in assembling objects of art for ultimate installation in a public museum. There have been some direct grants to needy individuals. (Secretary, 1945-1949, Secretary to Ruth Carter, April 5, 1945)

This foundation started by laying its roots to impact the lives of many students and has accomplished that task by donating millions of dollars to education, for example, approximately \$118,096,969 in 1981. After the passing of Amon G. Carter, Ruth Carter Stevenson was ready to take on the task she had been prepped for her entire life: giving back to others. In a newspaper article titled "Ruth C. Johnson heads Foundation", Ruth Carter Stevenson states, "The family tradition will continue under my aegis. There will be no change in Carter Foundation Policy." (Stewart, Cissy. 1972-1982, "Ruth C. Johnson heads foundation", July 29, 1982) Ruth Carter Stevenson's passion for the

foundation was obvious when she was working with the directors as well as the board. The article states, “The Carter Foundation is one of the major foundation affecting the face and lifestyle of Fort Worth” (Stewart, Cissy. 1972-1982, “Ruth C. Johnson heads foundation”, July 29, 1982). It was noted best when the Carter foundation was cited by the Exchange Club, a service organization with over 100 years of service. The article talked about how the club cited three decades of achievement by the Amon Carter Foundation during the club’s 44th annual Golden Deeds Award banquet. Ruth Carter Stevenson was quoted as being, “Devoted to truth, beauty, and goodness, and adds to the perception and ready understanding.” (Star-Telegram, Fort Worth, 1970-1976, “Carter Foundation Is Cited by Exchange Club”, Date Unknown)

Ruth Carter Stevenson knew what needed to be done when taking over the Foundation and was more than prepared for the challenge. When talking to Ruth Carter Stevenson, I was curious if when she was young she had aspirations of following in her father’s footsteps and taking over the foundation. She laughingly replied, “Hell no! I saw myself as a wife, mother and someone who loved to work in the garden.” Ruth Carter Stevenson, even as a young adult, knew what was expected of her and was more than willing to sacrifice what she wanted and learn the day-to-day operations at the Amon G. Carter Foundation.

The Amon Carter Museum. The Amon Carter Museum was another opportunity for Amon G. Carter to share his love for education and art with the world. Even though he was not around to see his vision and love unfold, Ruth Carter Stevenson was there to make sure it was put into action. According to the book, *Amon: The Texan Who Played Cowboy for America*, the museum was Amon’s lifelong dream, but Ruth Carter

Stevenson's concept: "He wanted a place to show off his western paintings; she gave him a museum of international repute by redefining her father's myopic vision of *The West*." (Flemmons, 1998, p.306)

The Amon Carter Museum opened its doors in January of 1961 in Fort Worth, Texas and has been in full swing ever since. Designed by Phillip Johnson, the museum was to display original art, Remington and Russell that was to be a personal favorite of Mr. Carter. It would eventually expand to carry more art to compliment other American Art. The mission of the museum is to, "Acquire and display the finest examples of American art and to enlighten minds through its programs, exhibitions, and publications." (Amon Carter Museum, 2009) Still to this day, the museum serves as a landmark for those who visit and live in the Fort Worth area. It's beautiful structure and rich history serve the Carter name proudly and will continue to do so for centuries to come. It is important to the Carter family that anything associated with the Carter name be a hassle-free service to the community and something to enjoy. Mr. Carter expressed, while drawing up his will, "The museum should be operated as a non-profit project and the public would not be charged admission" (Star-Telegram, Fort Worth, 1970-1976, "Museum Start Slated For Summer or Fall", Date Unknown).

Pride is something Ruth Carter Stevenson will continue to speak about and since her father's death she always remembers to put Fort Worth first. Ruth Carter Stevenson, who at the time was vice president and director of the foundation, addressed the city council about the museum and its impact. Ruth Carter Stevenson stated, "My family has tried with all diligence to make this a memorial of while the city will always be proud" (Star-Telegram, Fort Worth, 1970-1976, "Museum Start Slated For Summer or Fall",

Date Unknown). With the museum about to open, not only was accessibility important, but so was its appearance. It needed to have a feeling like you were a part of the paintings and feel welcomed when you walked through the doors.

In the article, “Western Art Museum Ready to Open” the author discussed the museum’s opening day and the outside attractions it had to offer. He described the outside of the museum as a two-story building made of Texas fossil limestone, which paints a picture for those who have never had the opportunity to see it. Coincidentally, the grand opening of the museum is the same day of the opening of the 1961 Southwestern Exposition and Fat Stock Show, a true West, Texas tradition. The opening was not a coincidence, but rather creatively planned to help draw crowds as the museum and the Fat Stock Show were located in close proximity of one another. Ruth Carter Stevenson closed the article by commenting:

As heirs to the spirit and the keeping of the trust of his ideas, we, the directors of the Amon G. Carter Foundation present this Museum of Western Art to the education, interest and pleasure of all of the citizens of the great area ‘Where the West Begins’ that it may forever enlighten us, and be our companion to remind us of the great heritage we must nourish to keep alive. (Stewart, Lloyd, 1970-1976, “Western Art Museum Ready to Open”, Date Unknown)

Even with the Southwestern Exposition and Fat Stock Show, Ruth Carter Stevenson and the directors knew the importance of giving back to the community and offering a building of such stature for the residents of Fort Worth. What better way to do it than at the same time as something Amon G. Carter already loved so much? When talking with Ruth Carter Stevenson (2011) about philanthropy, the foundation, museum

and what it was that drives her passion she responded with the following statement, “There is no challenge to it. I was given the authority to do this and do it properly in a way dad would approve of and mother. I feel very responsible.” Because of Ruth Carter Stevenson’s sense of responsibility to the foundation there have been large amounts of money given to students, as well as other constituents, so they can follow their goals of education.

Ruth Carter Stevenson: Educator

Although Ruth Carter Stevenson insists that she is not an educator, throughout her life she constantly and consistently provided education to the people of Texas. She has done so through her foundation work, her connection with public art education in the form of a museum, and as a donor and leader for more than one institution of higher education in the State of Texas.

Ruth Carter Stevenson: An educator through foundation work. The Amon G. Carter Foundation is main tool in which Ruth Carter Stevenson has been able to be an educator though providing scholarship to students. The foundation serves as an organization that offers grants and scholarships to those trying to obtain a higher education. In a letter dated December 8, 1953 to Mr. Norman Dodd, Research Director of the Foundation, in regards to its portions and grants. The letter states,

A very considerable portion of the Foundation’s grants have been to educational institutions. Substantial portions represent expenditures on account of what might be termed social agencies,’ such as the Y.M.C.A, boys’ clubs, and similar organization. Some grants are being made to municipalities for park purposes, etc. A substantial amount has been expended in assembling objects of art for ultimate

installation in a public museum. There have been some direct grants to needy individuals. (Carter, Amon G., 1950-1959, Amon to Norman Dodd, December 8, 1953)

The foundation was left to Ruth Carter Stevenson's stewardship by her late father, Amon G. Carter. A newspaper article titled "Ruth C. Johnson heads Foundation" called the Amon G. Carter Foundation "one of the major foundations affecting the face and lifestyle of Fort Worth." (Stewart, Cissy. 1972-1982, "Ruth C. Johnson heads foundation", July 29, 1982) When her father passed away Ruth Carter Stevenson stated, "The family tradition will continue under my aegis. There will be no change in Carter Foundation Policy." (Stewart, Cissy. 1972-1982, "Ruth C. Johnson heads foundation", July 29, 1982) The article also states, The Amon G. Carter Foundations fair market value was \$118,096,969 in 1981. Grants that were paid out in 1981 totaled up to being \$10,084,955 and gifts were \$6,335,191. Surplus of the Amon G. Carter Foundation and the Amon Carter Museum of Western Art established the Fort Worth Water Gardens, The Carter Blood Bank, and YMCA's Camp Carter. In addition, the foundation sent a money donation to build the world's largest theological library at Southwestern Baptist Theological Seminary (Stewart, Cissy. 1972-1982, "Ruth C. Johnson heads foundation", July 29, 1982). These are all things for which Ruth Carter Stevenson became responsible—dictating the direction the foundation would take. Ruth Carter Stevenson is part of an organization that is giving back in so many ways. Her way of giving back is serving as their president and helping guide the direction of the foundation—remembering still, all of the life lessons and wisdom her father instilled in her.

Ruth Carter Stevenson and her family have been the stewards of a well-rounded and recognized organization, and Ruth Carter Stevenson has graciously donated much of her time to benefit education through awards to students. While president of the foundation, Ruth Carter Stevenson has received many accolades and awards. One of the most prominent awards was for three decades of achievement by the Amon G. Carter Foundation during the club's 44th annual Golden Deeds Award banquet. Mrs. Johnson was said to be, "Devoted to truth, beauty, and goodness, and adds to them perception and ready understanding" (Bucholz, Mike, 1970-1976, "3 Carter Trustees Honored", May 4, 1973).

Ruth Carter Stevenson: An educator through the museum. While Ruth Carter Stevenson consistently worked with the Foundation, she also worked with the museum to ensure its success. Ruth Carter Stevenson's knowledge of art did not start because her father liked a certain painting, Ruth Carter Stevenson actually had found a particular painting she fell in love with. All of her knowledge of art could not stand alone in the success of the museum, its success had to start somewhere and she could not have done it alone. In our conversation she discussed how the museum came together, "I was so blessed to have known Phillip Johnson and then all those people who were the first trustees of Amon Carter. I knew nothing about a museum. I collected the French paintings myself. I didn't know anything about American art, so I had to learn." (Stevenson, 2011)

In an article recognizing Ruth Carter Stevenson's devotion to the arts titled, "Resident Named to Art Commission," it is stated "Mrs. J. Lee Johnson III of Fort Worth has been named one of the first two women ever chosen for membership on the

Smithsonian Institution Gallery of Art Commission” (Berry, Marthann, 1956-1970, “Resident Named to Art Commission”, May 4, 1968). As a member of the Art Commission, Ruth Carter Stevenson served as an advisor to the Smithsonian board of regents working on the operation of the NCFE. While Ruth Carter Stevenson was in Washington, she got to see some of the world’s most prized paintings, work from Gilbert Stuart, Childe Hassam and John Twachtman. Ruth Carter Stevenson was also appointed to the National Council of the Arts, announced by the White House. Ruth Carter Stevenson’s reply to the honor is “I am honored and proud to serve” (Star-Telegram, Fort Worth, 1956-1970, “Mrs. J. Lee Johnson Named to Arts Unit”, Date Unknown). Ruth Carter Stevenson is highly dedicated to the arts and her efforts have provided countless opportunity for the general public to become educated about the arts. Ruth Carter Stevenson is an educator because she has not only worked diligently to provide public space for the viewing and learning of art, but also she has consistently championed the importance of the arts on a national level.

Ruth Carter Stevenson: Contributor to higher education. The Amon G. Carter Foundation and the Amon Carter Museum were not the only two passions known to the Carter’s, Texas Christian University (TCU) was very much a large part of Amon G. Carter and Ruth Carter Stevenson’s life. Amon G. Carter was such an avid supporter for TCU athletics, he and his family hosted a dinner for the football team and other TCU affiliates at the Carter farm for dinner and motivational support. He stated,

We had the football players, including the freshmen, the band and Athletic Department of T.C.U., about 150, at the farm Tuesday night. One big player drank five bottles of milk. Stanley cooked 400 biscuits and we served them streak that weighed

about a pound each. I thought it a fine thing to do and to show the team we were for them whether they were winning or losing. Everybody cheers the winner but few people give any thought or consideration to the loser.” (Carter, Amon G., 1939, Amon to Ruth, November 9, 1939)

After Amon’s passing Ruth Carter Stevenson still continued to be very active and play a vital role in Texas Christian University’s success even in the smallest aspect of ways. In fact, Ruth Carter Stevenson was awarded TCU’s Royal Purple award which is given to individuals who have an “interest and commitment to TCU” (Star-Telegram, Fort Worth, 1972-1982, “TCU will honor seven residents”, Date Unknown). It is “presented annually to a Fort Worth resident for extraordinary service and support of TCU.” (Star-Telegram, Fort Worth, 1972-1982, “TCU will honor seven residents”, Date Unknown) Even to this day, Ruth Carter Stevenson continues to support TCU and their scholastic and athletic endeavors.

In addition to supporting TCU, Ruth Carter Stevenson has also supported other Texas institutions of higher education. She was approached about serving as a member of the University of Texas, Board of Regents. This position was quite an honor for Ruth Carter Stevenson and would give her even greater opportunity to serve students, education, and give back to something she is still so passionate about. Page four of the Fort Worth Star-Telegram reads “Governor Names 3 New Regents for U. or Texas.” Among these three new Regents, was Ruth Carter Stevenson. In the paper it was noted that, “Mrs. J. Lee Johnson III, a leader of civic and cultural activities in Fort Worth, and a rabbi and a former State Supreme justice were names new regents of the University of

Texas as by Gov. John Connally Thursday.” (Star-Telegram, Fort Worth, 1956-1970, “Governor Names 3 New Regents for U. of Texas”, Date Unknown)

Ruth Carter Stevenson also went on to be honored as a recipient of a doctorate degree from Texas Wesleyan College. This degree would allow her to do more things in the field of arts and education, and considering the time period she would be taken more seriously by men in her educational field. On Sunday, April 24, 1964 in the Fort Worth Star Telegram an article was released that was titled “Three Due Honorary Degrees” that featured Ruth Carter Stevenson. Texas Wesleyan College will confer three honorary doctorates at its 75th annual commencement on May 29th. Ruth Carter Stevenson was to receive a Doctor of humanities degree. Ruth Carter Stevenson’s many contributions to Texas universities, shows her commitment to education and importance as a friend and a public educator to higher education.

Ruth Carter Stevenson: A Remarkable Woman

Beyond Ruth Carter Stevenson’s contributions to education and philanthropy, she served as an example for women all across the State of the Texas. Ruth Carter Stevenson never ceased to find time donate herself to the betterment of society and mankind. In 1948, Viola Dickinson wrote a letter to Amon G. Carter to wish him well for all the great things he had done in the city of Fort Worth. She closed the letter with the following statement,

You have indeed, Mr. Carter, had a fruitful life when you present to your country such quality of prosperity as is represented in your estimable son and daughter.

Surely no greater satisfaction could a father feel that the assurance that his

honored name will be carried on with credit and fidelity. (Dickinson, Viola, 1948, Viola to Amon, September 24, 1948)

Ruth Carter Stevenson's father had prepared her for the journey and responsibly she was to take on throughout her life. The legacy she will leave is her involvement in the various organizations and the awards she has earned by working so diligently.

While Ruth Carter Stevenson was president of the Junior League she had the opportunity to develop a newsletter that would be distributed to all the members at the meeting. The message Ruth Carter Stevenson wrote discussed leadership and the potential of the noun "followship" or even "work together with-ship" (Corral, The, 1951-1955, Ruth to Junior League, Date Unknown). In this letter, she also discussed the ability of Ten Talents V. One. If she were to utilize her one talent over and over again what would she be able to do compared to the person who had ten, but if combined, they would have eleven solid talents. With this she explains, "From this also comes something wonderful to one's self-something different- a new person with higher desires, greater purposes, an elevation of the human spirit." (Corral, The, 1951-1955, Ruth to Junior League, Date Unknown)

Not long after Ruth Carter Stevenson had been elected president of the Junior League in 1954, she received a letter from an O.M. Mosier congratulating her on being selected as the President of the Junior League of Fort Worth, one of her many accomplishments. Mosier stated in her letter,

You were always one of the ablest, prettiest, and most wonderful girls I ever knew... I wonder how you can find time to take on all the civic and social

responsibilities. Knowing the stuff you are made of, I am sure you will get the job done.” (Mosier, O.M., 1951-1955, O.M. to Ruth, June 22, 1954)

Ruth Carter Stevenson’s keen eye for great design was confirmed when she received the award for ‘Contribution to Good Design Climate’ in 1964 for the local chapter of American Institute of Architects. The president of the chapter, Charles R. Adams, commented about Ruth Carter Stevenson’s designer eye: “A woman with a sound sense of aesthetics and a passion for quality. We find that wherever she goes, the level of quality moves upward.” (Star-Telegram, Fort Worth, 1956-1970, ‘Contribution to Good Design Climate’, October 25, 1964) The award that she received was selected by the chapter as “the layman who has made the greatest contribution in creating an atmosphere in which good design is possible in Fort Worth.” (Star-Telegram, Fort Worth, 1956-1970, ‘Contribution to Good Design Climate’, October 25, 1964) The award was first of its kind and was presented to her at a chapter meeting.

When Ruth Carter Stevenson was not busy working with architecture design or working with the Junior League, she was persistently working making the news in other categories such as education and culture. Ruth Carter Stevenson was named “Top Female Newsmaker of 1966 for her contributions to both education and culture in the entire Southwest,” according to the Press Club Caller Bulletin (Star-Telegram, Fort Worth, 1956-1970, “Curtis, Mrs. Johnson Named Newsmakers”, February 5, 1967). She won this award because she was also involved and contributed to some of the following boards and organizations: the Board of Regents for the University of Texas, the Lyndon B. Johnson School of Public Administration in Austin, the Fort Worth Arts Council, and

the Texas Boys Choir (Star-Telegram, Fort Worth, 1956-1970, “Curtis, Mrs. Johnson Named Newsmakers”, February 5, 1967).

Because of Ruth Carter Stevenson’s community involvements, there would come a time where she should be recognized as the “ideal” woman of the area. That time came in 1972 while she was still involved in the majority of her organizations, leadership positions and boards. Ruth Carter Stevenson was named First Lady of Altrusa. The Fort Worth Star-Telegram headline read, “Mrs. J. Lee Johnson III Altrusa ‘First Lady,’” the Altrusa Club of Fort Worth commented on Ruth Carter Stevenson’s success and work ethic, “Ruth’s putting concern into action with her contributions to cultural development, area beautification and education in Fort Worth” (Star-Telegram, Fort Worth, 1972-1982, “Mrs. J. Lee Johnson III Altrusa ‘First Lady,’” March 26, 1972). The beautification was in part with the planning of the Fort Worth Water Gardens, member of the streams and valleys committee...” (Star-Telegram, Fort Worth, 1972-1982, “Mrs. J. Lee Johnson III Altrusa ‘First Lady,’” March 26, 1972).

Fort Worth, Texas, a city of opportunity—this was the slogan that was sold by Ruth Carter Stevenson and others of the community to those looking to start a business or looking to settle for the first time. It is important to be able to market the place in which you call home. Ruth Carter Stevenson knew how to do that, and in 1975, she became the first woman to be honored as Sales and Marketing Executives Club’s Fort Worth Sales Person of the Year and “Also the fourth member of her family to be cited by the club for successfully selling Fort Worth as a city of opportunity” (Star-Telegram, Fort Worth, 1972-1982, “Mrs. J. Lee Johnson III Altrusa ‘First Lady,’” March 26, 1972). While continuing to be such an influential impact on Fort Worth and its citizens, Ruth Carter

Stevenson was featured as one of the “100 Women- in Touch With Our Time,” which was an article published in the Harper’s Bazaar where she was recognized for her work with the Carter Museum of Western Art and was cited for her, “discerning judgment, knowledge and ability which set an example of the value of high level community service.” (Star-Telegram, Fort Worth, 1956-1970, “Mrs. Johnson Cited in Article” December 28, 1970). I asked Ruth Carter Stevenson (2011) during our phone call if she felt as though she was a role model for women today. Her immediate response was, “no” then she paused a moment and replied with the following, “Well, I know how to do and to do it well and just set a good example.” Ruth Carter Stevenson’s dedication to her city, its citizens and her overall passion for education has set her apart from everyday citizens in Texas. She has surpassed what has deemed her call of duty and set the bar of standards very high for those who are looking to follow in her footsteps.

Ruth Carter Stevenson has contributed to women’s history ever since she has been enrolled in Sarah Lawrence College in 1942 as one of the 601 females to be attending college in the United States according to Solomon (1985). Ever since Ruth Carter Stevenson decided to pursue an education something seemed to be uncommon about it. While she was at Sarah Lawrence College she majored in chemistry. I am well aware that her plans were to never be a chemist but to be a mother, wife and to work in her garden. It seems odd that her life plans panned out to serving as president of the Amon G. Carter Foundation. Or is it? Her father started the foundation in 1945 and after his passing it was left in the hands of his children, Ruth Carter Stevenson said it best when she said, “I did what was expected of me.” (Stevenson, 2011) That she did. After Amon Carter Jr. passed Ruth Carter Stevenson was the only Carter child left to run the

Foundation. It was her duty to live up to the expectation and prestige of the Carter name. Here she would not need a chemistry degree but the life lessons she has learned thus far and the wisdom instilled in her from her father, Amon G. Carter.

With Ruth Carter Stevenson successfully operating and maintaining the Amon G. Carter Foundation and the Amon Carter Museum in the public eye, Walton (2005) explains the importance of the intersection of philanthropy and education,

Exploring the significance and variety of women's philanthropic action in education is important because both philanthropy and education were among the earliest spaces where women, though still acting within culturally prescribed roles, found opportunities to participate in the public sphere. (p. 5)

There is still the idea out there that women should be in certain roles but Ruth Carter Stevenson didn't operate in the traditional women's sphere of society—home, domesticity, etc. Ruth Carter Stevenson was in public; she had an uncommon education for her time, and very early on was out in what was considered the men's sphere.

Ruth Carter Stevenson: Remarkable Woman & Educator Through Philanthropic Efforts

Ruth Carter Stevenson is an educator through her work as a philanthropist. She has collected many awards and accolades for her philanthropic work in her lifetime. While many of the awards may have been the direct result of donating money to various entities, one cannot deny that Ruth Carter Stevenson is a both remarkable woman and an educator because of the tireless efforts she makes through philanthropic endeavors. While she was not a traditional educator she is one. In the oral history with Ruth Carter Stevenson one of the questions I asked her was, "Do you see yourself as an educator?"

Before I could even take a breath after the question she had responded with, “No!” (Stevenson, 2011) After analyzing all of the archival information and having time to develop my own interpretations, I have decided Ruth Carter Stevenson is an educator. She has had the opportunity to educate so many people throughout the course of her life, she may not be aware of it and it may be a not-tradition type of education but it is education.

The Amon Carter Museum is a public museum that is free to anyone that wants to step foot inside of its doors. This is an educational opportunity that was inspired and innovated by her. The only reason it exists is because of her support and continued involvement. The Amon Carter Museum provides educational opportunities and exhibits for people to come and learn about art and culture from all around the world, for free. This is education at its best. She is providing education for residents of Fort Worth by simply unlocking its doors, she is providing opportunity.

Ruth Carter Stevenson has two grandchildren on the board at the Amon Carter Museum and two grandchildren on the board at the Amon G. Carter Foundation. She has served as a positive influence, role model, and educator to those 4 individuals so where they have wanted to step up, get involved and follow in their families’ legacy. She has had to educate them on how things are done in both the museum and the foundation so they understand how things operate and run effectively. She has to do her job so they can do theirs.

Currently she is preparing the next set of individuals to take over at the Amon Carter Museum and at the Amon G. Carter Foundation. She is educating professionals and is preparing the next generation of philanthropists. These are going to be the

individuals that help provide money to our students and culture to our museum. Ruth Carter Stevenson is serving as a mentor for these individuals and preparing them for their next step. The ability to provide opportunity is something you do not just learn on your own, it is something that is taught to you and then you teach it to someone else. It is passed down from generation to generation. Ruth Carter Stevenson was taught by her father, Amon G. Carter, how to provide opportunity to the city of Fort Worth and to students in Texas. She has now been passing on this quality to the next group in line so that opportunity will continue to run throughout the roots of Texas and thrive in the lives of students.

Chapter V

Purpose of the Study

The purpose of this study is to look into the intersection and impact of philanthropy, education, and women in higher education. Ruth Carter Stevenson is a philanthropist in the State of Texas whose life fits this intersection. This work uses historical methodology to study the aforementioned intersection. Both archival documents (Ruth Carter Stevenson's correspondence paperwork, and newspaper clippings) available at the Special Collections Archives at Texas Christian University and an oral history of Ruth Carter Stevenson were utilized for the study. The research question that guided this study was: How can one individual influence education through philanthropy?

Lens

To be able to successfully obtain information about philanthropy, education, and women, it is important to know what framework, lens and methodology I used so the research will be executed successfully. The interpretivist framework was used to guide this study and an historical lens was used to view the spectrum of the research.

Methodology

This research study was conducted as a qualitative study, which according to Denzin & Lincoln (2000) state is, "the open-ended nature of the project that leads to perpetual resistance against attempts to impose a single, umbrella paradigm over the entire project." (p. xv) This means that the research is a very broad, overarching study that has the opportunity to be interpreted in various ways. The historical methodology approach I used allowed me to look at a number of historical archival documents to

interpret and analyze to ensure their validity, so that I could develop themes for the study. Denzin & Lincoln (2000) state, “All social phenomena need to be studied in their historical contexts. This involves the use of historical documents and written records of the past, including diaries, letters, newspapers, novels...” (p.375) I also was able to schedule a short oral history with Ruth Carter Stevenson to support the current archival documents and to contribute to the intersection of the three emerging themes: philanthropy, education, and women.

In order to obtain data, I went to the Mary Couets Burnett Library at Texas Christian University in Fort Worth, Texas and visited the Amon G. Carter Special Collections. There, I went through box after box of archival data that insisted that there was more information about the Carter family than just correspondence. Which led me to information that dealt with newspaper clippings, financial statements, Wills, and meeting minutes from the Amon G. Carter Foundation and Amon Carter Museum? Humphrey (2010) explains the importance of archival documents, “Archives hold the primary sources that are the hallmark of historical research and thus often serve as the principal sources of information for historians.” (p. 44)

This archival information was very important to the overall success of my three themes: philanthropy, education, and women. After all the archival information was documented and analyzed I noticed the only piece missing to ensure a solid study was an oral history from Ruth Carter Stevenson, Chaddock states, “Interviews are the backbone of oral histories...” (Chaddock, 2010, p.20)

I followed the necessary protocol and requested time to talk with Ruth Carter Stevenson. It was not just a few days later that I was able to conduct a 17 minute

interview with Ruth Carter Stevenson. It is a natural conversation, perhaps between two potential friends. Something that was really difficult during mine and Ruth Carter Stevenson's interview was initially we had prepared for an one-hour interview, but when I spoke to her on the phone she only had time to talk for 15 minutes. As a researcher and interviewer this does not present a great deal of time for open ended questions and puts the interviewee in an awkward situation responding quickly and not answering in complete, full thoughts.

During our interview I could tell that Ruth Carter Stevenson was busy and had other things on her mind. Even though her answers were thoughtful and relevant, I wish they would have been more detailed. The interview questions that I had prepared focused on her life growing up, her youth, collegiate involvement, philanthropic endeavors, educational aspirations, involvement as a woman and life as an adult. I wanted to hear things from her perspective growing up during the time period she did with the passions she had, her family and her love. Ruth Carter Stevenson made it very clear about what she loves and does not care for in life and made it very easy to distinguish the two.

Ruth Carter Stevenson's tone throughout the entire interview was very serious and straight to the point. If I could do it again, I would reschedule the interview and travel to her home in Fort Worth, Texas for a face-to-face interview. After I had gathered all my data it was then time to analyze it and by doing that I provided research to ensure that my work was trustworthy, credible, dependable, and conformable. With all the archival research and an oral history it was important to ensure that was I was presenting quality research that could be considered good quality and accountable.

Research Findings

The archival material I used for this research follows all four of Humphrey (2010) steps: document originality, genesis of the document, authorial authority, and interpretation of the document. This was important because I used all of the archival material as supporting material in the development of the three emerging themes that help guide this research. The archival documents provided evidence about Ruth Carter Stevenson's life, the Amon G. Carter Foundation, and the Amon Carter Museum.

On Thursday, March 3rd I had the opportunity to sit down via telephone and have a conversation with Ruth Carter Stevenson. The interview was nothing like I had planned for. Her answers were short and she had no intentions of going into detail about anything. She seemed to have a great deal on her mind other than the interview and maybe that was in part due to her age, eighty-seven. The wisdom was evident in her voice, which left me wanting to hear more only after a 17 minute phone conversation. After the 17 minutes I felt it was appropriate to excuse Ruth Carter Stevenson from our conversation since she had been ill from bronchitis a few weeks before. I did not feel as though I have gathered all the information I wanted but I knew I had enough information to better grasp and support the themes within my research: education through philanthropy and women.

The connection between philanthropy, education, and women came together after all my research had been done. Without philanthropy and education, women might not have ever had the opportunity to step out and get involved in something that would enable them to be a part of something during a time when a women's role was to not participate in the public sphere. This was women's opportunity

and choice to take advantage of something bigger than them and make a name for women everywhere.

Personal Findings

It was important that I learned something out of this research other than just being able to answer the initial research question: How can one individual influence education through philanthropy? I have developed my own opinion that history does matter. The cliché saying, “You do not know where you are going, until you where you have been.” Almost seems perfect for this research because if it hadn’t been for all of the archival information I would not have been able to develop a relationship with Ruth Carter Stevenson. I realize that this relationship is by paper and pen but that is how I became familiar with her. I read correspondence between her and her family members, newspaper articles about her success, and information about the Amon G. Carter Foundation and Amon Carter Museum. It was because I knew where the Carter family had been that I knew where to take my research. It is their history that has made this all possible.

As the researcher I had the opportunity to explore multiple boxes containing material from Ruth Carter Stevenson’s personal life and the history of the Carter family. This exploration allowed me to develop my own interpretations and views about Both Ruth Carter Stevenson’s accomplishments and her personal live. Even though my own personal interpretations of the materials I researched may be significantly different than how Ruth Carter Stevenson views herself, I still feel that I have a deep understanding of her life.

If there was something that I never had enough of, it was time. I felt like I was always running out of time in the Amon G. Carter Special Collections while looking through archival boxes. It always seemed like there was a deadline right around the corner and if only I had another hour or two to tweak this last section. If only I had one more week so I could request documents from The Madeira School and Sarah Lawrence College. More time would have not only given more life to this paper. While, the documents from The Madeira School and Sarah Lawrence College were not essential to the success of this research, I could have always used more time in the archives. I am certain that all historians feel limited by time, I learned that there is no perfect paper or project, and for me learning about the limitations of time in research was important.

Qualitative research has given me the opportunity to really dig deep into the roots of what it is I am so passionate about: people and their stories. I learned that through qualitative research you have the opportunity and flexibility to use multiple lenses to decide which direction you want to take your research. In this research I used a historical lens, which then allowed me to conduct historical research. Historical research is one of the most time consuming things I have ever dedicated myself too, but at the same time it was very rewarding. I learned that there is a great deal of information that can be put into boxes and stored away about one's life, and that information can teach you about the past. In archival boxes there are also things that may not contribute much to your research, but these things may help you learn about the people you are researching. Ruth Carter Stevenson's files contained an overwhelming amount of information and I found myself always wanting to read things like Valentine's Day cards between her and her father or birthday cards. These things did not necessarily end up in my thesis, but helped me

understand Ruth Carter Stevenson. Historical research offered a whole new perspective into viewing a person's life and I really gained a new appreciation for not only history, but also for those who are also passionate the past and are willing to donate so much of their time to interpreting it and revealing their findings.

Conducting an oral history with Ruth Carter Stevenson taught me a lot about the interview process and how the excitement I had for a project can be dwindled down to almost nothing in a matter of seconds. After my 17 minutes of what most people would not even consider an interview, I learned that a lot of outside factors play into the overall success and potential failures of an oral history. In my research, I think it would have been better to conduct the oral history face-to-face rather than over the phone. Ruth Carter Stevenson is eighty-seven years old and I believe this would have created a better relationship between me and Ruth Carter Stevenson and allowed for better communication about the various topics and themes.

Throughout this research I found a new passion for not only history, but also archival research. Working with these documents, books, and past newspaper articles were like her life puzzle I had to put back together so not only I could interpret it, but also so I could convey the information to other interested researchers. I learned that time is of the essence when it comes to large documents and it may not always be on your side. It took a lot of hard work, patience, and obedience but in the end- history made it all worthwhile.

Further Research

Being able to provide additional historical research in the area of philanthropy, education, and women was one of the main goals in writing this study. The particular section provides additional information for future researchers.

Because of limitations on time and money, not all the interviews, trips and archive sit-downs got to take place, so I think it is important to recommend these opportunities to future researchers. I think it would be important to follow up with other records in the Mary Coats Library, Special Collections. There are a large number of boxes that pertain to the Carter family and I know that I was only able to go through the boxes that specifically pertained to my area of interest. I know it would be very beneficial to follow-up on some more of the family files and even more specifically, files on Ruth Carter Stevenson.

Something else that I think that would add to the overall informational piece of this project it to be able to attend both the Amon Carter Museum and the Amon G. Carter office building, both located in Fort Worth, Texas. It would be a great reality to be able to put the names of two historic buildings to an actual building and not have to just read about it. To add to the trustworthiness of my study I would also recommend interviewing some Amon G. Carter scholarship recipients to see how they feel about the scholarship and foundation. I would also be interested in interviewing people from both the museum and foundation to just get some general feedback about life with the Carter's and working with Ruth Carter Stevenson, if they had that opportunity.

One of the last things I would do is try to look more in depth into leading Texas women who are philanthropist, much like Ruth Carter Stevenson and similar to Margaret

Binkley Collins. I think this would be important because it would offer the issue of comparison and just bring in a new light to research and show more of what women are doing in Texas.

Conclusion

The intersection of philanthropy, education, and women through an historical lens created an opportunity for learning for those interested in what has happened in recent years and how it has impacted the three themes of this study. Ruth Carter Stevenson served as a lens which provided an interesting perspective on how one woman has been able to impact and touch so many lives, and humbly, not even have known it. The archival research and oral history provided evidence that there is much more that could be done to further this research and provided more information for readers but due to time, the information was limited to just Ruth Carter Stevenson, the Amon Carter Museum and the Amon G. Carter Foundation.

This study has challenged me to step outside of my comfort zone and attempt new styles of writing, as well as formatting. I hope that those passionate for historical analysis find a “niche” for history again after reading this study and their fire is re-kindled.

To answer the overall research question, how can one individual influence education through philanthropy? It is simple, through passion. If I have learned anything through this study is that passion lies at the root of all philanthropic work and of all writing. When I had the opportunity to discuss with Ruth Carter Stevenson her feelings about philanthropy, what it means and how one can aspire to get involved, she replied with the following, “You learn it at home by learning to share and to give; no

school teaches it. It is in the genes.” (Stevenson, 2011) After studying the three emerging themes in this study: philanthropy, education, and women, I have developed my own theory about what is needed to get involved in philanthropy and education. Throughout history women have been searching for their place in education, the truth is we have always been here. We have been educating those around us since we were able to teach our sister how to tie her shoes or ride her bike. The only thing lacking was the desire to step out and be noticed. To be involved in education and philanthropy, the only thing you need is the desire to see improvement in yourself and those around you. We have the tools and knowledge to be great practitioners, the question is, will we?

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Appendix A

Phone Script to Request Oral History from Ruth Carter Stevenson

Hello, my name is Sarah Barron and I am a graduate student at Texas Tech University in Lubbock, Texas and I am working on my master's thesis which is about Ms. Ruth Carter Stevenson and discusses the intersection of philanthropy, education and women. I am calling to see if I could schedule an interview with Ms. Stevenson because I think it would add to the quality of my thesis and I would really enjoy meeting the woman I have spent so much time researching and reading about the past 8 months. Any time that would be convenient for her would be fine for me. My contact information is 254-977-2609 and I would be more than happy to send her a semi-structured outline of what the interview questions would look like. Thank you so much for your time.

Appendix B

Oral History Questions for Ruth Carter Stevenson

1. Just to get started, why don't you tell me a little bit about yourself?
 - Status on children?
 - Are they involved in anything philanthropic?
 - Current Involvement in organizations outside Amon Carter Museum & Amon G. Carter Foundation?
2. What would you say are some of the milestones you have got to experience thus far in your life? What would you say is most important?
3. Growing up, how were you prepared/taught to be a philanthropist?
4. What impact do you see yourself playing in the lives of women today? Students in Texas? And in Texas?
5. What experiences have you had serving as the President of the AGCF & how do you see those playing into the overall goals you had set for yourself as a young girl?
6. Do you view yourself as an educator? If so, how?
7. In what ways have you helped people be able to benefit from education?
 - Amon G. Carter Foundation
 - Amon Carter Museum (art education)
8. Why are these things so important to you?
 - Art
 - Education
 - Philanthropy
9. What advice would you give to young women who were looking to become philanthropist?
10. Please provide a link for higher education, philanthropy and women. What are your thoughts on these three areas of study?