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THE GROWTH AND DEVELOPMENT OF CLIFTON JUNIOR
COLLEGE, 1897-1947

THESIS

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Fulfillment of the Requirements

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By

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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is to trace the growth and development of Clifton Junior College; to determine the extent to which the college is meeting the needs and requirements of its students, and to see what is the outlook for the future of this institution.

Delimitations

This study is confined to an investigation of primary sources, including records in the Clifton Junior College registrar's office, minutes and records of the Board of Regents, catalogues, and personal interviews. The writer uses all the information from these sources and formulates the history and development of the college from its beginning down to the present time. In other words, the growth of the college is traced during the fifty years of the school's existence through the three periods of its life: academy or high school, Clifton College, and Clifton Junior College.

Sources and Treatment of Data

The data for this study were collected, chiefly, through personal interviews. Records and minutes in the various administrative offices also furnished the data for this study.

A survey was made of the teachers' education, training, and teaching qualifications. Another survey was made which gave information regarding the status of the students of Clifton Junior College, among other things, to determine whether or not they were planning to continue their formal education or to accept full-time employment.

In the growth and development of Clifton Junior College an analysis is made to trace the gradual changes that have taken place from the early academy days from 1897-1907, during the Clifton College period of 1907-1922, and during the Junior College period which includes the years from 1922 to the present.

Background of the Problem

The first small, overladen craft in which the voyage to the New World was made served for the Norwegian people the same that the Mayflower did for the settlers of Plymouth Rock. Here, also, were passengers who sought a place where they could live in peace and practice religious beliefs undisturbed by the state. Each settler had a vision of a home that he could call his own. The Swedes and the

Danes were considered a part of this group of pioneer Norwegians because of their close relationship.

The Norwegians experienced several trying years. The timber was dense and heavy in the territory in which these people settled, but most of these men were hardy and accustomed to work in the forests of Norway, and soon a space large enough for cultivation was prepared. When they found that the land was very productive, the pioneers became more cheerful. Still the settlers were not satisfied. The purchase price of five dollars an acre for the land was more than they thought it should be, and they moved on in search of better land. When they reached La Salle County, Illinois, they founded a settlement known as the Fox River Settlement where the land was a rich, rolling prairie. The immigrants of 1836 and 1837 pushed out into the western expanse. The third settlement was near the spot where the city of Chicago now stands.

Eventually, the Norwegians' roving spirit of adventure led them into every state of the Union. Texas has received a small share of these immigrants. Those people who came to Texas from Illinois and other northern states came in search of fertile land that could be secured for little money. The people who settled in the eastern part of Texas were discontented because of ill health or the danger from unsanitary conditions. The settlers were told of a place

in Central Texas that resembled Norway in many respects. The information had come to the Scandinavians that the northern part of McLennan County, now Bosque County, would be open to homesteading in 1864. They went early so that they might have their pick of the land. During all the time that the Norwegians were building their homes, they were looking forward to possessing the things that make for a good community life. Next to their homes, they valued their religious services, and schools for their children ranked next in their thinking. In 1857,¹ near Sugar Top Mountain, a log schoolhouse was built and the first teacher in this primitive school was a Mr. Moore. Among the teachers who succeeded Mr. Moore were Ole Olson, S. Orbeck, a Mr. Dickeman and a Mr. McBaeth.²

¹
A. L. Bronstad, Clifton, Texas.

²
Ibid.

CHAPTER II

THE ORGANIZATION AND MANAGEMENT OF CLIFTON COLLEGE 1897-1922

The word "college" as applied to the institution known as Clifton College from 1897 to 1922 was truly a misnomer. The school in reality was a four-year high school, often designated by the term "academy," which offered only high school courses leading to a diploma for graduation.

The three periods in the history and growth of Clifton Junior College are: 1897-1907, 1907-1922, and 1922 to the present time. In this chapter the first two of these periods will be discussed from the standpoint of organization, administrative staff and faculty, courses of study and finances.

The Period, 1897-1907

Realizing that the public schools of that day did not supply adequate instruction for their children, about thirty men, members of the Norwegian Evangelical Church of America, met on May 6, 1896, to organize a corporation for the purpose of providing more adequate educational facilities

in the community. The charter which these men drew up was accepted by the state. This corporation had no capital stock, and its business was carried on by voluntary contributions, donations, and by annual assessments not exceeding two dollars per year for any one member. The corporation owned eight acres of land near Clifton, in Bosque County, Texas.

The first question confronting the corporation was what materials should be used in the construction of a new school building on the site near the town of Clifton. It was finally decided that a brick veneer building should be erected. The most economical means were utilized in the construction of the building, and a two-story veneer edifice was built for the sum of six thousand dollars.

The first school was opened in this new building in September, 1897, with thirty-two students enrolled. The people of the community were well pleased with the attendance. These sturdy pioneers, parents and patrons of the school, were struggling against great odds to pay for the additional land that they had bought to add to the original eight acres, a total today of forty acres. They felt that the help of the students was needed at home during certain seasons of the year. In compliance with this feeling, the school authorities closed the institution for several months during the year, thus enabling

the boys and girls in the community to assist with the harvesting of the crops and other seasonal labor.

The course of study offered by the academy or high school included: English readings, English grammar, English literature, spelling, arithmetic, algebra, geometry, penmanship, physical geography, physiology, history, and the Norwegian language.¹

Clifton College began in a very small way in 1897 with only two teachers, one of whom served as president of the institution. This situation continued until the 1902-1903 session when the faculty was increased to four members. However, the next year the school suffered a decrease in enrollment and again the faculty was decreased to two, one of whom served as president. With slight variations, this continued until 1908 when the number of faculty members was increased to three, including the president. During this period all the teachers held bachelors degrees, and one or two had either masters degrees or had met some of the requirements for that degree.

The year 1903 was one of great significance for the academy because of the endowments set aside for the institution. Martha Hoff, a staunch friend of the school, donated \$1200 to be used as an endowment fund. In the

¹
Elif Moore, Clifton, Texas.

same year subscriptions were made and added to this fund for the college to use. The results of the financial campaign showed that the Norwegian people heartily endorsed such action, for the sum donated by Mrs. Hoff was more than doubled. Thus the endowment fund was raised to \$2,570.25 in a very short time.²

The Period from 1907 to 1922

Clifton College, during this period, followed the same pattern of organization that was used during the preceding period: that of a four-year high school, beginning with the ninth grade and going through the twelfth grade. The high schools found in the northern part of the United States at this time served as a pattern for the course of study of Clifton College. This system prevailed at the college until 1919 when steps were taken for affiliation with the University of Texas, which made it necessary to conduct a four-year high school with the twelfth grade eliminated.

In 1909 the faculty was increased to six members and this number, with one or two changes, remained constant until the session 1943. From 1903 to the present time the number of faculty members with the masters degree has increased, according to the records in the registrar's office of Clifton Junior College.

²

Endowment Records of Clifton Junior College.

During this period, 1907-1922, there was a straight high school curriculum with additional work in religion, Norse, and a commercial course. When Professor F. W. C. Jesse came to the institution as its president in 1908, the curriculum was made up of four special courses from which the student could make his choice. They were: the four-year academy course, the college preparatory course (general), the college preparatory (concordia), and the normal course, besides a course in music.³ In 1909-1910 a business course was added and it was taught until 1914. The college preparatory course, concordia, was dropped during the same year. However, the college preparatory course, general, which was in reality a preparatory course for Luther College, Decorah, Iowa, remained the same until 1919-1920 when all the academy courses were brought together under two headings, Course A and Course B. Course B offered more language than Course A for the benefit of those who did not require as much science as Course A had outlined.⁴

The German-Norwegian split.--The Germans opened a school at Giddings, Texas, in the early 1900's and did not support Clifton College during its first six years. This school at Giddings was not successful, however, and

³
Clifton College Catalogue, 1908-1909.

⁴
Ibid.

the Germans soon joined the Norwegians in supporting Clifton College. They were asked to pay the salary of one teacher, a German person, in the college. The Germans did not like this plan and a little later withdrew from the Norwegian college, hence, on October 14, 1907, the two groups made an agreeable affiliation at Clifton College. The German Synod finally agreed to pay the salary for one teacher, however, this agreement was not lasting. Eventually, the Norwegians tried to make an agreement with the three Norwegian Synods: the United Church, the Missouri German Synod and the Hague. The German Synod did not like the Hague and its practices, so the German Lutherans withdrew from the United Church.⁵ This split between the German and Lutheran church bodies brought about several changes in the course of study.⁶

During this period, 1907-1922, the tuition for the winter term was seventeen dollars; for the spring term it was eight dollars. Board at the college amounted to six dollars per month per student; incidental fees per student rooming at the college were a dollar and a half for the winter term and one dollar for the spring term. The same fees for students residing outside of Clifton

⁵
Corporation Records, 1907.

⁶
College Catalogue, 1899-1900.

were seventy-five and fifty cents respectively.⁷ No meals were served at the college during the first years of the school. The president, his assistant teacher, and the students took their meals in private homes in the city.

The school year 1907-1908 is especially outstanding for the college for two reasons: first, an enrollment of seventy-two, the greatest since the school's organization in 1897, was reached; second, the first class, which consisted of one young man, was graduated.⁸ The following summer, another young man received his diploma.

In 1907 brighter prospects seemed in store for this growing institution. It was decided that the money which had been pledged in a campaign for funds for Clifton College should be used in supplying better equipment for the school, in enlarging the campus, in erecting a girls' dormitory, and in converting the third floor of the main building for a boys' dormitory. On October 14, 1907, the Norwegians and Germans reached an agreement whereby it was decided that all nationalities were to be admitted to Clifton College and the official language of the college became English instead of Norwegian.⁹ This step was a decided advancement for the college.

⁷ Ibid., 1907-1908.

⁸ Ibid.

⁹ Corporation Records, 1907.

On November 8, 1908, the girls' dormitory, an attractive three-story brick building called "the ladies' hall," was dedicated in a very impressive ceremony.¹⁰

The matter of requiring all girls to wear a school uniform was discussed at length by the college administration. It was held that the uniform would be a financial benefit for the girls' parents, particularly those whose finances were limited. In 1908 a school uniform for all girls was adopted and the regulation was in force until during the World War I, during the session 1913-1914, when it was suspended. No further action regarding the reinstatement of the rule has been taken.

In 1914 Professor C. Tyssen, with a Bachelor of Arts degree from Luther College, Decorah, Iowa, and a Master of Arts degree from the University of Wisconsin, was elected president of the school.¹¹ He served as president of the institution from that time until January 1, 1947. When President Tyssen began his service as head of Clifton College there were only forty-two students enrolled; the next year, however, the enrollment increased to forty-seven. In 1916-1917, during World War I, the attendance grew to fifty-five.¹² The college maintained a full course of study

¹⁰Lutheran Herald, September 1909, p. 830.

¹¹C. Tyssen, Clifton, Texas.

¹²Enrollment Records of Clifton College.

right through the war. There was also very little change in the activities of the students. Monday continued to be the free day for the students, with classes conducted as before on Saturday for the fifth day.

The school's financial situation was much better in 1917 than had been anticipated. In spite of war-time conditions, the board of trustees continued to uphold the same high standards in school work that had been set up before the war, and pledges and donations to the college continued to come in from time to time. At the end of 1916 the total deficit was only \$355, and a total of \$5,237 had been collected and spent for maintenance of the college.¹³

¹³
Corporations Records.

CHAPTER III

THE AFFILIATION AND GROWTH OF CLIFTON JUNIOR COLLEGE

The third period in the history of Clifton Junior College includes the years from 1922 down to the present. By the term "junior college" is meant a combination of high school grades and the first two years of regular college work. In Clifton Junior College, in the transition from the old academy form of organization used since the founding of the school in 1897, each step has been attended with changes in the courses of study as well as in the different special courses that are being offered today.

This chapter is concerned with the trends leading to and the successive steps taken in the affiliation of Clifton College as a first-class junior college. The aims of Clifton Junior College, a detailed description of the curriculum and other general and specific information about the institution are also included in this chapter.

Affiliation

There had been much agitation among the Norwegian Lutherans during the early period of Clifton College, in the years from 1907 through 1922, for the development of a junior college at Clifton. Professor Tyssen and the

members of the Corporation were the ones most active in creating a sentiment for raising Clifton College to an accredited junior college standing. The enthusiastic supporters and patrons of the institution set forth several reasons why action should be taken toward the realization of such an advanced rank by the school. In the first place, the Norwegian Lutherans felt that the life of their institution depended upon getting the accredited junior college standing because of the competition which the public schools were offering. The public schools were securing better equipment and better faculties each year. In the second place, the progressive and culture-loving people who lived in the territory from which Clifton College drew its students encouraged their boys and girls to continue in school and to make every effort to secure a higher education. Obviously, if Clifton College were to continue on the academy or high school level, it meant that the college-minded youth of the community must go away to school. Naturally, this would be more expensive than if the students could secure the advanced training in Clifton. It was estimated that the difference in expense would range from one hundred to four hundred dollars for each year that the students remained in school. The Clifton merchants did not expect to realize much material gain from the school because they usually

observed a sales policy of granting a ten per cent discount to college students and faculty members, thereby helping to lower the expense of the school's maintenance.

The first move of the Clifton College Corporation to establish a junior college came when the board of trustees voted to appoint a committee of five men to investigate the cost of such an institution. The favorable financial results of the school year 1919-1920, which showed a balance of \$416.57 to the credit of the institution, gave the committee new hope for the Clifton College to become a newly-reorganized junior college.

The building committee of the college called upon the members of the Northern Lutheran Evangelical Churches to solicit funds for the building of Clifton Junior College and the response was good. It was decided that a new building was necessary for this affiliation plan to be realized.

The newly-organized institution also marked a renewed effort to affiliate the Clifton College with the University of Texas, which was accrediting public high schools and academies for entrance of their students to the University. The first recognition for accredited work of the Clifton Junior College was given in 1922 when twelve credits were affiliated at this institution, as follows: English, two units; algebra, one unit; solid geometry,

one half unit; Latin, two units; German, two units; physiology, one half unit. In 1923, these credits were added: modern history, one unit; American history, one half unit; civics, one half unit; trigonometry, one half unit; advanced arithmetic, one half unit; Latin, one unit; physiology, one half unit; chemistry, one unit. In 1924 the following additional units were added: ancient history, one unit; American history, one half unit; economics, one half unit; biology, one unit. In 1925 the unit in home economics was dropped because of insufficient equipment and insufficient enrollment of students for this course.¹

On February 20, 1922, a financial report made by C. Tyssen, president of Clifton College, showed that sums of money had been subscribed for the beginning of Clifton Junior College as follows: 1921, \$14,829.95; 1922, \$23,784.70; 1923, \$22,169.20. This made a total of \$62,000.85, including \$1,217.00 cash. The plan to begin junior college work was initiated in 1922, but slowness in getting the project started prevented its completion until 1923. Tyssen and his assistants set to work and soon worked out an estimated cost of operating the junior college. He enclosed the report, which, in substance, was an itemized budget, together

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Elif Moore, Clifton, Texas.

with a letter to the Board of Education of the Norwegian Lutheran Churches of America, asking for an increased budget for the academic year 1923-1924. A generous aid from all sources was to be given in order to place the school on a sound financial basis in order to start the junior college; then the school could take care of its own expenses after it had been given a little time to adjust itself to the new organization. It was regrettable that the State Board of Examiners, Austin, Texas, could not aid substantially in this budget because Clifton Junior College was a church school, however, the State Board of Examiners did accredit it as a junior college institution.

All efforts to raise Clifton College to a recognized junior college level seemed to be unsuccessful during 1922, since it failed to be recognized by the State Department of Education in that year.

The following petition was then sent to the State Department of Education at Austin, Texas:

Clifton College, possessing a new, fireproof main building thoroughly equipped in laboratories, with teachers of ability and having completed the academy of affiliated high school requirements, respectfully petitions that it be ranked as a first-class junior college.²

In reply to the Clifton College petition, the State Department of Education gave the following threefold

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College records in Registrar's Office.

basis for refusing to grant the petition:

1. Only two members of the faculty hold advanced degrees when a minimum of three is required.
2. The library contains approximately five hundred volumes, less than the minimum of two thousand required. The college examiner could not vouch for the fact that all of the books dealt specifically with the subjects taught.
3. The number of students enrolled in the college department is sixteen.

While there has been no requirement as to the minimum enrollment, the college examiner is unwilling to recommend a college for first rank with as few as sixteen pupils. When these obstacles are removed, the college will be entitled to rank as a first-class college. The college examiner believes this can be done early in the session of 1924-1925.

This report would not reflect fairly the conditions at Clifton College if it did not highly recommend the president and faculty for the excellent teaching being done, the splendid building which has recently been erected and the excellent spirit among the students.³

These three bases for refusal by the State Department came about in natural ways and might have occurred in any institution under similar circumstances. The instructions sent the administration of the school by the State Department of Education specified that

. . . all teachers in junior college must be graduates of standard colleges or be teachers of proven ability. At least half of the heads of departments must have had a year's work in some standard college in advance of the requirements

³
Letter from Peyton Irving, College Examiner, to C. Tyssen, President of Clifton Junior College.

for the teacher's degree.⁴

It was true that not all the teachers met the requirements set forth by the State Board of Education. It was also true that the library was deficient in the number of books. The lack of students was a matter of circumstances. The school was not very well known beyond its immediate community, hence the main source for its enrollment was in its own academy graduates.

The fact that the college was not recognized as a standard junior college of the first class after its first year's work caused a feeling of gloom and uncertainty to overshadow the efforts of the members of the committee in behalf of the college affiliation. This air of despondency prevailed during the summer of 1924 and during the first months of 1925-1926. It was impossible to invite students to attend the institution with any degree of certainty that conditions would be better during the coming year. Many of the students who would have enrolled otherwise, went to institutions where their work would be certain of being recognized in application for teachers' certificates. The law suspending the issuance of the first grade teacher's certificates by the State Department of Education, had been in effect long enough to be felt by prospective

⁴

Ibid.

applicants for certificates.

During the last week in September, 1927, the college examiner again visited Clifton College, and an excerpt from the letter he wrote to J. R. Reid, Chairman of the Board of Examiners, follows:⁵

Dear Mr. Reid:

The accompanying papers are self-explanatory. Please put through the recommendations to Mr. Marrs as soon as possible, and if the action taken is favorable, wire collect, the results to President C. Tyssen, Clifton.

Formerly, the college lacked something in the matter of (a) library, (b) enrollment, and (c) the number of advanced degrees held by members of the faculty. All these deficiencies have now been met, and I am glad to say that the college is in good shape, having doubled its enrollment at this time, and with certainties of further increases. Financially, the college has passed the peak, and its sailing will be easier in this respect in the future.

There are some nine pupils who attended the college last year. They are doing good work in the college again this year. Do you think it would be possible to have their work as individuals approved for the year? I am willing to recommend such recognition. If it can be done, the president should furnish you a list of the persons, so the action can be taken soon, if at all.

. . . . Please write me whether I should make a separate recommendation to the effect to be passed upon by the Board as the accompanying report is passed upon.⁶

⁵
Letter from Peyton Irving to J. R. Reid in possession of C. Tyssen, Clifton, Texas.

⁶
Letter, C. Tyssen, Clifton, Texas.

The following is a copy of the approval of Clifton College as a junior college of recognized academic standing:

STATE DEPARTMENT OF EDUCATION

Austin, Texas

October 3, 1924

Honorable S. M. N. Marrs
State Superintendent
Austin, Texas

Dear sir:

The undersigned, members of the State Board of Examiners, on the recommendation of College Examiner hereby recommend that Clifton Junior College, Clifton, Texas, be ranked as a junior college of the first class, and that all work done in the college after September 1, 1924, be rated accordingly.

Respectfully,

State Board of Examiners

Peyton Irving, Jr.,
College Examiner

Approved, this third day of October, 1924.

S. M. N. Marrs
Superintendent of Public
Instruction ⁷

⁷
Letter from S. M. N. Marrs to C. Tyssen.

The following is a copy of a letter from Mr. J. B. Reid to Mr. C. Tyssen, President of Clifton College.

STATE DEPARTMENT OF EDUCATION

Austin, Texas

October 3, 1924

Mr. C. Tyssen, President
Clifton College
Clifton, Texas

My dear Mr. Tyssen:

I have the pleasure to advise you that State Superintendent S. M. N. Marrs has today approved the recommendation of the State Board of Examiners, that Clifton Junior College of Clifton, Texas, be ranked as a Junior College of the first class, and that all work done in the college after September 1, 1924, be rated accordingly.

Very truly yours,

J. B. Reid
Chairman of
College Examiners

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8

Letter in possession of C. Tyssen, Clifton, Texas.

Another letter of approval from the Association of Texas Colleges, dated April 26, 1926, was received and reads as follows:

TEXAS CHRISTIAN UNIVERSITY

Fort Worth, Texas

April 26, 1926

Mr. C. Tyssen
President of Clifton College
Clifton, Texas

Dear President Tyssen:

We are happy to congratulate you on the fact that the Association of Texas Colleges today voted to approve Clifton Junior College as a first-class junior college. The chemistry is approved. The physics will be reported on a little bit later, but we hope in time to print the Proceedings.

The Committee desires to express its appreciation of the good spirit of your school and the high standards which you have before you. We call your attention to the fact that the sophomore class is rather small, and that you and your people behind you make efforts to increase it. If classes are too small, it is difficult to enforce the right spirit of class work.

Very sincerely,

Colby D. Hall
Chairman Committee on
Standards, Association
of Colleges.⁹

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Letter from Colby D. Hall to C. Tyssen, Clifton, Texas.

These letters indicate the steps that led to the full recognition of Clifton College by the State Board of Examiners of Texas as a junior college of the first class.

Aims

Clifton Junior College was organized to meet the demands for higher denominational education for boys and girls who were high school graduates and who desired cultural, technical, and professional training during the freshman and sophomore years in college. The aims of the college from 1923 to the present have remained practically the same, namely, to train and educate the students, not only to take their places in the business world with greater efficiency, but also to grow and develop culturally in order to become better, finer, all-round American citizens who can take their rightful place in a democratic society.

The curriculum is planned to meet the needs of students in several fields, and the courses offered are primarily the same as those offered in the first years on the campus of the average college in Texas or any other state. Since the enrollment is small, the students have better opportunity to participate in the activities of the various clubs and other campus organizations. The

students themselves have the responsibility for the various college organizations, and they assume the leadership in their activities.

Classes are small and the teaching staff is especially prepared to teach freshman and sophomore courses. With two exceptions, every member of the faculty has a masters degree, and all have several years of teaching experience. The fact that the college is small, in this case, is a distinct advantage in that all students receive special and individual attention from the members of the staff. Much opportunity is thus given for individual counseling and guidance, with the idea of preparing the graduates of the college in the fundamentals of the first two years of any curricula they may desire, so that the work of Clifton Junior College will speak for itself through the students who attend some other institution after leaving school.

The aims of the school may be summarized as follows:

1. To give first and second year students closer supervision than is ordinarily given in senior colleges.
2. To give students who have not definitely decided on future plans a chance to make this decision during their first two years of college work.
3. To give students beginning college work the benefit of guidance by people who are trained to operate a guidance program.

4. To supply the various senior colleges with a carefully selected group of students fully prepared to carry on specialized training necessary for a profession and outstanding citizenship.

In conclusion, the aims of this college might be summarized in this one statement: It is the purpose of the president and faculty members of Clifton Junior College to offer facilities of a college or university to the young people of this particular section of Texas, at a greatly reduced cost.

In order to see how these aims are carried out, the curriculum of Clifton Junior College must be studied.

Curriculum

Clifton Junior College is organized into the following departments: social science, English, business administration, education, physical education, science, mathematics, music and art, and foreign language. A brief resume of each department will be given here, together with a short synopsis of the courses offered in that particular field.

In the Department of Social Science twelve courses are offered. Nine of them are listed below.

1. Survey of Old Testament History which includes a study of the contents of the Old Testament as a revelation

of God and his dealings with mankind, and the social and religious backgrounds, with present-day applications.

2. Survey of New Testament History is a general survey of the Gospels, the Acts, and the other apostolic writings as the revelation of God in Christ and its significance to modern man.

3. The Gospel of Luke and the Book of Acts is a study of the founder and the founding of the Christian Church.

4. The General Epistles gives a study of the teachings of the Christian Church.

5. History of Europe presents a general survey of the development of western Europe from the disintegration of the Roman Empire to the present time.

6. History of England is an outline study of the social, economic, political, and institutional development of Britain and the British Empire to the present time.

7. History of the United States is a survey of the discovery, exploration, colonization, political, economic and institutional development up to the present.

8. The United States and Latin America includes a study of the development and history of the Spanish-American republics, the relations of the United States with Cuba, the French intervention in Mexico, the Panama

Canal, the Venezuelan Episodes, etc.

9. Federal and Texas Constitutions is a course designed to fulfill the requirements of Senate Bill No. 99 for a Teachers' Certificate and for a college degree.

The Department of English lays emphasis upon composition and a survey of English literature, with two courses being offered in each. These courses include exposition, description, and narration, with a study of rhetorical theory with illustrations, frequent short and occasional long themes, supplementary readings and conferences with professors. Two courses are offered in public speaking. These courses are designed to help the student express himself freely while standing before an audience, to help the student gain poise, physical control and mental and emotional control; to teach the student how to find material, to select and evaluate, and to organize logically; to teach the value of proper pronunciation and enunciation; to help the student to interpret that which he reads, and to give proper emphasis to that which he expresses.

The Department of Business Administration, according to the catalogue of Clifton Junior College, offers one course each in shorthand, typing, accounting, elements of economics, salesmanship, business management and book-keeping. A thorough mastery of these courses will give the

student a comprehensive understanding of the fundamental principles which assist the business-man, a better understanding of our economic organization, the forces determining price, money, banking, exchange and other related matters. These studies train the students who wish to prepare themselves as quickly as possible for positions in the business world.

Five courses are offered in the Department of Education: Introduction to Education and Child Psychology which is an introduction to the general field of education, together with a study of the fundamental psychological principles that underlie the learning process and conduct of children of the elementary grades; Principles of Teaching in the Elementary School, a course dealing with the problems relating to the organization and conduct of elementary schools; Adolescent Psychology and Methods of Teaching, which deals with the physical, mental, and social changes which come during the adolescent period; Problems of Secondary Education, which is a study of the history of secondary education in the United States as a basis for a further study of such topics as the junior high school, the senior high school, the adolescent, the high school curriculum, and extra-curricular activities; Elementary Curriculum, which is a course that deals with the problems of construction and content of the curriculum of the

elementary school.

In the Physical Education Department six courses are offered which deal with the nature and function of play leadership, community recreation, play facilities, methods employed in presenting materials at different age levels, applied hygiene and sanitation, first aid, and methods of teaching health and hygiene. One course in human physiology is designed particularly for those students who intend to continue work in the fields of physical education, nurses' training, and home economics. It treats, in a very detailed manner, each individual organic system, as digestion, respiration, and the like. In each of these courses special laboratory periods are held twice a week. Each period is two hours long.

In the Department of Science two courses are offered in general chemistry, two in nature study and two in biology. In the chemistry classes a comparative study of elementary substances, of the formation of compounds and the balancing of simple equations is made. The nature study courses deal mainly with the physical phase of our surroundings, including the laws. The organic relationship of nature is studied and such experiments as are deemed necessary to make the study of plants and animals clearer, are performed. The biology courses stress the animal life of this country and its relationship to the human being.

A detailed study of all the various animals that are outstanding examples of types in the animal kingdom is made. In every class in the department of science two double laboratory periods a week are used.

The Mathematics Department offers standard courses in solid geometry, college algebra, and trigonometry.

The Department of Music and Art includes in its list of courses the following: two courses in Art for the elementary grades, one course in interior decoration, and one course in mechanical drawing. Stress is laid on the development of technical skill in handling problems suitable for the first three grades, including freehand drawing from life, nature and still life, simple landscape composition, stick printing, paper cutting, clay modeling, cardboard construction, simple poster making, booklet making, printing, perspective, original design, color theory, wood-block printing, story of pictures, sculpture, artists, and textiles. The course in interior decoration is a study of balance and proportion and color schemes in the home, together with a study of period furniture and its uses. Two courses in piano are offered, each rating one semester hour of credit. There is also a class dealing with methods, material, and actual practice for learning the piano in class groups that are limited

to four students each. Private lessons or class work is given in voice and piano and all band and orchestra instruments on request. Several courses are offered in ear training, harmony and sight singing, as well as in music appreciation. One course, The History of Music, is a study of music from the earliest time to the present.

Two languages, German and Latin, form the basis of study in the Department of Foreign Languages. In the Latin classes special attention is given to grammar, syntax, mythology and antiquities, prose composition, and sight reading. The objective in the study of the German language is a reading and speaking knowledge and the four courses offered in the study of this language never lose sight of the aim of the college.

In all of these departments there are some courses that do not carry college credit but are designed for the students who wish to enter the business world as soon as possible. Some of these courses are shorthand, typewriting and machine operation. In these courses, the students are allowed to progress as rapidly as they are able. Other courses of similar nature are organized according to the demand.

Entrance Requirements

The entrance requirements of Clifton Junior College, briefly stated, are: High school graduates with sixteen

high school units, fifteen of which are affiliated, may enroll without condition.

There are three modes of admission to the college:

1. By diploma. Graduates of affiliated high schools are credited with the subjects in which the school is affiliated, as indicated by the college entrance blank which is filled out by the principal.

2. By examination. Any scholarship requirement may be met by entrance examination. Every natural science examination must be accompanied by a laboratory notebook. A convenient time is arranged near the opening of school for giving entrance examinations.

3. By individual approval. An applicant over twenty one years old may be admitted without examination on special approval. He must furnish evidence that he has substantially covered the ground of the units required of other candidates, that he has sufficient ability and seriousness of purpose to do the work desired with profit to himself and to the satisfaction of the college.

Requirements for Graduation

Students graduating from Clifton Junior College must have been in residence at least two semesters, including the semester immediately preceding graduation, and must have earned at least sixty semester hours of

college credit, and sixty honor points. These sixty semester hours must include the following: English, twelve semester hours; education, six semester hours; history, six semester hours; natural science, six semester hours; constitution, three semester hours. At least eighteen hours must be of sophomore rank. However, for students desiring certain pre-professional courses, such as pre-law, and the like, the college will, as far as possible, make such substitutions in the above requirements as will meet the student's particular needs. Students finishing the Elementary Teacher's Training Courses will be graduated with the same rank as those expecting to continue their college work.

The System of Numbering Courses

The semester plan has been followed since the beginning of the school year of 1936. A student's normal load is five courses, each meeting three hours a week, making fifteen semester hours each semester. All college courses bear a number of three digits each. The first digit indicates the year, the second digit indicates the semester, and the third digit indicates the number of hours per week. For example, English 113 indicates a first year course, first semester, three hours per week.

System of Grading

Since the beginning of the school year of 1935-1936 the letters A, B, C, D, E, F, and I have been used, with the following significance: A, excellent; B, good; C, fair; D, passing; E, condition; F, failure; I, incomplete. An E automatically becomes an F if it is not removed within twelve months from the time it was recorded. An I indicates that a student has finished the work of the semester except for an examination or some other requirement. It automatically becomes an F if the work is not completed before the end of the following semester.

Scholastic Honor Roll

An honor point average of 2.4 with no "conditions" or other irregularities listed, entitles a student to a place on the Scholastic Honor Roll.

Honor Roll

Grade A: three honor points per semester hour.

Grade B: two honor points per semester hour.

Grade C: one honor point per semester hour.

For graduation sixty honor points are required. A grade of C is equivalent to seventy-five.

Teachers' Certificates

The State Department of Education will grant a

student a teacher's certificate as follows:

1. For a two-year high school or a four-year elementary certificate the requirements are: one thirty-six week course in education, one thirty-six week course in English, one eighteen-week course in Federal and Texas Constitutions, and other courses to be selected, making a total of five thirty-six-week courses. Forty-five semester hours must have been completed before a student can register for Constitution.
2. A four-year high school certificate of the first class will be issued by the State Department of Education to a student who completes two years of college work, provided that this work shall include two thirty-six week courses in education, one of which shall bear upon training for high school teaching, and one eighteen-week course in Texas and Federal Constitutions. An elementary six-year certificate will be issued by the Department of Education on the same conditions which are specified for a four-year high school certificate. The six-year elementary certificate granted on the basis of ten thirty-six-week courses may be made permanent when the holder has taught five years.

Elementary Teachers' Training Course

These courses will be offered as prescribed by the

State Department of Education as a requirement for a six-year elementary certificate to those who wish to prepare themselves to teach in the elementary grades.

First year: English 113 and 123

Education 113 and 123

Art 113 and 123

Physical education 113 and 123

History, three semester hours

Elective, three semester hours

Second year: English 213 and 223

Education 213a and 223b

Public school music 213 and 223

Nature study 213 and 223

Constitution 213

Electives, three semester hours

Summer School

Clifton Junior College operates a summer school which is sometimes one semester and sometimes two semesters long. The summer school is so organized as to give the student the maximum amount of opportunities for extending his education. Teachers whose certificates expire may complete in six weeks the six semester hours required for the extension of the certificates. Students

who want to avail themselves of the whole session may complete twelve semester hours or more. Tuition for summer school is sixteen dollars per course of three semester hours.

Scholarship

Clifton Junior College offers a scholarship to any high school or academy graduate who received the highest or second highest honors in his class. This scholarship is to be used for the session following graduation and entitles the holder to free tuition for the first year in the junior college. Scholarships are also granted to the honor students of unqualified or unclassified schools. No scholarship is transferable.

Transfer of Credits

Credits will not be transferred before the student has paid his account in full at the college. According to the common practice of colleges, the first transcript of credits will be given free of charge; for each transcript thereafter a charge of one dollar will be made.

Fees

The college lost its dormitories by fire in 1942 and has not been able to offer lodging and board to the students since that time. The college, however, beginning with the regular session in September, 1947, will

again be able to offer lodging and board at a reasonable cost to the student. A Commons Building on the campus is now completed and ready for use.

The construction of a girls' dormitory will be completed and ready for occupancy by September, 1947. Arrangements have been made with the Federal Housing Administration and thirty-nine trailer dormitories are being placed on the campus to house students, hence all students will be able to live on the campus if they wish to do so.

The cost of attending the college, including tuition and regular fees is \$79.63 per semester. Because of the increasing cost of living and rising salaries, the tuition for the regular session has been raised to twenty dollars, and the tuition for the summer school has also been raised to sixteen dollars a course. Special fees are as follows:

Chemistry laboratory fee.....	\$6.00 per semester
Human physiology laboratory fee.....	3.00 per semester
Biology laboratory fee.....	6.00 per semester
Typewriter rental.....	4.50 per semester

The rental fee is necessary for the upkeep of the typewriters. All special fees must be paid at the beginning of the semester.⁹

⁹
Catalogue, 1946-1947.

Library

A description of the growth of Clifton Junior College would be incomplete without a brief summary of the college's library which contains 5,610 volumes, thirty-five current magazines, and four daily newspapers. There is one full-time librarian who has four students as her assistants to help her not only in the library but also in the bookstore which is adjacent to the library and which sells books and other supplies to the students at a discount. According to last year's financial report for the college, \$113.96 was spent for books, \$100 was used for magazines, and \$113.77 was spent for binding magazines and books, while \$120.30 was used in purchasing needed supplies.

Museum

Another item in the expansion and development of Clifton Junior College is the beginning and growth of its museum.

When the new administration building was being planned for the college, a large room in it was set aside to be used as a museum for objects of historical value and of interest to the present and future generations. The specifications called for a fireproof shelter for these rare and valuable collections.¹⁰

¹⁰

C. Tyssen, Registrar's Office, Clifton, Texas.

The museum had a very humble beginning in the old administration building in a large room in the north end of the hallway of the first floor. Each object that was collected and donated to the museum by members of the faculty and students and by friends of the institution increased the people's interest in the museum and their loyalty to the school.

In the interest of brevity, all the articles in the museum cannot be listed in this study. However, it may be said that the collection consists largely of relics from the early pioneer days in Texas and from the early days in Norway when that country was coming under the influence of Christianity. Some of the objects displayed in the museum are:

1. Articles found in the pioneer Norwegian home
2. Early Norwegian carpenter's tools that were brought from Norway
3. Part of a plow pulled by oxen in the early days
4. Original disc from the first disc plow invented
5. Rocking chair made by Clen Peerson
6. Ladies sidesaddle from Norway
7. Jewelry of Norwegian origin, made of gold and silver
8. Spinning and weaving machines once used in Norway
9. Eighteenth century Norwegian implements of warfare
10. Rare species of bows and arrows of the Indians

found in McLennan and Bosque counties when the Norwegians first came to Texas

11. Collection of unusual stones, such as quartz,
¹¹
 marble, and various other types.

Several days could be spent very profitably by the students or visitors on the campus browsing in this museum, examining and studying the display of articles, many of which are extremely beautiful, and some of which are genuine antiques. Of particular interest to the average student are the pieces that came from Norway.

It would be difficult to place a specific value upon the Olsen collection alone. Olsen was one of the pioneers who came from Norway and settled in Clifton. He himself said that the collection represents a money outlay of four or five hundred dollars. He could not give an estimate of the time he had spent in search of fossils and sharks' teeth, not to speak of the auctions of curios that he has attended. He has made small donations to other museums like the one maintained at the Smithsonian Institute and at the University of Texas. Several specimens from the Olsen collection may be seen today in the hallway of the Education Building at the University of Texas.¹²

¹¹

C. Tyssen, Registrar's Office, Clifton Junior College.

¹²

Ibid.

Another pioneer of Clifton, Texas, Peter Dahl, showed his interest in the museum of Clifton College by giving liberally to it. He solicited subscriptions from friends of the college, and both N. M. Swenson and Jim Nelson gave their services as carpenters in addition and these three men made show cases for the advantageous display of the specimens of the museum. Antique pieces of all types are still being donated to the museum of Clifton College.

Faculty and Administrative Staff

In the history of any educational institution much depends upon the calibre and qualifications of its faculty and administrative staff.

Table 1 shows the names of the presidents and members of the faculty of Clifton College, with the degree held by each during the fifty years of the school's existence.

TABLE 1

PRESIDENTS AND FACULTY THAT HAVE TAUGHT IN CLIFTON COLLEGE DURING THE YEARS OF ITS EXISTENCE

Year	President	Faculty
1897-1898	J. A. Moldstad, B. A.	O. T. Rikansrud, B.A.
1898-1899	J. A. Moldstad, B. A.	O. T. Rikansrud, B.A.
1899-1900	Sam Pederson, B. A.	O. T. Rikansrud, B.A.

TABLE 1--Continued

Year	President	Faculty
1900-1901*		
1901-1902	B. K. Savre, B.A.	S. B. Bregvig, B.A.
1902-1903	B. K. Savre, B.A.	J. B. Kilness, B.A. Millie Bronstad J.K. Rystad, B.A. G.G. Odegaard K. Thorstenson, B.A.
1903-1904	B.K. Savre, B.A.	J. B. Kilness, B.A.
1904-1905	M.C. Tufts, B. A.	G. G. Odegaard J. B. Kilness, B.A.
1905-1906	J.A.Tergerson, B.A.	O.T.Boe, B.A.
1906-1907	J.A.Tergerson, B.A.	J.H. Hart O. T. Boe, B.A.
1907-1908	J.A.Tergerson, B.A.	P.E. Thorsen, B.A.
1908-1909	F.W.C. Jesse, B. A.	Paul F. Bente, B.A. Sarah K.E. Jensen P.E. Thorsen, B.A.
1900-1910	F.W.C. Jesse, B.A.	P.E. Thorsen, B.A. A. E. Zucker, B.A. Sarah K.E. Jensen C.A.E. Jesse, B.Mus. Louise R. Jensen
1910-1911	F.W.C. Jesse, B.A.	P.E. Thorsen, B.A. Paul E. Bente, B.A. Louise R. Jensen A. E. Zucker Emme Jesse, Music
1911-1912	F.W.C. Jesse, B.A.	P.E. Thorsen, B.A. Paul F.Bente, B.A. Louise R. Jensen Emme Jesse, Music
1912-1913	F.W.C. Jesse, B.A.	P.E. Thorsen, B.A.

TABLE 1--Continued

Year	President	Faculty
		Paul F. Bente, B.A. Louise R. Jensen A. H. Danby-Olsen O. F. Diersen Emme Jesse, Music
1913-1914	F. W. C. Jesse, B. A.	P. E. Thorsen, B.A. Paul F. Bente, B. A. Louise R. Jensen Emme Jesse, Music
1914-1915	Carl Tyssen, M. A.	Theo Lerud, B. A. A. A. Herseth, B. A. Louise R. Jensen A. H. Danby-Olsen Emme Jesse
1915-1916	Carl Tyssen, M. A.	Ida Ruud A. A. Herseth, B. A. A. H. Danby-Olsen Emme Jesse
1916-1917	Carl Tyssen, M. A.	A. A. Herseth, B. A. Ida Ruud A. H. Danby-Olsen Emme Jesse
1917-1918	Carl Tyssen, M. A.	A. A. Herseth, B. A. Ida Ruud A. H. Danby-Olsen Emme Jesse
1918-1919	Carl Tyssen, M.A.	A. H. Danby-Olsen Ida Ruud Henrietta Liebe Anna Odegaard
1919-1920	Carl Tyssen, M. A.	A. H. Danby-Olsen Daniel Elingson, B.A. Elvine Lauve Anna Odegaard
1920-1921	Carl Tyssen, M. A.	Elvine Lauve A. D. Bronstad, B. A. Elmer Laursen, B. A. Anna Odegaard, B. A.
1921-1922	Carl Tyssen, M. A.	A. L. Bronstad, B.A. E. R. Larsen, B. A.

TABLE 1--Continued

Year	President	Faculty
1922-1923	Carl Tyssen, M.A.	Rachel Quickstad, B. A. Elsie Lund Anna Odegaard A. L. Bronstad, B. A. Marion G. Wangensteen, B.A. Ellen Kleppe, B.A. Justin Jenson Anna Odegaard
1923-1924	Carl Tyssen, M.A.	A. L. Bronstad, B.A. E. A. Moore, B.A. Ellen Kleppe, B.A. Anton Hillesland, M.A. Bessie Riggle, M.A. Anna Odegaard
1924-1925	Carl Tyssen, M.A.	A. L. Bronstad, B.A. E. A. Moore, B.A. Anton Hillesland, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1925-1926	Carl Tyssen, M.A.	A. L. Bronstad, B.A. E. A. Moore, B.A. Chester Long, M.A. T. Fredericksen, B.A. Sylvia Nelson, B.A. Anna Odegaard
1926-1927	Carl Tyssen, M.A.	A. L. Bronstad, B.A. E. A. Moore, M.A. Chester Long, M.A. T. Fredericksen, B.A. Sylvia Nelson, B.A. Anna Odegaard
1927-1928	Carl Tyssen, M.A.	A. C. Bronstad, B.A. E. A. Moore, M.A. Chester Long, M.A.

TABLE 1--Continued

Year	President	Faculty
		T. Fredericksen, B.A. Sylvia Nelson, B.A. Anna Odegaard
1928-1929	Carl Tyssen, M.A.	A. L. Bronstad, B.A. E. A. Moore, M.A. Chester Long, M.A. T. Fredericksen, B.A. Sylvia Nelson, B.A. Anna Odegaard
1929-1930	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. T. Fredericksen, M.A. Sylvia Nelson, B.A.
1930-1931	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1931-1932	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1932-1933	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1933-1934	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, B.A. Sylvia Nelson, B.A. Anna Odegaard

TABLE 1--Continued

Year	President	Faculty
1934-1935	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1935-1936	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1936-1937	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A. Anna Odegaard
1937-1938	Carl Tyssen, M.A.	E. A. Moore, M.A. Martin Juel, M.A. Mrs. O. Piersen, M.A. Chester Long, M.A. Sylvia Nelson, B.A.
1938-1939	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Martin Juel, M.A. Chester Long, M.A. Sylvia Nelson, B.A.
1939-1940	Carl Tyssen, M.A.	E.A. Moore, M.A. Mrs. O. Pierson, M.A. Martin Juel, M.A. Chester Long, M.A. Sylvia Nelson, B.A.
1940-1941	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Pierson, M.A. Martin Juel, M.A. Bula Legg, M.A. Chester Long, M.A.

TABLE 1--Continued

Year	President	Faculty
1941-1942	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Martin Juel, M.A. Bula Legg, M. A. Stella Haugan, M.A.
1942-1943	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Martin Juel, M.A. Bula Legg, M.A. Stella Haugan, M.A. Mrs. Paul Bolosvisky, B.A.
1943-1944	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Martin Juel, M. A. Bula Legg, M.A. Stella Haugan, M.A. Mrs. Paul Bolosvisky, B.A. Janice Griffin, B.A.
1944-1945	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Martin Juel, M.A. Bula Legg, M.A. Stella Haugan, M.A. Mrs. P. Bolosvisky, B.A. Janice Griffin, B.A.
1945-1946	Carl Tyssen, M.A.	E. A. Moore, M.A. Mrs. O. Piersen, M.A. Martin Juel, M.A. Bula Legg, M. A. Stella Haugan, M.A. Pansy Conlee, B. A.
1946-1947	O. O. Brand, M. A.	Carl Tyssen, M.A. Mrs. O. Piersen, M.A. E. A. Moore, M.A. Martin Juel, M.A.

TABLE 1--Continued

Year	President	Faculty
		Bula Legg, M. A. Stella Haugan, M. A. Pansy Conlee, B.A.

The above table shows that Clifton College began in 1897 with only two teachers, one of whom was president of the institution. This situation continued until 1903 when the faculty was increased to four members. With slight variations, this continued until 1908 when three faculty members were added. In 1909 the faculty was increased to six members., and this number, with one or two changes, has remained the same until 1943 when the faculty included eight members. In 1945 the number of teachers was lowered to seven. During this current year, 1947, the college had eight teachers, including the president.

A study of the qualifications of the Clifton College faculty reveals the fact that the teachers were well prepared for their duties at the college. During the period from 1897 to 1902 all the teachers held bachelors degrees, and several had either masters degrees or had met some of the requirements for that degree. From 1903 to 1947 the number

of faculty members with masters degrees has increased from five to seven.

The lack of more faculty members is one of the outstanding weaknesses of Clifton Junior College today. The number of teachers needed to instruct adequately the present student body and to give personal counseling is insufficient. In the writer's opinion, additional teachers should be added in all departments, especially in the Business Department.

Finances

The life of a school like Clifton Junior College must always depend upon the good will and generosity of the people it serves. In this respect Clifton Junior College has been unusually fortunate. The friends of the school are not of such great numbers, but they have been very willing workers and generous contributors to its needs. There have been a few group donations by patrons of the school that deserve a brief mention.

Mrs. H.A. Nelson launched the idea of doing something to raise funds for the purchase of equipment for the stage in the school's auditorium. She worked through the Ladies' Aids of St. Olaf, Norse, and Clifton, urging them to cooperate in the sale of hens, in the giving of civic dinners at a set price for each plate, and the like. In a

comparatively short time these ladies had collected more money than was needed to purchase a velvet front curtain for the stage, a rear curtain, one interior set, and one exterior set for the stage. Another gift of six library tables with chairs to match and a set of office furniture was made by the Lutheran Young People's organizations of the St. Olaf and Nørse congregations. The reception furniture, consisting of a davenport, two chairs, a davenport table, and a desk with chair, was the gift of the Lutheran Society of Clifton. Later, the Ladies Aid gave the college a large bell whose clear resounding tones can be heard for miles up and down the Bosque Valley.

Besides donations to the endowment fund, the stage fixtures, the reception room equipment fund for the new administration building, and the donation of the reading room and office furniture, there have been individual contributions made to the building fund, subscriptions and other gifts of a similar nature. Small gifts have been appreciated at the school and the administration has never failed to give full recognition for these gifts, as well as for larger ones.

On August 10, 1910, another donation to Clifton College was made through the will of Mrs. Christine Dahl, who for many years has been a staunch friend of the college. The gift consisted of \$500 besides a valuable collection of

books. Mrs. A. Sorenson made a gift of \$1,000 to the endowment fund with the condition that the corporation should raise a sum of \$500 for the same purpose. The corporation accepted the gift with the condition. The endowment fund board reported that the endowment fund had been raised to \$5,321.25 by subscription. On February 3, 1920, the endowment fund had been increased by subscriptions from St. Olaf, Norse, and Clifton, Texas, by \$212, \$192.50 and \$206, respectively, this brought the endowment fund up to a total of \$6,949.25. Then contributions from all the Lutheran congregations increased the fund to \$7,000. Another gift of \$2,500 was made by Mrs. Jacob Olson. Other gifts were made and the total fund amounted to \$10,000.¹³

In 1911 \$3,000 from the will of Anna Olsen was added to the endowment fund. It became known when she made her will that there was a possibility that a certain amount of property amounting to \$3,000 would be left over after the other conditions were satisfied, and this amount was bequeathed to the College. In 1926, Mr. and Mrs. Peder Dahl gave \$1,000 to this endowment fund, in addition to \$3,000 to the building fund.¹⁴

¹³
Corporation Records, financial reports.

¹⁴
Ibid.

CHAPTER IV

THE STUDENTS OF CLIFTON JUNIOR COLLEGE

Purposes

The records in the office of the registrar in Clifton Junior College show that a large proportion of the students of the college live in the town of Clifton itself. In fact, eighty out of the one hundred twenty-two college students enrolled in September, 1946, indicated Clifton as their home town. Twenty-five students are from adjoining towns within a radius of seventy-five miles of the college. One student is from Arkansas, and the rest of the students are from Fort Worth, Dallas, Odessa, and Stephenville. There are eighty freshmen and forty-two sophomores and their ages range from seventeen to thirty years. All of these students are high school graduates and were admitted with no conditions. All of the sophomore class except ten students anticipate continuing their college training in North Texas State College or in the University of Texas. These ten students, five boys and five girls, are making their junior college training their terminal training for the present, and plan to work either in an office or on the farm a year or two before resuming their college training in a senior college.

Most of the girls expect to enter the teaching profession, particularly in the elementary grades, while the boys are specializing in engineering, chemistry, or history. Eight of the boys plan to enter training for the Lutheran ministry. Many of the Clifton Junior College students, especially the graduate of 1946, are enrolled in North Texas State College this summer and most of them expect to enroll in the same college for the fall and spring semesters of the current school year.

The predominant purpose of the students who entered Clifton Junior College for the 1946-1947 academic year is to gain the training they should have received during World War II, and to secure this training in the shortest time possible, because they feel that they, while in service, have lost some valuable years out of their academic training. There are eighty veterans, recently discharged, enrolled in Clifton College. These veterans are grateful for the privilege the government is offering them to further their education, and they are losing no time in trying to regain what they lost, or to review what they have forgotten while they were in the service. A number of these ex-service men are physically handicapped.

Besides the liberal arts courses and the business courses, the students, especially the veterans, are taking

advantage of the special courses that will enable them to complete their college work early and go out to work. The business department offered these courses and soon the classes were doubled. Typewriting, shorthand, business English, accounting, and machine operation courses were offered. At the present, refresher courses and reviews are what veterans want.

Organizations and Activities

It takes a short period of time, one or two months, for the veterans to adapt themselves to the activities of the college, both in social and physical activities. Through club organizations that are supervised by the instructors, both veterans and non-veterans are beginning to realize the value of such activities and entertainment for their well-being.

The Lutheran Students Association is the largest organization on the campus. The Emersonian Club, named for Ralph Waldo Emerson, was organized several years ago in the English Department and has sponsored many cultural and intellectual programs for its members and students. The Speech Club originated in the Speech Department, and several programs a year in the form of plays have been a great asset to the students who are members of the speech class. The Christmas and Easter programs at Clifton Junior College are very colorful and pretty, and the students enjoy

participating in them. The Music and Choral Clubs are also very popular, since the majority of the Norwegian students are especially gifted in music, both voice and instrumental.

The entire student body, particularly the veterans, enjoys the college's program of athletics. The students who are majoring in athletics are studying every phase of it, especially the ones who are going into that field as a career. Football and basketball for both girls and boys are principal sports that bring much pleasure and create a spirit of loyalty to the college. These courses are requirements for boys who are majoring in physical education. The Physical Education Department actively promotes games and various sports for the healthful development of the students.

A rather unusual custom or tradition originated in 1924 when boys attending the school proposed to donate a day's labor on the college campus, provided they might be free from one day's school work. This proposition was accepted thankfully by the college corporation. Soon the girls of the college expressed a desire to do something similar to what the boys were doing two or more times a semester. Before very long the plan became a community affair because everyone cooperated. On these "work" days the dinner for the group was served by the ladies of the Clifton Lutheran church. Each year there has been

sufficient work for all the students, who are now divided into teams. As each team gives a day of labor to the school, it binds the individuals a bit closer to the school and deepens their loyalty to it.

These informal meetings have proved to be of great value to the college in many ways. People have been brought to the school who otherwise might never have visited on the campus. Quite often a better understanding between the students and teachers has been brought about during these "work" days. By their actions, the students have shown the supporters of the college that they are not afraid of manual labor, and that they do not consider themselves too good to work. Then, too, the work, in itself, has been worth much to the school. If such improvements had not been accomplished by free work, the college would have had to pay for them out of the school maintenance funds, and this eventually would have meant incurring numerous debts. The writer experienced a "work" day on the campus twice during this past year, and it gave her a better insight into the inner workings of the school, a clearer close-up view of the school's real spirit at work in a tangible manner, as well as an opportunity to make acquaintances that she otherwise would not have made.

Enrollment

The enrollment of Clifton Junior College during the years 1897-1921 is shown in Table 2.

TABLE 2

CLIFTON COLLEGE ENROLLMENT RECORD
(1897-1921)

Year	Boys	Girls	Total
1897-1898	30	12	42
1898-1899	--*	--*	--*
1899-1900	24	16	40
1900-1901	19	9	28
1901-1902	--*	--*	--*
1902-1903	24	13	37
1903-1904	--*	--*	--*
1904-1905	23	16	39
1905-1906	8	10	18
1906-1907	22	9	31
1907-1908	50	23	73
1908-1909	--*	--*	--*
1909-1910	52	27	79
1910-1911	36	23	59
1911-1912	48	29	77
1912-1913	50	23	73
1913-1914	51	30	81
1914-1915	55	30	85
1915-1916	24	18	42
1916-1917	27	20	47
1917-1918	33	22	55
1918-1919	20	23	43
1919-1920	18	16	34
1920-1921	27	19	46
1921-1922	46	27	73

* No records available

During the twenty-three year period the enrollment fluctuated considerably, reaching a peak of eighty-five

in 1914-1915 and a low of eighteen in 1905-1906. The enrollment of boys ranges from eight in 1905 to a high of fifty-five in 1915; while the enrollment for girls ranges from nine in both 1900 and 1906 to a high of thirty in 1913 and 1914. During the sessions 1898-1899 and 1901-1902 there were no records available in any of the college files. On the whole, the enrollment of boys has always been higher than that of girls.

Table 3 shows the enrollment in Clifton Junior College during the period from 1922 through 1947.

TABLE 3
CLIFTON JUNIOR COLLEGE ENROLLMENT RECORD
(1922-1947)

Year	Boys	Girls	Total
1922-1923	4	1	5
1923-1924	10	7	17
1924-1925	18	20	38
1925-1926	23	32	55
1926-1927	23	19	42
1927-1928	26	45	71
1928-1929	33	39	72
1929-1930	31	36	67
1930-1931	31	30	61
1931-1932	35	40	75
1932-1933	39	38	67
1933-1934	20	47	67
1934-1935	33	38	71
1935-1936	40	35	75
1936-1937	37	38	75
1937-1938	35	37	72
1938-1939	37	40	77
1939-1940	48	40	88

TABLE 3--Continued

Year	Boys	Girls	Total
1940-1941	43	37	80
1941-1942	56	36	92
1942-1943	32	30	62
1943-1944	13	20	33
1944-1945	14	27	41
1945-1946	42	36	78
1946-1947	40	38	78
1947-1948	86	36	122

The highest attendance reached in this period was during the last session, ending in June, 1947, when 122 students were enrolled. The enrollment for boys was consistently higher than the enrollment for girls.

The enrollment of summer school students at Clifton Junior College from 1925 through June, 1947, is shown in Table 4.

TABLE 4
SUMMER SCHOOL STUDENTS ENROLLMENT AT
CLIFTON JUNIOR COLLEGE

Year	Boys	Girls	Total
1925-1926	2	17	19
1926-1927	11	47	58
1927-1928	12	27	39
1928-1929	12	27	39
1929-1930	13	64	77
1930-1931	13	40	53

TABLE 4--Continued

Year	Boys	Girls	Total
1931-1932	11	31	42
1932-1933	8	26	34
1933-1934	6	27	33
1934-1935	9	29	38
1935-1936	2	12	14
1936-1937	3	18	21
1937-1938	2	12	14
1938-1939	0	2	2
1939-1940	8	5	13
1940-1941	5	7	12
1941-1942	4	2	6
1942-1943	--*	--*	--*
1943-1944	4	17	21
1944-1945	6	24	30
1945-1946	10	30	40
1946-1947	18	27	45
1947-1948	27	58	85

* No summer school

During the period 1925 through June, 1947, there was summer school with the exception of the year 1942-1943. The smallest enrollment was two students during the summer of 1938-1939, and the highest attendance was during the summer of 1942 with an enrollment of eighty-five.

CHAPTER V

SUMMARY

In this study a brief history of the growth and development of Clifton Junior College has been traced from the early academy days down to the present time. The college's history was divided into three periods: 1897-1907; 1907-1922 and 1922-1947.

The first part of the study gives a description of the pioneer school of the Norwegian settlers in Clifton, Bosque County, Texas, and traces the high school or academy movement. The path of development and expansion was beset with difficulties and obstacles which were overcome at the cost of great sacrifice.

Chapter II discusses the first two periods, 1897-1907 and 1907-1922, from the standpoint of organization, faculty, curriculum and finances. Chapter III sets forth the hardships of Clifton College in its struggle for recognition by the State Department of Education which culminated in being formally recognized as a first-class junior college. A brief description of the affiliation and growth of the college, including its aims, curriculum, grading, scholarship, and the like, is given. Chapter IV describes the students of Clifton Junior College, briefly mentioning the purposes evinced by the students, the

enrollment during the college's half century of existence and the organizations and various activities on the campus. Much of the information for this chapter was secured from private interviews with students and from the study of statistics in the registrar's office. The students' objectives might be summed up in these words; to gain the greatest possible amount of knowledge in the short time available through the special courses offered for the students' benefit. The veterans who are in the college indicated their eagerness to lose no time in taking advantage of free schooling at the government's expense to make up for the time lost while in the service of their country.

It was found that a large percentage of the students came from Clifton or adjoining towns within a radius of seventy-five miles of the college; that all of these students were high school graduates and were admitted without conditions; that a majority of them expected to continue their college training in some senior college after graduating from Clifton Junior College. Most of the girls plan to become teachers in the elementary grades, while the boys expect to specialize in the sciences and some indicated they would do special training for the Lutheran ministry.

From the very beginning of Clifton College, the number of students enrolled during any one semester was never the main purpose or aim of the school's administrators. The growth and development of the individual student have always been paramount in the minds of the faculty and other college authorities. Clifton Junior College was founded to meet the demands for higher denominational education for high school graduates desiring professional and cultural training during the first two college years. To produce the highest type of American citizens has always been the aim of the college. Because the school is small, the students have the advantage of fuller participation in many campus activities-- an advantage that students in large college and universities seldom have to as great a degree.

The college has lived through two World Wars and a depression and has never had to close its doors. Today, the college is enjoying comparative financial security because of the generosity of friends and patrons of the institution throughout the years.

After a careful investigation of Clifton Junior College's fifty years of service in spite of many handicaps, the writer feels that the school's outlook for the future is particularly bright. Because of the widespread

shortage of teachers, the college faculty is inadequate in number to meet the needs of the growing student body. To increase the number of teachers and to add necessary equipment to its plant should be among the top-ranking needs to be met by the Board of Regents of Clifton Junior College in the near future.

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