

# Colorado State Teachers College Bulletin

SERIES XVII

MAY, 1917

NUMBER 2

---

---

## HIGH SCHOOL EXTENSION COURSES

*Supplement to the*

HAND BOOK  
OF THE  
EXTENSION DEPARTMENT



Published Monthly by State Teachers College, Greeley, Colorado.  
Entered as Second Class Matter at the Postoffice at Greeley, Colorado,  
under the Act of March 1, 1879.

## A WORD OF SUGGESTION

Broken educational careers can be mended. The pathway of progress is never blocked. The "New Education" is for all who aspire and are willing to work.

Teachers' College of Colorado provides a way in its High School Extension Courses and its Ungraded School for Adults, whereby each teacher who is not a high school graduate can complete her high school course, receive a diploma, meet the constantly advancing standards in the teaching profession, know the joy of unrestricted growth and prepare for a larger service.

If you have made mistakes in the past, if economic pressure has compelled you to leave school, do not give up the fight to obtain a higher education, but instead, read this bulletin, think, act, and become efficient.

# High School Extension Courses

State Teachers College  
Greeley, Colorado

## GENERAL INSTRUCTIONS

1. *Read this Bulletin thru carefully.*
2. Fill out the enrollment blank and the advance standing sheet which accompany this bulletin and mail them today to the Extension Department of State Teachers' College.
3. The advanced standing blank mentioned above should be accompanied in each instance by credentials (i. e., statements from each school where work has been done giving evidence both as to its quantity and its quality). In case time is necessary in order to secure these credentials, they can be sent in later, but this matter should not be neglected.
4. Teachers should transmit, also, to the Extension Department testimonials from various school authorities showing the degree of success attained in teaching.
5. Each course outlined in this bulletin is divided into forty-five study units—thus making one study unit equivalent to four prepared recitations in residence. These study units are prepared by the High School Department of Teachers' College in the form of syllabi which can be obtained from the Extension Department of the College as soon as fees are paid and the enrollment and advanced standing blanks have been received by said Department.
6. One unit of credit, or fifteen hours, will be given for the successful completion of the forty-five lessons. A unit of credit in residence work consists of a subject taken five times a week, for thirty-six weeks, each recitation being forty-five minutes long. A unit is equal to fifteen hours. A student usually makes five hours a term and so earns fifteen hours, or one unit, in the course of a year in each subject studied. The extension unit will be as nearly as possible, the exact equivalent of the resident unit.
7. On receipt of the required fee and postage we will send you the first three study units of your course. You should do the work in the first study unit and return it to the Extension Department. It will be given to the instructor offering the course. He

makes his notations and grade on the paper and returns it to the Extension Department. We shall then send it to you. When we return the first study unit to you, we shall enclose the fourth study unit and when we return to you the second study unit, which your teacher has corrected, we shall enclose the fifth study unit, and so on until the course is completed. In this manner you will always have two study units, upon which you may be working, while the one you have mailed us is being corrected and returned to you. At the close of the Course you will have in your possession a series of valuable papers on the Course you have taken.

8. Experienced teachers, who are not high school graduates, will be granted recognition in terms of credit for their teaching experience. For additional information, relative to this matter, see discussion of equivalents on page 8 of this bulletin.

9. The fees are nine dollars per unit of fifteen hours. Three dollars must be paid when the enrollment blank is sent in, and three at the beginning of the second and third series of fifteen lessons. Fees are payable in advance and papers are not graded until the same are paid.

10. *Books are not furnished for these High School Extension Courses.* A list of the books used in the various courses, the publishers from whom they may be obtained and the prices that must be paid for them will be found on page 14.

11. All manuscripts and letters of inquiry (there need be but few of the latter if the bulletin is read carefully) are to be addressed to the Extension Department, Colorado State Teachers' College, Greeley, Colorado.

### BROKEN EDUCATIONAL CAREERS

Only twenty-five per cent. of the pupils who complete the eighth grade ever enter high school, and many of those who enter fail to finish their high school course. The reasons for this exodus are manifold. Prominent among them are ill-health, the necessity of helping the home, and failure to appreciate the value of an education.

If by the use of the magic wand of some good fairy, the boys and girls in the "teen age" could be transformed into the full stature of men and women in middle life, so that these "boy-men" could see as men see and understand as men understand, and then, after a season, the "boy-men" were changed back into boys with men's vision, they would realize how tremendous the need of an education is.

The five or six dollars a week, which seems so attractive to the boy, would lose its charm, for he would see clearly that by accepting this he was permitting the golden years of youth to slip away—the years given us to prepare for life. Yes, these boys with men's vision would understand that accepting the employment possible to boys, deprives them of the preparation essential to the largest success in life.

Mr. W. J. Bryan has said that it is better to go thru life without an arm than to leave the brain undeveloped. He says that men need their brains more than they need their arms, and yet in almost every village and every rural district there are young men and women who have left school because they did not think that they needed an education. By the time these young people are fifty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly; but then they realize that it is too late to attain the highest development.

## AN UNGRADED SCHOOL FOR ADULTS

It is never well to point out the mistakes of young people without making clear the way in which their errors may be corrected. The all important question, with reference to wasted educational opportunities, is, therefore, "How can the individual who has reached maturity without completing a high school course and who has come to know the value of a high school education, best attain the desired goal?"

The Ungraded School for Adults is the answer that Teachers' College of Colorado makes to this question. Adults feel humiliated upon entering classes with children, and they cannot afford to spend the time in school necessary to take the work which has been omitted, step by step. There is yet another and still more important reason why special provision should be made for the educa-

tional needs of adults. It is that adults nearly always excel young people in their intellectual grasp.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests upon returning to school, far more mental power than the pupils, fourteen or fifteen years of age, with whom he has been compelled to associate in the work of the classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit; that is, when a pupil enters this school he is not classified at once, but is given the opportunity of proving his ability, and the time necessary to complete the high school course is made to depend upon the excellence of the work done. The adult student is entitled to a special promotion as soon as his ability to do college work has been clearly demonstrated. No one can enter the Ungraded School for Adults who has not reached the age of twenty years.

After the establishment of the Ungraded School for Adults, in the spring of 1914, many mature students took advantage of the opportunity which it afforded. Teachers who had been compelled for economic reasons to teach before completing their high school course found in this school the chance to show the strength which they had attained in many years of struggle and sacrifice, and, because the power which they had gained in life's hard school was taken into account, they were able to continue their education, and so vastly to increase their influence and helpfulness.

The experiment was a success from the first. The students in this group have shown remarkable strength. Their grades have been excellent, their attitude one of intense aspiration, and their

conduct has been ideal. They have been enthusiastic, energetic, and untiring in their efforts at self-improvement, and they have rejoiced greatly in the opportunity to realize their hopes.

### A CONNECTING LINK

The "High School Extension" Courses which are described in detail in the pages which follow, enable the capable and aspiring teacher to increase the amount of school work which she can accomplish each year and thus to shorten the time necessary to complete a high school course.

They constitute, in fact, a connecting link between the needs of the rural teacher, who must of necessity teach during the winter months, and the summer season of the Ungraded School for Adults, in which her previous training and her experience finds full recognition.

### THE SUMMER SESSION

The Summer School is held at a time when teachers are free from the responsibilities of the school room and can therefore devote their whole energy to self-improvement.

Greeley is a delightful place to study. Separate classes, each taught by an expert, are organized for adult students and the courses are planned so that teachers can make the maximum progress under conditions that are the most congenial.

### PREVIOUS TRAINING IS RECOGNIZED

Since the taxes of all the people go to support the educational institutions of the state, State Teachers' College feels under obligation to supply to the fullest extent of its ability the educational needs of the people of the entire state.

The College stands upon the broad democratic principle that each community should introduce into its local high school those subjects which, in the judgment of the people, will best prepare its graduates for the social and economic environment in which they must live.



For this reason the work done in the smaller high schools is accepted where teaching force and equipment are at all adequate to the needs of the schools in question, as the equivalent of the work done in its own High School Department.

When in doubt as to the value of courses previously taken, the individual is given a trial and the ultimate decision as to the amount of credit to be given for said courses depends upon the quality of the work done after the pupil has enrolled in the High School Department.

### RECOGNITION OF POWER GAINED THRU TEACHING EXPERIENCE

He who does any piece of work and does it well is thereby better prepared to take up the duties which lie just beyond. If this be true, it must follow that the teacher who devotes the best powers of her life to so organize truth, beauty and righteousness that the child, which follows the same laws of growth as the plant, may appropriate to itself these elements, out of which both mentality and character are developed, will, by the very nature of the process, increase her own mental and moral force, and that this increment of strength will assert itself when the teacher again becomes a student.

The Ungraded School for Adults was founded upon the hypothesis that teaching, together with other forms of life experience, develops both mind and personality. The superiority of the unclassified group as tested by experience is so marked as to leave no doubt as to the truth of this hypothesis. Certain experiments and comparisons now being made are proving conclusively that the maturity and experience of the experienced teacher does produce mental superiority, and seems to justify an attempt to measure in terms of credit this increased increment of power which teaching experience and life experience have developed.

The determinations must of necessity be individual. Much depends upon the aspirations, energy and sense of honor of the individual, and much, also, upon the attitude of the teacher toward her working during the years that she was getting her teaching experience. Only earnest, conscientious effort brings appreciable strength to the life of the teacher.

## EQUIVALENTS

The following scale of credits granted for teaching experience is not a promise of what will be given in the future, but a statement of the average credit allowed for teaching experience in the past.

Where the mental power of the individual is to be the basis of determining the amount of credit that can be granted for teaching experience, it is evident that the number of hours of credit can not be determined in advance—else it would be a gift. The individual entering the Ungraded School for Adults must prove his mental qualities before the number of hours that he is to receive for teaching experience can be ascertained.

The table below may, however, be regarded as the average measure of the superiority of the experienced teacher over the regular students (as nearly as this could be determined by the Principal of the High School Department) as demonstrated in classroom work, and, therefore, the amount of credit granted, on the average, to various types of teachers.

## TABLE OF EQUIVALENTS

The teacher with rare gifts may receive slightly more than the amount of credit set down in the table of equivalents, while some whose mental superiority does not become apparent may receive much less.

1. Five years or more of teaching experience with first grade certificate—one year of high school credit.....60 hours
2. Three years of teaching experience with first grade certificate—three-fourths of a year of high school credit...45 hours
3. Two years of teaching experience with a first grade certificate—one-half of a year of high school credit.....30 hours
4. Three years or more of teaching experience with a second grade certificate—one-half of a year of high school credit  
..... 30 hours

5. One year of teaching experience with a first grade certificate, or two years with a second grade certificate— $\frac{1}{4}$  of a year of high school credit.....15 hours
6. No recognition is given to third-grade certificates except in those cases where the individual shows marked ability in certain lines and the failure in other lines is clearly due to the fact that the individual did not have the opportunity of attending good schools.
7. Persons who have steadily increased the grade of certificate held have been given certain recognition because of this evidence of improvement.

### REFERENCES

It is advisable for all teachers who expect credit for teaching experience to forward with their application for advanced standing (see definite instructions on page 10) a list of references. This list should include

- a. Superintendents.
- b. Principals.
- c. Board of Education.
- d. Business Men.

### PREPAREDNESS

Are your hopes for the future limited by a lack of educational preparation? Is your horizon contracted by the necessity of going to work before completing your high school course?

Are you getting the most out of life for yourself—the greatest possible enjoyment, the highest possible salary?

Do you want to share in the joy of service to your state, to your community, to your friends? in the joy of work well done? If so, better training points the way to service, and service, whether

in the home or out of it, is the highest possible privilege you can claim.

There is a mental and moral preparedness, without which opportunities avail nothing. There are ready places for ready men and ready women. The learned attorney is never without clients. The skilled physician always has patients. Likewise the trained teacher, who understands, in a measure, the content of the child's mind and the laws that determine the child's development, is sought after to the ends of the earth.

The responsibility of preparation rests with each individual. Those who have determination and spirit will find a way, while the inefficient will ever make excuses as in the past. Yet, in very truth, the higher institutions of learning have made it possible for everyone, who will, to receive a liberal education. To those who would prepare for larger service the way is plain, and the reward in terms of happiness and growth, inevitable.

### TEACHERS' COLLEGE IS PREPARED

No institution is rendering or can render as valuable service to the teachers of Colorado as Teachers' College. Its plans are ever unfolding. No single group is to be neglected. The highly organized Extension Department brings the means of a higher education to the homes of the teachers. The High School Extension Courses meet the needs of those who have been compelled by economic pressure to leave school, and the Ungraded School for Adults recognizes the mental power which teaching experience has developed and so shortens the time necessary to complete the high school course, and in the college itself innumerable plans are being developed for the happiness, growth and inspiration of all teachers who are directly or indirectly connected with the great "Columbia of the West."

### HOW TO BEGIN HIGH SCHOOL EXTENSION COURSES

First read carefully the "Definite Instructions" found at the beginning of the bulletin, then, after ordering your books from the publishers as directed under Instruction No. 10, and filling out the

application for enrollment blank and the application for Advanced Standing blank as directed under Instructions Nos, 2, 3, 4, 5, note with care what is said about neat manuscripts and the way to use the syllabi as directed under Instructions Nos. 6, 7, 8, etc. After deciding upon the courses desired, the student should study the model lesson, description of subject matter, and outlines, which accompany the group to which the given subject belongs.

### PLAN OF WORK

The Syllabus Plan is adopted because it will make possible a better grade of work. Directions for study are more definite and in greater detail.

The scope of the work will be extended in each succeeding bulletin until every phase of high school work is available to those who desire to take high school extension courses.

### NEATNESS OF MANUSCRIPT

There is no surer way to win the appreciation of your instructors than to take great pains in the preparation of your manuscripts. As teachers, you are aware of the favorable attitude of mind created by a paper in which the writing is neat, the spelling correct, and the paragraphing carefully done.

Give yourself, therefore, the advantage of this favorable psychological attitude on the part of your instructor.

### DESCRIPTION OF COURSES

Each course is briefly outlined in the bulletin. The outline describes the course and gives general instructions as to the method of study. When the first study unit is returned to the student, it will call attention to the ways in which he has failed to attain the ideals set forth in the preliminary outlines. These outlines, therefore, together, with the model lesson plans which accompany them, should be given very careful attention.

## INSTRUCTIONS FOR THE PREPARATION OF MANUSCRIPTS

If possible to obtain it, use paper that is eight and a half inches wide by eleven inches long.

Write with pen and ink.

As manuscripts require letter postage, write on both sides of the paper.

Leave a somewhat wider margin at the left side of the paper than at the right.

Number each page at the top near the right margin.

Write your name and address at the top of the first page near the left margin and your name on each succeeding sheet.

Designate problems and answers to questions by Roman numerals placed in the middle of the page.

When outlines are called for, use care in numbering and indenting sub-headings.

Do not roll your manuscripts. Send them flat or folded once.

## SAMPLE PAGE OF MANUSCRIPT

Albert Thompson,  
Silverton, Colo.

1

## PHYSICAL GEOGRAPHY.

## I

A political division of the earth is one in which government and laws are uniform. It is the product of human society.

A natural division of the earth is one in which the non-human conditions, such as vegetation, structure, relief, climate and animal life are uniform.

## II

The boundaries of political divisions are definite and well known. They are recorded in treaties and laws made by the various governments concerned.

The boundaries of natural divisions are often vague and uncertain, depending upon varying natural conditions.

## III

Natural divisions derive their greatest importance in geography from their relations to human affairs. And since people can get off the earth as easily as they can escape from the influence of natural environment, the main problem of geography is to discover how and to what extent human life is related to natural environment.

## IV

- I. Natural provinces.
  1. Intertropical.
    - a. General characteristics.
    - b. Types.

## COURSES AND TEXT-BOOKS

## I. First Year Algebra—

Text-book—First Principles of Algebra, pp. 1-276 (Complete Course).

Author—Slaught and Lennes.

Publisher—Allyn and Bacon, Chicago.

Price—\$1.20.

Credit—One unit, or fifteen hours.

## II. Second Year Algebra—

Text-book—First Principles of Algebra, pp. 276-476 (Complete Course).

Author—Slaught and Lennes.

Publisher—Allyn and Bacon, Chicago.

Price—\$1.20.

Credit—One unit or fifteen hours.

## III. English History—

Text-book—A Short History of England.

Author—Edward P. Cheyney.

Publisher—Ginn and Co.

Price—\$1.40.

Credit—One unit or fifteen hours.

## IV. High School Geography—

Text-book—High School Geography.

Author—Charles R. Dryer.

Publisher—American Book Co.

Price—\$1.30.

Credit—One unit or fifteen hours.

## V. General Science—

Text-book—General Science.

Author—Caldwell and Eikenberry.

Publisher—Ginn and Co., Chicago.

Price—\$1.00.

Credit—One unit or fifteen hours.

## VI. Textbooks—

## a. The Short Story—

Textbook—The Short Story.

Author—E. A. Cross.

Publisher—A. C. McClurg, Chicago.

Price—\$1.50.

## b. The Novel—

Text-book—Silas Marner.

Author—George Eliot.

Publisher—Houghton Mifflin, Chicago.

Price—30 cents.

Text-book—The Marble Faun.

Author—Hawthorne.

Publisher—Houghton Mifflin, Chicago.

Price—60 cents.

Text-book—Quentin Durward.

Author—Scott.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.



Text-book—The Tale of Two Cities.  
 Author—Dickens.  
 Publisher—Houghton Mifflin, Chicago.  
 Price—50 cents.

Text-book—The Spy.  
 Author—Cooper.  
 Publisher—Houghton Mifflin, Chicago.  
 Price—50 cents.

Text-book—The Light That Failed.  
 Author—Kipling.  
 Publisher—Doubleday, Page & Co., New York.  
 Price—\$1.50.

Text-book—Ramona.  
 Author—H. H. Jackson.  
 Publisher—Little, Brown & Co., Boston.  
 Price—\$1.50.

Text-book—Cranford.  
 Author—Mrs. Gaskell.  
 Publisher—Houghton Mifflin, Chicago.  
 Price—40 cents.

Credit one unit or fifteen hours.

Information relative to the text-books to be used in courses now in preparation will be furnished when the syllabi of said courses are ready to be sent out.

## ALGEBRA—COURSES I AND II

### General Instructions—

The work of this course is divided into two years of three terms each. Five hours credit is given for each term or two units for the full two years.

The student should read the author's explanations very carefully and study the illustrative problems thoroly before attempting to solve any of the exercises. Learn each of the principles printed in italics and numbered from I to XVIII as soon as it is reached in the work. Apply these principles to all the exercises following.

Work out in neat form and send in each lesson as outlined. If there are problems you cannot solve, either write for special help stating exactly your difficulty or work them out as far as possible in their proper place on the lesson sheet and make a note there concerning your difficulty.

A written test will be required at the end of each term, questions for which will be sent by the Extension Department.

Three-fourths of the problems in each lesson must be correct or the entire lesson must be done over. If several problems only are incorrect these must be corrected and sent in with the next lesson unless otherwise specified.

### General Divisions—

- Algebra (1) Exercises from page 1 to page 92, 5 hrs. credit.
- Algebra (2) Exercises from page 92 to page 198, 5 hrs. credit.
- Algebra (3) Exercises from page 198 to page 273, 5 hrs. credit.
- Algebra (4) Exercises from page 287 to page 364, 5 hrs. credit.
- Algebra (5) Exercises from page 365 to page 444, 5 hrs. credit.

Algebra (6) General Review—Work out and send in the last two problems in every set of exercises, 5 hrs. credit.  
all back work is accepted.

**Detailed Instructions—**

Send in your work in the following form: Use ink and good notebook size paper (about  $8\frac{1}{2}$  by 11). Write "Ans." after each answer. Leave a space between problems large enough for notes by the instructor. Send papers in flat, not rolled. Number your problems. Keep papers in order and number pages. Do not attempt to do any advance work until

**(Model Lesson)—**

FIRST TERM ALGEBRA—LESSON I

Name \_\_\_\_\_

Date \_\_\_\_\_

Introduction to Arithmetic  
Pages 2 and 3

- I. Volume=L. W. H.  
     "    "  $6 \times 4 \times 3$ .  
     "    " 72 cu. in. Ans.
- II. Volume=L. W. H.  
     "    "  $35 \times 25 \times 15$ .  
     "    " 13,125 cu. ft. Ans.
- III. And so on for the whole set.

Algebraic Operations  
Page 4

- I.  $a+b$ . Ans.  
     $ab$ . Ans.
- II.  $m$   
     —  
     $m-n$ . Ans.
- (Double columns may be used where the work is short.)

**ENGLISH HISTORY—COURSE III**

In planning this extension course in English History we have attempted to direct the attention of the student along lines which indicate the greatest development of these people. To this end we have chosen eight major influences in their history, subdividing these headings into forty-five study units, each study unit having in turn its sub-headings as a guide for the student. In working out this course the student will be following the struggle for such basic principles as tolerance, democracy, industrial liberty, freedom of speech, or of the one great principles of liberty in a variety of applications.

Below is worked out a possible paper submitted on Study Unit III under the major topic of Religious Development, and a lesson heading of Catholic Church Organization.

**ORGANIZATION OF CHURCH**

Time—  
670-690.

Organizer—  
Theodore of Tarsus.

## Plan—

- Head of Church—
- Pope.

## Districts—

1. England divided into the two archbishoprics of York and Canterbury.
2. Archbishoprics divided into fifteen dioceses or bishops' sees.
3. Bishops' sees divided into many parishes.

## Officers of Church—

1. Pope.
2. Archbishops.
3. Bishops.
4. Archdeacons.
5. Canons.
6. Priests.
7. Stewards.
8. Teachers.
9. Clerks.

## Executive Authority—

1. Pope and Higher Church Officials.
2. Church Courts.

## Legislative Authority—

1. Church Officers.
2. Decisions of Courts.
3. Canons.

## Judicial Authority—

1. Church Courts—
  1. Time—  
Started 1066.
  2. Charges—  
Heavy to help support church.
  3. Jurisdiction—
    1. Wills.
    2. Inheritance.
    3. Widows and orphans.
    4. Questions of morality.

## OTHER ORGANIZATIONS

## Monasteries—

1. Purpose—
  1. Oath, Chastity, Poverty, Obedience.
  2. Teaching.
2. Supported—
  1. Work of members at first.
  2. Later gifts of property made them very wealthy.
3. Numbered—
  1. Many hundred.
4. Influence—
  1. For all that was good and fine until wealth brought corruption.
  2. Corruption brought disaster.

5. Members—  
 1. Nuns.  
 2. Monks.

Shrines—

1. Places built by church for worship of sacred relics.

Chantries—

1. An endowment to pay expenses of keeping up a shrine and to support priests to perform service at it.

### HIGH SCHOOL GEOGRAPHY—COURSE IV

There is no subject in the school curriculum which is broader in its application and presents a greater variety of relationships than a course in Geography. In this subject we have the combination of a pure and an applied science. We study the earth as a planet, an organism which shows the greatest capacity for development and which is the scene of all human activity. Under the head of Physical Geography, we view the Earth as it would be, if man had never lived upon it, then under Economic Geography, we consider it in all its types of environment which have contributed to his comfort, his education, and his civilization; and finally under Regional Geography we view the great Earth in its non-human aspect and view the natural map as it has been formed for man's habitation and utilization.

In this course, it will be our purpose to give the student a view of the Earth as a human planet; the scene of man's activity; the source of his products, his manufactures, trade, customs, language, and government; and to present the true relationship of the human specie to its environment. The following lesson is submitted as a suggestion to the student in the method of study and also as a sample of how the results of his study should be reported to the teacher:

#### FIRST STUDY UNIT High School Geography

Text—

Charles Redway Dryer's High School Geography.

Assignment—

Chapter One.

Study—

The Solar System—

The meaning and all that it includes.

The Planet Earth—

Its mass, composition, and relation to other members of the system.

The spheres of the Earth and their arrangement.

The position in the orbit, its revolution and rotation, latitude, longitude and seasons.

The important points in the cycle of changes—

The Vernal Equinox.

The Summer Solstice.

The Autumnal Equinox.

The Winter Solstice.

Economic Relations—

The influence of these conditions on the Earth as the home of man.

The solar day and the civil day.

Standard time, the Calendar, the Moon, the Month, and the Week.

Influences on Fauna and Flora.

## Maps and Map Projection—

Orthographic Projection.  
 Stereographic Projection.  
 Globular Projection.  
 Mercator's Projection.  
 Mollweid's Equal-area Projection.  
 Conical Projection.

## Original Work—

Project a map of some section of your immediate neighborhood, using one or the other of the above forms.

## GENERAL SCIENCE—COURSE V

There is a general lack in abundant, concrete, and rationalized experience which has made it extremely difficult for pupils to secure the desired results from the first course in science thru the presentation of any one of the differentiated sciences. Experiments have been under way for several years with the purpose of securing an organization of science materials and methods which will prove more educative. These experiments have been performed with a view of developing a more usable fund of knowledge about common things and a more scientific attitude in interpreting the problems of every-day life.

It will be our purpose in this course to give the student an opportunity to utilize his interest and ability in such a way that more effective and profitable work may hereafter be done in the differentiated sciences.

The following is submitted as a sample lesson:

## FIRST STUDY UNIT

Text, Caldwell and Eikenberry's General Science. Chapter 1.  
 Some characteristics about air—

## Air as material—

Its composition, weight and general characteristics.

## Working under water—

The laying of foundations, caisson and shaft work.  
 Diagram illustrating methods of working under water.

## Weight of air—

Methods of determining weight of air.  
 The use of the barometer.  
 General characteristics of the aneroid barometer.

## Air pressure—

Measurements of air pressure.  
 Altitude and air pressure.

## Effects of temperature—

Use and description of the thermometer.  
 Fahrenheit and centigrade thermometers.  
 General effects of expansion.  
 Convection currents.  
 Hot air furnaces.  
 Chimneys.

Importance of air temperature.

## ENGLISH LITERATURE—COURSES VI a, VI b

## Description of Course

The extension work offered in English Literature is a reading course in which fifteen short stories and six novels are to be read. A written report of each is required. One unit or fifteen hours credit is given for the satisfactory completion of the work. The study of the short stories, which constitutes one-third of the course, should be done first. (Study unit syllabi will not be furnished for this course. The instructions which follow are to take the place of the syllabi.)

## 1. Preliminary Study—

Read carefully Chapters 1-8, inclusive. This is necessary in order to know how to study the short story. No written report of the reading is required. The written reports of the stories will show whether or not the preliminary reading has been done thoroly.

## 2. Plan for study of the short story—

Use these questions as suggestions pointing the way to your study of each short story. Combine the answers, making a unified essay of from three to four pages.

1. Write a brief synopsis of the story in not more than three paragraphs.
2. State the theme. Is it true?
3. What is the tone of the story; tragic, serious, humorous, farcical poetic, dreamy?
4. Is this a story of character, incident, or setting?
5. Make a list of the characters: a. The principal characters; b. Those of secondary importance; c. Those used merely as background.
6. Which of the characters have distinct individuality? Are the characters true to life? Which is your favorite? Why?
7. Is the setting interesting for its own sake, or is it used merely as a background for the characters and incidents?
8. What seems to have suggested the title?
9. What is the author's point of view?
10. The most effective short story is one that employs **characters** highly worth knowing and thru these works out a **great theme** upon a **stage** (background or setting) suited to the **action** and the people of the story. Does the story you are studying fall short in any of these four specifications? Comment **at length** upon this question.

## 3. Directions—

Write on one side of theme paper, using pen and ink. Submit one report at a time.

4. Following is the list of short stories to be studied. The report of each story constitutes one study unit.

First Study Unit—The Necklace.

Second Study Unit—The Prodigal Son.

Third Study Unit—The Princess and the Vagabone.

Fourth Study Unit—On the Stairs.

Fifth Study Unit—The House Opposite.

Sixth Study Unit—The Adventure of the Speckled Band.  
 Seventh Study Unit—Will o' the Mill.  
 Eighth Study Unit—Martha's Fire Place.  
 Ninth Study Unit—Dr. Heiddegger's Experiment.  
 Tenth Study Unit—Three Arshins of Land.  
 Eleventh Study Unit—The Father.  
 Twelfth Study Unit—Where Love Is, There God Is Also.  
 Thirteenth Study Unit—The Mysterious Bride.  
 Fourteenth Study Unit—The Taking of the Redoubt.  
 Fifteenth Study Unit—The Truth of the Oliver Cromwell.

### Course VI b—The Novel

#### 1. Directions—

This is a reading course in which six novels are to be read. A written report of each is to be made according to the study plan given below. Write on one side of theme paper, using pen and ink. Submit one report at a time.

#### 2. Plan for study of novel—

Use these questions as suggestions pointing the way to your study of the novel. Combine the answers, making a unified essay of from five to six pages.

1. Write a two or three-page synopsis of the story.
  2. What is the theme or purpose?
  3. What is the setting of the story;
    - a. Time. b. Place. c. Background.
  4. Study of characters—
    - a. Are they true to life?
    - b. Are they worth knowing?
    - c. Which is your favorite? Why?
  5. Write a brief sketch of the author—
    - a. When and where was he born?
    - b. When did he write this novel?
    - c. Does this story throw any light on his life or personality?
3. Following is the list of novels to be read in the order indicated.

Each report constitutes five study units.

Study Units One to Five—Silas Marner.

Study Units Six to Ten—The Marble Faun.

Study Units Eleven to Fifteen—The Tale of Two Cities.

Study Units Sixteen to Twenty—Quentin Durward.

Study Units Twenty-one to Twenty-five—The Spy.

Study Units Twenty-six to Thirty—Select one—

The Little Minister.

The Light That Failed.

Cranford.

Ramona.

### ADDITIONAL HIGH SCHOOL EXTENSION COURSES ARE IN PREPARATION

The syllabi of these courses will be ready for distribution at the time indicated immediately after the name of the course.

The courses now in preparation are to be largely vocational in type. They are intended to correlate with the home life of the individual and to give the practical information which will enable each student to prepare for greater efficiency and larger service in the work which he is now doing.

THE  
STATE TEACHERS  
COLLEGE OF COLORADO  
Greeley, Colo.

**VII. Applied Botany.....Sept. 1, 1917**  
Fifteen-hour Course.

The subject will be developed from an economic point of view. After a preliminary study of the parts, structure and function of plants, special emphasis will be placed upon plant culture, plant hygiene and the economic importance of plant conservation and improvement.

**VIII. Home Economics.....Sept. 1, 1917**  
Fifteen-hour Course.

Both in theory and in practice, this course will differ materially from the domestic science course ordinarily found in high school curricula. Students taking this course will delight in seeking the active co-operation of the home and of certain social and economic forces within the environment of the home.

In addition to cooking and sewing, practical lessons will be given in bookkeeping, marketing, landscape gardening, and art as pertaining to interior decoration.

**IX. Arithmetic .....Sept. 1, 1917**  
Fifteen-hour Course.

This course is intended as a practical aid to teachers. Arithmetic is not the science of juggling figures, but a science of the relation of quantity. When it is made concrete and related to life, it becomes a joy to both teachers and pupils. It should correlate with bookkeeping, marketing, the problems that arise in home-making, and the problems in modern life industries.

**X. American Literature.....June 1, 1918**  
Fifteen-hour Course.

An extension course in American Literature will be offered June 1, 1918, and may be studied during the following year. This will be a reading course, and will include the careful study of representative essays, orations, poems, short stories, and novels, together with a brief, comprehensive study of the history of American Literature. An opportunity will be given, also, for the reading of some current literature.

**XI. America's Relation to World Problems.....June 1, 1918**  
Fifteen-hour Course.

War was declared by Austria against Serbia. The European world mobilized. Americans ignorant as to causes mobilized for a siege of book shops and libraries that they might be better informed.

This course has been planned to satisfy this demand for information. The material of the course has been organized so that the student may follow the forces which have been operative in bringing about this huge conflict. With this European background the student should be able to follow with greater intelligence the part which the United States has played, and may play in regard to the great problem which is being thrashed out in Europe—Democracy. The course will include a resume of French, German, Russian, and Italian history, with cross references to English history since the time of the Congress of Vienna, the problem being to follow the growth of the Democratic ideals in the various governments and to see what this new philosophy has meant to these people in their relation to the great struggle.