

COLORADO STATE TEACHERS COLLEGE

# BULLETIN



## THE UNGRADED SCHOOL FOR ADULTS

In which teachers who have not completed their high school courses can take extension courses in high school subjects and thus fulfill the requirements of the Certification Laws of Colorado

1924

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## **FOREWORD**

Colorado State Teachers College provides a way in the Ungraded School for Adults and the Extension Courses in high school subjects whereby a teacher who is not a high school graduate may complete his high school work, be granted a diploma, meet the ever advancing standards in the teaching profession, know the joy of unrestricted growth, and prepare for a larger service.

This bulletin points the way.

COLORADO STATE TEACHERS COLLEGE  
 DEPARTMENT OF TRAINING SCHOOLS  
 Secondary School Extension Courses

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GEORGE WILLARD FRASIER, Ph.D.-----*President*  
 WINFIELD DOCKERY ARMENTROUT, A.M.-----*Director of Training Schools*  
 HAROLD GRANVILLE BLUE, A.B.-----*Principal of Secondary School*  
 JOHN RANDOLPH BELL, A.M.-----*Director of Extension Service*  
 ROBERT HUGH MORRISON, A.B.-----*Assistant Director of Extension Service*

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Colorado State Teachers College maintains a modernly organized and equipped Department of Training Schools which is the embodiment of a splendid educational laboratory where useful educational problems are constantly being worked out under the direction of skillful experts. New methods that save time, new schemes for better preparing the children for life, and new curriculums and courses of study are continually being considered and tried out in this department. The Department of Training Schools consists of three typical school units. They are the Kindergarten, the Elementary School, and the Secondary School. This Department does not seek to develop school units that are entirely different from the typical school units of the state but rather to reveal conditions as they are and as they should be. It seeks to have each school unit strive to be the leader of its type in the state in all that is modern and sound. Earnest effort is made to maintain such standards of excellence in the work of the Department that it may be offered at all times as a demonstration of good teaching under conditions as nearly normal as possible in all respects.

THE SECONDARY SCHOOL

The Secondary School of the Department of Training Schools consists of Teachers College Junior High School (grades seven, eight and nine) and Teachers College Senior High School (grades ten, eleven and twelve). Ordinarily, Teachers College High School refers to both the junior and the senior high schools and is for all purposes of organization and administration a six-year high school. It is founded on the theory that the highest educational interests of junior and senior high school pupils and the highest professional interests of prospective junior and senior high school teachers are fundamentally identical and involve no appreciable inconsistency. It is characterized by modern methods of teaching, rich and diversified curriculums, many extra-curricular activities, splendidly appointed laboratories and shops

and libraries, and a wholesome professional and social atmosphere. It is well standardized and its high scholastic recognition is attested by the fact that it is fully accredited by both the North Central Association of Colleges and Secondary Schools and the University of Colorado.

### Requirements for Graduation from Teachers College Senior High School

English (II and III) .....	2 units	(30 hours)
American History .....	1 unit	(15 hours)
Social Science .....	1 unit	(15 hours)
Electives .....	8 units	(120 hours)
Total .....	12 units	(180 hours)

The unit in social science consists of economics, one quarter (5 hours); sociology, one quarter (5 hours); and civil government, one quarter (5 hours). Of the electives, not more than four units (60 hours) may be offered in the special or vocational courses. Regardless of the number of credits presented in advanced standing, resident work of two quarters is required for graduation.

Teachers College High School maintains within its organization a subsidiary school which is designed primarily for adult students, i. e. men and women who are 21 years or more of age.

### THE UNGRADED SCHOOL FOR ADULTS

This school was established in the Spring Quarter of 1914, in order satisfactorily to meet the needs of many men and women who for one reason or another had never finished high school. During the ten years of its existence it has been of tremendous service to hundreds of eminently worthy men and women many of whom have gone into college and are now filling responsible teaching positions. This is an enduring testimonial of its pre-eminent worth and high purpose. It is the great open door through which worthy and ambitious men and women may enter into a larger service and a greater usefulness. On May 28, 1924, when the annual commencement exercises of Teachers College High School were held, diplomas certifying to graduation from the Ungraded School for Adults were presented to eighteen adult men and women. It is tremendously significant to note that fifteen of these graduates, whose ages ranged from 23 to 42, entered Colorado State Teachers College for the Summer Quarter, 1924, without a single condition being imposed upon their entrance. They saw the opportunity which the Ungraded School for Adults held out to them and seized it.

### ADVANCING STANDARDS

The standards that obtain in the teaching profession are ever advancing. This forward tendency has already begun to eliminate those who because of little or no high school training cannot meet the requirements. Colorado through her Legislature has spoken vigorously upon this matter. In 1923 the following new requirements regarding certification were placed upon the legislative statutes of the state:

1. *Beginning with the school year, September, 1925*, all applicants for examination for certificates to teach must have completed a senior high school course requiring four years of work or its equivalent beyond that required for graduation from the elementary schools, and must have in addition completed one quarter of not less than ten weeks, completing three college quarter-hours, of professional work in a normal school or institution of higher learning offering a course approved by the State Superintendent of Public Instruction; provided, that the applicant may offer in lieu of the professional work above specified, two (2) units of professional work done in an accredited high school offering a normal training course approved by the State Superintendent of Public Instruction.

2. *Beginning with the school year, September, 1927*, all applicants for examination for certificates to teach must have attended an institution of higher learning and must have successfully pursued a course approved by the State Superintendent of Public Instruction, completing credit in twenty-five college quarter-hours, five of which shall be in professional work.

3. *Beginning with the school year, September, 1931*, all applicants for examination for certificates to teach must have attended an institution of higher learning and must have successfully pursued a course approved by the State Superintendent of Public Instruction, completing credit in ninety college quarter-hours, thirty of which shall be in professional work.

#### REQUIREMENTS FOR GRADUATION FROM THE UNGRADED SCHOOL FOR ADULTS

1. English .....	2 units (30 hours)
2. American History .....	1 unit (15 hours)
3. Social Science .....	1 unit (15 hours)
4. From the group consisting of English, Mathematics, History and Science...	4 units (60 hours)
5. Teaching Experience, not more than...	4 units (60 hours)
6. Intelligence test, not more than .....	4 units (60 hours)
Total .....	16 units (240 hours)

Regardless of the number of credits presented, residence work of one quarter is required for graduation. And, too, credits in blocks of less than five hours will not be accepted beyond a total of fifteen quarter-hours or one unit.

#### CREDIT THROUGH TEACHING EXPERIENCE

In the matter of evaluating teaching experience, the following plan is used to determine the amount of credit that may be granted to a candidate for graduation from the Ungraded School for Adults:

- Four years or more of teaching experience with  
a first grade certificate ..... 4 units (60 hours)
- Three years of teaching experience with a first  
grade certificate ..... 3 units (45 hours)

3. Two years of teaching experience with a first grade certificate -----2 units (30 hours)
4. Three years or more of teaching experience with a second grade certificate -----2 units (30 hours)
5. One year of teaching experience with a first grade certificate or two years with a second grade certificate -----1 unit (15 hours)

#### REFERENCES AND TESTIMONIALS

Credit for teaching experience cannot be granted to adult students unless at least five references are submitted. These references should come from those who know rather intimately the personal and professional life of the applicant and they should certify to the following matters:

1. Place and time of teaching service.
2. Kind of certificate held by the applicant.
3. Degree of teaching success.
4. Personal and moral qualifications of the applicant.

These references should be secured from the following types of people and filed with the Principal of Teachers College High School:

1. Superintendents of Schools.
2. Principals of Schools.
3. Members of School Boards.
4. Business and professional men.
5. Business and professional women.

#### CREDIT THROUGH INTELLIGENCE TESTS

In the matter of evaluating the scores attained in intelligence tests, the following plan is used to determine the amount of credit that may be granted to a candidate for graduation from the Ungraded School for Adults:

1. Army-Alpha Intelligence Test:

##### BOYS AND GIRLS

Score 130	-----	1 unit (15 hours)
Score 142	-----	2 units (30 hours)
Score 150	-----	3 units (45 hours)
Score 155	-----	4 units (60 hours)

2. Thorndike Intelligence Test:

##### Boys

Score 70	-----	1 unit (15 hours)
Score 76	-----	2 units (30 hours)
Score 80	-----	3 units (45 hours)
Score 83	-----	4 units (60 hours)

## GIRLS

Score 65 -----	1 unit (15 hours)
Score 71 -----	2 units (30 hours)
Score 75 -----	3 units (45 hours)
Score 78 -----	4 units (60 hours)

## 3. Terman Intelligence Test:

## BOYS AND GIRLS

Score 150 -----	1 unit (15 hours)
Score 175 -----	2 units (30 hours)
Score 185 -----	3 units (45 hours)
Score 195 -----	4 units (60 hours)

## MEANING OF UNITS AND HOURS

A unit or 15 quarter-hours is the amount of credit earned when a subject is carried successfully through an entire school year of thirty-six school weeks, the recitations occurring five times a week and each recitation being fifty minutes long. Teachers College High School and the Ungraded School for Adults divide a unit of credit into 15 quarter-hours of credit for the sake of convenience. A quarter is 12 school weeks in length, three quarters—Fall, Winter, and Spring—thus making a school year. The credit earned when a subject is carried successfully five times a week through an entire quarter, the recitations being fifty minutes in length, is  $\frac{1}{3}$  of a unit or 5 quarter-hours. Four solids or 20 quarter-hours are the maximum load a student is permitted to carry in Teachers College Senior High School and the Ungraded School for Adults unless his score in an intelligence test is sufficiently high to permit him to carry five solids or 25 quarter-hours. A solid is a subject or course in which the credit earned for a quarter is  $\frac{1}{3}$  of a unit or 5 quarter-hours. In addition to a load of four solids or five solids, a student may carry extra hours in physical education, band or orchestra, instrumental or vocal music, etc.

## CREDITS FROM OTHER SCHOOLS

If an adult student has attended any sort of an educational institution having a rank higher than the eighth elementary grade, he should make every possible effort to send in a transcript of the work done or credits earned in that school. A very liberal attitude is assumed in granting adult students credit for work done in other schools. The Ungraded School for Adults is planned to serve men and women whose high school work is unfinished and, in cases that are meritorious and deserving, every possible credit is granted for work done elsewhere. No matter what kind of a school was attended or what kind of work was carried, it might prove to be advantageous to submit a transcript of credit.

## DEFERRED CLASSIFICATION

There is no classification of the adult students until such time when their credits are sufficient to give them senior standing. This plan of deferred classification obtains to remove any possible cause for embarrassment. The adult students organize themselves into a single group regardless of their standing in the school. They promote their own social life and are just as much a factor in the life and work of the school as the senior class of the high school. No advantage granted to a regular student of the high school is denied the adult student. The adult students participate in dramatics, operettas, school parties, school banquets, clubs, etc., in just the way they desire. During the school year of 1923-1924, an adult student was the Editor-in-Chief of the high school paper, "The Herald". And, too, they enjoy more freedom within the organization of the school than the regular students do. Even attendance at commencement affairs is not required of them.

## THE SUMMER SCHOOL

The Ungraded School for Adults in connection with Teachers College High School is open for regular school work during every summer. This is called the Summer Quarter and runs coterminously with the Summer Quarter of Colorado State Teachers College. Every summer, a large number of adults avail themselves of the summer school in order to continue their high school work. The Summer Quarter is the same as any other quarter of the school year. One can earn as much credit and no more in the Summer Quarter as in any other quarter of the year. The program of studies is just as rich and diversified. Several review courses are usually offered for the benefit of those who must prepare for teachers' examinations. However, registration for the review courses is usually discouraged and students are urged to hold to the regular courses falling within their main high school program of work. Credits earned in the review courses count for graduation from the Ungraded School for Adults only.

## COLLEGE COURSES

Frequently, adult students are permitted to register in one or two college courses to make up a part of their maximum load of solids—four or five, as the case may be. This is permitted only in cases where the students feel the real necessity of taking such courses in order to make better preparation for their teaching problems. There is one limitation placed upon the credit earned in college courses. It is that such credit must be earned in *subject matter courses* in order to be counted for graduation from the Ungraded School for Adults. Subject matter courses are courses in mathematics, science, English, history, foreign language, vocational subjects, and the like. Credits earned in methods, education, and core required courses must apply upon standing in State Teachers College.



## EXTENSION COURSES

Of the many attractive and highly desirable features embodied in the Ungraded Schools for Adults, there is likely none so relevant and pertinent to the student's pressing need and circumstance as the Extension Service. Within the meaning of Extension Service, there is embodied a lofty conception of the meaning and purpose of the Ungraded School for Adults. It is to make its fine influence and serviceable contacts so wide and far reaching that those who must perforce labor out in the fields of teaching may reap in full measure its priceless benefits. It is to enable the adult student to attend indirectly the Ungraded School for Adults while he performs his chosen task as a teacher in the schools of the state.

## TYPES OF EXTENSION SERVICE

There are two distinct ways in which extension work can be carried on. One is known as the group plan and the other as the individual plan.

The former is intended to meet the needs of adult students who can gather in sufficient numbers to justify the organization of a class and the selection of an instructor.

The latter is planned for adult students who are too far removed from the larger centers of population to make a co-operative scheme feasible.

## THE GROUP PLAN

1. *Standards*—The standard and quality of work done shall be of such type as to be acceptable for regular credit in the Ungraded School for Adults.

2. *Instructions*—No work will be accepted for credit except that given by instructors duly approved by the Director of Extension Service and the Principal of Teachers College High School.

3. *Class Period*—The period of each class recitation shall be 1½ clock hours (90 minutes), requiring twenty-eight (28) sessions for five (5) quarter-hours of credit. The minimum time requirements shall be 2500 minutes spent in class recitation.

4. *Age*—No student under twenty (20) years of age will be permitted to register for extension credit in the group plan.

5. *Fee*—The fee shall be \$10.00 per student per class yielding five (5) quarter-hours of credit.

6. *Number*—The minimum number of students for whom an extension group can be organized is fifteen (15).

## THE INDIVIDUAL PLAN

1. *Materials*—Each Correspondence Course consists of a set of "study units" containing questions such as might be asked in class, assignments such as might be made in residence study, and explanatory sections corresponding to the explanations which instructors often make in class.

2. *Plan*—The Extension Department sends the student the first four study units of the course he has chosen. He studies the text as directed and

works out his first recitation paper—covering the work outlined in the first study unit. He mails this to the Extension Department as soon as it is finished and waits for its return before sending in his second recitation paper, so that he may have the advantage of the teacher's suggestions. The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and the paper is passed to the instructor in charge at once. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then returned to the student with the fifth study unit, after which the student may mail to the Extension Department his second recitation paper together with any additions required by the instructor to his first recitation paper. The second paper passes through the same process and is mailed back to the student with the sixth study unit, and so on till the course is completed.

3. *Maximum Credit*—No diploma can be secured wholly by extension work. Not more than six units can be earned by extension study. No student is permitted to take more than two units in any given year or to study more than two subjects at any given time. The best way to make rapid progress toward graduation is to use the extension courses in the winter while employed at teaching and then to take advantage of the summer school organized each year by Teachers College High School. This makes it possible for a student to make three and a third units each year and to graduate in five years.

4. *Fees*—A Unit of Credit of forty-five study lessons constitutes credit for a year's work in one subject. Fifteen study lessons correspond to a term's work in one subject and the tuition for the term's work of 15 study lessons is \$9.00. This fee includes the postage. Therefore the tuition for a year's work in one subject is \$27.00.

For example, remembering that a unit of credit is equal to fifteen (15) quarter-hours of credit:

Algebra I (1) -----	$\frac{1}{3}$ of a unit (5 hours)
Algebra I (2) -----	$\frac{1}{3}$ of a unit (5 hours)
Algebra I (3) -----	$\frac{1}{3}$ of a unit (5 hours)
Algebra I -----	1 unit (15 hours)

And, in the same way:

Algebra I (1) -----	Study units 1 to 15
Algebra I (2) -----	Study units 16 to 30
Algebra I (3) -----	Study units 31 to 45

Now, it can be interpreted as follows:

Algebra I	
Study units 1 to 15 -----	$\frac{1}{3}$ of a unit (5 hours)
Study units 16 to 30 -----	$\frac{1}{3}$ of a unit (5 hours)
Study units 31 to 45 -----	$\frac{1}{3}$ of a unit (5 hours)
Total -----	1 unit (15 hours)

It is well to remember that:

- Algebra I (1) = Fall Quarter Algebra I.
- Algebra I (2) = Winter Quarter Algebra I.
- Algebra I (3) = Spring Quarter Algebra I.

Now, all of this is for the convenience of the student. For example, if the student has had Algebra I (1) while in residence at the Summer School, he may complete his unit of credit in Algebra I by correspondence by taking study units 16 to 45, which cover Algebra I (2) and Algebra I (3). Or, if he has taken, say, study units 1 to 30, that is, Algebra I (1) and Algebra I (2), by correspondence, he may enter the Summer School and take Algebra I (3) which covers study units 31 to 45 and thus complete the unit of credit in Algebra I.

Thus, the 45 study units making up a unit of credit are divided into three groups of fifteen study units each. The cost of each group of fifteen study units is \$9.00 and thus the cost of a standard unit of credit is \$27.00. Students may forward one-third of the \$27.00 at the time of beginning each group of fifteen study units.

5. *Age*—No student under twenty (20) years of age will be permitted to register for extension credit in the individual plan.

6. *Time*—Students must complete a course within six months of the time of enrollment. Failure to do so means that the money paid in for enrollment will be distributed between the college and the instructor and the account closed.

7. *Rules*—In all cases the detailed instructions relative to method of study and preparation of manuscript must be strictly adhered to.

8. *Refunds*—Money will not be refunded for courses after the first three recitation papers have been read and graded by the instructor; or in any event after the expiration of thirty days from the date of enrollment.

9. *Residence*—Students who have completed a large part of their work in some other high school of acceptable grade can not finish in the Ungraded School for Adults entirely by correspondence work. At least one quarter of residence work is required.

10. *Instructions*—Use clean white paper that is eight and a half inches wide by eleven inches long.

Write with pen and ink.

Write plainly and use one side of paper only.

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.

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.

11. *Enrollment*—First, fill out the application for correspondence study found on page 12. Then, detach the same, and mail together with check for desired course. (Remember that no enrollment will be made without payment of fees.) Before sending in any study lessons read carefully all of the general and specific instructions in the Bulletin concerning extension work on the *individual plan*. Note the definite limitations contained therein. Read carefully the model lesson as prepared on page 13, and, by all means, do not neglect or minimize the importance of good form in the preparation of the lessons or manuscripts. Do not make any error concerning the fees. This, too, must be watched carefully.

*No student will receive an excellent grade who does not get his work in in good form. In all cases the form of the manuscript will be a factor in determining the grade.*

## APPLICATION FOR CORRESPONDENCE STUDY

(Ungraded School for Adults Credit)

To Director of Extension Service  
 Colorado State Teachers College  
 Greeley, Colorado.

Date -----

Name -----

Age ----- (Not open to persons under 20 years of age)

Post Office Address -----

Present Occupation -----

I attended high school in the city of -----

State of ----- for a period of ----- years and  
 ----- months. List any additional high school attendance on the  
 following two lines, being careful to specify names of cities and state.

I have ----- Standard units. (See page— for the definition of an unit.)

If your units vary from the standard units, tell in what particular and to  
 what extent -----

I have taught ----- years (8 or 9 months being counted to the  
 year) and ----- months.

I have held or now hold a ----- grade certificate, which  
 expires in the month of -----, 192---

I can furnish a transcript of all work of high school grade done in the past  
 (transcript or signed statements, naming the subjects studied, the grades  
 received, and signed by the Principal of the school where the work was done).  
 It should be definite, accurate, and carefully made out. It is wise also to  
 forward transcripts together with the references called for to the Principal  
 of Teachers College High School.

Remember that no enrollment can be made without payment of fees.  
 I desire to enroll for course numbered ----- (Give Roman  
 numbers) and entitled -----  
 Be definite and clear in naming courses.

Signed -----

*NOTE. Be sure to note carefully the instructions in this Bulletin. All  
 persons enrolling are held responsible for the facts therein stated.*

(CUT OUT ON THIS LINE AND SEND IN APPLICATION)

Following is a lesson which might be submitted by a student in response to Study Unit V.

## A MODEL LESSON

American History  
Study Unit V

Mary Doe  
Wray, Colorado

## I

The Omnibus Bill came before congress in 1850 rather than in 1840 because during the decade considerable territory had been added to the United States. The North and the South both desired the new territory. We had no law that stated what part of the newly acquired territory could be legally held by either section of the country. The Missouri Compromise of 1820 was inadequate since it decided the question only for the territory acquired by the United States in the Louisiana purchase.

## II

The South in 1850 made the following demands:

1. California should be organized as a territory admitting slavery.
2. Congress should legalize slavery in New Mexico at least south of 36°30'.
3. Texas should have the same boundaries as the Texan republic claimed in 1836.
4. Congress should not interfere with slavery in the District of Columbia.
5. There should be a strict fugitive slave law enforced by national authority, with no jury trial for negroes.

## III

The North in 1850 made the following demands:

1. California should be immediately admitted as a free state.
2. The provisions of the Wilmot Proviso should be made to apply to New Mexico.
3. The size of Texas should be reduced without money compensation.
4. Slavery should be abolished in the District of Columbia.
5. Every negro claimed as a fugitive slave should have a jury trial.

## IV

Etc.

## THE LIST OF COURSES

## A. ENGLISH COURSES.

Course I. The Short Story:

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.) Text Book—The Short Story by E. A. Cross, Published by A. C. McClurg Co., Chicago, Illinois.

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 thoroughly.

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 through 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 (All found in *The Short Story* by E. A. Cross,) 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 Vagabond.  
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. Heidegger'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.
5. Credit—five hours or one-third unit.

#### Course II. The Novel:

1. 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.
4. Credit—Ten hours or two-thirds unit.

#### Course III. American Literature.

1. The course in American Literature which is offered by extension is a study of literature through history, biography, and reading of literature selections by characteristic writers. It aims to show the trend of American thought and the changing ideals through the three centuries.
 

The course is divided into three parts of fifteen units each, each part carrying five credit hours. The third part is given up to later nineteenth and to twentieth century literature for the benefit of those more interested in a study of recent and current writing.
2. Textbook—Newcomber, Andrews, and Hall's "Three Centuries of American Literature" (Scott, Foresman & Co., Publishers, Chicago).
3. Credit—Fifteen hours or one unit.

#### Course IV. Shakespeare.

Note—Course I (The Short Story) or its equivalent is prerequisite to this course.

1. The course in Shakespeare which is offered in extension is a study of the best plays and poems written by Shakespeare. The aim is appreciation rather than analytic. Six type plays, several sonnets and lyrics constitute the course.



2. Plan for Study of Play:
  - (1) History of Play.
  - (2) Sources of Plot.
  - (3) Theme.
  - (4) Plot (Story re-told).
  - (5) Character Sketches (Main Characters—4).
  - (6) Discussion.
    - (a) Relationship of Plots.
    - (b) Striking Pictures and Figures of Speech.
    - (c) Inconsistencies.
    - (d) Literary Characteristics.
 

(What makes the drama a masterpiece, etc.)

(The discussion should make a unified essay of from four to five pages.)
3. Plan for Study of Sonnet:
  - (1) Statement of the Thought.
  - (2) Theme.
4. Required Reading:
  - (1) *Midsummer Night's Dream* or *As You Like It*.
  - (2) *Macbeth* or *Hamlet*.
  - (3) *Henry IV—Part I*.
5. Choice of Material:
  - (1) *Romeo and Juliet*.
  - (2) *The Comedy of Errors*.
  - (3) *Twelfth Night*.
  - (4) *The Tempest*.
  - (5) *Henry IV—Part II*.
  - (6) *Henry V*.
  - (7) *King Lear*.
  - (8) *Richard III*.

(By request other Shakespearean Plays may be substituted.)
6. Credit—Five hours or one-third unit.

#### Course V. Modern Plays.

1. The extension work in the Modern Play is a reading course in which fifteen plays representative of the growth in drama are studied.
2. Plan for Study.
  - (1) Sketch of the author's life and writings.
  - (2) Theme.
  - (3) Plot (Outline form).
 

Preliminary situation.

    - (a) Time.
    - (b) Place.
    - (c) Characters.
    - (d) Condition.

Happening  
 Ladder of Action  
     Step 1  
     Step 2  
     Step 3  
     Etc.  
 Culmination.  
 Falling Action.  
 Conclusion.

- (4) Discussion.
- (a) Title.
  - (b) Treatment of Plot.
  - (c) Characterization.
  - (d) Style.
  - (e) Tone.
  - (f) Strong points; weak points, etc.  
 (A unified essay of six pages.)

3. Required Readings

- (1) Goldsmith's "She Stoops to Conquer" or Sheridan's "The Rivals"
- (2) Zangwill—"The Melting Pot"
- (3) Kennedy—"The Servant in the House"
- (4) Noyes—"Sherwood"
- (5) Webber and Webster—"3 One-Act Plays"

4. Choice of Material.

- (1) Peabody—"The Piper" or "The Wolf of Gubbic"
- (2) Marlowe—"The Jew of Malta"
- (3) Sophocles—"Antigone"
- (4) Euripides—"Iphigenia in Tauris"
- (5) "Everyman"
- (6) Gregory—(Choice of two One-Act Plays)
- (7) Yeats—(Choice of two One-Act Plays)
- (8) Rostand—(Choice of one long or two One-Act Plays)
- (9) Dunsany—(Choice of two One-Act Plays)
- (10) Galsworthy—(Choice of two One-Act Plays)
- (11) Maeterlinck—"The Blue Bird"
- (12) Housman and Barker—"Prunella"
- (13) Synge—(Choice of two One-Act Plays)
- (14) Barrie—(Choice of one long or two one-act plays) (By request representative one or three-act plays by American and English Authors may be substituted)

5. Credit—Ten hours or two-thirds unit.

## B. SOCIAL SCIENCE COURSES

## Course VI. World History.

1. The special aim in the Survey of World History is to teach the student the big movements in the development of our present-day civilization and lay a foundation for future courses in history, so that the student may study any period and see the relation of that period to what has gone before and the development that follows.
2. Textbook.—Robinson's "Mediaeval and Modern Times"—(Ginn & Co., Publishers, Chicago, Illinois).
3. Credit—Fifteen hours or one unit.

## Course VII. American History.

1. The special aim in the teaching of American History is to teach the students the foundations of their liberty and the sacrifice and suffering required to establish it; that each generation has contributed and must still contribute for years to come if the ideal democracy is to be a reality in every phase of our national life; teach the general foreign policy of the United States; point out the industrial and social status of our people; and give attention to some of our unsolved problems.
2. Textbook—Muzzey's "An American History" (Ginn & Co., Publishers, Chicago, Ill.)
3. Credit—Fifteen hours or one unit.

## Course VIII. Social Science.

1. The purpose of the social science course is to teach the fundamental principles underlying our present social, economic, and governmental institutions; also give the student an idea of some of the ways in which society may energize public opinion to the end that we may more fully realize our social, religious, industrial and political ideals.
2. Textbooks—
  - (a) Marshall and Lyon—"Our Economic Organization" (Macmillan Publishing Co., Chicago, Ill).
  - (b) Finney—"Elementary Sociology" (Benj. H. Sanborn & Co., Publishers, Chicago, Ill).
  - (c) Woodburn and Moran—"The Citizen and the Republic" (Longmans Green and Co., Publishers, Chicago, Ill).
3. Credit—Fifteen hours or one unit.

## Course IX. English History.

1. The Course in English History is designed to give high school students a background in English institutions and conditions so that students may better understand our political inheritance and the source of many of our democratic ideas. Special emphasis has been given to influential men, and great movements.
2. Textbook—Cheyney's "A Short History of England" (Ginn & Co., Publishers, Chicago, Ill).
3. Credit—Fifteen hours or one unit.

## C. MATHEMATICS COURSES.

## Course X. First Year Algebra.

1. This course and the one which follows are designed for those who wish to carry on their high school education in non-residence. The elementary course is divided into 45 lessons. Each fifteen lessons or study units is equivalent to one quarter of residence work and carries five hours (one-third unit) credit. Study units 1-15—The meaning and use of the simple equation and fundamental operations as applied to positive and negative numbers. Study units 16-30—Special products and factors and algebraic operations involving fractions. Study units 31-45—equations and roots and powers.
2. Textbook—Slaught and Lennes' "Elementary Algebra" (Allyn & Bacon, Publishers, Chicago, Ill).
3. Credit—Fifteen hours or one unit.

## Course XI. Second Year Algebra.

1. The beginning of this course involves a review of algebraic operations, involving fundamental operations, special products and factors and the use of the equation. The new work deals with quadratics, series, roots and powers, logarithms, etc.
2. Textbook—Slaught and Lennes' "Advanced Algebra" (Allyn and Bacon, Publishers, Chicago, Ill).
3. Credit—Ten hours or two-thirds unit.

## Course XII. Plane Geometry.

1. This course is open only to mature students who have had some high school work or who have previously been enrolled in a class in geometry which for some reason was not completed.

Beginning students and those with little high school training are advised to take a few lessons, or better still, one quarter in residence during the summer and then continue by correspondence. Geometry is a difficult subject to carry by correspondence. Any vagueness and indefiniteness which attaches to the first half dozen theorems or exercises may constitute an almost insurmountable barrier later on in the course. The above plan will eliminate this difficulty and give the student a good start. The course as outlined, consists of a thorough mastery of the definitions, axioms, propositions, and corollaries as given by any standard author, and the application of these to original exercises with emphasis placed upon one's ability to solve these exercises.

2. Textbook—Wentworth-Smith's "Plane Geometry" (Ginn & Co.)
3. Credit—Fifteen hours or one unit.

#### D. SCIENCE COURSES.

##### Course XIII. General Science.

1. The course in general science is designed to give the student a fundamental conception of the rules and laws governing scientific phenomena with simple, practical applications of these and their bearing upon the life of the individual and the community. It teaches the student accuracy and definiteness in thinking, and is designed to promote interest in happenings and events of every-day occurrences. The course throughout is simple and easily understood by any student above the eighth grade.
2. Textbook—Caldwell and Eikenberry's "General Science" (Ginn & Co., Publishers, Chicago, Ill.)
3. Credit—Fifteen hours or one unit.

##### Course XIV. Botany.

1. The course in botany meets the needs of students who are desirous of obtaining more accurate knowledge of plants and plant life. It is designed for the first year of the senior high school and covers the structure, kinds, and growth of plants as well as the influence of outside factors upon these things. It also gives the fundamental classification of plants and their identification to enable the student to recognize these things in the plant life about him and their value to mankind.
2. Textbook—Atkinson's "Botany for High Schools" (Henry Holt & Co., Publishers, Chicago, Ill.)
3. Credit—Fifteen hours or one unit.

## Course XV. High School Geography.

1. The aim of modern *Geography* is to get a view of the earth *primarily* as the home of man. The earth is not only the present home of man but it is the garden in which he has grown, and also the environment in which still higher standards of attainment are possible. This course attempts to preserve this human point of view in the study of geography and so concerns itself with the leading facts and principles of geography which are factors in the human struggle for better living. The first part is devoted to Physical geography, which studies the earth as it would be if man had never lived upon it. The second part deals with Economic Geography. In this man's use of the materials of his environment is the basis for study. In the third part, dealing with Regional Geography, the earth is considered as consisting of a number of kinds of natural provinces, the environment affecting the economic adaptations being broadly similar in all the provinces of a given kin and to note the human response to Geographic environment.
2. Textbook—Dryer's "High School Geography" (American Book Co., Publishers, Chicago, Ill.)
3. Credit—fifteen hours or one unit.



