A SUPERVISED CORRESPONDENCE STUDY PLAN
FOR ARIZONA HIGH SCHOOLS

by

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Approved: [Signature]  [May 5, 1937]
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CHAPTER I

INTRODUCTION

Meeting the need for the enrichment of the program of studies in Arizona's seventy-one organized high schools is, and has been, a problem that has offered a challenge to the secondary-school administrators of the State for years. No adequate and entirely satisfactory solution has yet been reached.

The elimination of high-school courses of ninth, tenth, eleventh, and twelfth grade levels from rural one-room and two-room schools and from larger schools where no regularly organized high school exists has been impossible. No means has been suggested and applied which would give the pupils in these schools the advantages of secondary-school training except that the teacher in such schools spend part of the school day in high-school instruction.

The Problem

The problem to be considered in this thesis is the determination of the possibilities of using supervised correspondence courses to enrich the program of studies in the organized high schools, both large and small, and also

to eliminate by this means high-school classes in the one-
room, two-room, and other schools where such classes are
taught but where no regular high school exists. The problem
requires the consideration of the following questions:

1. Can courses, not feasible in residence
   in small high schools, be adequately taught
   by correspondence?

2. Can the need for small, and therefore
   expensive, classes in Arizona high schools
   be eliminated through the use of supervised
   correspondence courses?

3. Can supervised correspondence study be
   substituted for high-school classes now being
   taught by resident teachers in the elementary
   schools of Arizona rural communities so that
   the burden upon these elementary schools and
   teachers can be lifted?

4. Can curricula of large high schools be
   enriched with supervised correspondence
   courses in subjects which are so unusual as
   not to be included in the regular program of
   studies?

5. Can secondary-school work be offered
   effectively through correspondence to children
   of high-school age in isolated areas not at
   present being served adequately by an organized
   high school?

6. What plan can be suggested to meet adequately
   the five needs outlined above in the public
   schools of Arizona?

Definition of Terms

Definite meanings will be attached to some terms used
in this thesis and therefore the definitions of such terms
should be given. The definitions given by the National
Conference On Supervised Correspondence Study are accepted, for the most part, in this discussion.

Supervised Correspondence Study, according to the Conference, "designates that procedure in which the local high school secures the instructional materials, provides regular periods in the school day for study, supervises the work of the student, and returns the required written responses to the correspondence center for suggestions, corrections and criticisms." We should like to enlarge this definition to include that procedure in which the local high school, rural school teacher, or other local supervisor, secures the instructional materials, provides regular periods and a regular place for study, supervises the work of the student, and returns the required written responses to the correspondence center, et cetera.

Supervision, as it is used in connection with Supervised Correspondence Study, includes:

a. Maintaining conditions of study that are favorable to learning.

b. Providing a local teacher or supervisor who as an intermediary between students and correspondence instructors at correspondence centers, and who carries out the necessary instructional activities and clerical details.

Local Supervisor is the term applied to the individual who directly supervises the correspondence study of the

pupil.

The Correspondence Center is the "source of instructional materials and instructional services used in supervised correspondence programs."

The Correspondence Instructor is the "individual at the correspondence center responsible for making corrections, suggestions, and criticisms on the required responses."

Required Responses are "all materials returned to the correspondence center for suggestions, corrections, and criticisms."

Course or Course of Study is "the content and method of work in any given subject of instruction."

Program of Studies is "all of the studies offered in a given high school."

A Curriculum is the "group of studies schematically arranged for any pupil or set of pupils."

A High School Unit is the credit given by a high school for the successful completion of two semesters of work in a given subject-matter field.

A Semester Course is a course of study pursued for one semester, or the equivalent of eighteen weeks of study, each week of study consisting of five or more forty-minute periods.

Purposes Served by Supervised Correspondence Study

The purposes that can be served by use of supervised correspondence courses have been mentioned only in general
terms in the foregoing. Because the purposes for which this type of instruction can be used are so many and so important, a more detailed discussion will be offered. Information will be drawn from the literature existing in the field.

There are many purposes served by supervised correspondence study. Some of these purposes are served directly and some indirectly. The indirect values are those which are made possible by the fact that individualized instructional materials and methods are used. In this discussion the direct values will be discussed first.

A. Direct Values:

1. Increasing the Number of Available Subjects:
To meet the demands growing out of the individual's needs, abilities, and interests it is essential in our smaller schools that we increase the number and variety of subjects offered. This is probably the most important purpose served by supervised correspondence study. Anyone who is acquainted with conditions in the small high school, as it is operated at the present time in Arizona, will know that the program of studies consists almost entirely of those courses which
are required for graduation by the State Department of Education or for entrance by the University of Arizona.

The individual needs and likes of the pupils cannot be met beyond these minimum requirements through organized classes because of the limited funds available for the purchase of equipment and the employment of teachers. In some cases it is impossible to furnish instruction in all of the subjects prescribed by the University of Arizona for entrance into some of its colleges.

Speaking of conditions brought about by the economic depression of 1929 to 1935, Dr. O. K. Garretson, Arizona High School Visitor, has the following to say:

"There was a pronounced tendency in many communities to return to the strictly college preparatory curriculum and many of the newer subjects were dropped from the program. Of the prescribed subjects Industrial Art, discontinued by eleven schools, and Home Economics, dropped by nine schools, head the list but are closely followed by music, art, and commercial work." 5

He was speaking of the changes during the school years of 1932-33 and 1933-34.

Instructors in many high schools are not prepared to teach subjects beyond those required for graduation or for college entrance. They do not prepare to teach them because the financial conditions of the schools to which they go to teach do not allow such subjects to be taught. The result is that many opportunities that are of value to and might be offered to the high-school pupils, are not possible. Well prepared correspondence courses could fill the need for subjects which the resident teachers are not prepared to handle.

A criticism which has been leveled at the American public high school for years is that all pupils are forced through the same educational mill. When they complete a curriculum they are very much alike in their training regardless of the fact that their interests and abilities may differ widely. They have been carried through the prescribed courses at a set rate—the slow ones have not had sufficient time to absorb the training they should have; the average ones have done fairly well; and the brilliant ones have been allowed to loaf leisurely through the required materials without any attempt having been made to furnish them with extra activities.
and extra training which their ability would allow them to undertake. Correspondence study, in which each student is allowed to go at his own rate of speed, and which offers supplementary readings and studies beyond the minimum achievement required of all, more easily takes care of the individual differences of the high-school students.

Vocational and avocational interests of high-school pupils differ just as widely as do their abilities. When the program of studies of a certain high school consists of one or two curricula, there is little, if any, choice of subjects for the pupils. Supervised correspondence study, offering a relatively unlimited number of subject courses, opens the way to satisfy the most exacting vocational or avocational needs.

The maladjusted child, who because of mental, physical, or social handicaps has not been able to profit from group instruction in regular classes, long has been the problem of public-school teachers. It is likely that by the time the pupil reaches the high school he is definitely out of place in the group in which he finds himself. The teacher will have little opportunity to have given this pupil individual instruction, and he will have developed in many instances
well-defined complexes which will not allow him to do his best work in a group. If he can be given the individualized instruction of the supervised correspondence course lessons, where he can see the results of his own work and in which he can be able to experience the thrill of real individual achievement free from insidious comparisons, his whole attitude toward school and education may be changed to a healthy one.

2. **Caring for Irregular Students:*** In every school there are some pupils who do not attend regularly, either because of ill health or because conditions in the home make regular attendance impossible. In Arizona one of the great causes of irregular attendance is the continuous moving of some families from one place to another because of their employment in the lettuce, cantaloupe, and cotton fields. The transient school child is at a distinct disadvantage whether he is in the elementary or the high school. For such pupils, the supervised correspondence study plan offers instruction of the very best type and does not depend upon residence in any particular school. High-school credit for the completion of correspondence courses
can be given through the correspondence center in whatever school the student desires.

Because of the need of some families to use their children on the farm at certain seasons of the school year, the regular class work of these pupils in the organized high school suffers. If pupils could pursue their studies on an individualized plan, where the entire class progress did not depend on the progress of any child or group of children, greater success could be achieved both by the slower and the more brilliant pupils. Supervised correspondence study allows this aim to be realized. Students who must miss several days at a time from their regular classes can make up this lost time either in the evenings or at their own rate before or after their absences if enrolled in the correspondence courses.

3. Enabling Adults to Continue Their Vocational Preparation: In nearly every community there are those young people who have graduated from high school but who have not been able to find employment. They are unable, for financial reasons, to go to college or to a professional or vocational school. Their time hangs heavily on their hands. Instead of preparing themselves better to fill some position in the world of work, they develop
an attitude that the world is unfair and that something is wrong with a social order which does not provide the means for young people to earn a living. If these young people can get additional high-school and vocational training by supervised correspondence lessons at the local high school, their outlook on life will be improved and they will be better prepared to accept and keep a job when opportunity arrives. Other adults find it necessary to meet new professional requirements, legal or otherwise, or they desire to continue their educational growth.

There is, too, the young man or woman who, for one reason or another, dropped out of school before completing the high-school requirements for graduation. These people feel out of place in classes of younger boys and girls, but are willing to study individually to complete the courses required for graduation. Supervised correspondence courses offer to them a splendid opportunity to regain the road to social and economic advancement.

Private correspondence schools, through courses which range upward from one hundred dollars in cost, long have supplied the additional
training needed by adults already employed who want to advance in their particular professions or occupations. Now comes supervised correspondence study, removing many of the obstacles which stood in the way of successful private correspondence study, and offers to give this additional training at so small a cost as to be almost free.

Development along cultural lines has been desired by hundreds of American citizens during recent years, but a majority of those of moderate means have been unable to afford the expensive courses provided by some of the better private institutions. With the coming of supervised correspondence study, in which they can systematically follow the study of literature, art, and certain phases of music, in connection with the local high school, and at low cost, hundreds are availing themselves of these new opportunities.

4. **Elimination of Small Classes:** The small high-school class, in which ten or fewer students are enrolled, has been one of the real problems of the conscientious high-school administrator. From the data shown on the following page, the per capita cost of instruction in these small classes is almost
prohibitive when viewed from the standpoint of the time spent and the number of students served. During the school year 1935-36 the per capita cost of instruction in several Arizona high schools was as follows:

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<td>$112.01</td>
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<td>Bowie High School</td>
<td>26</td>
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</tr>
<tr>
<td>Gila Bend High School</td>
<td>16</td>
<td>428.80</td>
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<tr>
<td>Marana High School</td>
<td>45</td>
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<td>55</td>
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<td>Ash Fork High School</td>
<td>16</td>
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<tr>
<td>Bisbee High School</td>
<td>534</td>
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<td>Prescott High School</td>
<td>623</td>
<td>71.86</td>
</tr>
<tr>
<td>Yuma Union High School</td>
<td>581</td>
<td>76.75</td>
</tr>
<tr>
<td>Phoenix Union High School</td>
<td>3,952</td>
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</tr>
<tr>
<td>Tucson Senior High School</td>
<td>1,323</td>
<td>78.24</td>
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Small classes have been necessary, however, in order that even the minimum requirements for high-school graduation be met. In schools of limited budgets (and most of the schools in Arizona come in this category) the small class is one of the real problems to be met. Under a plan of supervised correspondence study in which one teacher, who formerly taught a class of five, seven, or ten pupils, acts as a supervisor for the same number or twice as many pupils studying by

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correspondence, as many different subjects can be followed as there are pupils. Several small classes of from five to ten pupils can be handled at the same time by this one teacher. The small classes of several teachers may be cared for by one of them under the supervised correspondence study plan and leave the other teachers free to devote more time to their other classes or to some other activity in the school which might have been neglected theretofore.

5. **Decreasing the Teaching Load of the Administrator or Teacher:** In order to meet budgetary demands most high schools have placed more pupils in a room, increased the number of subjects taught by the teacher, and in the smaller schools have allowed the principal or superintendent to assume teaching duties which all too often interfere with the efficient conduct of the administrative duties. Both administrator and teacher have recognized the necessity of doing this extra work in order that the school program might be carried on. No escape has been provided until the coming of the supervised correspondence study plan. Classes formerly taught by the principal can be cared for by correspondence. This will leave the administrator free to carry
on the work of his office unhampered by the routine duties of teaching several classes a day. At the same time, classes being taught by teachers who have had no real preparation to teach them, can be carried on much more efficiently by the correspondence method, with the teacher or local supervisor in charge of the study periods, much as in the conventional study hall.

6. Assisting in Keeping the Curriculum Up-to-Date:
The nature of the practices extant in most high schools forces a condition which prevents sudden change in curricular content or method of presentation. Teachers are taught in training institutions to use certain materials such as textbooks and courses of study. They are given training in certain of the approved methods of instruction. When they go into the schoolroom they use the textbooks there, the courses of study of the school in which they teach, and the methods they have learned in normal school or teachers college. Since textbooks change seldom (no oftener than each five years in Arizona, and sometimes no oftener than sixteen or eighteen years), it is almost impossible to make changes.

of any great importance in order to keep abreast of the times in educational thinking.

Platt, in his discussion of supervised correspondence study as a function of the State, points out the service this plan of instruction can offer in keeping high-school instruction up-to-date.

"The content of the curriculum offerings in large high schools as well as small, has been from one to several years behind the demands of the social and of the economic life of the day. Methods employed in teaching high school subjects have often lagged even farther behind. Where a state correspondence center could be held responsible for the preparation and of the continuous revision of all the courses demanded by a modern conception of a high school curriculum, it would appear feasible that the courses established by that agency could be used to keep the curricula of all secondary schools in the State dynamic, virile and up-to-date in both content and method." 8

Another view is presented by the National Conference on Supervised Correspondence Study regarding the possibility of curriculum reform through use of this type of instructional materials.

"Inasmuch as supervised correspondence courses are in reality detailed and amplified courses of study they provide a vehicle for curriculum reform, in that experts employed by the correspondence center are in a position

to introduce immediately new developments in subject matter and method. These new developments then become at once available to all schools and other supervisory agencies cooperating with the correspondence center. The courses are of value to directors of local supervisors of correspondence work inasmuch as the detail with which the courses are written permits the director and the local supervisor to work together with complete understanding. 9

Not only can the courses used in correspondence study be kept alive and abreast of the times in content and method, but these same courses can be used as guides by teachers in residence courses to give the entire curriculum the revision that is necessary to keep it alive and dynamic.

7. Providing for High School Instruction in Rural Elementary Schools: In Arizona, as in other states where distances between communities are great, there is need for an economical and effective means of taking high-school work to the pupils who are unable to leave their rural homes to attend high school in some neighboring town or city.

This high-school instruction is being given to some extent in the elementary schools in the rural communities. In such instances it is given by the elementary-school teacher who is employed by the elementary-school board of trustees. This

practice makes it necessary for the teacher to divide time between the high-school pupils and the elementary-school pupils, thereby making it impossible to give either group the amount of attention needed for residence instruction. The elementary schedule, difficult to arrange in one- and two-room schools even when the teacher has the entire day to devote to it, becomes less and less effective when from two to four high-school classes, of forty-five minutes each, are inserted in the daily routine of the elementary classroom. The use of supervised correspondence study lessons, in which the instructional materials are complete and clear without aid of the teacher, makes it possible for these rural high-school pupils to earn their high-school credits by attending the rural elementary school where they study, but take relatively little of the time of the local teacher. Under the teacher's supervision, the work is carried on regularly under conditions much more suitable for study than the pupil could find in his own home.

8. **Allowing Change in Pupil Schedule Before End of Semester:** High-school pupils who are not doing satisfactory work in certain courses often
wish to discontinue study in particular subjects and begin other courses without waiting for the new semester to begin. Under present high-school organization this is not possible. Even if the pupil discontinues study in a subject no other course can be undertaken until the next semester begins, thereby necessitating the loss of time in the pupil's life and often causing him to lose interest in school work. If he could have been permitted to abandon his study of one subject and to take up one more in keeping with his ability and interests, he not only would save weeks of time but would be engaged in work which he could and would enjoy. Supervised correspondence study, with its detailed presentation of the high-school courses, offers at least a partial solution to this problem.

9. Other Direct Values of Supervised Correspondence Study: High-school pupils can profit from supervised correspondence study in many other ways than those already explained. The guidance and counselling program of the high school may fail in many instances if no provision is made for the pupil counselled to study the materials which will fit him best for the career he wants and for which he needs training. Too often the
high school will not be able to provide the training in keeping with the counsellor's recommendations.

Many pupils, entering high school at an early age, complete the usual four years at an age when their parents are not willing to send them away from home to a college or a university. They are ready scholastically to attend college, but socially and physically they need another year or two of life to prepare them to cope with college life. Most high schools do not offer sufficient variety of courses to make attendance beyond the four-year graduation worth while. By means of supervised correspondence study, these young people may enlarge their view of life, or even follow courses which will contribute directly toward success, either in the world of work or in college.

Persons already employed and who are progressing satisfactorily in their work sometime find that the rapid change in modern life leaves them somewhat behind the times because they have not received training in certain lines. Others are being promoted in their respective vocations and are thereby being brought into new and different social positions. In order not to be
out of harmony with their new associates, they wish to obtain instruction and training which will fit them for their new environment. Supervised correspondence study offers the opportunity they desire.

There are some other direct values in connection with community endeavor and relationships with business men and employers, but because of the lack of tie-up with the high school, they will not be discussed here.

B. Indirect Values:

Supervised correspondence study has many values and uses which grow out of the fact that the courses are "individualized instructional materials" and as such can be used much more flexibly than other instructional procedures. Some of these values follow:

1. Students can be permitted to advance according to their individual abilities and accomplishments. If such a practice were attempted in organized high schools with resident teachers, the additional faculty members needed would make the cost prohibitive, and the additional classroom space would not be available. When no pupil is responsible for holding another back or of waiting for others to catch up, a new freedom of
thought and action is found.

2. Correspondence courses are so well organized and so well charted that progress can be measured and seen at any point during the semester's work. This gives the pupil a clear idea of his advancement at any one time, and a clear picture of the distance he has yet to go.

3. Any pupil or class of pupils can be started at any time during the year, even in the late spring. The only requirement is that the future of the course be so planned as to have proper time for study and for proper supervision. The pupils then can proceed to complete the work at the rate and time best suited to their individual abilities. Each student can be, and often is, a class unto himself.

4. Transfers from one course to another at any time during the school year can be accomplished without upsetting the organization of the school or in interfering with other pupils or other classes.

5. Courses best adapted to the abilities of the individual pupil can be recommended and supplied by the correspondence center. Combinations of courses which would be impossible to arrange in residence groups can be made easily and fashioned
to meet pupils' needs. Under this program, guidance becomes an actuality rather than a hope.

6. "One person may direct the study period of a mixed group of individuals who vary as to their previous education, aptitudes, interest or needs, and each of whom may be studying a different subject, or may be at a different point of progress within his course." 10

7. Correspondence course lessons may be used to supply residence teachers with individual instructional materials to be used in regular classes or to supplement regular class work. These lessons are valuable when used to assist teachers young in service and who have not well-defined or well-organized courses already prepared. They supply, too, excellent tests, keys, and assignments to the teacher who needs her time for other than the routine aspects of her teaching duties.

The teacher who has not been trained to teach a certain subject, but who is forced by circumstances to undertake the teaching of it, will find the detailed instructions, the simple content, and the direct individualized method of the correspondence lesson a decided help in her work. It can be used as a handbook on content

and method for this poorly prepared teacher.

Inexperienced teachers often are at a loss during the early days of a course to know how to begin or how to organize the content. For such a teacher the supervised correspondence lesson is a "life-saver" as it furnishes the simple directions for mastery of clearly stated content.
CHAPTER II

WAYS OTHER STATES MEET NEED FOR CORRESPONDENCE STUDY

Because supervised correspondence study has been used as a means of meeting the needs of curricula enrichment, elimination of small classes, reaching of isolated and irregular students, and the improvement of content and method on the secondary level in many states during the past thirteen years, it seems well to discuss the plans followed in some of these other states in order that the advantages which are applicable to Arizona can be seen.

Four distinct types of supervised correspondence study programs are being used in the United States, in addition to the one being attempted in Arizona. These types will be discussed here. The Arizona plan will be discussed in the next chapter.

These types are:

1. In which a private correspondence school is the correspondence center.

2. In which the state department of education is the correspondence center.

3. In which the extension division of the university acts as the correspondence center.

4. In which a separate organization is created and financed by the state legislature but in which the instructional materials are secured from another state or from private correspondence schools.
The first of these types is the oldest. It is best exemplified by the Benton Harbor Plan, which began in 1923 at Benton Harbor, Michigan.

The Benton Harbor Plan

History: The school year 1922-23 found Principal Sidney C. Mitchell of the Benton Harbor, Michigan, High School searching for a solution to the problem of enriching the curriculum so as to provide for special interests and special needs of a part of his student body.

He was faced with the situation which would not permit the employment of any additional teachers, and it was evident, too, that in cases where only one or two, or a few pupils desired a given line of work, the cost of organizing classes in those subjects would be too great.

The idea of using correspondence courses to meet this need occurred to Mr. Mitchell. Knowing the disadvantages of correspondence study because of the high course mortality, he conceived the idea of supervising the study so that the pupils would be kept interested and would receive needed assistance during the period of study. With a selected group of high-school pupils he carried out the experiment during out-of-school hours. The students liked the work. Superintendent Mitchell recognized its worth. The following year he asked the board of education to furnish a part-time supervisor for students desiring to take work by correspon-
The school year of 1923-24 found forty pupils engaged in this type of study. The following year a sympathetic school board named a full-time director of correspondence study, and the plan became so popular that a hundred students were enrolled for correspondence courses.

The plan continued to operate at Benton Harbor during the years that followed; and Mr. Mitchell gained some renown in educational circles for having originated and put the idea into operation. As other states and other schools began experimenting with the same plan, or adaptations of it, a demand was created for more detailed information about what, by 1933, had become known as the Benton Harbor Plan.

In response to one request, Mr. Mitchell gave a rather thorough description of the plan and how it works. His article appeared in the American School Board Journal of April, 1933.

In brief the plan as he outlined it follows:

Equipment and Mechanical Set-up: The high school provides a study room which is equipped with study desks and drawing tables. There are filing cabinets for those

classes needing them, and a small reference library which meets the general needs of the average student. Because supervised correspondence study in Benton Harbor is not a substitute for regular class work, but rather a supplement to it, no equipment in addition to that already owned by the school is needed. Where classes by correspondence need to use regular equipment, it is made available.

**Supervision:** The local supervision is done by one teacher, called a director, who spends two hours each day in caring for the work. "Any teacher with vision—man or woman—can do it successfully" Mr. Mitchell says, in speaking of the supervisory activities. The work can be done in an assembly room and can be supervised by the principal or the teacher in charge of the assembly room.

**Method of Work:** Under the Benton Harbor Plan the courses to be followed are chosen by the student with the help of the director and of the student's parents. Only courses which seem to satisfy a need or an interest of the student are chosen, and then only if conditions appear favorable for the successful completion of the work.

The course is ordered by the director, or local supervisor, from the "school that can best furnish it" and several lessons are ordered to be sent at once. Under the Benton Harbor Plan the courses, in most cases, are secured from privately operated correspondence schools.

The student is enrolled on the books of the home-study
school, but all correspondence concerning the lessons, including the lessons themselves, go through the hands of the director or supervisor.

The student pays for the courses at the time of enrolling, just as he pays for textbooks. This eliminates the necessity for extensive bookkeeping. The payments go to the school board and then as the bills from the home-study school are submitted to the school board as the lessons are completed, they are paid just as other bills against the school are paid.

When the first group of lessons arrive, the first lesson is given to the student. He is assigned a desk and goes to work. He studies regularly at the same hour each day. Occasionally he needs some help from the director or supervisor to interpret the text material or the directions which accompany the lessons. The lessons are in pamphlet form, usually, from thirty to one hundred pages in length, with examination questions at the end. The pupil answers the questions when he has completed the assignment.

When a lesson has been completed it is given to the director who sends it to the correspondence center for correction, suggestions or criticism. The director gives the next lesson to the student and the same process goes on until the course has been completed.

The courses are charged for only to the extent that
they are completed by the pupil. It is permissible for the pupil to change from one course to another anytime and to terminate a course anytime, although this, of course, is not encouraged except in cases where it is found that the course is not what it was thought to be, or is not serving the need it was hoped to serve.

Scope of Courses: The number of courses available to the high-school students of Benton Harbor is unlimited. They choose, for the most part, however, courses of a vocational nature. Officials have been careful that the correspondence study did not replace residence classes except where it seemed wise and more economical for it to do so. For this reason the number taking correspondence courses in 1933 was only one hundred and thirty-six pupils. They were studying twenty-two different courses. The most popular of all was mechanical drawing where the entire class took the course by correspondence. There were forty-nine in this course. The next most popular correspondence course was automotive engineering, with fifteen pupils. Electrical engineering followed with fourteen, salesmanship with eleven, academic high-school subjects with ten, airplane engineering with nine, advertising with six, and the remaining subjects with from one to five pupils each. These subjects included commercial subjects, business management, landscape gardening, architectural drafting, tool design, commercial art, blue-print reading, ship drafting,
cartooning, sheet metal drafting, civil service, radio, foundry theory, millinery, and special mathematics.

Most students who studied correspondence courses would limit this type of work to one special vocational subject, and would carry two or three additional courses in the regular manner. However, there were some students who would carry two or even more subjects by correspondence. Some would carry the regular subjects in high school during the school day and would study correspondence courses at home at night.

At least four hundred courses were available to high-school students who wished to study by correspondence. During the ten-year period reported, there were more than six hundred different students served by the supervised correspondence study plan.

Cost of Instruction: Figures furnished by Mr. Mitchell show that the work carried on by correspondence costs less than any of the residence work. The per capita cost of instruction shows correspondence courses costing on an average of $7.01 per pupil per year. This means that the courses range between $1.00 and $5.00 per semester course.

Under conditions agreed upon by the Benton Harbor High School and the private correspondence schools, courses were provided at an exceedingly low cost. The idea of supplying courses to high-school pupils was a new one, and because it opened up a source of business to the private
schools theretofore untouched, and because it gave promise of a large volume of such business, the schools were willing to make the price reductions.

Residence instruction in agriculture costs $23.95 per capita; home economics, $17.31 per capita; mathematics, $12.92; physical sciences, $14.60; foreign language, $11.28; social sciences, $11.23; natural sciences, $10.63; manual arts, $10.50; commerce, $10.05; and English, $9.26.

These figures were arrived at by adding the teachers' salary to additional instructional expenses and dividing the result by the number of periods each day devoted to the work in any particular field. This gave the cost per class. If this result were divided by the number of pupils engaged in studying a given subject, the final result was the per capita cost of instruction.

Further explanation is found in Mr. Mitchell's unpublished thesis in his summary of the chapter on "The Cost of Supervised Correspondence Study." He says:

"There is a wide variation in charges made by correspondence centers for what appears to be an equivalent amount of work. Among extension divisions, for one unit of high school credit, the rates range from ten dollars to as much as forty-five dollars plus a ten dollar registration fee. The charges of the private centers range from five dollars to twenty dollars per unit of credit. Perhaps some of the centers charge too much for their service while it is possible that others do not charge enough. Continued use of supervised

correspondence study in more and more high schools will undoubtedly bring about a more uniform schedule of rates." 4

From these figures it will be seen that it is definitely an economy for high-school students to study by the supervised correspondence method.

The Correspondence Center: Private correspondence schools serve as correspondence centers for the work at Benton Harbor. Many belong to the National Home Study Council of which J. S. Noffsinger is director. The standards of the schools belonging to this council are high and the service is good, according to Mr. Mitchell's report. The council is in sympathy with the Benton Harbor Plan and most of the schools have been willing to reduce prices and increase services in their attempt to co-operate with those high schools throughout the country that are following the Benton Harbor Plan of correspondence instruction.

Accreditation: Credit is given in two ways for work done under the supervised correspondence study plan at Benton Harbor. Completed assignments and courses are entered on the records of the correspondence center and are accredited toward the home-study school diploma or certificate. Completed courses are accredited on the records of the high school as fulfillment of requirements for graduation just the same as courses done in residence.

Simplicity of the Plan: In a general summary of his discussion, Mitchell furnishes some information about the success of the plan. He says that certain uninformed and misinformed persons were severe critics of the idea in the beginning, but a sympathetic school board gave it unanimous support and thereby assured its success.

The work is thoroughly done and the students like it. It serves a special purpose of giving work of a special nature which, for the most part cannot be furnished to the students in residence. For this reason about half of the students in the school do not study any correspondence courses, finding their wants satisfied by the regular high-school curricula.

A warning is given that the plan is not a cure-all. Many of the students enrolling for correspondence courses do not finish them. Not all of those who study by this method even remain in high school until graduation. But a very distinct purpose is served in furnishing direct vocational training to those high-school boys and girls who need it; when they need it.

A further warning is given. Correspondence courses should not be considered or used as a dumping ground for "incompetents" or for those who do not seem to be able to fit into class groups. Quite often these misfits can find the solution to their problems in the individualized study of correspondence lessons, but all such misfits are not
aided by the plan.

The Massachusetts Plan

In Massachusetts the correspondence instruction at the secondary level in the public schools is of the second type listed at the beginning of this chapter. The Massachusetts Department of Education, through its Division of University Extension, furnishes the facilities, services, and materials of a correspondence center.

History: The Massachusetts plan has been in operation since 1930, with courses being used not only in Massachusetts, but in Pennsylvania and New Hampshire. The work has been developed under the direction of James A. Moyer, Director of the Division of University Extension.

Equipment and Mechanical Set-up: This phase of the plan is left in the hands of the local high school. In some cases the studying is done in the school under the local teacher or principal. In other instances it is done outside of school but under the direction of a school official. In the latter case the facilities are provided in the home of the pupil.

Supervision: In the letter already referred to Moyer has the following to say regarding the supervision of study under his plan:

5. Letter from James A. Moyer, September 11, 1936.
"Our plan is more like the one adapted at Benton Harbor where correspondence students work on courses in the classroom with a great deal of supervision and assistance that is given by members of the high school faculty who are qualified in the subjects that are being studied. Where expert assistance is easily available I see no reason why it should not be given. On the other hand, the method of supervised correspondence study which does not require any more supervision and merely the guidance of pupils over rough spots in their reading is certainly a method that should be encouraged in parts of the country where the high school curriculum is not as rich as it ought to be in comparison with the offering in city schools." 6

In a bulletin of the Department of Education, under date of June 15, 1936, the Division of University Extension furnishes the following information in relation to supervision of correspondence study:

"WHAT SUPERVISION IS NEEDED? -- The pupils carry on their correspondence courses under the direction of one of the high school teachers who acts in the capacity of supervisor rather than teacher; his function is to maintain proper study conditions and establish the necessary work schedules. He obtains the lesson materials from the State University Extension office; distributes them to the pupils; supervises their study; collects the lesson reports; forwards them to the University Extension office; and returns the corrected lessons to the pupils. At the completion of each course he supervises the final examinations." 7

A plan which has been found to be valuable in Massachusetts is to bring into the school, from the community, specialists in the various vocational fields being

7. Massachusetts Department of Education. Supervised Correspondence Study As An Integral Part of the High School Curriculum. XXI:24. (June 15, 1936)
studied by correspondence pupils. These specialists have been willing to spend several hours each week in assisting the correspondence workers with the courses they are studying. Such specialists have found that their services have been appreciated and that they, themselves, have been benefited by having an opportunity to review certain phases of their work and to learn of the new achievements in their particular field.

Method of Work: The pupil, wishing to take work by correspondence, writes to the Division of University Extension for information. Having received the informational materials, he consults with his teacher, supervisor, principal or parents, or several of these, chooses the courses he wishes to study, and sends his order to the center. The lessons are sent to the local supervisor, whether it be teacher, principal, parent, or someone else who has been agreed upon. In turn this supervisor places the lessons in the hands of the pupil who thereupon begins his studies. The courses are paid for by the local school.

When the pupil has completed an assignment, he makes his written report to the supervisor, who forwards it to the correspondence center for correction and criticisms. These are sent back to the supervisor, who records the grades in the local school, and returns the corrected papers

8. Clark, E. Everett. "Instruction by Mail in Massachusetts." Nation's Schools, 17:188. (June, 1932)
When the course of eight assignments has been completed, the center sends to the supervisor an examination, which is given under his supervision to the pupil. If the examination is passed, credit is given the pupil on the records of the high school and on the records of the Extension office.

Scope of Courses: Clark, in speaking of the Massachusetts attempt to meet the need for enriched curricula, has the following to say:

"One outstanding need of the high school of today, especially in the rural high school, is a greater differentiation of courses and an enlargement of curricula, which, under present economic conditions is impossible. Massachusetts, through the Division of University Extension of the State Department of Education, offers a solution to the problem by the introduction of courses by correspondence. Planned by competent and authoritative persons, these courses are available at a nominal charge, ordinarily paid by the school department..." 9

In the bulletin referred to above, the Division of University Extension says:

"There are now 258 correspondence courses. Descriptions of them are given in three bulletins, one for academic, one for commercial, and one for technical courses." 10

The same bulletin lists seventy-four "suggested subjects for curriculum enrichment."

According to Clark, most in demand among the courses

9. Clark, E. Everett. op. cit.
10. Massachusetts Department of Education. Supervised Correspondence Study As An Integral Part of the High School Curriculum, op. cit.
offered in 1932 were auto repairing, mechanical drawing, household management, elementary aviation, radio, and home decorating. These served particularly the purpose of enrichment. Other popular courses included literature, music, art, drawing, sociology, psychology, science, English, foreign language, history, economics, education, mathematics, and law. Clark says that in the years from 1930 to 1932, eighty per cent of those enrolling for correspondence study under this plan completed their courses. Some of the courses were studied at home by the parents of pupils. They said they wished to keep up with their children who were in high school.

Cost of Instruction: "High school correspondence courses are furnished by the State Department of Education of Massachusetts at an average of $4.50 per half-year course and $8.00 per full-year course," says Gaumnitz, and his information is supplemented by the Massachusetts Department of Education bulletin already noted which says:

"In most communities the school board or committee must authorize the expenditure for a project of this kind. The expense consists of three items: First, the charge for lesson materials; second, the charge for correction service; and third, return postage. Bills for the first two charges are rendered monthly by the Division of University Extension.

"The charges for lesson materials vary from

twenty-five cents to $2.50 for a course of eight lessons. The correction charges now range from fifteen cents to fifty cents per lesson but it is expected that these charges can be reduced materially if the volume of corrections increases...The total expense for courses suitable for supervised correspondence instruction in high schools ranges from $3.00 to $5.00 per course of eight assignments." 12

It is explained elsewhere that sixteen assignments are evaluated at one unit of the fifteen required for high-school graduation. Moyer, in his letter, says, "the total expense of the correspondence course is paid by the city school department." He says outside of Massachusetts the rate is higher than for schools within the state.

Correspondence Center: The Division of University Extension is the correspondence center. "The correspondence courses of this department are prepared by experts in their subjects. The courses of high-school grade are usually prepared by high-school teachers who have had experience not only in class but in correspondence instruction," says Moyer. "I believe," he continues, "this is really a necessary requirement." 13

The courses provided under this plan, are sent to the local supervisor whose duties have been outlined above, under the heading of "Supervision," and then after the lessons have been studied and reports made, the papers are corrected by the Division of University Extension.

Accreditation: Under the Massachusetts plan credits earned by pupils through correspondence courses may be counted by the local high school toward its diploma, or may be applied "at the Extension office toward a high school equivalence certificate." It is explained that the courses, consisting usually of eight assignments for each half-year's work, must be completed with a final examination to be taken under the supervision of a high-school principal or supervisor. When the pupil is ready for the examination, the test questions are sealed in an envelope and sent from the Extension office to the one acting as supervisor. The final grade for a course is obtained by averaging the examination grade with the average of the lesson grades. The "passing grade is 75 per cent. State certificates are issued to pupils completing courses satisfactorily." The time required for the completion of one lesson or assignment varies from eight to twelve hours, usually averaging about ten hours. A course of sixteen assignments is evaluated at one unit of the fifteen units required for graduation.

In 1932 there were eighteen high schools giving work under the supervised correspondence study plan, and granting credit for work done toward graduation.

Simplicity and Advantages of the Plan: The plan consists simply of a pupil indicating an interest in studying a subject by correspondence, selecting it with the aid of a
teacher, principal or parent, ordering the courses, studying them, sending in reports to the correspondence center, completing the courses, and receiving credit.

The advantages are many. In addition to the advantages of enrichment of the curriculum for the individual pupil with subjects which cannot be offered by the local school in residence, the plan offers opportunity for pupils to make up work they have previously failed to do successfully; it allows for post-graduate work; there is a flexibility which allows many subjects to be studied under one teacher or supervisor simultaneously; the pupils develop initiative, self-reliance, and independence; group discussions in instances where more than one pupil is following a given course gives added value to the lessons; the supervisor can give instruction and help to the pupil at the beginning of each assignment; and parents are given an opportunity to keep up with their children in educational achievement.

Since the National Conference on Supervised Correspondence Study was organized in 1934, it has held three meetings. The work of these meetings has been devoted largely to an attempt to bring about more uniform practices in handling each phase of the supervised correspondence study program. Such programs are now beginning to show the results of these efforts. It will be seen from the foregoing discussion that there are some problems yet to be solved.
The Nebraska Plan

The Extension Division of the University of Nebraska has carried on supervised correspondence study on the high-school level since 1929. Because of the rapid growth of the plan, because of the success achieved, and because some of the greatest progress is being made by those in charge of the work in Nebraska, more attention will be given to this plan than to any of the others.

The Nebraska plan includes practically all of the advantages of the two plans already discussed, and in addition has gone into detail in an attempt to overcome the few remaining objections to supervised correspondence study on the high-school level.

History: The use of supervised correspondence study in Nebraska grew out of a need for courses that could be used to enrich or supplement regular high-school work. A. A. Reed, Director of the Extension Division at the University of Nebraska explained the development of the plan to the University Extension Association in 1932. In his presentation he had the following to say:

"In recent years calls have been coming from superintendents of schools for courses that could be used to supplement the programs of the local high schools. The recognition of individual differences was causing school authorities to try to increase their limited range of subjects. Individual problems of adjustment where students were irregular in their curriculum needed special attention. School people began using correspondence courses for such purposes."
"It soon became evident that our ordinary correspondence courses were not well adapted to high school age or to school use. In an effort to meet the needs of the small schools that were having difficult problems in making proper curriculum adjustments, Dr. K. O. Broady, of the Department of School Administration of the Teachers College was secured to co-operate experimentally in developing new types of courses better adapted to students of high school age—courses with a technique of administration better fitted to classroom conditions. The superintendent of a small high school in northern Nebraska entered into the experiment in 1929-30, and undertook to carry in his school a few modified courses.

"The second year eight schools joined the experiment. This year (1931-32) some forty schools have been using one or more courses as a part of the movement. It has been necessary to discourage some schools from undertaking the plan because of lack of courses adapted to their needs." 14

During the school year 1933-34 there were one hundred and twenty-three schools served by the University of Nebraska. Twice as many registrations were received and "five times as many individual courses were distributed."

"During the past school year, 1934-35, more than 200 schools were served. Again more than twice as many registrations were received during this year as were received during the entire previous school year. In addition to registrations from schools in Nebraska, there were registrations from schools in South Dakota, Kansas, Iowa, Montana, Nevada, North Carolina, Virginia, Michigan, and New York. During the first semester of the school year 1935-36, the registrations were almost as great as they were for the entire preceding year. Over 250 schools were served." 15

Director Reed said that the success of the Nebraska plan was made possible through financial assistance from the outside. Quoting from him again:

"...By the middle of the first semester of the present school year (1931-32), the drain upon the financial resources of the Extension division was reaching a point that called for a moratorium, if not for a cancellation of obligation....Then a grant of $5,000 was received from the Carnegie Corporation and the Carnegie Foundation for the Advancement of Teaching. This saved the day, and gave to the movement such extension of life as to make possible the determination of at least a few features of vital interest to correspondence study.

"When the financial aid was received, Mr. Earl T. Platt, who had co-operated in the first experiment, in 1929-30, and who had since been giving part time to the experiment while serving as principal of the Havelock High School, Lincoln, accepted the position of Assistant Director of the University Extension Division, in charge of Supervised Correspondence Study, and on January 1, 1932, began giving full time to the work. Since that time the experiment has been moving forward in a very encouraging manner...." 16

The entire life of the experiment has been accompanied by a very definite program of improvement in instructional materials. Such improvement is carefully checked against a set of criteria. These are listed on pages 113 to 115 of this study.

**Equipment and Mechanical Set-up:** In the two hundred and fifty high schools using the Nebraska correspondence courses, many methods of administering the program have been tried, as far as the physical equipment and mechanical

set-up are concerned.

In some cases no more equipment is needed than the study hall of the high school, or at most the study hall and the library. In other cases the assembly room may be used instead of a classroom as a place for study. In still other instances, where there are sufficient pupils enrolled in correspondence study, a special room is set aside for their use alone. In such cases there is usually a small library of essential reference books and a teacher's or supervisor's file of the correspondence work.

Where equipment for laboratory courses is available, and an instructor responsible for such equipment is available, the activities of the correspondence students are widened into the science department or the manual arts and industrial arts shops.

One of the most common laboratory courses offered by correspondence is typewriting. The regular commercial equipment of the school is used in such instances. Sometimes, as in Chester, Nebraska, all of the typewriting offered is done by correspondence.

Under the Chester plan a small number of typewriters, at a small cost, can be made to serve a large number of students, and can be utilized during the entire day rather

than for only a few periods each day.

**Supervision:** The problem of supervision of supervised correspondence study involves the equipment and mechanical set-up discussed in the preceding paragraphs, the local supervisor, the problems of the students, and the nature of the courses themselves. The courses, their scope and nature, will be treated in a separate section.

Three common methods of supervision are used under the Nebraska plan by various schools. These methods are described by H. F. Stone of the University of Nebraska in a paper before the University Extension Association.

"a. In the small high school the most generally accepted procedure is for the student to do his supervised correspondence work during free periods under the supervision of the study hall or assembly teacher. A variation from the plan consists in having a definite period during which all supervised correspondence study is carried on in the assembly or study hall under the supervision of the teacher in charge.

"b. Some schools place the pupils under the supervision of the teacher who is best prepared to supervise the subject for which the pupil is registered. At times, the pupil may work under the supervisor while she is in charge of the study hall or assembly, but generally it is necessary for the pupil to work in a room where the supervisor is handling a class in another subject or to work in an assembly or study hall without the immediate aid of the supervisor. In the latter case, the student must seek the assistance of the supervisor before or after school.

"c. In the larger schools and in the smaller ones where supervised correspondence study is used relatively extensively a certain teacher is especially designated as the supervisor. A classroom (sometimes two adjoining rooms) is set aside
and especially equipped for supervised correspondence study. The supervisor is supplied with desk, files, and other necessary equipment. The pupils often have individual tables or large top desks. Storage space is built into the room to care for the usual array of laboratory equipment which a sizeable department of supervised correspondence study soon accumulates. In these cases the supervisor is expected to spend his full time for the assigned periods, in supervision. The supervisor must be acquainted with the different supervised correspondence centers and with their various courses. He assumes the responsibility for being an expert adviser in the field of supervised correspondence study. In this respect he becomes an important factor in the general guidance program of the school." 18

An understanding of the duties of a supervisor under the Nebraska system can be best obtained, perhaps, by carefully examining the instructions which are given to the supervisor at the time a course is undertaken. These instructions are below.

DIRECTIONS TO THE SUPERVISOR

"The general ideas of correspondence study are very likely known to you. Supervised Correspondence Study differs from the usual correspondence work in that the local high school obtains the lessons, provides periods for study in the regular school day, supervises the pupil's work, and returns the lessons to the correspondence center. Units of subject matter are always prepared by the correspondence center, and pupil mastery is always tested through that department. In our work this department is the University Extension Division.

"The correspondence instructor or Extension teacher, is the person at the correspondence center who handles the pupil's work.

"The local supervisor is yourself.

"Supervisor's Duties. In Supervised Correspondence Study, your duties, in general, will be to see that the pupil has ready access to the materials of study, that he works steadily and profitably under conditions favorable to study, and that he is helped over any temporary difficulties that he meets. You need not know the subject matter of the course in order to extend help, but you do need a broad understanding and a sincere appreciation of what the course is attempting to achieve.

"You should accept each course as an experiment. To do this, your mind must be open to recognize the advantages of this type of work. Also, you must use your originality to discover or invent means of overcoming any disadvantages you may encounter. Yours would be a fine service if you made a written note of your observations—both favorable and otherwise. Near the end of the course you will probably be asked to give your frank opinion of the work. Your written comments (taken throughout the course) will be of significant value to builders and users of correspondence lessons in general.

"Another of your duties will be to furnish, upon call from the correspondence instructor, information concerning the environment, personality, etc., of the pupil, or to furnish such information voluntarily when, in your opinion, it would bring about a better relationship between the pupil and the correspondence instructor.

"You are expected to distribute all materials to each pupil as they should become available to him, to distribute and supervise all tests, and to collect and mail to the correspondence center all materials as designated in your instructions.

* * * * *

"Correspondence with the Correspondence Instructor. When you write a personal note to the teacher in the correspondence center who is handling the pupil's papers, place it in a separate envelope addressed to the correspondence center and marked for the attention of the reader of that particular course. If your comments can be classified as part of the administration of the Supervised Correspondence Study work, address
For each course there are included in the directions to the supervisor a list of the texts and supplies needed, an explanation of the use of the supervisor's file, instructions concerning written assignments of the pupil, an explanation of the nature of the course, an explanation of the use of the key to study guides, a statement of the requirements of the course, and a check list for the supervisor in handling the assignments of the course.

Stone describes the local supervisor as "one of the significant factors that differentiate the supervised correspondence course from other correspondence courses. He is the student's ever-present helper in time of trouble, his understanding and sympathetic guide, his source of inspiration."

Speaking of the student successes and failures, Stone says:

"The Chester supervisor has found that the supervised correspondence study students follow their study schedules just as well as the students in the regular classes do. Only the poorer students fail to keep their study schedules in supervised correspondence. The students who fail to study regularly, as scheduled for supervised correspondence study, also fail to study regularly for the usual class courses. Some of the better

students instead of procrastinating, take advantage of the opportunity to master the courses more rapidly than the schedules designate, in order to complete their courses early and to have extra time for future events.

"It will help to understand better the problems and duties of the local supervisor if we answer a few rather common questions, in the light of the observations and experience of the supervised correspondence study center at the University of Nebraska and as reported by the Columbia Conference of 1934." 20

In answering one of these questions, "What are some of the usual difficulties encountered by students who register for Supervised Correspondence Study?", he lists ten such difficulties as follows:

"a. Carelessness in following directions.

"b. Poor reading ability.

"c. Disappointment when it is found that the correspondence course is as difficult as regular high school work.

"d. Tendency to let down after the novelty of the course has worn off.

"e. Failure to establish or follow a time schedule for completing each subdivision of a course.

"f. Ease with which teacher can get students excused from correspondence study classes.

"g. Procrastination.

"h. Establishment of the personality of the correspondence instructor.

"i. Lack of permanent place for course and study materials.

"J. Poor study conditions."

From this list it will be seen that the local supervisors have some real problems to meet in overcoming these difficulties. But Stone feels that "any good teacher with all the fine qualities implied in the word good will succeed as a local supervisor."

Some of the difficulties can be overcome by the administrator, but it will take the ingenuity and perseverance of a good supervisor to meet some of these challenges. The success under the Nebraska plan illustrates that they can be met and overcome.

The Correspondence Study Course: When the first attempts were made to use supervised correspondence study in Nebraska it was found that the "ordinary correspondence courses were not well adapted to the high-school age or to school use."

The same situation appeared to be evident with correspondence courses of the private correspondence schools. While praising some of the available courses, Noffsinger said that "only a small number could be so highly praised."

In his discussion of the course as one of the essential elements in supervised correspondence study,

22. Reed, A. A. op. cit.
23. Noffsinger, J. S. "Correspondence or Home Study Courses." The Library Journal. 59:49. (January 15, 1934)
A. J. F. Cross of the University of Nebraska gives a detailed description of the "self-instruction type" of course that has been developed in connection with the Nebraska supervised correspondence series. This description is contained in seventeen points which are presented here.

1. First, and of no little importance, is the fact that courses of this type have been constructed with a definite, preconceived chief objective in mind. That objective is the creating of a learning situation through supervised correspondence study which will bring about in the pupil the desired outcomes of the study of the subject treated. Let us look at other important features of such courses.

They present to the supervisor complete and explicit directions for the most desirable administration of the course. Without these directions the supervisor would have to resort to guessing or experimenting which would result in loss of time and possibly in ineffective functioning of the course. (Incidentally, these directions are made uniform for all courses in the Nebraska series in order to facilitate the supervision of courses in several subjects by one supervisor.) These directions go into detail in the description of the mechanics of this supervised correspondence study procedure.

2. The supervisor is given complete and explicit directions at the beginning of each unit or division of the course for the most adequate supervision of that particular unit. Each unit has been so constructed that the pupil will be led through the most desirable learning steps. These detailed directions aid the supervisor

in administering each unit in such a manner as to facilitate the effective operation of each of these steps in learning.

3. The pupil is given complete and explicit directions in the mechanics of the supervised correspondence study procedure and more specific directions concerning peculiarities in the study of each particular subject.

4. The pupil is given an estimate of the amount of time he is to spend on each unit; and the length of time in which the course should be completed.

5. The course is so constructed that pupil initiative is encouraged. The pupil is made to depend upon his own judgment and not to feel the need of the continuous presence of a teacher. An attempt is made in the course to guide the pupil so that he will need to expend a minimum of time and energy in learning.

6. The pupil is made to feel responsible for initiating each activity of the course.

7. The objectives are clearly presented to the pupil and held before him throughout the course. The pupil is made to realize the objectives of his work and why he should try to reach them. In other words, goals are set up which the pupil is led to accept as his own. He is shown ways of working toward these goals.

In this connection it is well to mention the values of the pre-testing technique which is employed at the beginning of each course or each new phase of the subject. Such a test indicates the relationship existing between the pupil's old experiences and the new situations with which he is confronted in the subject he is to study. Such a test may indicate that the pupil might be excused from the work because of an already sufficient understanding. Again, it might indicate outstanding individual weaknesses which may be taken care of during the progress of the course.

8. The course is so constructed as to hold the interest of the pupil without making uneconomical digressions from the subject at hand.
9. The courses are written in language of the same level as the pupil's understanding. The courses are carefully checked to eliminate too mature or too immature expressions.

10. Such a course presents complete and explicit directions to the pupil at the particular place in the course at which these instructions are to be carried out.

11. The teaching methods employed are the ones which have proved to date to be the best adapted to each subject as it is taught by supervised correspondence study.

12. The content of such a course is up-to-date.

13. It employs only illustrations which are self-explanatory or which can be readily interpreted by the pupil without assistance.

14. All new expressions are defined and illustrated.

15. Self-checking exercises and practice tests accompanied by keys for pupil-checking are a feature of this type of course. (The effectiveness of these particular devices under ordinary conditions of supervision is somewhat in question. An experiment to determine their effectiveness is now in progress.)

16. The pupil is required to return to his correspondence instructor only those materials which serve as a definite check on his learning or furnish information valuable in his individual guidance. A questionnaire which asks for such information, will give the instructor a fair picture of the student with whom he is working.

17. The mechanics of instruction are such that mailing and correcting costs are reduced to a minimum.

From this description it will be seen readily that the new course has been developed to meet the special

25. See modified form of these standards in Chapter VII, p. 113.
needs of supervised correspondence work and of individualized instructional materials. Platt, in his writings on supervised correspondence study as a state function explains that "the number of courses that should be developed for a state can never be established exactly." He suggests that the basic high-school subjects be developed first, and that "the number of vocational, avocational, and appreciational courses that might be developed is in the hundreds." Experience with the work at the University of Nebraska "has shown that schools are exceedingly slow to take advantage of other than basic courses." He indicates that a large field of endeavor in the building of courses lies untouched insofar as these particularly adapted to supervised correspondence study are concerned.

Cost: The cost of the Nebraska courses is given in the University Extension News as follows:

"Registration: A registration fee of $1.00 is charged for each student who registers for one or more courses during any one registration period. Registration periods are from August 1 to December 31; from January 1 to April 30; and from May 1 to July 31.

"Tuition: The tuition cost per course for supervised correspondence is $6.00 a semester for each student.

"Tuition and registration fees total $7.00 for one course, $13.00 for two courses, $19.00

for three courses, and $25.00 for four courses when registered for during any one registration period by the same student." 27

The cost of the courses is sometimes paid by the pupil or his parents, but quite often is paid by the local school district.

Correspondence Center: In the discussion of this phase of the Nebraska plan, it is intended to present the picture by describing the administrative set-up, the duties of the correspondence instructor, and the procedure followed in handling the work at the center.

The correspondence center is the Extension Division of the University of Nebraska, in which a department has been set up with an assistant director of the Extension Division in charge of supervised correspondence study. The courses are prepared with the co-operation of the Teachers College of the University.

A staff of instructors is maintained at the correspondence center to care for the correcting of papers, offering of suggestions and criticisms, and to assist in the construction and revision of courses. Of this staff the Extension News says, "each....is a qualified and professional teacher." 28 A principal is employed to direct and unify the work of the group of instructors.

John Straka, one of the members of the instructional staff, gives us a view of the correspondence instructor. He says:

"...the most important element in supervised correspondence instruction is the instructor. It is upon this person that the success, as well as the popularity, of the offerings is pivoted. As can be readily understood, the problems of the correspondence instructor in this type of work lack the disciplinary phase. The energy can, therefore, be more wholly applied toward means of maintaining a growing interest and morale. To do this, the correspondence instructor must have an ever-ready supply of special techniques, devices, explanations, the ability to read between the lines and trace sources of errors, and loads of patience to be applied freely and speedily during the brief period during which the lessons are in his care." 29

When a student registers for a supervised correspondence course, his registration is filed under the subject being studied, the name of the school from which he is to get credit, and under his name. In this way the record of the student can be found easily. In addition to these three files, there is a permanent record card for the student at the correspondence center.

Upon receipt of the registration and the fees, the lessons are mailed to the supervisor, who distributes them to the students. When the pupil has completed an assignment, it is mailed to the correspondence center by the local supervisor and is corrected by the proper correspon-

Instructor at the center. Straka says that "while paper correction requires, in general from fifteen to thirty minutes, many papers require additional attention" when the student has difficulties to iron out with the instructor.

The work of the center is so organized that "every paper is to leave the office fully corrected and recorded the same day upon which it arrives, and no excuse is important enough to hold the papers longer than the next day." Straka comments that "in this manner the iron is struck while still hot, and the comments appearing on the papers lose very little of their value through lapse of time." Platt says: "We make it a point never to keep papers in our office longer than twenty-four hours. The great majority of papers arrive in the morning, and are mailed back in the afternoon."

Accreditation: Credit for work done by supervised correspondence study is given only by the high school in which the work is done or from which the student is expecting to graduate. "The University Extension Division issues a report of each pupil, and the local board and

31. Ibid.
32. Ibid.
33. Platt, Earl T. Information furnished to the writer in explanations of the use of various forms employed in the Extension Division of the University of Nebraska in handling supervised correspondence study. (March 9, 1936)
principal say if credit will be given. Certain require-
ments are set up to be met before credit is given. These 
requirements include approval of the student's registration 
by the superintendent or principal of the school from which 
the pupil expects to graduate, the approval by the super-
intendent or principal of a local supervisor for the student, 
the full payment of the registration and tuition fees for 
the course, a full compliance with directions and 
instructions sent out to the local supervisor, including a 
definite schedule to be followed by the student and super-
visor in carrying out the study.

Summary: The Nebraska plan incorporates every phase 
of what has become known as supervised correspondence study. 
It provides the correspondence center; the detailed plan of 
administration; a co-operative agreement between the center 
and the local school; provision for construction and im-
provement of courses especially designed for high-school 
instruction by correspondence; and an open-minded and 
progressive attitude toward the unsolved problems in the 
field.

The North Dakota Plan

History: The North Dakota plan is one of the most

34. Broady, Knute O., and Platt, Earl T. "The Case for 
Supervised Correspondence Study." Nation's Schools, 
15:33-34. (January, 1935)
recent to be put into effect. It was born in 1935 during the session of the State legislature and began operating shortly after the school term opened in September, 1935. The Farmers' Union, politically powerful group in the State, was enlisted by those seeking to solve the problem of the rural high-school pupil, and with such support as the Union was able to muster; an appropriation of $48,000 was passed by the legislature to pay for the supervised correspondence courses, center, and services.

After the appropriation had been secured the administrative set-up was arranged and the plan announced to the administrators of the State in a letter which went out from the State center at Fargo.

By October 10, the enrollments were pouring into the center faster than they could be taken care of, and by elimination the registrations were reduced to a workable number for the school year 1935-36.

Practically no materials describing the course have yet been published for general distribution, according to Thordarson.

Administrative Set-up: The administrative procedure in North Dakota, as provided by the State law appropriating

35. From notes on a conversation between the writer and T. W. Thordarson, Director of the Department of Correspondence Courses, North Dakota Agricultural College, at the National Convention of the Department of Superintendence, at St. Louis, February 26, 1936.
the funds, gives the control of the plan to the State Board of Administrators. This board names the director of correspondence study.

The present administration is directed by T. W. Thordarson, of the North Dakota Agricultural College, at Fargo. Under him is a staff of fifteen teachers, specialists in subject-matter fields, who direct the study from the correspondence center, make corrections, suggestions and criticisms. To assist in the handling of the work, several well-qualified clerks are employed to read the lessons and to handle the clerical duties of the office.

The duties of the staff at Fargo are very similar to those at the Nebraska correspondence center which was described earlier in this chapter.

Supervision: The plan of supervision in North Dakota is similar to that used in other states. The particular type of supervision is determined by the type of school in which the student is following his correspondence study.

The fact that four hundred and twenty of the five hundred and forty-five students enrolled under the North Dakota plan during its first semester of operation are found in one-room rural schools, places the burden of supervision on the rural teacher who at the same time is carrying on her elementary-school work.

Only fifty students were enrolled in regular high schools in the State during the first semester, so that the
type of supervision most popular in states where the primary use of supervised correspondence study is the enrichment of the high-school curriculum is of secondary importance in North Dakota.

Seventy-five of the pupils were being served in their homes by supervised correspondence study. These were supervised in the majority of cases by parents. They were invalid and crippled children who could not attend school, either in the rural district or in the nearest high school. In some cases the near-by rural teacher or high-school teacher acted as supervisor, under directions from the correspondence center.

The instructions to supervisors in North Dakota are practically identical with those in Nebraska because of the fact that the Nebraska courses are used exclusively by the North Dakota center.

**Method of Work:** Thordarson has the following to say regarding the method by which the plan is carried out:

"Our general procedure for enrolling the students is this: They fill out an application blank which is approved by the local teacher, the county superintendent of schools and finally by me. When the enrollment has been accepted we send out a statement of costs to the pupils and as soon as this remittance is received, we send out all lessons, books, and materials to the supervisor. After that, it is a matter of sending out general letters and personal letters until the students complete their work." 36

He says that the method of handling the work in the correspondence center is made simple and efficient by the use of filing cabinets for recording the grades.

"...One girl takes care of opening the mail, recording the grades and returning the lessons. We have a big room where the teachers correct the lessons and in this room is the mailing and recording clerk." 37

The Courses: The courses used in North Dakota are secured by special arrangement from the Extension Division of the University of Nebraska in quantity lots and are then distributed from the correspondence center at Fargo.

The courses are constructed on the order of the Morrison individualized study method and have been worked out at the University of Nebraska by specialists of the Department of School Administration in the Teachers College.

The courses are checked against rigid criteria which have been set up at Nebraska's center. They are constructed solely for the use in supervised correspondence study at the high-school level.

Cost: Supervised correspondence study courses are free to the students of North Dakota. The cost is borne by the State from monies appropriated by legislative act. The State pays Nebraska fifty cents per course and pays the local supervisor one dollar per semester course.

The only cost to the student is for the books used.

This averages about three dollars per semester course, and only about fifty cents for the second semester. The books purchased are returnable at two-thirds of their original cost, so that the actual cost to the student is very slight. When he is asked to use two textbooks, he is permitted to rent one and buy one.

It is felt by those in charge that in the end it is more economical for the State to pay for the courses than to have the payments made by individual school districts or by the pupils themselves.

**The Correspondence Center:** The correspondence center has already been mentioned. It is located at the Agricultural College at Fargo, and carries out all the duties connected with mailing out courses, correcting completed assignments, making suggestions and criticisms to the students, giving instructions and assistance to local supervisors, recording grades, maintaining permanent records of the work done under the plan.

The correspondence center maintains a book store and library from which the students may purchase or rent books. They may return used books at the end of a course and receive two-thirds of the original price for them. This plan of having the books available at the correspondence center prevents delay in beginning a course which might occur if the student had to order texts from the publishers.

One girl at the correspondence center is held account-
able for the opening of incoming mail, the recording of the grades, and the sending out of materials.

Lessons come in to the center just as fast as the students complete them—sometimes as often as once a week from a given student. They are corrected and go back to the student the same day they are received at the center.

The correspondence center expects a grade of 75 on each assignment or the student is asked to do it again. (Nebraska requires only a grade of 60 on the same assignments.)

**Accreditation:** Credit is given for the successful completion of the courses, but so far no limit has been set on the number of courses that may be taken by any one student. When the plan started most of the students registered for one, two, or three subjects. The center was prepared to handle as many as one thousand courses. If the facilities of the center are increased, it may be that four or even five subjects could be followed by a single student. However, it is felt that the total number of units that should be permitted by correspondence study should be about eight. (In Nebraska the number is not limited.)

The credits are given with the approval of the North Dakota Agricultural College, rather than through the local high school, but Thordarson says, "it would be much better if correspondence work would be put on the same basis for crediting as the regular high schools," indicating
that the present plan is not entirely satisfactory.

Summary: The North Dakota plan seems to be one which can readily be adapted in a state where there are not sufficient funds available for the construction and development of courses, but where there is enough money to maintain a state correspondence center. This makes possible prompt handling of lessons and overcomes many of the objections to traditional correspondence lessons.

Those in charge of the North Dakota plan feel that "correspondence pupils do better work than those in the regular high school." The system teaches them "to depend on themselves."

Course mortality is very small, judging from the first year's work. The students registering for correspondence study seem to like it and are keeping their part of the contract. Seventy-six per cent of those enrolled the first year received final grades.

One problem has presented itself in the program which has not yet been solved satisfactorily. It is the matter of reducing high-school enrollments in localities where rural children prefer the supervised correspondence lessons to attendance at near-by high schools. To overcome this difficulty, the pupil is required to make a written statement to the effect that he cannot go to school elsewhere.

The local teacher or parent is asked to verify this, as is the county school superintendent. In some cases the president of the local school board is also asked to assure the correspondence center that the supervised correspondence study plan is being used for rural pupils only when other means of education have been exhausted.

As the program gains momentum, it is expected that the courses will be used more widely for the enrichment of the small high-school program of studies, and this will help to overcome the difficulty experienced in the reduction of high-school attendance which now seems to be a problem of some importance.

Chapter Summary

The four plans discussed in this chapter will be used as the basis for a plan which will be proposed for Arizona. The present Arizona plan, which is meeting with some success, is discussed in the next chapter.
CHAPTER III

THE WAY ARIZONA ATTEMPTED TO MEET THE NEED FOR CORRESPONDENCE WORK

As early as 1920 the Phoenix Union High School sensed the need for some method of giving aid to those students who had failed certain courses or who attended irregularly, in order that they might finish their high-school education in the allotted four years.

There was a call for some post-graduate work, but the primary need was for courses which would allow the students to study during the summer or in the evenings, so that full credit could be earned and so that they could be graduated with their class.

The correspondence study plan originated in the Commercial Department because, for the most part, it seemed that elective courses in shorthand and typewriting were most in demand. They were believed to have the greatest vocational or pre-vocational value. In some instances courses in English or in history were offered to help a student obtain credit in a course he had failed to pass in residence.

The head of the Commercial Department was made director of the Correspondence or Extension Division because of the great number of commercial courses taken by
correspondence, and he was allowed to handle all courses in other departments after the Extension Division was once created. The correspondence courses were continued to be offered, with no more supervision than could be offered and furnished by the correspondence center itself, until the present plan came into being.

When Dr. H. E. Hendrix became State Superintendent of Public Instruction in January of 1933, he had in mind the necessity for a solution of the problem offered by the teaching of high-school subjects in the one-room and two-room rural schools of the State. He realized that the elementary-school pupils were not getting sufficient attention when part of the teacher's time was being spent with high-school students, and that the high-school students were getting all too little instruction from the teacher who had from four to eight grades of the elementary school to teach at the same time.

It was with this problem in mind that he began to consider the possibilities of correspondence instruction on the secondary-school level for Arizona, and particularly was he interested in supervised correspondence study as it was beginning to be carried out in Nebraska and surrounding states of the Middle West.

Several months later the matter was discussed with the writer of this thesis, who was Director of Tests and
Measurements under Dr. Hendrix, and who took care of the journalistic duties of the Department of Education.

Several conversations were held between Dr. Hendrix and the writer, and between the writer and other educators in the State. Several letters, likewise had been exchanged between Dr. Hendrix and other persons interested in the plan. Among those particularly interested in the discussions was Mr. E. W. Montgomery, Superintendent of the Phoenix Union High Schools.

Under date of September 25, 1934, in a letter written as an answer to a request for information, Dr. T. J. Tormey, President of the Arizona State Teachers College at Flagstaff, had the following to say to the writer:

"I have considered the establishment of high school correspondence courses at this college, in view of the fact that the law specifies that we shall offer secondary work. However, the lack of funds has made this procedure impossible." 1

Dr. O. K. Garretson of the College of Education, University of Arizona, became interested in the possibilities of supervised correspondence study as a means of meeting the needs of small high schools in Arizona. He was State High School Visitor and could see the advantages offered by such a plan in the reduction of teacher-load and in the enrichment of the curriculum.

In reply to a letter from Dr. Hendrix, in which he had asked about the success of supervised correspondence work

being carried on at the elementary school in Peeples Valley, Yavapai County, Mr. C. L. Michael, Director of the Extension Division of the Phoenix Union High School, told of the success of the study.

"...There are ten students taking the work. I have just been going over some of their papers and find that they are doing just about the same kind of work as my students here in the high school are doing." ²

In the same letter he asked for information regarding the success of the plan in other states and suggested the possibility of asking the State legislature for funds to carry on the correspondence work because of the difficulty in paying for them by the students themselves.

"...I cut the regular price for these students in half, and yet many of them will not be able to even pay." ³

During the summer of 1935, in a graduate class in "Current Problems in Education" at the University of Arizona, the writer surveyed the literature in the field of supervised correspondence study and wrote a paper on the subject, under the direction of Dr. O. K. Garretson. This paper served as a stimulant to those already interested in the subject, and focused the attention of Dr. Garretson, Dr. Hendrix, and others on the possibility of doing something of a definite nature along this line in Arizona.

² Letter to Dr. H. E. Hendrix, September 26, 1934.
³ Ibid.
During the early months of the school year 1935-36, conversations were held between Dr. Hendrix, E. W. Montgomery, L. A. Eastburn, and G. I. Michael. The last three named were Superintendent, Director of Research, and Director of Correspondence work, respectively, for the Phoenix Union High School.

At an invitation from Dr. Garretson, Mr. Montgomery prepared a talk for the November 7, 1935, meeting of the Arizona Secondary School Principals' Association, at which time he suggested that the association take definite action toward the establishment of a supervised correspondence study plan for the State, and offered the facilities of his own high-school Correspondence Division in getting a plan into operation. His suggestion was accepted, and the association appointed a committee of its members to cooperate in any state-wide movement which might get under way.

Members of the committee of the association were Dick Peila, Camp Verde, chairman; A. E. Ellis, Tolleson; and H. E. Stevenson, Globe, members. These three, with representatives of the University, the two teachers colleges, and the State Department of Education, made an advisory committee on supervised correspondence study.

Dr. T. J. Tormey, President of the State Teachers

College at Flagstaff, Dr. J. O. Grimes, of the State Teachers College at Tempe, Dr. O. K. Garretson of the University of Arizona, and Dr. H. E. Hendrix, State Superintendent, were named to act on the advisory committee with Mr. Peila, Mr. Ellis, and Mr. Stevenson.

When the program for the Arizona Education Association was arranged, provision was made for a meeting of the advisory committee. At that time the writer sat in the committee meeting representing Dr. Hendrix, and pledged the support of the State Department of Education in any program that would be worked out.

It was decided, at the advisory committee meeting on November 7, 1935, that the offer of the Phoenix Union High School should be accepted. Mr. Montgomery offered the use of the Correspondence Division of the high school for use as a state correspondence center. He and Mr. Michael and the writer, Mr. Richards, were authorized to go ahead and outline the details of a state plan of supervised correspondence study and to write a "bulletin of information" for distribution to the high schools of the State.

Several conferences were held by the writer with the high school officials, and finally, in February, 1936, the copy for the bulletin was completed.

The bulletin, outlining the plan in detail, appears on the following pages.
For the first time high school subjects by correspondence are now being offered on a state-wide basis with the cooperation of the State Department of Education, the Arizona Secondary School Principals Association and the institutions of higher learning.

Phoenix Union High School, through its correspondence division, is now in a position to make secondary school subjects available, at low cost, to pupils in any section of Arizona, whether in isolated areas where residence work is not available, or in organized high schools where enrichment of the curriculum is wanted.

The courses are prepared by the regular faculty members of the Phoenix Union High School and are sent out through the correspondence division. They may be supervised by an elementary or high school teacher or other competent person in the locality in which the pupil lives where practicable or where the enrollee so desires. Tests are administered at the end of each course by a designated responsible party and credit is given in the regular manner in the registrar's office of the Phoenix Union High School.

The plan is called the Arizona Supervised Correspondence Study Plan because it is designed to be state-wide and is accredited by the University of Arizona at Tucson, the Arizona State Teachers College at Flagstaff, the Arizona State Teachers College at Tempe, and the Phoenix Junior College, and is carried on in cooperation with the State Department of Education and the Arizona Secondary School Principals Association.
THE PURPOSE

In Arizona, as in many other states, there are many young people in isolated sections who are unable to attend regularly organized high schools, but who want to have the advantages of high school training. Some of these attend the ninth and tenth grade classes in rural elementary schools, but many are not in school at all.

STANDARD HIGH SCHOOL WORK

The Arizona Supervised Correspondence Study Plan has been set up for the purpose of bringing well-organized courses in standard high school work to these young people at a minimum cost in such a way that they can receive the same accrediting that pupils in regularly organized schools get.

The plan allows the elementary rural teacher to spend most of her time with the elementary pupils, whom she is hired to teach, and yet be able to supervise the work of the correspondence high school pupils without extra time or effort.

One other purpose of the plan is to make possible the offering of certain high school courses in small high schools already organized, which cannot be taught there because of the limited teaching staff or limited facilities.

COURSES OFFERED

Some of the courses offered through the Arizona Supervised Correspondence Study Plan are:

Typewriting, 4 semesters
Shorthand, 4 semesters
Bookkeeping, 4 semesters
Commercial Mathematics, 2 semesters
Commercial Law, 1 semester
Business English, 2 semesters
Business Organization, 2 semesters
Salesmanship, 1 semester
Introduction to Business, 1 semester
Physiography, 2 semesters
Economics, 1 semester
General Science, 2 semesters
General Agriculture, 2 semesters
Industrial Geography, 2 semesters
Ancient History, 2 semesters
American History, 2 semesters
World History, 2 semesters
Civics, 1 semester
American Problems, 2 semesters
Algebra, 3 semesters
Geometry-Plane, 2 semesters
Geometry-Solid, 1 semester
Freshman English, 2 semesters
Sophomore English, 2 semesters
Junior English, 2 semesters
Senior English, 2 semesters
Health Education, 2 semesters
Spanish, 4 semesters
Latin, 4 semesters

Additional courses may be organized by special arrange­
ment with the director of the extension division.

CONTENT OF COURSES

The courses are fully as complete as those offered in
residence, and have the advantage of being accompanied by
detailed instructions and explanations so that the student
may easily understand what is to be done. A brief
description of individual courses will be furnished on
request.

TIME ALLOWED TO COMPLETE COURSES

Under the supervisory plan arranged for the study of
these correspondence courses, each course should be completed
in a semester, but this is not necessary. It may require
more time for those who cannot attend a nearby elementary
or high school, and so the time has been extended to one
calendar year from the date of the registration, for the
completion of each course. An additional fee will be charged
for an extension of time beyond this one year.

COST OF COURSES

The cost of the courses has been set at Five Dollars
($5.00) for each semester (half-year course.) On this
basis a full high school unit, two semesters or one year,
will cost Ten Dollars ($10.00). The average amount of work
carried by a student attending high school is four subjects
for a full year, which gives four units of credit.

This tuition fee includes the following:

1. Registration
2. Lesson assignments
3. Postage from Phoenix Union High School to the student
4. Written instructions and explanations
5. Tests and test scoring

The textbook for each course is to be furnished by the student. Texts may be secured from the Phoenix Union High School Bookstore at the regular price.

ADVANTAGES OF THE PLAN

1. For Isolated Pupils:

Young men and women, living in isolated areas of the state, miles from the nearest organized high school, and prevented from going away from home in order to attend that high school because of economic reasons, are entitled to an opportunity to get high school training at a minimum cost. The Arizona Supervised Correspondence Study Plan makes this possible. Those living on ranches, or in communities where schooling is not otherwise available, will be able to study carefully organized courses and receive regular credit.

Other young men and women, who are physically unable to attend regularly organized high school classes, may find the solution to their educational problem in this way.

2. For One- and Two-Room Schools:

In nearly every county in Arizona there are one-room and two-room elementary schools in which some high school work is being offered. The high school pupils in such instances are not receiving the necessary amount of the instructor's time to really get as much out of their courses as those in organized high schools. At the same time, the elementary school children in such instances are suffering from the loss of time the teacher does spend with the high school pupils.

By using the correspondence courses prepared by the extension division of the Phoenix Union High School, under the co-operative plan, these pupils can attend the elementary school, study the correspondence courses under the supervision of the elementary school teacher, get more real value from their courses than under the old system, and take practically none of the teacher's time for instructional purposes.

It is felt that this is one of the very greatest values of the correspondence course plan—to relieve the teacher in the rural community of the extra load of high school work, give the high school pupils in these communities
better instruction and accreditation in a recognized high school for the work done.

3. For **Small High Schools**:

There are several small high schools in Arizona, with five teachers or less, in which a large variety of high school subjects cannot be offered because of the lack of time, the small faculty, or the limited training of the faculty in certain fields of knowledge.

Under the correspondence course plan a wide field of subject-matter is opened for the students of such high schools, in which they may study the courses under supervision of a local high school teacher without requiring recitation time or special instruction outside of the course itself.

4. For the **Student**:

There are instances in certain high school classes, of individual students who cannot profit to the fullest extent from group instruction such as is necessitated by the methods of the high school. For such students, the correspondence courses will offer a real aid in supplementary material and explanation of essential subject-matter which will make it possible for these students to complete successfully their courses where otherwise they might fail. This is just one more service the correspondence course can provide in assisting the high school boys and girls to gain the most from their educational pursuits.

5. **Help for the Teachers**:

High school teachers, who find themselves faced with problems of teaching certain subjects in which they have had little or no previous experience or preparation, will find the material outlined and provided in the correspondence courses a very great aid in presenting their work to their high school students in the regularly organized high schools in Arizona. Many teachers will be able to enrich the offerings of their high school courses by making use of the materials organized for correspondence use, in which all directions are explicit and detailed.

6. **Making Up Work**:

Many high school students, for one reason or another, have failed to complete certain high school subjects, even
though they have spent part of a semester in studying such subjects.

   The correspondence study plan offers these students the opportunity to complete their work for credit in these subjects without having to spend an additional semester in such a class.

   Registration for this purpose must be approved by the principal of the high school which the student is attending.

ACCREDITING

   The completion of the courses, after successful passing of examinations on the subject-matter, will entitle the student to full high school credit in the Phoenix Union High School, which school is fully accredited by the University of Arizona and by the North Central Association of Secondary Schools and Colleges.

   In cases where the student wishes to receive credit in a nearby high school, the credits earned can be transferred to such high school from Phoenix Union High School in the same manner as transfers are made at present from one school to another.

SUPERVISION

   Supervision of the correspondence work can be carried out by the parent of the child, or if in an elementary school district, by the elementary school teacher, or in within reasonable distance of a high school, by some member of the high school faculty. If none of these means is possible, the supervision can be carried out by mail with the subject-matter teacher at the Phoenix Union High School.

   (End of Bulletin)

At a meeting of the Arizona Secondary School Principals Association at Tucson on May 1, 1936, Mr. Dick Peila was asked to report progress of the committee on supervised correspondence study. He made a brief and instructive report. At that time copies of the bulletin of informa-
tion were distributed.

It was reported at the meeting that several of the principals were awaiting the opening of the new term in September before attempting to make use of the correspondence study plan.

Only thirty-one students were engaged in correspondence work through the Extension Division of Phoenix Union High School at that time, and of these only two were definitely being supervised by a local supervisor. Mr. C. L. Michael, Director of the Division, expressed the view that the work progressed successfully with no more supervision than that furnished by the correspondence center, except in a few instances where elementary-school teachers were interested enough to furnish local supervision.

A desire was expressed in the Tucson meeting by several principals for more information about the workings of the plan. Their interest was attested in the fact that during September, October, and November, 1936, one hundred and fifty-four pupils enrolled and were studying three hundred and fifty-nine courses.
CHAPTER IV

EVALUATION OF PLANS OF OTHER STATES

Supervised correspondence study has certain things in common in nearly every plan studied, but in some respects the plans differ widely. It will be the purpose of this chapter to evaluate the four plans which were discussed in Chapter II and to point out those characteristics of each that are most valuable in developing some means of providing educational opportunity to pupils in large and small schools, and in cities and rural areas, on a common, or near-common basis.

The correspondence center may be the place where the instructional materials are actually produced, as in the case of Nebraska, Massachusetts, or Benton Harbor plans, or it may be the place where lessons are corrected, materials distributed, and records kept, such as is done in North Dakota and Montana. A better correlated program, possibly, can be carried out by the center in which the courses are produced, revised, and published, but the value of the supervised correspondence program need not be depreciated for ordinary purposes of curriculum enrichment and of furnishing high-school subjects to children in isolated areas, if the materials are furnished from some other
source than the correspondence center that distributes them.

Local supervision may be of the type where subject-matter experts give constant and direct supervision and aid to the pupils, as demonstrated in the Benton Harbor plan, or it may be done incidentally by some one person, either teacher or other responsible party designated to do it, as is practiced in the Nebraska plan. The success of the Nebraska type of supervision depends upon the thoroughness with which the instruction materials are constructed. If they contain detailed instructions for the pupil, in language that the pupil can easily understand, there will be no need for a subject-matter expert in constant supervision. The pupil merely will be helped over the particularly rough spots by the supervisor. Massachusetts tends to follow the Benton Harbor plan of supervision while North Dakota follows the Nebraska plan. Each is suitable for the conditions to be met in the states concerned.

As has been indicated, the instructional materials sometimes are constructed at the correspondence center, as in the case of Massachusetts and Nebraska. In Massachusetts the

"correspondence courses...are prepared by experts in their subjects. The courses of high school grade are usually prepared by high school teachers who have had experience not only in class but in correspondence instruction." 1

In Nebraska the courses are constructed by similarly well-qualified subject-matter experts with teaching experience, who are employed for the particular purpose by the Extension Division of the University of Nebraska. In this case, the courses are checked against definite criteria which have been worked out.

The materials used at Benton Harbor are secured from private correspondence schools, where they are constructed by men experienced in private, public, or correspondence school work. These private correspondence schools act as the correspondence center for Benton Harbor. Most of the courses of these private schools are in accordance with the standards of the Home Study Council.

Insofar as facilities for study are concerned, the Nebraska and North Dakota plans possibly are easiest and most economical to arrange. All that is needed is a quiet place where study can be regular and undisturbed. Only in rare instances are special rooms or laboratories needed. Under the more closely supervised study at Benton Harbor and in Massachusetts, places of study suited to the subjects studied are provided by the local school. Under all plans, the preferred time of study is the regular hours during the regular school day. Only in unusual or special cases,

   Mitchell, S. C. Correspondence Study Under Supervision.
apparently, is it permitted to have correspondence study done other than during the regular school hours.

It can be seen readily, from figures furnished in Chapter II, that the cost of supervised correspondence work, as compared with residence instruction, is very reasonable. In no case does it exceed the per-capita cost of high-

school instruction in Arizona during the past two bienniums. On this basis it would seem that the only improvement which might be made in this respect would be the making of correspondence study costs more uniform in the many different correspondence centers, so that one might secure courses and materials best suited to his needs from whatever source that offered them, and at a price within the means of an individual pupil or his school district.

The one big question in the matter of accreditation of supervised correspondence work is, "Will units earned in supervised correspondence study be accepted by the high school toward graduation and by the college for entrance?" In Nebraska the credit is given only in the high school in which the study is done or from which the pupil expects to


This same plan is followed at Benton Harbor where the credit is given in the high school. In North Dakota the credit is given by the director of correspondence study at the North Dakota Agricultural College. In Massachusetts credits "may be counted by the local high school toward its diploma or may be applied at the Extension Office toward a high school equivalence certificate." The simplest means, and one which seems to involve the fewest difficulties, is the one used in Nebraska and at Benton Harbor. If an accredited high school gives the credit, there is little possibility that such credit will not be good at any other high school of similar standing or at any college accepting credits from standard or accredited high schools.

The value of any particular plan of supervised correspondence study depends upon the purpose the study is expected to serve. If the purpose is one of curriculum enrichment in order to provide a wide choice of subjects for those high-school pupils who have no intention of going to college, the private correspondence school center offers the greatest possibilities. Benton Harbor is demonstrating the workability of this plan. If enrichment of the curriculum in order to provide regular high-school subjects in high schools of small faculties and limited classes is

desired, the Nebraska and Massachusetts plans meet the need satisfactorily. If opportunity for study of the basic high-school subjects is desired for pupils living in rural areas where they are unable to attend regular high schools but can meet with elementary schools in the local district, then the North Dakota plan is worth following. This plan is preferred, possibly, because it is not too costly, and because the state assumes the responsibility for providing these pupils with educational opportunities which have long been denied to them.

While it is true that private correspondence schools, state department of education centers, and university extension centers serve all the groups mentioned in this chapter, it is also true that each serves a particular group better than it does the other groups. In other words, the private school serves those who want vocational enrichment courses, general college preparatory courses, and basic high-school courses, but they serve best in providing subjects for the pupil who does not intend to go to college, but who does want subjects that will give him vocational training. The department of education centers supply the needs of all three, but do their best work with a general high-school enrichment program. The plan used in North Dakota is designed especially to serve the isolated pupil, while the Nebraska plan serves all purposes that can or
are being served by supervised correspondence study. It fulfills the vocational need possibly less well than it does curriculum enrichment or college preparation through a limited but basic high-school course.
CHAPTER V

EVALUATION OF THE ARIZONA PLAN

Administration of the Program: The Arizona Supervised Correspondence Study Plan depends for its success upon several factors not yet tested. In the first place it needs to be publicized and accepted by a larger number of school administrators as the solution of a "starved" curriculum and to meet the needs of the rural school where high school work is desired. In the second place there must be developed a plan of supervision, worked out by correspondence center and local school, that will prove to be more workable than has been the case in the past. In the third place the instructional materials must be compared with the materials of those courses constructed under strict standards and must be revised to meet the needs of secondary students in supervised correspondence study. In the fourth place the correspondence instructors should be specialists whose entire time is spent in correspondence work and not those who care for the lessons as an extra burden to their regular class-room work.

The administrative and supervisory procedures can be improved and a plan for financing can be worked out. This must be done before the plan becomes popular enough to
serve the purposes for which it was organized. These changes must originate with the correspondence center and administrative officers, so that in order to be made effective, the plan should be reorganized.

One of the drawbacks in its present form is the feeling held by some schools that they will not participate in a program carried out under the direction of any other high school (and particularly the Phoenix Union High School). This feeling of rivalry or jealousy is one of the definite obstacles to the greatest success of the plan.

Facilities, under the present Arizona plan, are chiefly in the homes of the students, although in a few cases the work is done in rural one-room schools. So far (Summer 1936) the courses have not been used for the enrichment of the program of a regularly organized high school. If the plan is to succeed, definite attention must be given to the problem of providing regular places and times for the students to work.

The financing of the present plan—at least the payment for the courses to be studied—is in the hands of those doing the studying, or their parents. The expense of the correspondence center is cared for by the Phoenix Union High School, although a part of the price of the courses goes to pay for materials and a small portion to the correspondence teacher. If the courses are to become popular, the cost to the student must be free, as in other
public education. Whether the state or the local district pays for it, is not particularly important, but probably the materials and services should be paid for in the same manner as other instruction in the public schools of Arizona is paid for—by the State, county, and the local district.

The registration of pupils is now done almost entirely by the correspondence center, with some aid from the parents. In a few cases where the work is actually supervised, the local supervisor helps. The greater number of the thirty-one students enrolled during the second semester of the 1935-1936 school year were those who could not attend school and were taking the work without any supervision except that which came by mail from the correspondence center.

Accreditation, either for high-school graduation or for college entrance, is well cared for under the present plan. The University and the two teachers colleges have accepted the work done by correspondence for entrance, and the State Board of Education accepts it for high-school graduation.

Supervision of the Program: The Arizona plan is "supervised" in name only, in most cases. In two instances of the thirty-one students taking the courses in the Spring of 1936, the courses were definitely under local supervisors. In the others only the examinations were conducted by such persons, and then not in the genuine capacities of supervisors, but merely as temporary representatives of the correspondence center.
The director of the Arizona plan found that in some instances the person chosen for supervisor failed to function as expected—in fact he found that the student alone seemed to make better progress. This condition is not a healthy one for supervised correspondence study. The solution seems to lie in the instructions to local supervisors, which have not yet been worked out satisfactorily. (The Arizona plan is in process of being adapted from an original plan in which no local supervision was used.)

The students taking work are, for the most part, those who cannot reach high school, or who are ill, or who began high-school work years ago and did not complete it.

Studying is done, with few exceptions, in the home without supervision. In some instances the work is being done in rural one-room schools, under the direction of the elementary-school teacher. Instructions to these few supervisors are in personal letters from the director of the plan to the local teacher, and are not uniform nor are they in detail.

Materials are sent direct to the students, and records are kept in the correspondence center. Any assistance needed is asked for by the student in writing. Lessons are mailed, post-paid, to the student. He returns them, post-paid, to the center for correction. Tests are administered by a responsible person and the results sent to
the center where they are recorded. On the whole, this procedure is not satisfactory unless the student is especially interested in his work and can be depended upon to follow instructions carefully. The plan is subject to most of the criticisms leveled against correspondence work in general. This does not mean that the quality of the work done is not good, but it does mean that the whole program could be more effective if properly supervised.

Instructional Materials: The instructional materials are produced by the resident faculty members of the high school and correspond quite closely to the work offered in residence. By conferring with the director of the program, who has had years of experience in handling correspondence lessons, the instructors are able to work out directions to the student that are fairly clear and easy to follow. The courses could be greatly improved, in some cases however, if they were checked against a definite set of criteria developed as standards for supervised correspondence study, as is being done in Nebraska. (See page 53.)

There are no standards now existing upon which the director and instructors have agreed. Each instructor, in the course he offers, sets up his standards in harmony with similar courses which he is offering in residence.

Summary: The Arizona plan needs revision. The administration should be such that the correspondence center is staffed with people who do no other work than that
connected with the correspondence study program. The supervision should be done efficiently, under directions which are clear and detailed, and which can and will be followed by the average teacher in rural schools or in high schools. The instructional materials should be constructed according to definitely accepted standards of individualized instruction.

The value of the present program lies in the fact that it has been and is being a means by which the school people of Arizona are becoming acquainted with the possibilities of supervised correspondence study. It has fulfilled its purpose if it has accomplished only this. Its one great weakness is that it really is not "supervised" correspondence study.
CHAPTER VI

SUMMARY AND CONCLUSIONS

In the first five chapters have been presented the problem, definition of terms, purposes served by supervised correspondence study, a description and discussion of four major plans other than the one being attempted in Arizona, a description of Arizona's present plan, and an evaluation of all the plans presented.

On the basis of these five chapters, it is felt that sufficient evidence has been presented to reach these conclusions:

1. Courses not feasible in small high schools because of proper teacher preparation, teacher time, building space, or equipment, can and are being offered successfully by correspondence.

2. Small classes in Arizona high schools, on the basis of what is being done in North Dakota, Nebraska, Montana, Michigan, Massachusetts, and Pennsylvania can be consolidated, or eliminated, or conducted simultaneously by one teacher through the use of correspondence courses organized on the individualized instruction basis.

3. Individualized instructional materials have been used and are being used successfully in the instruction of isolated rural pupils under supervision of parents or
elementary school teachers. Where desk space is available in rural elementary schools, correspondence courses can be used to relieve the elementary schools of rural communities of the responsibility of using any large part of the teacher's time in the instruction of high school subject-matter for ninth- and tenth-grade classes.

4. On the basis of courses of study now being followed in Arizona high schools, there is a need for enrichment of the high school offering. This is made possible without increase in administrative expense by the use of the individualized instructional materials and methods of the supervised correspondence study plan.

5. On the same basis as explained in paragraph three above, the isolated pupil who cannot attend any type of school can and is being served by supervised correspondence courses; the same success is possible in Arizona where distances between high schools are great and ranch life makes it impossible for some students to attend regularly organized high schools.

6. Chapter VII presents a plan whereby the advantages of the supervised correspondence study plan can be applied in Arizona more effectively and more extensively than is now being done.

Summary

Conditions which require such a solution as is offered by the supervised correspondence study plan are so well
known by Arizona school people that several important assumptions have been made in this study.

1. It is a generally accepted fact that Arizona's small high schools have problems directly traceable to limited teaching staffs, limited training of teachers employed, and the college entrance requirements now in effect.

2. It is assumed that all children of high-school age in Arizona, regardless of their residence within the State or of the economic status of their families, are entitled to an opportunity for training at the high-school level.

3. It is assumed that school teachers and administrators, school board members and parents are willing to take all steps in their power to secure high-school training for all children of high-school age residing in the State.

4. It is assumed that all interested parties want to furnish the advantage of high-school education to those entitled to it at the lowest possible cost.

5. It is assumed that, if supervised correspondence study can be shown to furnish the best high-school instruction possible at the lowest cost, in instances where residence instruction is not meeting the need, there will be a favorable attitude toward its use on a state-wide scale in Arizona.

On these assumptions, and in the light of the case presented in the foregoing chapters, the final chapter is
presented as a workable solution for Arizona's problems which can be met by supervised correspondence study.

The final details of organization and administration would be rightly the subject of further study, but the plan here presented is believed to furnish the basis for a practical and feasible program.
RECOMMENDED SUPERVISED CORRESPONDENCE
STUDY PLAN FOR ARIZONA

Purposes and Values

Three major purposes are to be considered important in the discussion of a recommended plan of supervised correspondence study in Arizona. There are many other direct and indirect values which can be served by such a plan, but these three are uppermost at the present time when the program for public secondary education is considered. These three major purposes are:

1. To furnish the means of high-school education to students in rural communities in which supervised correspondence study can be done under the local supervision of the elementary-school teacher.

2. To enrich the program of studies of organized high schools in the state and to furnish basic high-school instructional materials in schools where teaching personnel is not highly trained or where there is a need for modern effective methods of teaching.

3. To bring to students unable to attend school in person the advantages of high-school instruction. These are the students who, because of their isolated homes or because of being ill or crippled, must remain away from regularly organized schools.

The many values of supervised correspondence study have been suggested in Chapter I and will be treated in this chapter as they can be applied to Arizona. As the
recommendations for various phases of the program are made, these individual points of application will be suggested.

Administration and Supervision

Controlling Agencies: There should be, in addition to the regularly constituted authorities in the institution where the correspondence center is located, an advisory committee whose function will be the co-ordination of effort and administration. This committee should be one which is composed of representatives of high schools, state department of education, and the colleges and university. It should be empowered to work out arrangements for accreditation and for the wider use of supervised correspondence study as a vehicle of public education.

The advisory committee of the present Arizona plan would be excellent to act in a similar capacity under the new plan.

The following recommendation is offered for administering the program:

The chief administrative officer of the supervised correspondence study plan for high schools should be a person on the staff of the State Superintendent of Public Instruction. The State Superintendent will be in charge, technically, but a division of correspondence study should be under the direction of a trained person on his staff who understands the purposes behind the program and is in
sympathy with them. This division director should be fully aware of the pitfalls as well as the advantages of supervised correspondence study so that he may guard against the common errors of administration which might possibly reduce the effectiveness of the whole plan.

Under the director of the Correspondence Division there should be one or more persons with teaching experience, holding secondary teaching certificates, whose duties will be the correction of lesson reports and the giving of advice and aid to the correspondence pupils. At the outset it may be that only one or two of these teachers will be needed. Later, as enrollments increase, it may be necessary to provide for additional instructors.

There should be at least one trained stenographer-clerk in the division whose duties would be to receive and record grades, keep the records, open mail, send out materials and lessons, and care for the stenographic duties of the office.

The State Board of Education should have regulatory control over the supervised correspondence study plan, with power to approve work done, and with power to recognize credits earned under the plan for high-school graduation.

The Correspondence Center: The recommended practice, at the outset, is that Arizona secure instructional materials for its program from the University of Nebraska,
Extension Division. Instructional services can be furnished by the staff of instructors at the Arizona center, which would be the division in the State Superintendent's office described on the preceding pages.

The materials, secured at small cost, would bear covers with the name of Arizona printed on them, and would be distributed to the pupils from the State Department of Education. They would be returned, when assignments are completed, to the Arizona correspondence center for correction, suggestions, and criticisms.

Records of courses and pupils would be kept by the correspondence center and final records of work done and credit earned would be kept both by the correspondence center and the local school from which the pupil receives credit or is graduated.

The correspondence center should be responsible for directions to supervisors, and for utmost co-operation with local schools, so that the success of the plan would be assured in each case where it is tried.

Initiating the Program: Before a school, either high school or rural-elementary school offering high-school work, sets up a supervised correspondence program, it should be definitely established that the program is needed to meet the requirements of the pupils who propose to study by that method. Once having determined the need, the school board's approval should be sought and its full co-operation
Courses to be studied should be selected with great care after consultation between the local supervisor and the student. The parents and school principals might well be consulted in arranging the study program of the pupil.

If the school board is to pay for the lessons, from funds to the credit of the district, a resolution should be passed in board meeting authorizing such expenditures and making such authorization a matter of record.

The Local Supervisor: The local supervisor may or may not be a certificated public-school teacher, according to the conditions surrounding the local study program. In high schools the supervisor should be a regularly certificated teacher—a regular member of the school faculty. In rural communities the supervisor should be the regularly certificated elementary-school principal or teacher. In cases of isolated students, such as those living on ranches away from schools, and those living at home and who cannot attend school, the parent, or other responsible person, not certificated as a public-school teacher, may act as local supervisor.

In cases where the supervisor is not certificated, the granting of credit should not be withheld if the student does a standard of work demanded by the correspondence center.

For high schools the local supervision may be done by.
several teachers, each supervising the subjects for which their training has best prepared him; or it may be done by one teacher who need not be a subject-matter expert but who, because of the uniformity of directions to supervisors, becomes an expert in supervision of correspondence study. Both of these methods have been found to be satisfactory in schools where they have been practiced. The most satisfactory time for study is during the regular school hours in the organized high school.

In rural schools the supervision should be done by the elementary-school teacher in one-room schools and, by arrangement, one of the teachers in the schools of two or more teachers. The studying may and should be done during school hours, while the elementary classes take the time of the teacher. In exceptional cases, it may be done at home, with daily conferences between the pupil and the supervisor. If the directions to the pupil are sufficiently clear (and they are in the Nebraska courses), the study will go on successfully without much aid from the supervisor.

In cases of crippled, ill, or isolated pupils, the supervisor may well be the parent, who can follow the directions and carry out the duties of the supervisor. In some cases, it may be more convenient and acceptable to have the teacher of a near-by school act as supervisor. In these cases, regular hours of study and a regular place of study should be provided.
The supervisors should have a thorough knowledge of local interests, industries, and demands of the students. The local supervisor should be a guidance officer as well as a study counsellor.

In addition, the local supervisor should be sympathetic toward the problems of the students. In general the teacher who is genuinely liked by the students and who possesses the qualities expected of a good class will be the one who can succeed best as a correspondence study supervisor.

Duties of Local Supervisor: The major functions of the local supervisor are well defined by the Sub-committee on Administrative and Supervisory Procedures at the St. Louis meeting of the National Committee on Supervised Correspondence Study, in February, 1936. These functions are:

"1. To coordinate the service of the two institutions, the correspondence center and the local public school system, by clearing their efforts for the benefit of the individual student in the local school.

"2. To be responsible for all classroom management and discipline, and to give understanding and sympathetic guidance to students.

"3. To give educational and vocational guidance.

"4. To teach individuals how to study and how to progress in personal development.

"5. To arrange or direct socialized instruction when practicable."
"6. To arrange for practical laboratory work to supplement the correspondence course where possible. This can often be done with inexpensive equipment from the five-and-ten cent store. There is no reason why the supervisor should not use the community as a laboratory.

"7. To encourage students to participate in related group activities as one of the means for developing a well integrated personality.

"8. To assist the correspondence center to an adequate understanding of the student's individual learning and personality difficulties.

"9. To pass on to the student as many of the duties and responsibilities of the study-room, or classroom, as they can properly and satisfactorily assume.

"10. To cooperate with other members of the high school staff so they will recognize the work as an integral part of the school program.

"11. To keep the interests of the learner alive and to discover new motives for learning.

"12. To supply general and special reference materials for courses studied, when necessary.

"13. To see that each student is supplied with one or two lessons ahead of the one which he is studying at the present time. To mail each examination as it is completed to the correspondence center and, at the same time, start the student on the next lesson. When the examination has been returned by the correspondence center to the local supervisor, he should turn it over to the local student and help him interpret instructions made thereon by the correspondence teacher.

"14. To prepare and administer tests from time to time to ascertain the achievement of students in their respective courses of study."
"15. To arrange for students to contact persons in the community in the fields in which they are studying.

"16. To arrange for students to correspond with those in other communities pursuing similar courses of study."  

In discussing the "normal load" of the local supervisor, the sub-committee has these appropriate things to say:

"1. The normal school day of the local supervisor of supervised correspondence study should be equivalent in terms of clock-hours to that required of other instructors of a like level in the same system in which he serves, with appropriate adjustments for special conference periods, two or three times a week, preferably at the close of the schoolday, at which time his assistance will be at the service of any of his students desiring it.

"2. The pupil load for the local supervisor may vary from 10 to 50 or more students, depending upon the size of the school, its study-room facilities, and the number of small classes which can be consolidated in harmony with the general policy of the system as to classified or miscellaneous grouping of correspondence students for supervision and in accordance with the existing regulations of the certification of teachers and awarding of credit.

"3. The duties of the supervisor in the small school are, in general, no different from those in the larger school, with the exception of the fact that particularly during the developmental stages of the supervised correspondence study, more of the usual or typical high school studies will be taken by correspondence in a small school than in a large one in order to organize

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1. Report on Defining the Field of Supervised Correspondence Study, National Conference on Supervised Correspondence Study, St. Louis, February, 1936, pp. 7-9.
supervised groups of sufficient size to retain or reduce the current per capita cost of instruction. There is no reason, however, why a student in a small high school may not be studying taxidermy as well as American history by correspondence.

"4. The duties of the local supervisor in a large school will be practically the same as in the small school, except that classified grouping of correspondence courses for supervision will characterize the organization of the large school..." 2

Other responsibilities of the supervisor, considered of primary importance include: (1) The discovery of individual interests, individual needs, and individual capacities in students. (2) First-hand knowledge of the pupil's background, of his weakness and strength, and of his problems. (3) The organization of available correspondence courses within special fields and a logical sequence. (4) A proper co-ordination of courses recommended to students. (5) An exhaustive knowledge of current sources of materials is essential if the local supervisor is to be of maximum help to the students.

In general, the duties of the local supervisor are included in those listed by the sub-committee. Adaptations of them, to meet local conditions, will be expected of the supervisor. If the directions contained in the instructional materials are sufficiently clear, the minimum acceptable program can be carried out. Beyond such

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2. National Conference on Supervised Correspondence Study, St. Louis, Sub-committee Report.
minimum, the field is limitless for the supervisor with imagination, industry, and insight.

The placement of pupils who have finished the course may be considered a possible duty of the local supervisor, but his responsibility in this respect is not definite. Unless a definite system of placement in the particular school is worked out to assist the supervisor in this duty, he should not be charged with it.

Attendance of Supervised Correspondence Study Students: In cases where arrangements have been made for the school district to pay for the instructional materials and services, actual physical attendance at a high school or rural elementary school should be demanded. In this way the school can draw state and county money for the attendance. Otherwise, the payment for the courses may have to be secured from the pupil or his parents.

Facilities for Supervised Correspondence Study: Facilities for the program should consist of study room, library, supplies, records, and the instructional materials, with special equipment for such courses as demand it.

In high schools, where enough pupils follow the correspondence courses to make it practicable, a special study room for them should be set aside. Where only a few are using this method of study, they may be allowed to follow their courses in a study hall or assembly room.
The high-school library, with suggested reference books mentioned in the correspondence courses, should be made available to the pupils. It may be that some of the money saved by inauguration of the correspondence plan can be used to enlarge and modernize the high-school library.

Supplies, such as paper, pencils, postage, and stationery for use of the pupil, should be furnished by the pupil unless the local school furnishes them for the resident pupils.

Record blanks are to be furnished by the correspondence center, on forms designed by the center. This applies both to the records kept by the local supervisor and by the correspondence center.

The courses, lesson assignments and accompanying materials, are furnished by the correspondence center. They are handled, from center to student and from student to center, through the local supervisor.

In rural schools the study, rightly, should take place in the classroom, under the eye of the teacher, but not necessarily taking any more of her time than supervised study in the ordinary elementary schoolroom. Courses taken by correspondence under such conditions should be those which require little or no special equipment because more often than not there are no funds available in a rural elementary school for equipment for high-school study.
In cases of home study, too, the facilities will consist almost entirely of a place to study and to keep assignments and books. Little or no equipment can be expected to be used in home study. For this reason the local supervisor and the correspondence center should work co-operatively in helping the student to select courses which demand no special equipment.

**Financing the Program:** The recommended plan of finance for the Arizona Supervised Correspondence Plan is two-fold. It is recommended that the basic expense of maintaining the correspondence center in the State Department of Education be borne by the State through an appropriation for that purpose, either as a part of the appropriation for the Superintendent of Public Instruction, or as a separate appropriation.

It is recommended that a part of the cost of administration, and the cost of instructional materials and local supervision be paid for by the local school district in cases of high-school or elementary-rural school programs. In such cases the local supervisor would be employed as a regular teacher by the school, and whatever part of the school day needed for that purpose should be devoted to supervisory duties. The salary of such a supervisor would be paid as other salaries of school teachers are paid. The instructional materials would be paid for, at a reasonable cost set by the correspondence center, by the
local school district, the money for them being sent to the correspondence center. They should be classed as school supplies and purchased as other supplies such as paper, pencils, furniture, and fuel are purchased by the school board.

In cases where the study was carried on by invalid or crippled persons at home, the correspondence center, at State expense, should furnish the instructional materials.

In all cases, whether in the high school, rural elementary school, or at home, the cost of textbooks should be borne by the pupil or his parents, just as is done in regularly organized high schools by residence students. (If free textbooks are furnished by the State to all high-school students, then they may be furnished to correspondence students as well, but at present all texts should be purchased by the students.)

The center, financed by the State through the State Department of Education should pay the cost of the salaries of the director of supervised correspondence study and of the correspondence instructors. The payments of school districts to the center should pay for the cost of the courses, stationery, stamps, et cetera.

Instructional Materials: It is recommended that for the basic high-school courses and for more general vocational and avocational courses, the University of Nebraska "Supervised Correspondence Study Series" be used.
This recommendation is based upon the fact that this series is constructed according to very definite standards which have been worked out for the peculiar needs of supervised correspondence study.

These standards, worked out by Earl T. Platt and Ada R. Gibson of the University of Nebraska, are:

1. Complete and explicit directions should be prepared and made available to the supervisor at the beginning of the course.

2. Complete and explicit directions should be prepared and made available to the supervisor at the outset of each unit.

3. The duties of the supervisor should be kept to the minimum.

4. Complete and explicit general directions should be given to the student at the beginning of the course.

5. The student should be able to estimate the time to be spent on each unit in order that he complete the course within a prescribed time (usually a semester).

6. The student should depend upon his own initiative and be so guided that: (a) He will not feel the need for an ever-present teacher; and (b) he will spend a minimum amount of energy and time in learning.

7. The student should be held responsible for initiating each activity in the course.

8. The student should realize what he is trying to do and why he is doing it.

9. The student should be interested in his work.

3. See Chapter II, pp. 53-55, for statement of similar standard.
"10. All courses should be prepared within the language range of the student's understanding.

"11. Complete and explicit directions should be given to the student where the directions are to be carried out.

"12. The methods should be the best and the most workable ones.

"13. The content of the course should be up to date and mobile.

"14. All illustrations should be especially presented so the student can interpret them without assistance.

"15. All new definitions should be explained and illustrated, and pronunciation of difficult words should be given.

"16. Self-checking and self-testing devices, with accompanying keys and standards, should be provided.

"17. The student should be required to return for appraisal and guidance only those materials which serve as a definite check on his learning.
   a. These materials that are in the form of tests should:
      (1) Be as objective as possible
      (2) Show learning accomplishment
      (3) Show where the learning went astray
      (4) Be so thoroughly constructed and so frequently administered that no student will fail
   b. These materials that are in the form of subject-course material should:
      (1) Be consistent with good teaching
      (2) Require a minimum amount of time for checking
      (3) Require a minimum amount of writing when writing is not the most economical means of learning
"18. Courses should be so constructed that the postage item will be reduced to a minimum."  

If it should be that the University of Nebraska series does not contain certain courses needed, they can be obtained from other sources, such as private correspondence schools. However, in choosing them, the standards set up at the University of Nebraska should be met as nearly as possible. The National Home Study Council, to which most of the reputable private schools belong, is gradually raising its standards to approximate the Nebraska requirements.

When the time comes that Arizona has progressed far enough in the administration and development of its supervised correspondence study plan that it can build its own courses, the same strict standards should be closely adhered to, or even improved upon.

Registration of Students: The greatest service the Arizona Supervised Correspondence Plan can render is to carry high-school subjects to the pupils of ninth and tenth grades in rural communities without robbing the elementary-school pupils of their teacher's time. There are some fifty-eight such rural schools, ranging from one-room districts to schools of six teachers, including a teaching principal that are now teaching one or more high-school courses. A second great service is to carry basic

5. Records in the office of the State Superintendent of Public Instruction. (1936-37)
high-school subjects to the several small high schools in the State which cannot afford more than one, two, or three teachers. (Such schools as Pine, Payson, Camp Verde, Lakeside, and Puerco come under this classification.) A third major service, of course, is the enrichment of the other high schools of the State. (Phoenix and Tucson are probably the only ones in Arizona that do not need this enrichment program.) Then there is the isolated, invalid, or crippled child to be served in the home.

For these reasons then, the pupils who should register for supervised correspondence courses are the rural ninth- and tenth-grade pupils who are unable to attend an organized high school, the pupil in very small high schools whose teachers are overloaded while still being unable to furnish all of the basic high-school subjects, the pupils in other high schools who have vocational and avocational interests and needs which cannot be served by the limited program of studies in those schools, and those children who cannot attend school at all because of their health or physical condition, or because they are too far from a school of any kind to attend.

Pupils should not be allowed to enroll promiscuously. They should register for courses only after it has been definitely established that the course is necessary and desirable. This should be done through conferences between pupil, parent, and school authorities. The abilities of
the pupil and his fundamental interests should play a large part in the selection of courses.

The pupil should be allowed, of course, to suggest the subjects in which he feels he is most interested and from which he would receive the most benefit, but he should be made to see the advantages and disadvantages of studying particular subjects. In other words, a strict program of guidance should accompany the selection of correspondence courses, but coercion should not enter the process at any time. Those in charge of the guidance should not allow courses to be taken, however, unless the pupil can give plausible and reasonable reasons for taking them.

Pupils who are already carrying a regular load of high-school subjects in residence should not be allowed to enroll for correspondence study. If, however, a pupil can more profitably follow a correspondence course than one offered in residence, he should be allowed to make the substitution. He should not be allowed, unless he is unusually capable, to take more than a load of four solids in his combined residence and correspondence work. If he takes three courses in residence, only one should be allowed simultaneously by correspondence. If two are taken in residence, only two should be allowed by correspondence. If one in residence, only three by correspondence, et cetera.

There should be some restriction, too, set upon the
total correspondence units which may be earned toward graduation by a single pupil. If at all possible, the pupil should attend an organized high school and take some of the basic courses in residence. This gives the opportunity of socialized recitation which has not been possible by correspondence. In cases of rural pupils, the last year or two years should be spent in residence at a high school, if possible. In cases where the correspondence work is done at the high school, only those subjects which are not offered by the regular program of the school, or those which are not being offered the particular semester they are needed should be taken by correspondence. By special arrangement invalids, cripples, and other incapacitated pupils might be permitted to take all the work necessary for high-school graduation by correspondence. This would and should be the unusual, rather than the usual, procedure. Possibly the number of high-school units permitted to be earned by supervised correspondence should be limited to eight or ten, and these should be chiefly "elective" subjects as defined by the regularly organized high schools.

Provision should be made for the dropping of a given course and the beginning of another at any time. Sometimes a course will be found to be unsatisfactory, and rather than to continue it at a loss of time and effort, the pupil should be allowed to transfer to some other more
suitable subject.

There should be no restrictions set up against adult enrollments in the program, but this phase of the study plan can be worked out after the system is well established and operating smoothly.

**Routine Procedures:** Certain routine procedures must be carried out in a systematic manner if the plan is to operate efficiently.

The distribution of instructional materials probably can be done to a better advantage for the supervisor, if all of the assignments for a semester course are given to the pupil at the outset of the course. They should be well bound so that none will be lost. However, the local supervisor may keep the assignments on file and give them to the pupil two or three at a time.

A record should be made, by the local supervisor, of assignments handed in and mailed to the correspondence center. This makes it possible to trace lost materials, either in the mails or at the correspondence center.

In mailing lesson materials from the local school to the correspondence center, there should be the proper precautions for economizing on postage. The pupils should hand the lessons to the local supervisor who in turn will send them by parcel post or express to the center. In returning corrected lessons, the correspondence center will
mail them to the local supervisor who in turn distributes them to the pupils to note the corrections, suggestions, and criticisms.

After the pupils have noted these matters, the completed corrected lessons should be filed by the local supervisor for a record of the work done. At the end of the course, when permanent records have been made, the corrected assignments may be destroyed. (They should not be given to the pupils to keep.)

In order that as little time as possible be lost between the pupil and correspondence center and back to the pupil, mail should be opened as soon as received. The correspondence center should correct and return the lessons the same day they are received. Pupil-assistants to the local supervisor can be used at the local school to do much of the mechanical work of recording and filing, and of handling both the incoming and outgoing mail.

After completed and corrected lessons have been filed by the local supervisor, the pupil who studied and reported on them should have access to them, but should not remove them from the file without permission of the supervisor.

In the matter of filing materials and tests, the following has been found to be a suitable procedure:

"Place each pupil's material in a file under his name. Arrange in the order that they will be used. Place returned lessons to the
back of the original material in the order of its arrival. Tests should always be returned to the files promptly after being reviewed by the student. As there is always the possibility of other students taking the same course, tests should not be left outstanding as a temptation to collusion." 6

The returned lessons may be used as a record for the grades on the completed assignments, or the grades may be copied, as the lessons come back from the correspondence center, in a supervisor's grade book. The record of grades should be complete and easily accessible.

In many cases it has been found helpful for the local supervisor to keep a notebook of suggestions and comments that have come from the correspondence center regarding the work done in various courses. Sometimes, too, the supervisor will want to make notes of her own to assist in the supervision of later courses.

Devices for Motivation: To reach the highest point of efficiency, the supervised correspondence program should take advantage of every possible device for motivation. Bulletin board graphs of progress in certain subjects may be used. Personal letters from correspondence instructors to the pupil, indicating relative progress being made, sometimes serve as great stimulants to more intensive effort. Personal conferences between pupil and local supervisor, with emphasis being placed upon the successful

achievement of the pupil, are often helpful. News items concerning individual pupils and progress of the program in the local school as a whole often give added impetus to the work being done. Bulletins and magazine articles dealing with correspondence work, and particularly with the success of correspondence pupils, should be placed in the hands of those engaged in the study. Live interest on the part of the principal, superintendent, or other teachers in the school tend to give a distinction to correspondence study that makes the pupil work all the harder to make a good showing in comparison to the work done in residence.

Accreditation: Credit for work done under the Arizona Supervised Correspondence Study Plan is recognized by the University of Arizona and by the State Teachers Colleges at Flagstaff and Tempe. The credit should be given by the high school from which the student expects to graduate, and should be recognized as valid toward graduation by the State Board of Education. Consent to give credit for work done under the plan has already been obtained from Phoenix Union High School, and because of its credit rating with the University and with accrediting agencies, the credits must be accepted by all other institutions under the same standards. There need be no fears felt over the accrediting of high-school work done by this method.

Placement: Definite efforts should be made, both by
the local school authorities including superintendent and local supervisor and by the correspondence center, to place pupils in employment after they have completed their work. This is somewhat more important with correspondence students than with the average high-school graduate because, for the most part, the correspondence student has taken advantage of the vocational subjects offered and is more nearly ready for immediate employment than the average run of high-school graduates.

In industrial communities, or in communities where vocational opportunities are more numerous and varied, this responsibility of the school is more marked than in the average rural community or small agricultural town.

Types of Courses

Pupils and schools seeking to take advantage of the values of supervised correspondence study should canvass carefully the great variety of courses available under the plan. These types of courses include:

1. Basic high-school courses such as English, foreign language, mathematics, social sciences, and other science courses in which elaborate or expensive equipment is not needed.

2. Prevocational courses such as those offered to survey the field of the various trades, industries, and professions.

3. Vocational courses such as agriculture, commercial subjects, art in its various forms, music, and shop courses.
4. Avocational courses which assist the student to a greater appreciation of the possibilities of hobbies and special recreational interests.

5. Appreciation courses in literature, art, and music (including drama).

6. Reading courses which assist the student to an appreciation for reading in its various aspects, from the recreational, instructional, and appreciatonal angles.

7. Remedial courses which are followed to overcome weaknesses in subject matter and fundamental tool skills which were neglected or omitted in early school training.

Other Considerations

Even when certain disadvantages of correspondence study have been overcome, there are still some objections raised to the practice by those parties, school administrators and others, whose co-operation is quite necessary to the success of any supervised correspondence study plan.

One of these objections is that such a program will reduce the number of teachers needed and consequently will throw some teachers out of employment. Another objection, raised particularly in Arizona, is that if too many courses in basic high-school subjects are offered to rural students they will stay at home to study, under parental pressure, instead of going to some near-by high school. High-school principals are particularly worried over this last possibility because they fear they will lose enrollment which to them means additional state and county
Speaking of the danger of a reduction in the number of teachers employed, K. O. Broady, of the University of Nebraska, says:

"...It is altogether likely that the opposite will be true, inasmuch as this technique should lead to the broadening of educational opportunities. The broader educational opportunities are the larger the number of individuals who will take advantage of them and hence the greater the number of people who will be employed as instructors.

"The offering by means of supervised correspondence study instead of in regular classes of subjects for which demand is small will make it feasible to reduce somewhat the number of teachers employed in the small schools. In general, though, the number of teachers employed in the local school will remain the same because supervised correspondence courses are for the most part those which it is not feasible to offer by the regular class method, hence they represent additions rather than substitutions for locally taught courses. There will undoubtedly be a marked increase in the number of qualified instructors employed at the correspondence center. Also, with the wider use of supervised correspondence study there should be an increased demand for teachers who are competent to prepare adequate and specialized texts. Only by such employment may an adequate range of supervised correspondence courses be made available. The sum total of teachers employed will, therefore, be higher than it would be otherwise." 7

To the second objection, the solution is not so easily accomplished. In this instance it will be necessary for strict regulations to be set up to protect the organized

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high schools from loss of resident pupils. This can be done through co-operation of the correspondence center, the chief school administrative officer of the county in which the courses are taken, and the parents of the pupil. No registrations should be accepted by the center of pupils who can go to high school and take resident work, unless it be for subjects which the high school does not offer and which will be studied under supervision of a high-school principal or teacher. No registrations should be accepted for study at home in cases where the pupil can attend a near-by elementary school in districts where there are no high schools. In these cases the study can be carried on under the supervision of the elementary-school teacher.

If regulations governing registrations are strict enough and are rigidly enforced by the correspondence center, there need be no cause for organized high schools to complain of lost attendance.

Chapter Summary

In this chapter the writer has presented what is believed, on the basis of evidence produced, a workable plan for supervised correspondence study in Arizona. It contains provisions for adapting the best of four plans discussed earlier in this thesis to the needs of and conditions in Arizona. It has been the intent in this
chapter to furnish sufficient information to answer any normal question that may arise in relation to supervised correspondence study.

The details of the plan suggested in this chapter, if it were to be put into operation, could be worked out rather easily by drawing upon practices now in effect in the states now operating successful plans. Only slight adaptations would be needed, in most instances, to make the suitable phases of such programs successful in this State.
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APPENDIX

Legislative Measure Providing for State Support for Supervised Correspondence Study

(Introduced as House Bill No. 116 in Thirteenth State Legislature)

AN ACT

Relating to Education and Providing Correspondence Instruction to High-School Pupils.

Be it enacted by the Legislature of the State of Arizona:

Section 1. Correspondence instruction. The State of Arizona shall provide correspondence instruction for Arizona children of high-school grade who are not over twenty-one years of age.

Section 2. Curriculum established. The State Board of Education shall have power to establish a complete high-school curriculum by correspondence and shall develop the necessary machinery to carry on such correspondence instruction.

Section 3. Benefits. Any child living in Arizona shall, upon compliance with regulations set up by the State Board of Education, be entitled to the benefits of this act.

Section 4. Appropriation. The cost of carrying on the correspondence teaching program under this act shall be paid from funds appropriated to the superintendent of public instruction and to the common and high schools.
*Proposed Budget of the Division of Supervised Correspondence Study

**FOR SALARIES AND WAGES:**

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<td>Secretary-Stenographer</td>
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**TOTAL SALARIES AND WAGES:** $6,600.00

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<td>Forms and Supplies</td>
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**TOTAL FOR DIVISION:** $8,650.00

*Items in this budget are based on information taken from the thesis of R. C. Haight, Grass Range, Montana, but adapted to meet conditions in Arizona.*