

Although the University does not at present require any particular pattern of high school courses, it strongly recommends the following program:

English, 3 or 4 units

Algebra, Plane and Solid Geometry, and Trigonometry, 3½-4 units

Social Studies, 2 or 3 units

Foreign Languages, 3 units in *one foreign language*

Science, 2 units

A unit represents the study of any subject for a school year of at least thirty-two weeks, with five recitation periods a week, each of at least forty-five minutes in length or the equivalent thereof. One unit is the minimum accepted in any foreign language and one-half unit the minimum in any other subject. (If the fifteen total units presented include shop, drawing, typewriting, or any other courses which demand no out-of-class preparation, double periods are required).

Unfortunately the word *unit*, which is useful in suggesting proportions and in keeping records, is too likely to become quantitative, rather than qualitative, in significance. Therefore, the stress should consciously and constantly be placed upon the *proficiency* that the high school student has attained in each subject, rather than merely upon the number of credit hours (or amount of time) that he has spent in the subject. The following paragraphs suggest what is meant by proficiency in the various subjects.

During three years in high school *English*, the student should read with clear insight and comprehension some significant English and American prose writers and poets, and should write frequent expository essays of substantial length, in a style that is both clear and correct. (Note: Effective expository writing requires organizing those materials so as to bring out their meanings, and presenting the whole essay in conventional grammar, spelling, punctuation, sentence structure, and paragraph structure.)

During two years in high school *algebra*, the student should learn the language of algebra, and should master the fundamental operations with algebraic numbers, special products and factoring, algebraic and graphic solutions of simultaneous linear and quadratic equations in one or two unknowns, the use of determinants in solving simultaneous first degree equations in two or three unknowns, ratio and proportion, arithmetic and geometric progressions, and the algebraic and graphic solutions of inequalities.

During one year in *plane and solid geometry* the high school student should further his concept of a mathematical system and of the necessity of postulates upon which such a system is based. The student should be able to investigate the validity of statements called theorems and should, by the use of a logically compounded indisputable argument brand a statement as true or false. Materials covered should include elementary constructions properties of the class of geometric figures called polygons, and the concepts of locus and three dimensions.

During three years of social studies, the student should gain understanding of some of the most significant developments in the culture of the western world; ideas, tendencies, events, and persons, in their times and places. This preparation should include some main features of ancient, medieval, modern European, and American civilizations.

During three years in *one foreign language*, the high school student should read, with clear comprehension of ideas and with understandable pronunciation of language, several writings of significant authors in the chosen language.