

Secondary Schools Report Progress

THE CURRENT output of excellent curriculum guides indicates that secondary school teachers today can be well provided with ideas and sources of materials to help them do a better job of planning the teaching program. It is hoped this reservoir of practical information from school systems throughout the country will become increasingly accessible to and used by local curriculum groups.

A limited number of the more recently produced teaching guides in varied curriculum areas are the following:

► Texas Education Agency. *Safety Education in Secondary Schools*. A Continued Guide to Better Living. Bulletin 533, Austin, Texas, 1952, 98 p.

A functional approach to the teaching of safety education is presented. Whether the subject is taught as a separate course, integrated with existing subjects, used as a separate unit in existing subjects, or centered around pupil organizations and activities, the aim of the guide is to organize instruction around natural life activities of the learner. Several units of instruction have been developed for each of the following areas: The School Plant; School Shops and Laboratories; Physical Education and Recreation; Fires; Transportation; The Home; Gainful Employment; Outdoor Education; and First Aid.

► Philadelphia Public Schools. *A Guide to the Study of Solid Geometry*. Philadelphia, Pennsylvania, 1953, 51 p.

This guide stresses the importance of the study of three-dimensional space in our present era of atomic energy and rocket planes. Eleven units for study are included. Certain propositions in the guide suggest "Proof Optional" to aid in adapting instruction to individuals.

► Akron Public Schools. *English College Preparatory*. Ninth-Tenth Grades. Publication Number 100, Akron, Ohio, 1952, 79 p. (mimeographed).

The idea-centered curriculum pattern of units is developed in the first part of this guide. Included in each unit are activities in reading, writing, speaking, and listening. Illustrative unit topics are: Problems for Teen-Agers; For Fun; In Lighter Vein; and Ideals and Principles. In the second part of the guide, the traditional organization is used for further reference in literature, library instruction, writing, etc.

► Dade County Schools. *Tentative Guide for Social Studies in Dade County Senior High Schools*. Curriculum Bulletin No. 9. Miami, Florida, 1952, 257 p. (mimeographed).

A comprehensive guide to the teaching of social studies in grades 10-12. Many practical suggestions are included to help the teacher prepare resource units. There is a suggested filing system as well as lists of materials for the teacher's library, audio-visual aids, free and inexpensive materials, and community resources. Illustrative resource units for teacher-pupil planning are in-

cluded for World History, grade 10; and American History and Government, Parts I and II for grades 11 and 12.

►Oregon Department of Education. *Homemaking Education in Oregon Secondary Schools*. Salem, Oregon, 1952, 281 p.

Experiences centered around family living are the essence of this excellent guide. A chart of units serves as a basis for planning the homemaking program for each year; elementary, first year, second year, and advanced for third and fourth years. Sample unit topics in the advanced homemaking program include: Meals for Special Occasions, Planning Family Finances, Guiding Children, and Functional House Planning.

►Pennsylvania Department of Public Instruction. *A Course of Study in Mathematics for Secondary Schools*. Bulletin No. 360. Harrisburg, Pennsylvania, 1952, 295 p. \$1.25.

Provision is made in this guide for the development of mathematical competence basic for successful everyday living. It also provides for specialized study needed in further learning. Themes for the courses are: Mathematics for the Individual, grade nine; Mathematics for the Earner, grade ten; Mathematics for the Citizen, grade eleven; and Mathematics for the Consumer, grade twelve. A chapter concerning evaluation devices and one listing free and inexpensive teaching aids conclude this outstanding publication.

►Board of Education of the City of New York. *Music for Grades 7-8-9*. Curriculum Bulletin 1951-52 Series, Number 3, New York City, New York, 1952, 46 p.

Meaningful experiences in singing, creating, and appreciating music as well as playing, and listening to instrumental music are suggested in this manual for the junior high school level. The appendix contains the course of study in music for these three grades.

►Little Rock Senior High School. *Integrated Units in the Language Arts*. Grade ten. A Guide for Teachers. Little Rock, Arkansas, 1952, 88 p. (mimeographed).

The integration of composition and literature in tenth grade English classes is suggested in this guide. Further, integration of the listening, reading, writing, speaking and observing processes is emphasized in the suggested units. The quality of the integrated content in this publication far exceeds the quality of the typography.

►Chicago Public High Schools. *Civics -1*. Chicago, Illinois, 1952, 33 p. (mimeographed).

A compilation of teaching-learning materials in terms of one of the Chicago Schools' nine major functions of living. "Practicing American Citizenship," is presented in this guide. Emphasis is placed on the study of American government in the five illustrative units outlined in this publication.

►Chicago Public High Schools. *Civics -2*. Chicago, Illinois, 1952, 85 p. (mimeographed).

Practicing American citizenship at the local level is stressed. Social studies teachers may develop their own unit problems from the wealth of suggestions outlined in each of the nine illustrative units. Many experiences in democratic living are provided through such activities as panel discussions and round tables.

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