Secondary School Pupils: Neglected or Nurtured?

Are the needs, interests and abilities of boys and girls in our secondary schools being provided for? Are these same pupils improving their skills, appreciations, knowledges and understandings?

Affirmative answers to the above should be forthcoming if the teaching guides for the secondary level are indicative of what really takes place in the classroom.

Numerous examples of present-day action are available in every curriculum area. Some are listed below:

- Rochester Board of Education. Senior Problems. Experimental. Curriculum Department, Rochester, New York, 1953, 186 p. (mimeographed)

  This tentative guide has been constructed with the needs and interests of high school seniors in mind. It gives information and practical applications of problems dealing with job orientation, college orientation, mathematics and economics. It is hoped that the production committee will consider printing each side of the page in the revised guide.


  This required course is intended to meet the needs of young people for skills and knowledges that lead to more effective citizenship. Problems, resource material, and student activities have been organized in parallel columns to develop the unit topics which include, "Participating in Community Life," "The Challenge of Freedom" and "Man's Search for Religion."

- Battle Creek Public Schools. Tentative Guide in Community Living. Battle Creek, Michigan, 1953, 126 p. (mimeographed)

  Many valuable suggestions to aid in the teaching of ninth-grade Community Living are included in this tentative guide. Functions of government from the family community level through the international community level are considered in the unit topics. Improvement of communication skills is stressed throughout the guide. Reduction in the size of this guide by printing on each side of the page should be considered in the revision.


  Includes experiences to assist in the development of understandings, skills and attitudes toward improved home and family living. Suggestions are made for the homemaking education program at the junior and senior high school levels as well as for adult groups.


  Again the teachers of this state have
prepared a guide to help make their teaching more effective and enjoyable—this time in the area of mathematics. The suggested content, practices and materials help to provide for the wide range of interests and abilities of the pupil at the secondary level. Increased emphasis is given to the organization of mathematical subject matter around units or central themes.


Conference-clinics to advance the program for the readjustment of high school education resulted in this reading bulletin. Herein are valuable suggestions for the continued improvement in the basic skills of reading; helps for the organization and administration of a 12 year developmental reading program; and an integrated summary of the reading groups of ten conference-clinics.


Functional experience units based on interests and needs of students as individuals and planned and carried on through cooperative efforts of teachers and students are cited. Stress is given to the mastery of the use of various skills of communication in functional situations.

- Iowa State Department of Public Instruction, *Alcohol and Society*, A Study of Some Socio-Economic Implications, Des Moines, Iowa, 1953, 84 p.

This handbook presents information and suggestions to help local school systems develop programs for teaching about the social and economic aspects of alcohol education. Many practical ideas for teachers may be gleaned from the illustrative teaching and resource units.


Knowledges, skills and attitudes developed in the units of Classroom Instruction and of Practice Driving should help prepare high school students to operate automobiles safely and to meet state requirements for obtaining their licenses. Many functional situations are set up for the student to gain experience in practice driving under supervision.


Source materials and basic information concerning alcohol education which teachers may use to develop instructional units are contained in this manual. Attitudes and understandings directed toward the fostering of healthful living should be a natural outgrowth of such studies.


This manual contains scientific information and suggestions for teaching about narcotics which teachers may use to develop instructional units at the desired grade level in the larger area of health education.

This handbook should be a source of inspiration and information for teachers of classes of children with physical handicaps as well as for the regular classroom teacher who has such pupils. The special needs of these children are considered throughout the publication. The last five chapters stress information about specific kinds of physical limitations of children and suggest implications which may be useful to educators.


This handbook briefly discusses the over-all business education program and suggests objectives, teaching procedures and general content for each of the subjects generally included in the business education curriculum.

The omission of the table of contents was disconcerting in an otherwise well-organized publication.


Issued as a supplement to subject-area handbooks, this guide lists state-adopted textbooks and instructional materials and states purposes and content in each of the curriculum areas at the secondary school level. The characteristics and needs of youth as outlined in the opening pages should be an excellent aid to those who work with youth.