Community Experiences in the Curriculum

THE purpose of the school is to develop local, state and world citizens who are capable of maintaining and improving the society in which they live. Community study activity is necessary, therefore, in the school curriculum, and materials are valuable that will aid the teacher in using the community as a resource which can be brought into the classroom, as well as in using the community as a laboratory in which the class can work and study.

Helping the teacher requires (1) aids that will increase the teacher's understanding of the value of community experiences in the school's curriculum, (2) aids that will give the teacher practical suggestions as to what to do and where to do it, (3) aids that will encourage lay citizens to participate with the teacher and the school staff in the use of community resources. The first seven bulletins listed illustrate these points.


This bulletin dealing with specific local community resources for field trips is a valuable example for other school systems to follow. The bulletin contains vital field trip statistics such as the name of the person to call, telephone number, grade level for which this resource can well be used, nature of the activity, length of visit, and times convenient for visits.


Community experiences of children should be related to classroom activities and should point the way toward curriculum improvement. That is the point of this well-written pamphlet which aims at a curriculum concerned with school-community relationships. The text illustrates the social problems that children can help solve, as well as student activities that can be related to home and family living, local activities, arts and handicraft, and social understanding.


By coordinating activities of school staffs with lay people, ten Michigan communities have studied programs for improving home and family living. This bulletin describes the conditions in family living which make new demands upon education, the processes used in evolving programs of action, and gives suggestions for similar programs.


This resource unit for Nebraska teachers, similar to Illinois and Wisconsin publications, encourages the development of an intelligent world citizen.
The numerous activities and references indicated in this pamphlet should stimulate small groups of local teachers to create similar atomic energy resource units.

- State Department of Public Instruction. *Michigan Education During the World Crisis.* Lansing: State Department of Public Instruction, October 16, 1950, 4 p.

Although this timely bulletin is only four pages in length, it stresses an important point: civil defense is a community problem, and education should offer its services to the community civil defense movement. Fifteen pertinent suggestions are offered as probable contributions that the school can make to this task.

- Buffalo Public Schools, *Community Relations Committee: A Bulletin of the Buffalo Board of Education prepared in cooperation with the Board of Community Relations.* Buffalo, June 5, 1950, 4 p.

These two bulletins deal with the development of healthy intergroup attitudes. The first bulletin describes what Buffalo elementary schools are doing regarding intergroup relationships. The second reports on the over-all community problems of human relationships that affect school life.


All the techniques using different art media which are practical for use in the elementary school are brought together in this guide. A wealth of illustrations are offered as well as appropriate suggestions for correlating art work with other subject categories.


Prepared by a large number of members, this illustrated and well-dexed guide is concerned with building an adequate program for kindergarten and grade one children. The publication contains four sections: Becoming Better Acquainted with Young Children, Guiding Learning Experiences, Reading Experiences, and Planning the Daily Program.

### SOCIAL EDUCATION OF YOUNG CHILDREN

*For teachers and supervisors of the kindergarten and primary grades*

*Edited by Mary Willcockson*

Suggestions for the curriculum; concrete descriptions of teacher-experiences for the kindergarten and the first, second, and third grades; suggestions for classroom materials; audio-visual aids, books, periodicals, and community resources.

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