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**AN EXPERIMENT TO DETERMINE THE FEASIBILITY OF
INCORPORATING THE STUDY OF A FOREIGN
CULTURE IN A FIRST GRADE
SOCIAL STUDIES PROGRAM**

**AN ABSTRACT OF
A THESIS
PRESENTED TO THE GRADUATE FACULTY
OF DANBURY STATE COLLEGE**

**IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE**

**by
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The purpose of the thesis is to search out and examine evidence in support of the premise that education for world-understanding can be effectively included in a social studies program at the primary grade level.

Included is a critique of current social studies programs being used throughout the country, establishing that world-understanding is omitted, for the most part, in the primary grades. There is an examination of the commonest subject matter offered in these various programs.

In order to validate the premise of this thesis, it was further necessary to investigate the objectives of elementary school social studies programs. These established, the next portion deals with a critique of the existing primary social studies programs in terms of these objectives. This critique shows clearly that the primary grade child is not exposed to any areas of world-understanding, one of the four most important objectives of a primary social studies program. Some professional opinions expressing the need for a revision of current primary social studies curricula are included. The actual learning capabilities of the primary grade child as expressed through the opinions of several authorities who have shown concern in this vital area are also reported.

A portion of this thesis deals with the proper place of world-understanding in the elementary school curriculum

and more specifically in the primary social studies program. Again, this is established through the expressed opinions of several people who have devoted time and study to the school child of today, his environment and his potential.

The major part of the work is the report of an experimental study of Scotland with some first graders. Experimental, in that no resource unit for the study of a foreign country was available at the first grade level. An evaluation of the experiment includes eight areas in which the study offered opportunities for growth, the objectives that had to be considered throughout, and a more specific evaluation of these objectives in terms of success or failure.

The author concludes that in view of the opinions expressing a need for curriculum change in the area of primary social studies, the opinions establishing that world-mindedness is not a monopoly of any grade level, and the success of the experimental study of Scotland, education for world-mindedness belongs quite necessarily in the primary grades.