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## The Knowledge and Attitudes Possessed by Parents of Elementary School Children

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inadequacy of general statements has been recognized by curriculum makers and several attempts have been made to develop more detailed classifications. The best-known classifications have used a mixture of general and specific abilities, or of general and specific activities. Changes effected through learning, however, are psychological in character and, according to the writer's analysis, involve the intellectual, emotional, and fundamental integrational components of behavior. This classification has been used in an attack upon problems involved in curriculum construction. Changes are expressed in terms of such categories as generalizations functioning in thinking, attitudes, etc. Special problems relating to each type of change are readily recognized. For example, in the case of generalizations, the validity, level of generality, and completeness are important. The needs of the learner are expressed as differences between what is present and what is desired. A psychological classification is also useful in giving some indication of the types of experiences required to effect changes.

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THE KNOWLEDGE AND ATTITUDES POSSESSED BY  
PARENTS OF ELEMENTARY SCHOOL CHILDREN

LOIS ACKERLEY

This study applies a method of determining the content of a curriculum for a group composed of mothers and fathers of elementary school children. The needs of the group are determined by a comparison of what specially selected judges consider important in the care and the guidance of children, and the knowledge and attitudes possessed by the parents. To secure a composite estimate as to what parents should know, several qualified judges rated the importance of a group of generalizations concerning mental growth, physical growth, use of money, sex education, emotional development, social development, and vocational guidance. These generalizations were obtained through an analysis of the available literature with the addition of others the judges deemed important. The status of the parents' knowledge and their present attitudes on the phases of child development selected by the judges were meas-

ured by the use of objective tests and attitude scales. The results were analyzed in terms of the needs of the learners.

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THE EFFECT OF A SERIES OF LEARNING EXPERIENCES FOR TEACHING CERTAIN ASPECTS OF CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS TO HIGH SCHOOL STUDENTS

EVELYN BUTLER

Exercises designed to bring about desirable changes in the behavior and attitudes of high school seniors in a course in child development and family relationships are determined by the results of a testing program. The exercises vary in form, including reading materials, lectures (often illustrated by slides and moving pictures), projects, and observation in the preschools. Among the factors considered in selecting experiences are such criteria as (1) validity, (2) interest and dramatic appeal, (3) simplicity, (4) economy of time, and (5) level of generality. Reading materials are constructed when literature in the field is lacking or fails to meet these criteria. A testing program is administered to both experimental and controlled groups of high school seniors, at the beginning and at the close of the experiment.

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