



Evaluating the adaptability of selected methods of teaching high school family life classes
by Ann Steffeck Allen

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE
in Home Economics

Montana State University

© Copyright by Ann Steffeck Allen (1975)

Abstract:

The purpose of this study was to determine the adaptability of five selected methods of teaching family life classes in Montana high schools. The methods were set induction, discussion, role playing, case study, and games. The sample consisted of 14 high school home economics teachers and 273 students. Each teacher was sent a packet containing lesson plans and instructions for each of the five methods. When each lesson was taught, teachers and students rated the method on a scale of 1 to 5. The teachers rated set induction, discussion, and the game as having high degrees of both student involvement and enjoyment. Students agreed with this, adding role playing to the list. Although teachers said role playing was a difficult method by which to teach, they still rated it as being a worthwhile method. In an overall rating, students rated the discussion method very high and the case study as very low. Teachers indicated that all methods took very little time to prepare and were of little or no cost.

145

EVALUATING THE ADAPTABILITY OF SELECTED METHODS OF
TEACHING HIGH SCHOOL FAMILY LIFE CLASSES

by

ANN STEFFECK ALLEN

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics

Approved:

Robert W. Lavid

Chairman, Examining Committee

Mayrie Keiser

Head, Major Department

Henry L. Parsons

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

July, 1975

STATEMENT OF PERMISSION TO COPY

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Signature Ann E. Allen

Date August 5, 1975

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to Dr. Marjorie Keiser for the teaching assistantship she granted me plus her words of encouragement while I was researching and writing this paper; to Dr. Robert W. Lind, the chairman of my committee, for his many hours of patient help and understanding; to Dr. Richard Horswill whose gentleness has been an inspiration to me; to Dr. Roy E. Huffman, Vice President for Research, for providing ERF funds which allowed me to expand this study; to my parents, Al and Marie Steffeck, and to my children, Ben and Beth, who were not always sure what daughter and mother was doing, but had continued faith in her.

I would like also, in a special way, to thank Dr. Angelina O. Parsons, under whom I worked as a graduate teaching assistant in Home Economics Education for two years. She gave not only endlessly and unselfishly of her time, thoughts, suggestions, books, and educational materials, but also of her friendship and love. To say thank you sounds so inadequate.

Lastly, I would like to make an unusual acknowledgment to my deceased great-aunt, Elizabeth M. Goffard. Because of the inheritance that I received from her, I was able to fill in the gaps in the face of the upwardly spiraling economy. I feel she would be proud to know that part of her life savings, working as a practical nurse, had gone to help her grand-niece attain a Master of Science degree in Home Economics.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
ABSTRACT	vii
CHAPTER	
I INTRODUCTION AND JUSTIFICATION	1
Background Information	1
Purpose	4
Definition of Terms	5
II REVIEW OF LITERATURE	7
The Meaning of Family Life Science	7
The Meaning of Family Life Education	8
The Necessity of Family Life Education	8
Research on the Teaching of Family Life	10
Teaching Methods	14
III METHODOLOGY	23
Purpose	23
Procedures	24
Evaluation Forms	26
IV RESULTS AND DISCUSSIONS	28
Purpose	28
Description of Sample	28
Interpretation of Data	28

CHAPTER	Page
V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	42
Summary.	42
Conclusions.	45
Recommendations.	45
REFERENCES.	47
APPENDICES.	50
A Initial Contact Letter	51
B Follow-up Letter	52
C Cover Letter for Lessons Packets	53
D Lesson Packet.	54
E Student Evaluation Form.	64
F Teacher Evaluation Form.	65
G List of Participating Schools and Teachers	66
H Letter Requesting Research Funds	67
I Letter of Confirmation of ERF Funds.	68

LIST OF TABLES

TABLE	Page
I Teacher Evaluation of Learning Experience by Set Induction.	32
II Student Evaluation of Learning Experience by Set Induction.	32
III Teacher Evaluation of Learning Experience by Discussion	33
IV Student Evaluation of Learning Experience by Discussion	33
V Teacher Evaluation of Learning Experience by Role Playing	36
VI Student Evaluation of Learning Experience by Role Playing	36
VII Teacher Evaluation of Learning Experience by Case Study	40
VIII Student Evaluation of Learning Experience by Case Study	40
IX Teacher Evaluation of Learning Experience by Games	41
X Student Evaluation of Learning Experience by Games	41

ABSTRACT

The purpose of this study was to determine the adaptability of five selected methods of teaching family life classes in Montana high schools. The methods were set induction, discussion, role playing, case study, and games. The sample consisted of 14 high school home economics teachers and 273 students. Each teacher was sent a packet containing lesson plans and instructions for each of the five methods. When each lesson was taught, teachers and students rated the method on a scale of 1 to 5. The teachers rated set induction, discussion, and the game as having high degrees of both student involvement and enjoyment. Students agreed with this, adding role playing to the list. Although teachers said role playing was a difficult method by which to teach, they still rated it as being a worthwhile method. In an overall rating, students rated the discussion method very high and the case study as very low. Teachers indicated that all methods took very little time to prepare and were of little or no cost.

CHAPTER I

INTRODUCTION AND JUSTIFICATION

Background Information

The formal instruction of family life in our public schools, or as some educators prefer to name it, "living skills," had its earliest rumblings about the turn of the century. Because this particular era was one of change and agitation for new social structures, including the family, movements were originating which could be utilized in the founding of this new field of family life education (Kerckhuff, 1960, p. 882).

With the organization in 1908 of the American Home Economics Association, the National Council of Parent Education in 1929, and finally, in 1938, the National Council on Family Relations, there appears to be a consistent progression toward formal awareness and activity in the field of family life education. All of these organizations have greatly contributed to the study of family relationships.

A financial milestone in the history of this curriculum was the progressive education movement that followed World War I. With the organization of the Progressive Education Association, funds were directed to help develop high school programs for teaching child development and family relations. These funds helped provide the necessary impetus for the inclusion of family life classes in the public high schools in many locations in the United States.

Also after World War I, the American Social Health Association added its concerns to a strong program of family life education. Teachers and administrative personnel at the secondary and collegiate level of education for the teaching and implementation of courses in family were encouraged. This association, therefore, has been meaningful in the promotion of family life classes (Kerckhoff, 1960, p. 883).

One of the first known family relationships high school courses taught in this country was in the Tulsa, Oklahoma, public schools in 1925. It was not a separate class but was included as part of the general home economics curriculum. A better-known early program was one developed at Toms River, New Jersey. It was offered in 1941 by Elizabeth S. Force as an elective course. The course was well-coordinated with specific aims and goals. Strong administrative support along with an outstanding teacher, made it accepted and highly respected in a brief period of time (Kerckhoff, 1960, p. 889). From this point on other states, such as Missouri, Michigan, and Kansas began offering classes in the specific area of family life.

In 1960, the Sixth White House Conference on Children and Youth made a direct written statement on the necessity of including family life in the public school curricula. Since then, not only classroom teachers, but clergymen, social workers, clinical psychologists, medical doctors, school counselors, marriage counselors, domestic court

judges, welfare workers, and others have become vitally interested and involved in the support and study of family life. Presently, at all levels of our educational system, from kindergarten to graduate school, courses in family life education are being included in many school's curricula. Several times in the last decade, material has been presented in national workshops concerning current materials. It is evident that a felt need exists for the development of curriculum materials and methods for teaching family life education.

The importance to all marriage and family life education cannot be overstressed. Family problems of some kind affect everyone's life. Constructive help in attempting to face and work through these problems is needed in all stages of the family life cycle. Increased concentration on the study of marriage and family would be helpful. Problems of courtship, marriage, childbearing, childrearing, family tensions, divorce and care of the aged, along with other societal concerns, are found in all communities across our nation. Realization, acceptance, and analysis of these sociological problems are greatly needed if any lasting, worthwhile results are to be achieved.

The ideal setting for teaching family life may be said to be the home and the church. This important aspect of our youth's education, however, is all too often neglected by parents, guardians, and clergymen. Simply growing up or having grown up in a family setting does not prepare an individual to solve the problems and involvements of family

living. There is a need for a systematic study of the life cycle. This concept was documented by a Colorado curriculum planning group in the late 1950's (Curriculum Materials for Family and Groups, 1957, p. 8). After the home and church, the next logical setting for teaching of family life is the schools. The opinion that the schools should take on the role of supplementing and complementing outside education, rather than solely be responsible for all of family life education has been expressed by persons who are authorities in the field (Kilander, 1970, p. 16; Calderone, 1968, p. vi).

Purpose

As with any subject, the teaching of family life requires certain skills and techniques. The teaching of family topics has often been neglected because teachers do not feel comfortable with the subject or do not know how they might approach it. This research is an attempt to evaluate the features of selected teaching methods in the hope that certain ones may be found sufficiently applicable and thus more teachers will be encouraged to teach family life education. The five selected methods were set induction, discussion method, role playing, case study, and game simulation.

Definition of Terms

Family Life Education

Family life education involves any and all school experiences

deliberately and consciously used by teachers in helping to develop the personalities of students to their fullest capacities as present and future family members--those capacities which equip the individual to solve most constructively the problems unique to his family role (Avery, 1964, p. 28).

Set-Induction

An initiating act on the part of the teacher for the purpose of establishing a frame of reference deliberately designed to facilitate the creation of a communicative link between the experiential field of the pupil and the desired behavioral goals of the learning experience (Michigan State University, 1973, p. 1).

Discussion Method

"A method of instruction which seeks to achieve planned learning through the interchange of ideas and experiences in groups discussion (Good, 1973, p. 186)."

Role Playing

"A method for developing insights into human relationships by acting out certain behavior situations that are similar to real life (Good, 1973, p. 502)."

Case Study Method

A method which requires students to participate in problem situations, hypothetical or real; he receives a case, a report containing pertinent data; he then analyzes the data, evaluates the nature of the problem, decides upon applicable principles, and finally recommends a solution or course of action (Good, 1973, p. 187).

Game Simulation

Specially designed activities providing opportunities to practice certain components of life itself by providing a set of players, a set of allowable actions, a segment of time, and a framework within which the action takes place (Good, 1973, p. 257).

CHAPTER II

REVIEW OF LITERATURE

Little was found on studies relating to family life teaching methods, so it was necessary to survey literature from other disciplines which made use of the selected teaching methods used in this study.

The Meaning of Family Life Science

Many people hearing the term "family life science" will have a completely uncomprehending look on their face. They have no conceptualization of what it means, even though most of them have grown up in families or now have families of their own. In the simplest of terms, family life science is the study of human relationships and development--both personal and interpersonal--from birth to death. It is taken from the perspective not of a pure sociologist, psychologist, or welfare worker, but from one who is vitally interested in individuals as they relate to other persons within their family system (Lind, 1974). In our society, family life science envelopes the life-cycle of both the person and family.

According to the American Social Health Association,

Of all human relationships, family relationships are the most basic, complex, and sensitive. Out of them grows the emotions which determine the satisfactions and dissatisfactions, the standards and values of life itself (1966, p. 10).

The Meaning of Family Life Education

Family life education is an educational program to guide individuals and families in improving their interpersonal relationships and furthering their maximum development (Kerckhuff, 1964, p. 890).

In the 1964 curriculum guide, Homemaking Education in Oregon Secondary Schools, the authors presented a challenge to home economics teachers regarding the teaching of relationships. These challenges may also apply as further enumeration of family life education. These challenges stated that all students

will understand the importance of the family unit where individuality may be fostered and healthy personalities developed. . .will strive to improve their interpersonal relationships so that present and future life may be more satisfying. . .will realize that through the concepts gained from living together in a family, individuals can give strength to our democratic way of life and be instrumental in helping the people of the world live together in harmony (Homemaking Education in Oregon Schools, 1965, p. 25).

The Necessity of Teaching Family Life Education

The family, in one form or another, is found universally on our planet. Ordinarily, it is the institution that channels sexual behavior, rears children, and socializes them. Since it does have a key societal function (Rodman, 1970, p. 1), its importance cannot be minimized. Therefore it is without a doubt an important institution to study (Rodman, 1970, p. 1).

This was further substantiated by the president of the Home Economics Education Association in a 1975 publication, Family Life

Education: Focus on Student Involvements. President Enid A. Carter said, "Family life remains a strong unit for many people in this world. Through Family education the youth of today may be able to rear a more secure youth for tomorrow (Green, 1975, inside front cover)."

Family life education is also observed from the point of view that it helps students understand not only the meaning, but also the significance of marriage, parenthood, and family living so they can strengthen the family as the basic social unit of democratic life in America. It also helps students develop their feelings of self-identity, self-worth, respect for others, and a "moral responsibility as an integral part of their personality and character development, so they can perceive their roles as marriage partners, as parents, and as mature adults in our society (Kilander, 1970, pp. 72-3)."

Hyman Rodman (1970) stated that teaching about families offers the opportunity to go beyond the provincial experience of the learner. This would provide an opportunity to learn about families in other social classes and societies and thus preserve the ideas of "peace and brotherhood against the inroads of middle-class bias and chauvinism (1970, p. 3)." Also expressed was the opinion that a vast array of mythology and ideology about families exists. Often the study of family life has been avoided for fear studies would shatter cherished ideas and ideals (1970, p. 3).

Research on the Teaching of Family Life

There has been little effort to evaluate or improve what is being taught about families in our public school system (Rodman, 1970, p.viii). There has been extensive research on family life education in general. This section of the paper will focus itself on but a brief representative sampling of these findings.

It has been only in recent years that the study of the family has been characterized in a frame of reference that was scientific. Prior to 1850, writings regarding the family were largely speculative or superstitious (Christensen, 1964, p. 11). Following this was a half-century of loosely methodological study on a large scale of comparative analysis followed by another half-century of narrow consideration to the family as a small-group system that could be studied internally (Christensen, 1964, p. 11). Christensen stated that the family deals with people who have feelings and "vested interests" and it is, therefore, more difficult for the scientist to remain objective. Added to this, the family scholar has been highly subjected to taboos and pressures which Christensen viewed as an impediment to the development of this scientific work (Christensen, 1964, pp. 11-12). Hill and Simpson substantiated and added to Christensen's views when they stated that

progress in family research has had to wait, not only for the emancipation of scientists from the moral impediments of the culture and for the development of adequate methods, but also for the willingness of families to be studied (1945-55, p. 93).

A shift to probing the families as individual units occurred around 1958. With changes have come studies on marital adjustment, interpersonal competence, intrafamily communication, youth problems as they relate to the family, juvenile delinquency, pre-marriage processes of dating, courtship, and mate selection, and problems of the middle and later years (Christensen, 1964, p. 13). This openness toward family research has had a positive effect on the development of educational programs in our public schools.

More current research on the methods of teaching family life revealed that researchers were more concerned with the problems of evaluation as they were related to methodology. Richard K. Kerckhoff questioned the amount of credence that could be given to student testimonials or the teacher's evaluation of the success of a course in family life. He asked

How can one isolate the variables he wishes to measure, and so be sure that changes he notices are not due to extraneous factors? What should be the criterion of success in a family life course (1964, p. 187)?

Kerckhoff further observed that although family research is costly and oftentimes difficult to obtain, it nonetheless deserves to be an integral part of an educational program

It is still the task of the researcher to find ways of making his studies more meaningful and important and interpreting these results so as to make them useable by the teachers (1960, p. 191).

An example of some research on family life education that dealt with methods was that done by Judson T. Landis at the University of California, Berkeley. Landis sent out a questionnaire in 1956 to 1600 junior colleges, colleges, and universities requesting current information regarding course offerings in marriage and family at the college level. His results indicated that textbooks used in the institutional and functional courses were becoming somewhat uniform. He also discovered that other courses were being taught which offered specialization in such areas as marriage and family research, marriage counseling, as well as methods and materials for teaching family life. Landis also discovered that additional instruction in the form of collateral readings, films, panel discussions, and guest speakers seemed to be more commonly used in family life courses than was true in other curricula (1959, p. 40).

Richard K. Kerckhoff made reference to a paper read by O. W. Morgan at the 1962 National Conference on Family Relations in which he said that individual teachers were reporting success with many techniques of teaching family life. He enumerated these techniques as follows:

1. Autobiographies, profiles, or self-portraits written by the student.
2. Check-lists used as "ice-breakers" student-teacher conferences.
3. Debates.
4. Discussion techniques, with the following variations:
 - a. Buzz groups
 - b. Circle discussion (each person contributing in turn).

5. Films.
 6. Novels.
 7. Opinion polls.
 8. Problem-solving approaches.
 9. Personal counseling.
 10. Problem-detecting inventories to serve as guides in planning course content.
 11. Participation in nursery school laboratories.
 12. Panels.
 13. Using photographs to stimulate discussion. (One teacher had sent such pictures home with students for family discussion.)
 14. Studying needs of wider community in planning broad family life programs.
 15. Sociodrama, skits, with variations.
 16. Role playing, with variations.
 17. Senior seminar idea.
 18. Student panels going out to tell community groups about family life classes. Also sample classes for student body or community groups.
 19. Team-teaching.
 20. Tape recordings:
 - a. Of resource persons from the community.
 - b. Of class discussion, then listening to them again.
 - c. Of role playing sessions.
 21. Watching TV programs, then following with discussion.
 22. Working with PTA or other community groups in planning family life programs.
 23. Using resource people from wider community.
 24. Individual or group research projects by students.
- (Kerckhoff, 1964, p. 892).

In a work on interpersonal effectiveness and self-actualization, Johnson (1972) expressed these thoughts

Relating to other individuals in effective and productive ways is a vital need of modern society. We have at our disposal a vast amount of behavioral science research on interpersonal dynamics. Yet this knowledge has not been translated into a form useful to individuals who wish to apply it to increase their interpersonal skills (p. 4).

This same author further stated that "Effective interpersonal skills do not just happen, nor do they appear magically; they are learned (p. 2)."

Teaching MethodsSet Induction

According to an unpublished document by Bobbitt and Dobry (1973) the term "set" refers to the organization of cognitive rapport between pupils and teachers. The purpose of set is to obtain involvement immediately in the lesson. A stated frame of reference becomes the carrier which the teacher uses to make a transition from the known to new or difficult materials (Bobbitt and Dobry, 1973, p. 1). "The set induction lends meaning to a new concept or principle to be taught through deliberate use of analogy, rather than through simple association between familiar and unfamiliar material (Michigan State University, 1973, p. 1)." It intentionally encourages pupil interest and involvement in the main body that is to be taught.

Also according to Bobbitt and Dobry, this particular method indicated a direct relationship between effectiveness in establishing set and the effectiveness of the total lesson plan.

If the teacher succeeds in creating a positive set, the likelihood of pupil involvement in the lesson will be enhanced. For example, one technique . . . is through the use of analogies that have characteristics similar to the concept, principle, or central theme of the lesson. By training teachers in set induction procedures and having them apply these procedures in micro-teaching sessions, their subsequent classroom teaching can be significantly improved (Bobbitt and Dobry, 1973, p. 1).

Closure is a necessary part of the set induction method. It is attained if the major purposes, principles, and constructs of the

lesson, or a part of it, are determined to have been learned so students are able to relate new knowledge to past knowledge. It is not a quick summary of the material covered in the lesson. "In addition to pulling together the major points and acting as a cognitive link between past knowledge and new knowledge, closure provides the pupil with a needed feeling of achievement (Bobbitt and Dobry, 1973, p. 1)." It should be noted that closure should not be limited to the completion of a lesson, but can and should be used at specific points within the lesson to ascertain whether or not the students know "where they are and where they are going (Bobbitt and Dobry, 1973, p. 1)."

Discussion Method

As Arthur W. Combs has suggested, it is easy for people to involve themselves in talk, but they may not actually be having a group discussion. Neither is it a "bull session" or a debate. The purpose of a discussion is "neither to win an argument or to amuse oneself. It's purpose is to explore and discover personal meanings (1965, p. 94)."

According to Fleck, the discussion method is unpredictable. It can be very rewarding at times, and at others exasperating. Dr. Fleck said leading a discussion is a teaching skill that must be learned, and the "only way to learn it is by doing it (1974, p. 171)." She agreed with Arthur W. Combs that discussion was not a debate nor was it "wrangling." It must revolve around a problem that is of significance to the group to be effective. In fact, it should be so vital that the members deem

an early solution necessary. When the problem is remote or in the future discussion is seldom stimulated (1974, p. 172).

Hatcher and Halchin agree that the discussion process was one of the most effective techniques for the stimulation of the learning process. They pointed out that a "good discussion involves group interaction in which individuals express themselves, listen to the opinion of others and then pool the best ideas and judgments (1973, p. 147)." It reminds one of thinking aloud together and as such can be a valuable experience. Ideas tend to become more meaningful when they were talked out, and that misunderstandings can often be corrected (Hatcher and Halchin, 1973, p. 147).

Research studies comparing the effectiveness of discussion procedures and lectures share that discussions were almost as effective as lectures when the acquired information was immediately measured after the experimental periods. However, measurements at a later date, by the same investigators, indicated the discussion method may be superior to lecture, or a reading approach, for retention of information (Fleck, 1974, p. 172). "Discussion methods have been found to be superior also in contributing to the application of the material learned and in building attitudes that are important to shaping behavior patterns (Hall and Paolucci, 1970, p. 222)."

Role Playing

In role playing students can develop understanding of how people

act in real-life situations. It also provides excellent opportunity to bring out into the open problems of an emotional nature. The student actually acts out certain behavioral situations that are similar to real life (Good, 1973, p. 502). Because he is free to impersonate someone else, the student feels he can express and release his own thought and emotions without feeling self-conscious and/or making the problems appear to be his. Eventually his impersonations may help him discover more adequate patterns of behavior (Hatcher and Halchin, 1973, p. 159).

Where it is unwise for the teacher to give specific answers to common family problems or to express opinions about them, the role playing technique may be advantageously applied. Through role playing these problems can be acted out as they might be in real life, showing ways in which they can be satisfactorily met. In addition to this, undesirable and desirable social behavior can be dramatized without making the situations appear too instructive (Hatcher and Halchin 1973, p. 159).

Henrietta Fleck further suggested that spontaneity and creativity be encouraged. Rehearsing should be eliminated, or, at least, kept to a minimum. It will be more successful if the more poised, adaptable students are selected to take part in the first few sessions. This will help the more retiring ones in minor roles until confidence is gained. If this method is to be truly helpful, all students should eventually be given a chance to participate (Fleck, 1974, p. 167).

Case Study Method

The use of case, case study, or case discussion in the classroom

gains more acceptance by teachers as time passes. It has ceased to be an experimental form in colleges, universities, and professional schools. The success of a case study depends upon the creation of a realistic situation for both students and teachers (Tedesco, 1974, p. 8). Case studies assign a larger role in discussion to the student than to the teacher. From this point of view, the traditional classroom roles are reversed (Tedesco, 1974, p. 19). The Dean of the Graduate School of Business at Harvard University further substantiated this when he pointed out the traditional roles such as "lectures are an inefficient means to pass on technical competence. Cases serve to motivate--the lecture method would not help us keep our distinctiveness. We see the case method as participation in the educational process of students (Fouraker, 1972, p. 24)."

Following the students' reading of the case study, there is discussion. This does require a specific expertise on the part of the teacher, since discussion, even though it must be free and follow the train of thought and development of ideas of the students, must still be led by the teacher. He or she must not only be continually aware of the variety of thinking of the students, but also must maintain a balance between the "freedom which generates learning and creative thinking and the control which maintains the priorities for discussion established by the teacher in the planning of the class (Tedesco, 1974, p. 12)."

Fleck states that the most important advantage of this method is that the personal anxieties, problems, and fears can be examined in a vicarious way. A disadvantage, however, is that appropriate case study situations are often not available and writing them is extremely time-consuming (1974, p. 178). Dr. Fleck expressed the opinion the case study "can be especially effective in a study of personal relations, child development, family finance, or home management (1974, p. 178)."

Game Simulations

Historically, there are six types of games used in education:

1. Puzzles--games in which the player manipulates the environment rather than vice versa.
2. Games of Chance--These are the opposite of puzzle games in that the environment is the manipulator.
3. Games of Reality--The title is self-explanatory. These games create a high degree of motivation because the students have a vicarious taste of adult reality.
4. The Aesthetic Game--These involve an application of a set of rules to someone's behavior. The rules may be those of the students' or of someone else. Judgement is involved.
5. Games of Fantasy--These games challenge the imagination. Students are able to abandon conventional perceptions and inhibitions.
6. Games of Strategy--The essential in this type of game is the opponent. The student must analyze what the opponent will or will not do (Fleck, 1974, pp. 179-80).

Ordinarily, teachers say there are both values and limitations to the use of games in the classroom. These include:

Motivation--Games are a source of fascination and pleasure, plus provide a break in daily routine.

Efficacy--In promoting active involvement, students learn they can control and/or destroy their environment.

Skills--Numerous opportunities are provided for students to reinforce and maintain inquiry and valuing skills.

Responsibility--The burden of responsibility is shifted from the teacher to the student.

Sympathy and Empathy--Games help students put themselves into the roles of others.

Group Process--The teacher is able to observe and analyze instances of student decision making and thus give him/her new insights into students' cognitive and socio-economic development.

Reality Testing--Games provide opportunities for students to test realities of their forthcoming adult living and yet not have to accept the consequences of their decisions.

Concept Learning--Games help infuse complex, inert concepts with new life and meaning to them, thus providing a sense of realism.

Flexibility--The creative teacher is able to accommodate competencies of the students' varying ability (Fleck, 1974, pp. 293-94).

Critics of game simulation allege that games have definite limitations. These limitations include:

Oversimplification--The game designer often finds it necessary to scale down a problem, deleting important facts, telescoping time periods, etc.

Too Motivating--Too much emphasis is placed on winning and the students become so tensely involved that they fail to remember it is "only a game."

Wrong Values--A social situation may require students to assume roles involving anti-social behavior.

Dehumanizing--Games encourage students to manipulate the lives of others without constraints and consequences.

Pre-requisites--Games require students to assume roles foreign to their previous experience and to apply skill and knowledge they do not know.

Classroom Control--Games pose a serious threat to rigid, traditional, authoritarian teachers who equate learning with acquisition of facts (Joyce, 1974, pp. 294-95).

Effectiveness or non-effectiveness of the game technique has been shown. Von Haden and King made this statement in Educational

Innovator's Guide:

Research evidence concerning the effectiveness of [game] technique is limited. Thus far there is little claim that factual learning is increased, but some evidence indicated that the learning processes are enhanced. Students become quickly and deeply involved in simulation, enjoy it, and are stimulated to persistent application to work. Although simulation appears to be well adapted to the teaching of values and attitudes, there are mixed reactions concerning its effectiveness for changing behavior (1974, p. 415).

Cleo Cherry holmes, in an article she published in the American Behavioral Scientist (October, 1966), did not feel the students seemed to learn principles or facts when the game simulation technique was used in the classroom.

One possible explanation for this failure is that simulation participants are presented with simulation rules. On the other hand, the social-psychological effects of simulation may come from students discovering such processes as decision-making, elements of leadership, bargaining, etc., through interpersonal interaction in simulation. On the other hand, although students are encouraged to test propositions, to compare simulate behavior with referent behavior and to offer revisions of parts of the simulation, students do not discover structural relationships in the simulate, they memorize them (pp. 6-7).

A third researcher, Raymond Glazier, Jr., emphasized strongly that game simulation in the classroom definitely needed to be a preplanned educational experience by the teacher as an unmistakable component of his/her lesson plan. He expressed these views on the value of games.

What research has yet to prove is the educational value of simulation/gaming. The technique is in current use in a great number of classrooms and has created much excitement among educators. Critics and proponents alike agree that random, isolated, and unplanned gaming experiences are not likely to yield significant learning, although there may be effective results. Therefore, it is crucial that the experience of play be but one aspect of a program which encourages student inquiry, reflection, and research. What this amounts to is a statement that this technique is a vehicle, not a free ride! The substitute for the intelligent, and diligent teacher, guiding young minds towards better understandings, has yet to be invented. The simulation/game approach is a challenge and a technique to be mastered, not a lazy man's teaching method (1974, p. 316).

CHAPTER III

METHODOLOGY

Purpose

The purpose of this study was to determine the adaptability of selected methods for teaching family life classes in senior high schools in Montana. The selected methods were: set induction, discussion, role playing, case study, and game simulation.

Selection of Sample

Because of the extensive amount of time and effort required to prepare materials and tabulate results for each teacher who would be participating, it was suggested (by the investigator's major professor, Robert W. Lind, Ph.D. Associate Professor of Family Life and Child Development, Montana State University), that a sample comprising 15 to 20 of the Montana Senior High School Home Economics teachers would suffice. Out of approximately two hundred senior high schools there were sixty-two home economics teachers. Home Economics is taught in less than one third of the high schools and less than one half of the home economics teachers teach family life. The Montana Office of the Superintendent of Public Instruction was contacted for a list of all the 1974-75 Montana home economics teachers. An annotation was requested to list those teachers who were known to teach family life courses as part of their curriculum. From this annotated list, thirty teachers were suggested as being known to teach family life and

therefore as possibly being interested in including this study in their curriculum. It was hoped that out of thirty contacts, there would be fifteen participant teachers. This is not a random sample, but it does represent an opportunity given to all who taught family life to participate. The self-selection of the sample through their agreement to take part was unavoidable. Many were unwilling to invest the required time for the study or had other plans which left no room for this study.

Method of Collecting Data

A letter of inquiry was sent to all thirty teachers in the state of Montana who indicated family life education in their program. This letter described the purpose of the study and the teachers' responsibility if willing to participate. After sufficient time had lapsed, each teacher was telephoned to determine if she wished to participate. Three teachers who could not be reached by telephone were sent a follow-up letter saying that if they did wish to participate in this study, they were to contact the investigator. All thirty teachers, therefore, were contacted. A copy of the first letter and the follow-up letter are contained in the Appendices A and B, pp. 51-52.

Procedures

Five methods of teaching family life were selected: set induction, discussion, role playing, case study, and game simulation. One learning experience packet was assembled for each of the five methods. Complete

instructions for teaching each lesson were written to help insure that each respondent would use it in the same way. It was designed to cover one class period. Total time required was five class periods. All five lessons were related to the self-concept which would be non-threatening to both teachers and students. The lesson material for the set induction method was an adaptation of a "set" designed by Dr. Angelina O. Parsons, Assistant Professor of Home Economics, Montana State University; the lesson material for the discussion was suggested by David W. Johnson; the instructions for the role playing method were an adaptation of those suggested by Richard H. Klemer and Rebecca M. Smith; the role playing situations were designed by the investigator; the source for the case study story was found in Curriculum Materials for Family and Group Relations, State Board for Vocational Education, Denver, Colorado; the lesson for the game was an adaptation of "The Myth of the 'Happily Ever After'" article by Sara Davidson in Woman's Day magazine; some of the "fate cards" used in the game lesson were designed by the investigator. A complete copy of all these lessons can be found in the appendix (Appendix D, p. 54).

After each lesson, both students and teachers were requested to rate the adaptability of the method used on a scale of one to five. Warnings appeared in the cover letter, on the bottom of each lesson plan, and in a short introductory paragraph on the top of each evaluation form, emphasizing that the method, not the lesson content,

was to be rated. Complete packets were made. They contained (1) a cover letter to the teacher (see Appendix A, p. 51), (2) the five lessons and teaching instructions, (3) teacher and student evaluation forms, (4) a pre-addressed envelope, plus adequate postage was available for return of the evaluations. All five lessons were sent together so they could be taught in sequence as the packet had been designed around the "self" concept.

Evaluation Forms

In order to determine the adaptability of the five selected methods, two rating sheets were devised, one for students and one for teachers. One evaluation form for each of the methods was available. To insure each method was rated, as well as to keep them separated, a space was provided to indicate the method under consideration. Each evaluator was to make one response for each question asked. A scale of one to five was used with one representing a "least amount" rating, three representing an average rating, and five representing a "greatest amount" rating. The students were asked to rate:

1. How much they felt they learned by using this method.
2. The degree to which they felt they became actively involved in the class by using this method.
3. How much they enjoyed using this method.
4. How worthwhile they felt this method to be.

The teachers were asked to rate:

1. The time required to prepare this method.
2. The cost of preparation for this method.
3. Student involvement by this method.
4. Ease of teaching by this method.
5. The worthwhileness of this method.

Student question numbers 2 and 4 and teacher questions numbers 3 and 5 were the only ones asked that were similar. Student question 2 and teacher question 3 both inquired about student involvement. Student question 4 and teacher question 5 inquired about the worthwhileness of the method. The investigator hand-coded each evaluation form according to the specific method used. For coding, it was decided that responses 1 and 2, both being on the "least" side of average, would be pooled and regarded as one level. Similarly, responses 4 and 5 were pooled and regarded as one "greatest" level.

For the purpose of achieving some uniformity in interpreting the ratings given each method by students and teachers, it was decided that only when a response totaled 75 percent or more of all responses would it be called "high." Only when responses totaled 25 percent or less would they be called "low." This leaves a very wide range on either side of average (26%-74%).

CHAPTER IV

RESULTS AND DISCUSSION

Purpose

To determine the adaptability of five selected methods of teaching family life classes in senior high schools in Montana was the purpose of this study. The methods selected were set induction, discussion, role playing, case study, and game simulation.

Description of Sample

Montana senior high school home economics teachers and students were used as the sample for this study. From the 62 teachers who were known to teach family life classes, thirty were selected to be asked to participate in the study. Agreement to participate was given by 23 teachers; 14 actually presented the lessons and submitted their evaluations and those of their students. There were 273 students whose evaluations were thus included in the study. Included in this study is a table (see Appendix G, p. 66) showing the names of schools, teachers, number of students in each school, plus the number of participating students.

Interpretation of Data

In the tables, the number of responses is shown, and the percentages of each in relation to the total number of respondents. Entries

in the tables may not add up to exactly 100% since all numbers were rounded to the nearest whole percent.

Each method will be discussed separately. By doing so, the adaptability of that particular method can be shown. Set induction is followed by the discussion method because the "set" was designed to establish immediate involvement of the students for the discussion. There is no particular reason for the order of the remaining methods. The table percentages are headed as greatest, average, and least. Greatest indicates a high rating of 75%, average indicates an average rating of 50%, and least indicates a low rating of 25%.

Since only two questions asked of the students and teachers were similar, it is impossible to completely compare the students' and teachers' ratings. The same questions were not always asked because different types of information and data were desired.

Set Induction

Teachers. The ratings reveal that the teachers had very little or no cost of preparation (78%), for the set induction method. They gave it an average rating (57%) for degree of student involvement. It was interesting to note that the same percentages (35%) were given to both the ease or difficulty by using this method. The teachers graded this method as of average worthwhile by rating it 57% (Table I).

Students. Evaluation of the set induction showed they learned an average amount (43%). They also rated that their involvement had been average (44%). More than twice as many students rated set induction as a worthwhile method (48%) than not worthwhile (22%) (Table II).

Teacher-student comparison. Both teachers and students rated set induction as having a high degree of involvement (57%) when compared to their average rating of students as being 14% and teachers rating as being 32%. Their least rating was students 14% and teachers 28%. Teachers rated worthwhileness as the greatest (37%) and the students also rated worthwhileness greatest (48%) (Table II).

Discussion

Teachers. Careful examination of the Discussion Table III yields some interesting observations. Close to half (43%) of the teachers rated the discussion method as being least time consuming to prepare while 28% rated it as being very time consuming. Teachers rated the monetary cost for preparation of discussion classes as minimal (86%). An extremely high rating (85%) was given to student involvement. It was interesting to note that no teacher said there was little or no student involvement (0%). Teachers believed this method to be easier to use (43%) than rated it difficult to use (28%). As with the amount of student involvement, teachers rated the worthwhileness of this method very high (85%). No one said that this method was not

worthwhile (0%). The validity of these results can be questioned because it could very well have been that the teachers only thought that the students were highly involved in the discussion.

Students. The students rated (59%) the discussion method as being a good method for learning. Few students (15%) said they learned little or nothing. They were also more highly involved (45%) than those students who rated (18%) themselves as not becoming involved. More students (55%) enjoyed the discussion. This was slightly over three times the number of students (15%) who rated discussion as providing little enjoyment. The same was also true of worthwhileness. Four times as many students (57%) thought the discussion method to be worthwhile. There were 15% who believed it not worthwhile at all (Table IV).

Teacher-student comparison. Teachers and students were in agreement concerning this lesson. They both believed it had had a high level of student involvement and had strong feelings of worthwhileness. This obviously supports the past use of the discussion method. Once the students become motivated and involved, they like to actively participate in discussion and enjoy it.

TABLE I

Teacher Evaluation of Learning Experience
by Set Induction

Features of Learning Experiences	Teachers Ratings							
	Greatest			Average		Least		
	N	N	%	N	%	N	%	
Preparation time	14	4	28	4	28	6	23	
Cost of preparation	14	3	21	0	0	11	78	
Student involvement	14	8	57	2	14	4	28	
Ease of teaching	14	5	35	4	28	5	35	
Worthwhileness	14	8	37	4	29	2	14	

TABLE II

Student Evaluation of Learning Experience
of Set Induction

Features of Learning Experiences	Student Ratings							
	Greatest			Average		Least		
	N	N	%	N	%	N	%	
Amount learned	244	75	43	90	37	49	20	
Involvement	249	109	44	79	32	61	24	
Enjoyment	244	130	54	68	28	46	18	
Worthwhileness	243	117	48	72	30	54	22	

TABLE III

Teacher Evaluation of Learning Experience
by Discussion

Features of Learning Experiences	Teachers Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Preparation time	14	4	28	3	21	6	43
Cost of preparation	14	2	14	0	0	12	86
Student involvement	14	12	85	2	14	0	0
East of teaching	14	4	28	4	28	6	43
Worthwhileness	14	12	85	2	14	0	0

TABLE IV

Student Evaluation of Learning Experience
by Discussion

Features of Learning Experience	Students Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Amount learned	281	164	59	77	28	40	15
Involvement	266	119	45	99	37	48	18
Enjoyment	296	164	55	86	29	46	15
Worthwhileness	283	159	57	82	29	42	15

Role Playing

Teachers. The teachers rated the role playing method as taking little time to prepare (57%). No ratings were given that indicated preparation for this method was very time consuming. The teachers did, however, rate it (43%), or almost half, as taking an average amount of preparation time. The cost of preparation was rated as being extremely low or none at all (93%). There were no ratings given at all that this method was very expensive to prepare. As for the level of student involvement, the teachers rated this as being very high (79%). It appears that students enjoy "play-acting." The ease or difficulty of teaching by this method presented some interesting data. Slightly over half of the teachers (57%) rated it as being very difficult to teach, while 21% rated it as being very easy to teach. This is a difference of 36%. A high percentage (72%) rated role playing as very worthwhile. There were no ratings given at all to this method not worthwhile. It would appear that although many of the teachers found this method difficult to teach, they still rated it highly worthwhile (Table V).

Students. Whereas 46% of the students felt they had learned a lot by the role playing method, 19% stated they learned little or nothing. This would indicate that over twice as many of the students gave this method a high rating rather than a low one. This shows the students liked it and decided it to be a good method. Half of the

students (50%) stated they became involved a lot by this method. This is two-and-a-half times the rating given to the answer which represented little or no involvement. The data indicates a high degree of enjoyment of role playing (65%). Only 16% rated that they did not enjoy it all. Over 50% of the students rated this method as being most worthwhile. Only 16% rated it as being least worthwhile. This leaves 31% as rating it as being average in worthwhileness. All of this data would indicate that role playing is a good method to teach family life (Table VI).

Teacher-student comparison. As a whole the teachers rated the amount of student involvement higher (79%) than the students (50%) rated it. Evidently, the teachers decided the students were more involved in the role playing than the students did. The same situation prevailed in the ratings for how worthwhile they thought this method to be. In fact, the percentages were very similar, with a teacher rating of 72% and a student rating of 53%. This data tells us that the teachers were not really aware of the reaction of their students to this method.

TABLE V

Teacher Evaluation of Learning Experience
by Role Playing

Features of Learning Experience	Teachers Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Preparation time	14	0	0	6	43	8	57
Cost of preparation	14	0	0	1	7	13	93
Student involvement	14	11	79	2	14	1	0
Ease of teaching	14	8	57	3	21	3	21
Worthwhileness	14	10	72	4	29	0	0

TABLE VI

Student Evaluation of Learning Experience
by Role Playing

Features of Learning Experience	Student Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Amount learned	261	118	46	94	36	49	19
Involvement	267	134	50	80	30	53	20
Enjoyment	267	173	65	53	20	41	16
Worthwhileness	278	148	53	85	31	45	16

Case Study

Teachers. The data for the Case Study method revealed that the teachers rated that there was little time required to prepare this method. In fact, they rated high (57%) (Table VII) this method least time consuming to prepare and rated nothing for its being very time-consuming to prepare. An outstandingly high rating (93%) for little or no cost was assigned to this method. Another high rating (79%) was reported this method as being high in level of student involvement. They did rate this method as slightly above average in difficulty to teach (57%). This was more than twice the percentage (21%) of those teachers rating it as easy to teach. The teachers said that role playing was a very worthwhile method of teaching (72%). It can be questioned if the teachers were able to give a fair rating to this method, especially where preparation time is involved. It took the investigator a great deal of time finding an appropriate case study to be used in the packet.

Students. The students said they learned little or nothing by use of the Case Study (46%) (Table VIII). As for the amount of involvement, it was interesting to observe that the ratings were closely divided into thirds, i.e., one-third rated a lot of involvement, one-third rated average involvement, and one-third rated little or no involvement. Enjoyment of using this method was rated very low, i.e.,

they did not enjoy it all. They also did not rate it as being worthwhile (48%). The overall results of the student rating for the Case Study method indicate that it was a very poor method.

Student-teacher comparison. Whereas the teachers indicated a high level of involvement (79%), the students rated it equally across the evaluation form. The teachers rated the Case Study as being highly worthwhile (72%), while the students did not feel it nearly as worthwhile (48%). This is a difference of 24%. Obviously, teachers and students viewed differently the Case Study method as it relates to involvement and worthwhileness. A possible explanation for this difference is that some teachers equate much student activity as indicative of a high degree of student learning. This is not always true, however.

Game Simulation

Teachers. Examination of Table IX reveals that the teachers gave similar ratings on both ends of the evaluation scale as to the amount of preparation this method involved. Over one-fourth (29%) rated it very time consuming and 35% rated it to be least time consuming. A percentage of 64 did feel there was little or no cost involved. They felt there was a high degree of student classroom involvement by use of this method (64%). This was approximately three times the percentage related to little or no student involvement (21%). Approximately

one-third (35%) rated that this was a very difficult method by which to teach while 21% rated it was easy to teach. Although 35% decided it was a difficult method to teach they still gave it a good rating (43%) as being very worthwhile. Only 14% rated it as not worthwhile.

Students. Almost half the students (46%) rated the game simulation method (Table X) as learning little or nothing. They rated their active involvement in the classroom as 66% as opposed to 13% for non-involvement. This is a five times higher percentage for involvement than for non-involvement. They also rated their enjoyment of this method high (65%). This is four times higher than the percentage rating given for least enjoyment (15%). Although their ratings for involvement and enjoyment were high, their ratings for its worthwhileness (48%) was not as high as suspected. Obviously, the students were able to make the distinction that although they became involved and enjoyed the method, this was not an indication of its worthwhileness.

Teacher-student comparison. Both teachers and students gave high ratings for the level of involvement by using the game method. The percentages as to the worthwhileness of this method were almost identical on the positive end of the evaluation scale. There was somewhat of a difference on the negative end, with 26% of the students and only 14% of the teachers indicating they thought it was not particularly worthwhile.

TABLE VII

Teacher Evaluation of Learning Experience
by Case Study

Features of Learning Experience	Teachers Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Preparation time	14	0	0	6	43	8	57
Cost of preparation	14	0	0	1	7	13	93
Student involvement	14	11	79	2	14	1	7
Ease of teaching	14	8	57	3	21	3	21
Worthwhileness	14	10	72	4	29	0	0

TABLE VIII

Student Evaluation of Learning Experience
by Case Study

Features of Learning Experience	Student Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Amount learned	220	56	25	63	29	101	46
Involvement	209	64	30	69	33	76	36
Enjoyment	217	61	28	50	23	106	49
Worthwhileness	217	52	24	61	28	104	48

TABLE IX

Teacher Evaluation of Learning Experience
by Game Simulation

Features of Learning Experience	Teachers Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Preparation time	14	4	29	5	30	5	35
Cost of preparation	14	0	0	4	29	9	64
Student involvement	14	9	64	2	14	3	21
Ease of teaching	14	5	35	6	43	3	21
Worthwhileness	14	6	43	6	43	2	14

TABLE X

Student Evaluation of Learning Experience
by Game Simulation

Features of Learning Experience	Student Ratings						
	Greatest			Average		Least	
	N	N	%	N	%	N	%
Amount learned	194	83	43	52	27	58	30
Involvement	194	127	66	42	22	25	13
Enjoyment	195	127	65	39	20	29	15
Worthwhileness	196	89	45	56	29	51	26

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the adaptability of five methods of teaching family life in high schools in Montana. The methods selected were Set Induction, Discussion, Role Playing, Case Study, and Game Simulation. The sample consisted of 14 home economics teachers and 273 students.

Packets containing the lesson plans with complete teaching instructions for each method were sent to the teachers. Included in the packet were enough evaluation forms for each method for both teachers and students. At the end of each lesson, teachers and students completed the appropriate evaluation forms. When all five lessons had been taught and evaluated, the evaluation forms were returned by mail to the investigator.

The instrument called for an evaluation of a scale of 1 to 5, with 1 representing an excellent rating, 3 an average rating, and 5 a very poor rating. The teachers were asked to rate amount of time and cost of preparation, amount of student involvement, ease of difficulty of teaching, and worthwhileness of the method. Students were asked to rate how much they felt they learned, the degree of their involvement in the lesson, their enjoyment of it, and how worthwhile they considered the method to be. The only similar questions asked of both

teachers and students were on degree of involvement and worthwhileness of each method.

The results showed the following:

Teacher Ratings

Set induction was rated as having very little or no cost for preparation. Student involvement was fairly high. Ratings for worthwhileness were high. The discussion method was given an extremely high rating as to the amount of student involvement in the lesson. Worthwhileness was also rated high. Role playing was rated as taking a small amount of preparation time. Cost of preparation was outstandingly rated as being of very little or no cost. It was rated as being difficult to teach. However, a high rating was still given to the worthwhileness of this method. The case study method was rated highly as being of little or no cost to prepare. Another high rating was given to student involvement. A high degree of student classroom involvement was indicated for the game method. Approximately one-third of the teachers felt this was a difficult method to teach. However, almost half of the teachers rated its worthwhileness high.

Student Ratings

By set induction, students indicated that they had learned a lot and become actively involved in the lesson. They rated its worthwhileness very highly. The students rated the discussion method high.

They enjoyed role playing a great deal. Evidently they liked this method! Over half of them felt it was most worthwhile. With the case study method, a high percentage of the students indicated they learned little or nothing. They also stated little or no involvement. They furthermore felt it to be not worthwhile. Evidently, the students were unimpressed with this method! There was a high degree of lesson involvement and enjoyment by the game method. Although ratings were high in these two categories, students did not rate its worthwhileness nearly as high.

Teacher-Student Comparison

Both students and teachers rated a high degree of involvement by the set induction method. The teachers, however, rated its worthwhileness as high and the students rated it as low. Students and teachers were in agreement on their ratings for the discussion method. They rated it as having a high degree of student involvement as well as being worthwhile. When comparing percentages for role playing between students and teachers regarding involvement and worthwhileness, it was discovered that the teachers rated each one approximately 25% higher than the students did. For the case study method, the teachers rated the amount of involvement as being high, whereas the students rated an average involvement. The teachers rated worthwhileness as being very high and the students rated it as being low. They both gave high ratings for involvement for the game method. Although both felt it

to be a worthwhile method, there was a slightly greater rating by students.

Conclusions

Certain conclusions can be drawn from this study. The discussion method is considered to be a good teaching and learning method for a family life class. Role playing highly involves the student in the lesson. It is also an overall worthwhile method. Case study, as a whole, is not a good method for teaching family life. It requires much preparation time to write a good one or find one that is appropriate. Students did not like the case study method at all. Game simulation is enjoyable, but not necessarily worthwhile.

Recommendations

For Future Use of This Study

1. To make the findings available to teachers and teacher-educators.
2. To encourage others to do additional studies to determine the effectiveness of other methods of teaching high school family life.

Recommendations That Would Have Improved This Study

1. The packets would have been distributed in the fall of the year rather than the spring. Teachers could then have more easily worked the lessons into their yearly plans.

2. Packets should have been distributed and taught in the fall when students are more receptive to learning.

3. More than one learning experience could have been provided for each method. This would have lessened the possibility that the students were evaluating the lesson content and not the method.

4. The teacher variable could have been nullified or at least reduced if one teacher had been able to present each of the lessons.

5. In each packet, there should have been a working definition of each of the five methods being used. This would have been of value to both teachers and students. Perhaps not everyone was familiar with each method and how it worked.

6. The validity can be questioned of the teachers' responses to the amount of time for preparation and the cost of preparation for each lesson. The investigator wrote the lesson plans and provided most of the materials needed for each lesson. Naturally, the teachers would rate these as being least time-consuming and of little or no cost to/for themselves. This rating problem might have been solved if the teachers had been given only the type of method to be used and then instructed to write their own lesson plans.

REFERENCES

REFERENCES

- American Social Health Association, "Family Life Education: A Cause for Action." Family Life Education Project. New York: 1966.
- Avery, C. E. and Lee, Margie R. "Family Life Education: Its Philosophy and Purposes," Family Life Coordinator, 1964, vol. 26, no. 2.
- Bobbitt, Norma and Dobry, Alberta. Teaching Techniques Workshop. Montana State University, Summer, 1973.
- Calderone, Mary S. Foreward from Family Life and Sex Education: Curriculum and Instruction. Schulz, Esther D. and Williams, Sally R. New York: Harcourt, Brace and World, Inc., 1968.
- Cherryholmes, Cleo. "Some Current Research on Effect of Educational Simulation: Implications for Alternative Strategies." American Behavioral Scientist, October, 1966, pp. 4-7.
- Christensen, Harold T. "Development of the Family Field of Study." Handbook of Marriage and the Family. Harold T. Christensen, editor. Chicago: Rand McNally and Company, 1964.
- Combs, Arthur W. "Groups Discussion Suggestions." The Professional Education of Teachers. Boston: Allyn and Bacon, Inc., 1965.
- Fleck, Henrietta. Toward Better Teaching of Home Economics. New York: Macmillan Publishing Company, 1974.
- Fouraker, Lawrence. The Harbus News, Harvard Business School, September 28, 1972, vol. 47, no. 2, p. 31.
- Glazier, Raymond E., Jr. "Gaming as a Vehicle for Reflective Thought," The High School Journal, April, 1974, vol. 57, no. 7.
- Good, Carter V. Editor, and Merkel, Winifred R., Assistant Editor. Dictionary of Education. New York: McGraw Hill Book Company, 1973.
- Green, Kinsey Bass. Family Life Education: Focus on Student Involvement. Washington, D. C.: Home Economics Education Association, 1975.
- Hall, Olive A. and Paolucci, Beatrice. Teaching Home Economics. New York: John Wiley and Sons, Incorporated, 1970.

- Hatcher, Hazel M. and Halchin, Lilla C. The Teaching of Home Economics. Boston: Houghton Mifflin Company, 1973.
- Hill, R. and Simpson, R. L. Marriage and Family Sociology. H. L. Zetterberg, Editor. Paris: UNESCO, 1956.
- Homemaking Education in Oregon Secondary Schools. Issued by the State Department of Education, Leon P. Minear, Superintendent of Public Instruction, Salem, Oregon, 1965.
- Jackson, J. Robert. "Role-playing Anyone?" Strategies and Tactics in Secondary School Teaching: A Book of Readings. London: The Macmillan Company, Collier-Macmillan Limited, 1968.
- Joyce, William W. "Selecting, Evaluating, and Designing Simulation Games for the Middle School Social Studies Classes," The High School Journal, Chapelhill, North Carolina: University of North Carolina Press, April, 1974, vol. 57, np. 7. pp. 294-300.
- Kerckhoff, Richard K. "Evaluating Family Life Education," Merrill-Palmer Quarterly, April, 1960, vol. 6, no. 3, p. 187.
- Kerckhoff, Richard K. "Family Life Education in America," Handbook of Marriage and the Family. Harold T. Christensen, Editor. Chicago: Rand McNally and Company, 1964.
- Kilander, H. Frederick. Sex Education in the Schools, London: The Macmillan Company/Collier-Macmillan Limited, 1970.
- Lind, Robert W. Personal Interview, School of Home Economics, Montana State University, Bozeman, Montana, October 30, 1974.
- Michigan State University, College of Human Ecology. "Skillful Set Inductions" (adapted from the Stanford University Program). Summer Workshop Handout, 1973.
- Rodman, Hyman. Teaching about Families. Massachusetts: Howard A. Doyle Publishing Company, 1970.
- Stanford University. "Technical Skills of Teaching." (Handout). Michigan State University, Ca. 1970.
- Von Haden, Herbert I. and King, Jean Marie. Educational Innovators's Guide. Ohio: Charles A. Jones Publishing Company, 1974.

APPENDICES

APPENDIX A

1515 S. Black
Apt. No. 2
Bozeman, Montana
59715
January 22, 1975

Have you neglected family life in your home economics program because you felt uncomfortable with it or because you were too busy to do the extra preparation? I know I sometimes did when I taught high school. Perhaps it would help if we could identify which teaching methods are most effective. Miss Betty Lou Hoffman has suggested that you might help us do this.

We will provide you all the materials for five lessons on family life topics. All that is necessary for you to do is to teach each one according to instructions and then you and your students evaluate them on forms I will send you.

I shall be in touch with you by phone within the next week to learn your decision. If you have any questions, I will be happy to answer them at that time.

Thank you,

Ann Allen
Graduate Student in
Family Life Home Economics
Montana State University

APPENDIX B

1515 S. Black Apt #2
Bozeman, Mt. 59715
March 15, 1975

Dear

After repeated unsuccessful attempts to reach you by phone, we have decided to contact you by mail regarding the family life pilot program that we are conducting. Perhaps you recall our letter of last month. The five techniques of teaching family life, plus their lesson plans and evaluations are now ready and are in the process of being sent to cooperating teachers. We did have extra copies printed. If you are interested in participating in this program, please contact me at the above address and I will send you the materials. I would also need to know the number of participating students you would have.

Sincerely,

Ann E. Allen
Graduate Student
Family Life Science
School of Home Economics
Bozeman, Montana

APPENDIX C

March 1, 1975

Enclosed are the lesson plan materials for teaching the family life classes. You will notice that there are four lesson plans. However, there are actually five days' worth of class time as Lesson No. 1 incorporates two teaching techniques. This lesson takes two days to teach, thus giving you five complete days of lessons.

We apologize for the delay in getting these materials to you. Because of the high percentage of high school teachers who wished to participate in this pilot program, we decided to try to obtain university research funds to expand the study. We are happy to report that we did finally receive funding. You might be interested to know that this funding now enables us to publish the results of this pilot program in a pamphlet or brochure.

We ask you to teach the lessons as soon as you can work them into your curriculum. Because of the volume of returning evaluation forms, it will take considerable time to compile the results.

In order to reduce the teacher variable, please teach the lessons as closely as possible according to the instructions. After each lesson, evaluate and have your students evaluate that particular technique (method). Caution them that they are evaluating the teaching technique and not the particular learning experience.

Thank you again for your cooperation. If you have any questions, please feel free to contact me.

Sincerely,

Ann Allen
Graduate Student
Family Life Home Economics
Montana State University
Bozeman, Montana

APPENDIX D

LESSON NO. 1, PART 1TEACHING TECHNIQUE: SET INDUCTION

(Note: This lesson consists of two parts made up of two teaching techniques, set induction and discussion method. The total length for this lesson is two days. When evaluating this lesson, please evaluate both teaching techniques.)

* SET INDUCTION:INSTRUCTIONS:

1. The materials needed for this exercise are a variety of paper and/or plastic bags or sacks of differing colors and designs. A minimum of five sacks is suggested. However, more may be used. One of the sacks must be a plain, brown paper bag. Suggestions for the other sacks are highly decorative and colorful ones from gift shops, shoe stores, dress shops, drug stores, etc. A clear plastic freezer bag may also be used. If bags are unavailable, they can be easily made from colorful gift wrapping paper.
2. The teacher begins with the plain, brown paper bag and asks the students if they perceive themselves as plain, ordinary people as represented by this sack. She then holds up each sack and referring to its color and/or decoration asks students if they see themselves in these ways.
Examples:- A geometric print might suggest a neat, orderly person.
- A clear plastic bag might suggest a person who is open about his feelings toward other people.
- A bag with circles on it might suggest a person who is always going around in circles.
3. Conclude this set induction introduction by summarizing that no one sees himself as a plain, ordinary person, but as someone unique. This leads directly into the second part of this lesson.

* Source: This is an adaptation of a set induction designed by Angelina O. Parsons, Ph.D., Assistant Professor of Home Economics, Montana State University, Bozeman, Montana.

LESSON NO. 1, PART 2TEACHING TECHNIQUE: DISCUSSION METHODINSTRUCTIONS:

1. This exercise is to be used as a stimulus for discussion. The purpose of this exercise is to help students focus on the thinking through of the things about themselves which they commonly share with other individuals and the things that they do not commonly share. In addition, it allows opportunity for each member to receive feedback from class members concerning how they see him/her. However, depending upon the makeup of individual classes, the teacher may or may not want to give the students opportunity to receive personal feedback.
2. This is called the "Bag Exercise." * The materials needed are as follows:
 1. A ten-pound paper bag for each person.
 2. One or two popular magazines such as Life for each person.
 3. Construction paper of several different colors.
 4. Yarn, string, and some small toys or other objects that will help in constructing the bags.
 5. Crayons, paints, or pencils for drawing.
 6. Tape, paste or glue, scissors.
3. Each person receives a paper bag. Various materials described above are scattered around the room.
4. Each person spends about half an hour building his bag. On the outside of the bag he should attach things that represent aspects of himself that he commonly shares with other people. On the inside of the bag he should place things that represent aspects of himself that he does not commonly share with others. He may cut pictures, words, phrases, or slogans out of the magazines, draw designs or pictures, make objects out of the construction paper, or use anything else which seems relevant to illustrate the free and hidden aspects of himself;

(Note: This would be a good place to end the first day's lesson. Continue with the sharing of the bags and discussion on the second day.)

* Source: Johnson, David W., Reaching Out (Interpersonal Effectiveness and Self-actualization), Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972, pp. 32-3.

LESSON NO. 1 , PART 2, CON'T.

5. After everyone has completed his bag, call for class discussion of them by asking for anyone to volunteer to talk about his bag. He may wish to talk just about the outside of the bag, or, he may feel like sharing part or all of what is inside the bag. He should feel free to share as much or as little as he would like to.

After a person has shared all or part of his bag, the other class members may wish to comment on how their perception of the person match what they have heard. They may feel that he has left out qualities that they appreciate in him or perceive him as having. Encourage the students to share their impressions and reactions. Discuss as many bags as time allows.

6. Summarize the lesson by asking the students to make generalizations on how we perceive ourselves, how others perceive us, and why and how these ways can differ.
7. Please evaluate and have your students evaluate on the forms provided both the set induction and discussion methods. Use separate forms for each method. Caution your students that they are evaluating the teaching technique (method) and not the particular learning experience.

LESSON NO. 2TEACHING TECHNIQUE: ROLE PLAYINGINSTRUCTIONS:

1. Ask for student volunteers to do the role playing. Situation No. 1 needs two girls; Situation No. 2 needs two girls and one boy; and, Situation No. 3 needs either two girls, or two boys, or one girl and one boy.
2. Tell the role players their situations. Give them a little time to get into their roles. They will need to think about the age, the personality, the pressures of the moment on that role, and the reaction that the people might have.
3. Ask the role players to do Situation No. 1. When the players have shown several reactions in an attempt to dramatize the problem, stop the action before it drags. Stopping it at a high point stimulates more discussion from class members as well as the role players.
4. The following set of guide questions are suggested to stimulate discussion:
 1. Ask each role player how he felt as he played his role and heard what the other person had to say.
 2. Ask the class members to react to the chosen behavior of each role player.
 3. Give the role players a chance to say how they wished they had acted.
 4. Ask the class members how they would have acted had they been the role players.
 5. Ask what tended to cause or be a reason for the actions chosen.
 6. Sum up by asking (or in some cases you should tell) generalizations about behavior which seem to be operating in the interaction.
5. Repeat Steps 3 and 4 with Situations Nos. 2 and 3.
6. Please evaluate and have your students evaluate this role playing method. Caution your students that they are evaluating the teaching method and not the learning experience.

Source: Klemer, Richard H. and Smith, Rebecca M. Teaching About Family Relationships. Minneapolis, Minnesota, Burgess Publishing Company, 1975, pp. 82-3.

LESSON NO. 2, CON'T.ROLE PLAYING SITUATIONS:SITUATION NO. 1: (jealousy)

It's a Sunday afternoon. Two girls are talking about a classmate who continually is given money by her parents to buy new clothes. As the girls talk, their feelings of jealousy become more and more apparent.

SITUATION NO. 2: (depression)

After the last class on Wednesday, two girls and a boy are seen huddled together at the end of the hall. One of the girls had been told at noon by her boyfriend that he wanted to start dating other girls. The boy and the other girl are trying to talk her out of her depression over the situation.

SITUATION NO. 3: (anger)

It's Friday night at the drive-in. Two students are angrily talking about a teacher who gave one of them a "B" on a paper that he/she felt deserved and "A".

LESSON NO. 3TEACHING TECHNIQUE: CASE STUDYINSTRUCTIONS:

1. Ditto off copies of the case study "Bitter Sunday" for each class member.
2. Distribute the case study to the class and give them time to read it in class.
3. Divide the class into groups of 3 or 4 students each and ask each group to answer the following questions about the case study:
 1. How did the situation get to be this way?
 2. Why did Mary Ann slap Johnny's hand?
 3. What was Johnny's motive for saying what he did say at the table?
 4. Why were both Mary Ann and Uncle Pete afraid to disclose their real feelings?
 5. What might have been some outcomes if Mary Ann hadn't gone over to see Uncle Pete?
4. When all the groups have completed their answers, ask each group to share with the class what they decided.
5. Compare group answers, especially differing ones.
6. Summarize any generalities common to all or most of the groups.
7. Please evaluate and have your students evaluate on the forms provided this Case Study method. Caution your students that they are evaluating the teaching method and not the learning experience.

"Bitter Sunday" *

Mary Ann hated Sundays anymore because Uncle Pete came to dinner and ruined her whole Sunday. Bill and Johnny over-heard her talking to Joe when she told him that she didn't like Uncle Pete.

As Uncle Pete was about to say grace, Johnny reached for a roll. Mary Ann slapped his hand. Johnny said just because she didn't like Uncle Pete was no reason for her to be mean to everyone else.

Uncle Pete went home. After father and the twins left, Mary Ann went to see Uncle Pete. She found Uncle Pete dressed in old jeans and a T-shirt. He was thoroughly enjoying himself. Mary Ann was surprised to find out that Uncle Pete didn't like big Sunday dinners either or filling up other people's plates. Mary Ann was on a much better relationship with Uncle Pete and would enjoy having coffee and peanut butter sandwiches with him.

* Source: Curriculum Materials for Family and Group Relations, issued by Homemaking Division, State Board for Vocational Education, Denver Colorado, 1957, p. 86.

LESSON NO. 4

TEACHING TECHNIQUE: GAME

INSTRUCTIONS:

- * 1. You will need as many envelopes as you will have groups of 2 or 3 students in the class. Place one fate card in each of the "Mystery Envelopes." Code the envelopes for boys and girls.
2. Have students group together in 2's or 3's. The students then make up a boy or a girl and fantasize an ideal life for him or her. They can give him/her a name, spouse, children, hobbies, job, etc. Tell the students they are daydreaming, so give him/her a beautiful life. They should write the "life" down on paper.
3. Students pick a "Mystery Envelope" with a card inside telling something about their character's fate. If the card changes something they've dreamed about, the card is right. If it doesn't, then their dream stays.
4. Each group shares with the class both the fantasy and the contents of the "Mystery Envelope." Ask for feedback from all class members about the reality of the fantasy and the contents of the envelope. Lead questions might be: Do these things tell them anything about their self-concept? about their life's expectations? about reality?

Fate Cards for the "Mystery Envelopes":

For girls:

- This young woman never found a man she wanted to marry. When she reached 35, she realized she would probably never marry.

- This young woman's husband left her when she was 42 years old for another woman. She has three children to support and no job qualifications.

- Five years after they were married, this young woman's husband lost his job to automation. They were suddenly left with no income and three pre-school children to support.

* Source: An adaptation of "The Myth of 'Happily Ever After'", Davidson, Sara, Woman's Day, May, 1974, pp. 28,30,190,193.

LESSON NO. 4, CON'T:

- This young woman had her fourth baby at age 23. She now has four children under 5 years of age.

- This young woman's husband was killed in an automobile accident. She was suddenly widowed at age 29 and must begin to support herself and two children.

- This young woman is happily married to a handsome doctor.

- This young woman finished college, worked for 2 years, and then married a young attorney with a promising future.

- This young woman has a job that pays \$1,000.00 a month. She lives in a beautiful apartment and has lots of beautiful clothes.

- This young woman is married to a local businessman. They live in a nice suburb of Chicago and have 2 children.

- This young woman is married to an electrician who makes a very comfortable living. They live in a nicely furnished mobile home and have twin boys age 3 1/2.

Fate Cards for Boys

This young man dropped out of college after two years and is now trying to support a wife and 2 children by working in a service station.

- This young man went to work for a local manufacturing company right after high school graduation. He was told he would be promoted regularly. However, after 3 years, several other young men with more than a high school education have been promoted instead of him.

LESSON NO. 4, CON'T:

- This young man had plans to study engineering in college. But during his senior year in high school, his girlfriend became pregnant and they were married. He can no longer afford to go to college.

- This young man's wife left him for another man after 15 years of marriage. He suddenly finds himself alone in a cold apartment with no wife and children.

- This young man has just found out that he has lost his job and his wife is expecting their fourth child.

- This young man completed law school and is now a junior partner in a well-known law firm. He is married to a lovely young woman and they have 2 children.

- This young man has taken over his father's hardware store. Business has increased and he was recently named the "Outstanding Young Man of the Year."

- This young man inherited \$20,000.00 from his grandfather which enables him to pay a down payment on the ranch he and his wife have been wanting to buy.

- This young man is a successful dentist in a wealthy suburb of San Francisco. He and his wife and one child live in a beautiful 4-bedroom condominium.

- This young man is a senior executive for the Chrysler Company. He makes \$80,000.00 a year plus has an expense account. He and his wife live in an expensive apartment and travel to different parts of the world often.

(Please evaluate and have your students evaluate on the forms provided this game method. Caution your students that they are evaluating the teaching method and not the learning experience.)

APPENDIX E

STUDENT EVALUATION

CHECK (✓) TYPE OF TEACHING METHOD FOR THIS CLASS: SET INDUCTION _____
 DISCUSSION _____
 ROLE PLAYING _____
 CASE STUDY _____
 GAME _____

For the four items below, circle one response for each. Please remember, the purpose of this evaluation is to rate the specific method of instruction, not the content of this particular lesson.

1. Rate how much you feel you learned by using this method. 1 represents that you learned a lot; 3 is average; and 5 represents that you learned very little or nothing. 1 2 3 4 5
2. Rate the degree to which you feel you became actively involved in the class by using this method. 1 represents a lot of involvement; 3 represents average involvement; and 5 represents little or no involvement. 1 2 3 4 5
3. Rate how much you enjoyed using this method with 1 representing most; 3 representing average; and 5 representing least enjoyment. 1 2 3 4 5
4. Rate how worthwhile you felt this method to be, using 1 as most worthwhile; 3 as average; and 5 as least worthwhile. 1 2 3 4 5

APPENDIX F

TEACHER EVALUATION

CHECK (✓) TYPE OF TEACHING METHOD FOR THIS CLASS: SET INDUCTION _____
 DISCUSSION _____
 ROLE PLAYING _____
 CASE STUDY _____
 GAME _____

For the five items below, circle one response for each. Please remember, the purpose of this evaluation is to rate the specific method of instruction, not the content of this particular lesson.

1. Time required to prepare this method. Let 1 represent very time-consuming; 3 is average; 5 is least time-consuming. 1 2 3 4 5
2. Cost of preparation for this method. Let 1 represent very expensive; 3 is average; and 5 represents little or no cost. 1 2 3 4 5
3. Student involvement by this method. Let 1 represent a high level of student involvement; 3 is average; and 5 represents little or no student involvement. 1 2 3 4 5
4. Ease or difficulty of teaching by this method. Let 1 represent very difficult; 3 is average; and 5 is easy. 1 2 3 4 5
5. Worthwhileness of this method. Let 1 represent very worthwhile; 3 is average; and 5 is not worthwhile. 1 2 3 4 5

APPENDIX G

LIST OF PARTICIPATING SCHOOLS AND TEACHERS

Belt High School
Belt, Mt. 59412
Mrs. Shirley Godbold
H.S. enrollment: 155
Students in the Study: 10

Billings Senior High School
425 Grand Avenue
Billings, Mt. 59102
Ms. Pam Cainan
H.S. enrollment: 2,341
Students in the Study: 114

Broadwater Co. High School
Townsend, Mt. 59644
Mrs. Linder Fisher
H.S. enrollment: 215
Students in the Study: 7

Colstrip High School
Colstrip, Mt. 59323
Mrs. Karen Hayes
H.S. enrollment: 186
Students in the Study: 7

Cut Bank High School
Cut Bank, Mr. 59427
Mr. Tim Rabine
H.S. enrollment: 443
Students in the Study:

Great Falls High School
P.O. Box 2428
Great Falls, Mt. 59405
Mrs. Deborah Sullivan
H.S. enrollment: 2,037
Students in the Study: 30

Hobson High School
Hobson Mt., 59452
Mrs. Judy Hayden
H.S. enrollment: 95
Students in the Study: 9

Madison Valley Consolidated H.S.
Ennis, Mt. 59729
Mrs. JoAnne Stewart
H.S. enrollment: 121
Students in the Study: 10

Malta High School
Malta, Mt. 59538
Mrs. Blanche Ivanish
H.S. enrollment: 335
Students in the Study: 29

Melstone High School
Box 97
Melstone, Mt. 59045
Mrs. Carmen Galt
H.S. enrollment: 58
Students in the Study: 7

Moore High School
Moore, Mt. 59464
Mrs. Marinell Burnham
H.S. enrollment: 65
Students in the Study: 6

Opheim High School
Opheim, Mt. 59250
Mrs. Deborah Donovan
H.S. enrollment: 107
Students in the Study: 13

Twin Bridges High School
Box AC
Twin Bridges, Mt. 59754
Mrs. Linda McGregor
H.S. enrollment: 141
Students in the Study: 6

Whitehall High School
Box 400
Whitehall, Mt. 59759
Mrs. Joan Carter
H.S. enrollment: 215
Students in the Study: 7

APPENDIX H

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-3241

School of Home Economics

Feb. 19, 1975

Dr. Roy Huffman
Vice-President for Research
Montana Hall 103
Campus

Dear Dr. Huffman:

As a follow-up to the talk Ann Allen and I had with you last week, we submit the following budget request for research funds:

Printing costs for lesson materials	\$30.00
Mailing costs for lesson and evaluation materials	40.00
Work-study help for data tabulation (80 hours at \$2.00 per hour = \$160.00). Our 20% share	32.00
Duplication of brochure as final product	65.00
Distribution of brochure	<u>30.00</u>
TOTAL	\$197.00

We have made our most reasonable estimate on the cost of duplicating the brochure, and on the amount of work-study time that will be needed to tabulate the data. Actual costs may vary slightly from the above figures, but we will make every effort to remain within the above limits.

Please advise us if you approve this request, and whether it will be set up as an NSF account, or is to be administered in some other way.

Thank you very much for your helpfulness and courtesy in this matter.

Sincerely,

Robert W. Lind

Robert W. Lind, Ph. D.

Copy to: Dr. Marjorie Koiser
Mrs. Ann Allen

— *Montana State University* —

Bozeman, Montana 59715

Tel. 406-~~987-8729~~

994-2381

Office of the President
Carl W. McIntosh, President
Wm. A. Johnstone, Vice Pres. for Administration

Roy E. Huffman, Vice Pres. for Research
I. E. Dayton, Vice Pres. for Academic Affairs

March 7, 1975

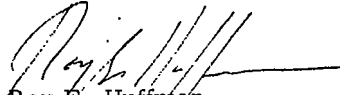
Dr. Robert W. Lind
School of Home Economics
Campus

Dear Dr. Lind:

This is in reply to your letter of February 19, 1975 regarding ERF funds for the research project Mrs. Ann Allen and you are conducting.

We will transfer \$197 to the Home Economics Administrative Account from which you can make the payments rather than establishing an ERF account for such a short period.

Sincerely yours,


Roy E. Huffman
Vice President
for Research

REH/mm
CC: Dr. Marjorie Keiser
Mrs. Ann Allen ✓
Larry Kain

MONTANA STATE UNIVERSITY LIBRARIES



3 1762 10011995 5



N378
Al52
cap 2