

METHODS IN MAKING LESSON ASSIGNMENTS
IN THE UNION HIGH SCHOOLS OF OREGON

by

WILLARD WAYNE MILLER

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APPROVED:




Professor of Education


In Charge of Major



Head of Department of Education



Chairman of School Graduate Committee



Dean of Graduate School

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METHODS IN MAKING LESSON ASSIGNMENTS IN THE UNION HIGH SCHOOLS OF OREGON

CHAPTER I

INTRODUCTION

The lesson assignment as a teaching device in our schools has always been of tremendous importance in the process of motivating the student and, consequently, to provide good learning. However, it has been personally admitted by many of our educators, teachers, and even students, that the lesson assignment, as an important feature of their success, has been greatly neglected. It is generally believed by educators that improvement can be made in this phase of teaching only by intensely studying the matter through the means of statistical reports which are confidentially obtained from the source of the controlling factor, the teacher.

The general understanding is that real learning takes place only when the learner is given opportunity to apply himself mentally and physically to the task. The amount of success the learner attains in real learning will surely depend upon the ability of the teacher to guide and motivate him in a correct manner. It is common opinion that in spite of the teacher's otherwise good teaching procedures to create interest and curiosity for

learning, there can be no real learning if proper instruction of the lesson assignment is not given. The success of the teacher does not entirely depend upon the knowledge of subject matter and methods of teaching but also in making correct lesson assignments.

Statement of the Problem

In presenting the problem, the following question is considered: Do we attribute the cause of improper lesson assignments to inexperienced teachers, to one particular sex, or perhaps to certain subjects? It is the purpose of this thesis to determine the present practices in making assignments in the union high schools of the state of Oregon, and to indicate the predominant factors of today's procedures. From these data, it is believed that the mistakes and shortcomings of today can be recognized by us; and, teachers will readily know what to expect, thus allowing them an opportunity to improve this phase of their professional work.

Purpose of the Study

The purpose of this study is to discover by actual inquiry of all the teachers of Oregon's union high schools what the present practices in lesson assignment

making are in this particular class of schools with a possibility of pointing out by comparison and suggestion a solution to difficulties.

An attempt is made to answer the following questions:

1. What length of time does the lesson assignment generally cover?
2. How does the length of time of the lesson assignment compare among the various teaching fields?
3. To what extent are lesson assignments recorded by the teacher?
4. To what extent are lesson assignments recorded by the student?
5. Are the lesson assignments reviewed by the teacher?
6. If the lesson assignments are reviewed by the teacher, how often?
7. When are the assignments made in the period?
8. What degree of influence does the student have in making the assignment?
9. What methods are used most exclusively in motivating the student?
10. How frequently are certain types of assignments made?

11. What is the estimated time that the teacher spends in preparing lesson assignments?

12. What is the estimated time that the teacher spends in giving lesson assignments?

13. Comparatively, what groups of teachers spend the most time giving lesson assignments? How do they compare with those that spend the most time in preparing lesson assignments?

14. How do the different types of lesson assignments used compare between teachers of the two sexes?

15. What are the chief opinions by the teachers in the field as to the satisfaction of present assignment making?

16. What are the chief suggestions by the teachers in the field to provide for better assignment making?

Schools Included

In making this study, it was decided to include all the teachers in the union high schools of the state of Oregon. There were particular reasons for selecting only the area of the union high schools. First, Oregon school law provides that union high schools offer education only from grades 9 through 12; whereas, if other high schools of the state had been included, there might

have been a degree of elementary education involved, thus not giving the same picture for this age group. Second, the union high schools in Oregon represented a fairly uniform distribution of both small high schools and large high schools. It was thought, therefore, that a more valid study could be made. Third, and of perhaps less importance to the validity of the study, was the writer's particular interest in research on the matter of lesson assignments that included the type of school system in which he was himself employed as a teacher, and with which he was most familiar.

Questionnaire

A questionnaire (copy in Appendix) was constructed to obtain the information for the data that was tabulated and placed in table form. An attempt was made to make the questionnaire as complete as possible, and still to make it simple and easily answered. The questionnaire consisted of 15 questions, 12 of which pertained specifically to the practice of making lesson assignments, and the remainder asked for information relative to the major subject taught, the number of years the teacher has taught in high school, and the sex of the teacher.

Limitations of the Study

Two subject fields, art and foreign languages, were so sparsely represented by replies on the questionnaire form that no definite conclusion can be drawn in regard to these two subject fields.

It was noted that question five, asking how often assignments were reviewed if long assignments were made, was quite frequently omitted even by the subject field teachers such as industrial arts and commercial education.

There is a possibility that in answering question twelve, which asks whether the teacher is satisfied with the present methods of assignment making, the teacher may agree that improvement is needed since many hold that there is always room for improvement.

CHAPTER II

HISTORICAL STUDIES IN ASSIGNMENT MAKING

Trends in Assignment Making

According to Funk and Wagnall's New Standard Dictionary, the term "assignment" in all likelihood had its origin in military life. It defines the term in the following manner: "the act of assigning, in any sense, or that which is assigned: allotment; designation; appointment; specification; attribution; as, assignment of duties; assignment of a reason." It is interesting to note the various applications the word "assignment" can be given. However, in this study the interest lies in the application of this word in terms of the teacher. The word "assignment" as applied to education, came into use during the early developments of educational practices. A very simple definition with reference to education given by Risk (5, p.446) indicates that:

An assignment is a special set of directions to secure certain learning activity for certain ends.

As to the definition of the word and its possible origination in education, Yoakam (7, p.2) states:

It implies the presence of a directing power and of a person or persons who are to be directed in some manner. It reflects that ancient idea of education as being carried on by a race of

superior beings, the masters or teachers, and more or less imposed upon a group of disciples or "scholars" who are willing to be directed and who submit to direction without question or criticism. This idea, perhaps, ill accords with changing ideas of education in a democracy where cooperative effort between teacher and pupil is the method calculated to develop initiative, resource, and independence on the part of the pupil.

The above statement reminds one of the changing conditions of the educational assignment with that of the entire educational theory. Of course, it appears most unlikely that the assignment will continue to change to the point that will eliminate the teacher-student relationship. One must bear in mind that as long as there are students there must be someone to direct or guide them in the learning process. This may not be stating that there will always be certain types of lesson assignments, but that the principle of the assignment will not be destroyed. The assignment is an important step in the teaching-learning process. Douglass and Mills (1, p.149) say on this matter:

The assignment has been referred to as the key to the learning process, the very core of successful instruction, the heart of the problem of pupil study direction, the beginning point in teaching....

In fact, the lesson assignment is a necessity. Douglass and Mills (1, p.151) indicate that:

Definite and challenging learning exercises accompanied by a list of specific instructions for study are an indispensable part of the assignment.

Perhaps the most critical attack made by educators with reference to lesson assignments has been the careless use throughout the ages of saying: "take the next ten pages" or "take pages 51 to 60". In other words, the "page" or "textbook" assignment is the most used and misused. It is, in part, a purpose of this study to determine whether today's high school teachers are adopting newer ways and types in order to develop good study habits. Good study habits, in turn, require good assignments. Risk (5, p.560) states:

Pupils cannot develop good study habits on poor assignments any more than they can develop good health on a poor diet. The teacher must illustrate and help pupils use good techniques; that is, he should show them the steps to take.

Some authorities believe that the time of making a lesson assignment should be at the close of the class period. One of the objectives of this study is to determine the status among Oregon secondary teachers on this matter. Risk (5, p.400) says:

It seems to be the most common practice among teachers to make the assignment at the close of the class period. This is an appropriate time, especially when the assignment grows out of the work of the day and the

next day's work is readily seen as a continuation of the work at hand.

Douglass and Mills (1, pp.133-314) agree with Risk on this point by stating that:

The assignment for the subsequent day deserves careful planning in order that pupils may know not only what they are to do, but also know why and how they are to do it. A sufficient amount of time at the end of the recitation period should be reserved for making the assignment.

However, other writers believe that assignments should be made at the beginning of the period. Douglass and Mills (1, pp.152-153) say:

Making the assignment for the next day at the beginning of a class period to be devoted entirely to recitation insures adequate time for it. However, an assignment made at that time assumes that the work planned for that particular recitation will be completed..... If all the work anticipated is not completed, the assignment previously made may be modified or supplemented at the close of the class period.... The ideal time (time of making assignment) presents itself when there is clear indication as the class work proceeds that a particular phase of the work leads directly into that which is to follow.

It is generally assumed that the types of assignments used nowadays in our schools are modified former types and, in some cases, entirely replace other types. There is some disagreement as to the classification of the assignments. It appears, however, that there

are at least eight distinct types that have been used throughout the years and could be termed old-type assignments. From the various sources of material available the following classifications appear most often to be termed as the old-type assignments:

1. Page - the most typical old-type assignment; used in all subjects.
2. Paragraph - a close competitor of the page assignment, generally used in history, geography, and science.
3. Topical - most generally used in social studies.
4. Chapter - most often used in college where considerable reading is necessary per assignment.
5. Question - involves the use of problems to be answered by reading a textbook.
6. Exercise - a typical type used in arithmetic and spelling.
7. Experiment - most generally applying to science subjects such as chemistry and physics.
8. Theme - most popular in English, and widely used in history, geography, and science.

These old-type assignments, although not to be entirely condemned, are generally given orally to the class and are easier to administer. The tendency, however, today is to give assignments that encourage, to a greater degree, the thinking of the student. Instead, problems and questions are used to stimulate the interest of the student. However, it appears that there are places where many of the old-type assignments serve the best and may continue to do so for some time.

The new-type assignments have developed through the changing philosophy of education and through a better understanding of the learning procedures throughout the years. These new types overlap to a considerable extent the old type. Perhaps the most popular of these new-type assignments are:

1. Problem - a type that is generally presented in duplicated form, consisting of a series of questions to be answered by doing certain reference work or experimentation.
2. Project - a self-initiation of activities by the student, most generally used by industrial arts classes.
3. Unit - generally used in unit planning and mastering a topic, and is in the

presentation form of an assignment sheet.

4. Contract - an outline of proposed work agreed upon by teacher and student, aimed at encouraging a good quality and quantity of work, and is widely accepted in commercial work where much practice is needed for improvement of subject matter.
5. Job Sheet - widely used in industrial arts teaching where it serves as an assignment sheet for a specific job.
6. Term Syllabus - an outline of problems, references, exercises, and topics to be taken up during the term, most widely used in college instruction.
7. Guide Sheet - an outline of subject material together with references, questions, and illustrations.
8. Differentiated Assignment - a challenge of problems that are worked out with the teacher as a guide, and allowing for individual differences.
9. Goal Book - a kind of permanent assignment device, setting up definite

objectives or goals for students to attempt to achieve.

The new-type assignment is usually in written, printed, or duplicated form and presents a contrast to the old-type oral assignments. It seems quite obvious that if progress is being made, there will be a trend toward the newer plans. The value of written assignments is described by Douglass and Mills (1, p.153) as follows:

Its use eliminates the possibility of error which is present when the pupils write their own versions of oral assignments. The written form also is available for reference by pupils in the course of their study.

However, a caution is also given concerning the utilization of written assignments by Douglass and Mills (1, p.152) stating that:

The utilization of written assignments does not eliminate the need for setting aside a considerable portion of the class period for making the assignment. Nothing is more deadly to pupil interest than the distribution of assignment sheets in an impersonal routine manner.

In relation to trends in assignment making, Douglass and Mills (1, p.150) sum them in four statements:

Trends toward assignment making:

1. Trend toward the cooperative development of the assignment by pupils and teacher.

2. Trend away from the oral (dictated) assignment toward the

mimeographed or printed guide or work sheet.

3. Trend toward the long-term assignment.

4. Trend toward greater flexibility in terms of the varying abilities and needs of the different members of the class.

The trend of certain new-type assignments such as the unit and project are indicated as having changed methods in students' application to subjects according to Douglass and Mills (1, p.141).

When the contents of a textbook constituted the sole basis of instruction in a high school course, a pupil who took his book home with him had all the study materials necessary for what was necessary for what at that time was considered adequate preparation of an assignment. The introduction of the unit and project (italics not in original quotation) methods has altered the procedures of study.... Formerly preparation for a recitation was strictly an individual task. In the modern school much cooperative effort of pupils and teachers is considered essential to the successful operation of learning activities. This involves a group attack upon many of the problems.... Cooperative study under the direction of the teacher is essential.

Studies in Assignment Making

What studies have been made on procedures of making lesson assignments? An attempt is made here to summarize certain previous studies.

Miss Anna Carrie Felkel (3, pp.1-98) made a study of the assignment in a high school of approximately 600 students in 1924. She attempted to determine the extent to which four types of assignments were used and the preference of the students by subject and grade. The types investigated were the page, the problem or question, the cooperative, and the directed learning assignment. Her investigation was in the fields of English, mathematics, foreign languages, science and history. A questionnaire was given to the students, and specimen assignments were furnished by the teachers. Replies to these questionnaires indicated that the order of preference for assignments were: first, the page assignment; second, the directed learning assignment; third, the problem or question assignment; and fourth, the cooperative assignment. The study indicated that 49.8 per cent of the assignments were page assignments, 16.9 per cent problem or question assignments, 17.5 per cent directed learning assignments, and 2.9 per cent cooperative assignments. Miss Felkel's conclusion is that 93 per cent of the teachers used more than one type of assignment; that the page assignment was entirely too prominent; and that the students' preferences were much different from the type of assignment given. There is no doubt but that this study was greatly limited because of the area investigated

but it, nevertheless, indicated the need for improvement at that time.

Another study of procedures in making lesson assignments was made by Sister Frances Joseph (2, pp.1-81). Her objectives for this study can be summarized as follows:

1. To discover current practices.
2. To determine to what extent the assignment was made an important part of the recitation.
3. To determine what the prevalent practices were in the quantity of material assigned.
4. To find out what types of assignments were in usage.
5. To give comparison of time spent by the student in preparing for an assignment with the teacher's estimate of what time it would take the student.
6. To determine what a satisfactory assignment should be.

In the above study, questionnaires were sent to 20 secondary parochial schools throughout the East and Middle West. The schools varied greatly in size. Separate questionnaires for teachers and students were used. One hundred two teachers returned the questionnaires. Altogether, 2,790 questionnaires to students were returned. An examination of the data obtained by the questionnaires

justified the following conclusions:

1. That the assignments of young teachers showed a lack of discrimination to the emphasis placed on the work.
2. That the teachers appeared to know their subject matter.
3. That the average time given to the making of an assignment was 10 minutes.
4. That well over three-fourths of the teachers tried to introduce better means of attack on the new lesson.
5. That an attempt was made by a majority of the teachers to teach the student how to study.
6. That the greatest weakness in making lesson assignments was the lack of motivation.
7. That reasonable amounts of material were being assigned.
8. That a small degree of attention was given to individual differences.
9. That the prevailing form of the assignment was that of a command.

This study again makes it obvious that there was a need for considerable improvement, especially in motivation and interest. It indicated that teachers were evidently doing fairly good teaching but were failing to

create the proper interest of building up adequate assignments. In respect to the importance and difficulty of motivating the assignment, Risk (5, p.401) states:

One of the most important functions of the assignments is to motivate the pupil. This is one of the most difficult problems for the inexperienced teacher.

An investigation on typical assignments was made by Bertha Stutzman (6, pp.1-121) at the University of Pittsburgh, but inasmuch as it represented only one part of one state and was made in a college training institution where good assignments should be given, if anywhere, the findings were non-representative of schools as a whole. The investigator, however, found that the predominating type of assignment was the oral type rather than written. It was further found that approximately 60 per cent of the assignments given had no definite purpose, and about 40 per cent were motivated. The investigation determined that the majority of the teachers in the field studied made no particular arousal of the student's interest nor displayed the initiative to set up favorable conditions.

In arousing a particular interest among students, it is assumed that the student's part is of utmost importance. The trend has been to allow the student's role to determine, in part, what is to be gained and in what

manner. On this point Yoakam (7, pp.186-187) says:

In the old education, the pupil's part in the assignment was to receive it and mark well what the teacher indicated as "required" for the next lesson. The word "required" was constantly in the foreground. In the new education, a desirable change has come about. The pupil is generally as actively engaged in planning, purposing, thinking, making suggestions, proposing new ideas, etc., as the teacher. This is as it should be. The pupil's part in the assignment is much pleasanter than it used to be. Since, whenever possible, the teacher gets children (the students) to suggest what next shall be done, the pupil is much more active than formerly. His part is to question the teacher, make suggestions, propose changes, volunteer activities, and to demand that anything that is not clear be made so before he attempts to study the new lesson.

A survey concerning the use of the lesson assignment in Oregon high schools, was made in 1932 by McLean (4, pp.1-54). Obtaining his information by questionnaires sent out to high school teachers in Oregon in schools of four or more high school teachers, except the city of Portland, returns were received from about 60% of the teachers concerned. From the response, he was able to determine that high school teachers were in general, at that time, still following the older type of oral assignments. Among other things he found that the average time spent on lesson assignments by the teacher was between five and eight minutes, and that the experience of the

teacher had little effect on the lengths of the assignments made.

Douglass and Mills (1, p.152) indicate the broad nature of time required in giving the assignment as follows:

The amount of time needed for assignment making depends upon its nature, scope, and form. Some students of classroom methods have suggested that a minimum of from one-fourth to two-fifths of each class period be devoted to making the assignment..
.... An entire class period occasionally can well be devoted to assignment making, while in other periods little or no time may be necessary for this purpose. The teacher can easily become so engrossed in other phases of teaching that he reserves an insufficient amount of time for initiating the study process in the most effective manner.

As to the length and difficulty of an assignment, Risk (5, p.400) says:

This is a problem that the individual teacher must solve for himself. The length must be adapted to the subject, the time for preparation, the abilities of pupils, and other factors affecting the amount and degree of attention pupils can give to the work.

CHAPTER III

ANALYSIS OF THE DATA

In assembling the data upon which this study is based, questionnaires were sent to all the principals of Oregon's union high schools and distributed among their high school staff, completed, and returned to the writer as a group. The Oregon school directory for 1949-1950 was used in determining the number of high school teachers that comprised each union high school staff. A total of 909 questionnaires to 76 different schools was transmitted. Of those, 437 or 48 per cent were returned. A follow-up was made of all high schools that failed to participate within a reasonable length of time with only slight results in acquiring a greater percentage of returns. (See Appendix A).

In analyzing the data obtained, three factors: major subject taught, the number of years the teacher has taught in high school, and the sex of the teacher, were cross-tabulated with 11 questions on the questionnaire dealing with certain methods used in assignment making. One question (Question 13) asked for suggestions that would provide for better lesson assignment making by high school teachers and, due to its broad nature, the suggestions were compiled in Appendix B without reference to

their source. Perhaps the most outstanding of these suggestions were the development of sufficient interest on the part of the student, and the element of time on the part of the teacher. That is to say, if the teacher had more time for preparation, the lesson assignment would be improved. Many expressed the need for being definite and clear so that even the poorest student understands.

As the result of tabulation, tables are shown throughout the remainder of this chapter with findings.

Table I shows the proportion of teachers reporting assignments of various lengths.

TABLE I

Percentage of Teachers Reporting Assignments of
Different Lengths Relative to Subject

Subject Taught	Daily	Weekly	Monthly	Longer than Monthly
Language Arts	59	36	3	2
Social Studies	49	42	5	4
Commercial	52	41	0	7
Science	54	41	2	3
Mathematics	74	24	2	0
Home Economics	42	44	4	10
Foreign Languages	50	25	25	0
Agriculture	40	40	0	20
Industrial Arts	38	38	14	10
Art	50	50	0	0
Music	44	39	4	13
Physical Education	58	30	10	2

It is noted in Table I that a majority of the high school teachers reported that they made daily assignments, but there was a strong trend in weekly assignment making among all subject fields. Mathematics teachers reported an outstanding high of 74 per cent who made daily

assignments. Agriculture teachers reported the highest percentage for longer than monthly assignments, followed by music, industrial arts and home economics respectively.

Table II indicates that at least 50 per cent of all the teachers reported that they most generally used the daily assignment.

TABLE II

Percentage of Teachers Reporting Assignments of
Different Lengths Relative to the Years
They Have Taught in High School

Number of Years Taught	Daily	Weekly	Monthly	Longer than Monthly
1 to 4	59	33	4	4
5 to 8	47	42	7	4
9 to 12	47	44	5	4
Over 12	49	38	4	9

The less experienced teachers seemed to use the daily assignment somewhat more. Weekly assignments were used by an average of almost 40 per cent of the teachers. The monthly and longer than monthly assignments were used very little, although nine per cent of the teachers with

over 12 years teaching experience reported that they most generally used assignments longer than monthly.

The percentage of teachers reporting assignments of different lengths relative to sex are shown in Table III.

TABLE III

Percentage of Teachers Reporting Assignments of
Different Lengths Relative to Sex

Sex of Teacher	Daily	Weekly	Monthly	Longer than Monthly
Man	53	38	4	5
Woman	53	36	5	6

It is noted in Table III that there is almost no difference at all between the length of assignments of men teachers compared to women. Both groups used the daily assignment outstandingly. Men teachers reported the use of the weekly assignment slightly more than women teachers.

The next group of three tables in general indicate that the tendency of the teachers was to present the assignment orally to the class although not extremely so.

About 40 per cent of the teachers presented their assignments by means of the blackboard and a relatively small percentage most generally used duplicated copies. There was a great indication that many teachers used all three methods but some more than others.

TABLE IV

Percentage of Teachers Reporting on Method of Giving
Assignments Relative to the Subject

Subject Taught	Orally	Duplicated Copies	Blackboard
Language Arts	57	5	38
Social Studies	50	11	39
Commercial	55	4	41
Science	51	6	43
Mathematics	41	4	55
Home Economics	50	6	44
Foreign Languages	50	0	50
Agriculture	33	7	60
Industrial Arts	47	9	44
Art	67	0	33
Music	67	11	22
Physical Education	53	9	38

Table IV shows that art and music teachers had the greatest tendency to give assignments orally. The nature of the subjects undoubtedly explains this. Social studies and music most often reported the use of duplicated copies, while agriculture and mathematics used the blackboard most frequently.

Table V indicates the percentage of teachers reporting on the method of giving the assignment in comparison to the experience of the teachers.

TABLE V

Percentage of Teachers Reporting on Method of
Giving Assignments Relative to the
Years They Have Taught in High School

Number of Years Taught	Orally	Duplicated Copies	Blackboard
1 to 4	53	5	42
5 to 8	50	7	43
9 to 12	53	5	42
Over 12	50	8	42

It was noted in Table V that very close relationship exists in the method of giving the assignment when considering the teacher's experience. Slightly over

50 per cent of all teachers, regardless of experience most frequently used the oral method. Teachers with over 12 years teaching experience indicated the use of duplicated copies most often.

Men and women teachers differed little on the methods of giving assignments as shown in Table VI.

TABLE VI

Percentage of Teachers Reporting on Method of
Giving Assignments Relative to Sex

Sex of Teacher	Orally	Duplicated Copies	Blackboard
Man	54	7	39
Woman	50	7	43

In Table VI, the indications are similar to the one previous. The oral method of giving assignments was most frequently reported by men teachers, whereas women teachers used the blackboard somewhat more than men. Duplicated copies were used by only seven per cent of each sex.

The following three tables seem to show that most assignments, other than duplicated copies, are recorded by students in notebooks or on pads. A

considerable number of students checked the assignment in the textbook but a much smaller percentage did not record the assignment at all.

The percentage of teachers reporting on student recording of assignment relative to the subject taught is shown in Table VII.

TABLE VII

Percentage of Teachers Reporting on Student Recording
of Assignments Relative to the Subject

Subject Taught	Notebook or Pad	Check in Textbook	Assignment not Recorded
Language Arts	70	22	8
Social Studies	58	27	15
Commercial	41	41	18
Science	59	40	1
Mathematics	45	50	5
Home Economics	75	19	6
Foreign Languages	100	0	0
Agriculture	72	14	14
Industrial Arts	43	22	35
Art	50	0	50
Music	33	33	34
Physical Education	50	28	22

Table VII shows that home economics teachers reported the greatest tendency for students to record the assignments in notebooks or on pads, whereas mathematics students most often recorded their assignments in the textbook. The subjects with greater physical activity, art, music, industrial arts, and commercial, indicated greatest trends toward not recording the assignment.

The student's method of recording the assignment as observed by the teachers of the various subject fields is shown in Table VIII.

TABLE VIII

Percentage of Teachers Reporting on Student Recording
of Assignments Relative to the Years They
Have Taught in High School

Number of Years Taught	Notebook or Pad	Check in Textbook	Assignment not Recorded
1 to 4	58	30	12
5 to 8	47	33	20
9 to 12	53	29	18
Over 12	62	29	9

It was noted in Table VIII that teachers with the longest teaching experience reported their students

showed a greater trend toward recording assignments in notebooks or on pads. The method of checking the assignment in the textbook was employed most often by the teachers with less experience.

The student's method of recording the assignment relative to the sex of the teacher is compared in Table IX.

TABLE IX

Percentage of Teachers Reporting on Student Recording
of Assignments Relative to Sex

Sex of Teacher	Notebook or Pad	Check in Textbook	Assignment not Recorded
Man	54	30	16
Woman	59	30	11

Table IX shows that there was very slight indication that women teachers had their students record the assignment in notebooks or on pads more frequently than men. Men teachers more frequently than women teachers reported that their students did not record the assignment at all.

The frequency that assignments are reviewed by the teacher appeared greatly varied with the different factors. Only a very small fraction of the teachers

considered did not review the lesson at all.

The reviewing of assignments by the teacher relative to their subject fields is noted in Table X.

TABLE X

Percentage of Teachers Reporting on the Reviewing of
Assignments Relative to the Subject Taught

Subject Taught	Review Daily	Review Weekly	Do not Review
Language Arts	56	44	0
Social Studies	50	46	4
Commercial	63	34	3
Science	50	50	0
Mathematics	83	14	3
Home Economics	53	47	0
Foreign Languages	100	0	0
Agriculture	43	57	0
Industrial Arts	35	55	10
Art	50	50	0
Music	40	53	7
Physical Education	36	62	2

Table X shows that mathematics and foreign language teachers, above any others, reviewed their assignments daily. Physical education, agriculture, industrial arts, music, science, and art most often pointed toward weekly reviews. As to those that did not review the assignment at all, 10 per cent of the industrial arts teachers indicated they did not review. This was followed by seven per cent of the music teachers.

Table XI points out the contrast between teachers of different amounts of experience in relation to frequency with which they review the lesson assignment.

TABLE XI

Percentage of Teachers Reporting on the Reviewing of
Assignments Relative to the Years They
Have Taught in High School

Number of Years Taught	Review Daily	Review Weekly	Do not Review
1 to 4	55	44	1
5 to 8	52	47	1
9 to 12	44	51	5
Over 12	57	41	2

Relative to teacher experience, Table XI shows a close balance of daily and weekly reviews although teachers with more than 12 years teaching experience showed a slight increased tendency to review the assignment daily.

Table XII shows the percentage of teachers reporting on the reviewing of their lesson assignments.

TABLE XII

Percentage of Teachers Reporting on the
Reviewing of Assignments Relative to Sex

Sex of Teacher	Review Daily	Review Weekly	Do not Review
Man	47	50	3
Woman	60	39	1

Women teachers most frequently reviewed their assignments daily, as shown in Table XII. Fifty per cent of the men teachers reported that they most generally reviewed their assignments weekly. This again can undoubtedly be attributed to the fact men most often teach the vocational subjects and physical education, thus not requiring a daily review to carry on their classes. Only three per cent of the men and one per cent of the women

teachers indicated that they did not review the assignment at all. The low percentage of teachers that report no review at all in their subject matter is definitely a good trend, for very few people in the teaching profession can successfully conduct classes without sufficient review of the material which they are to use.

A somewhat higher proportion of teachers reported that they most frequently presented the assignment to the class at the beginning of the period, a lesser number made the assignment by development during the period, and about 25 per cent gave the assignment at the end of the period.

Table XIII shows the comparison of the time that the lesson assignment is made in the period relative to the subject taught by the teacher.

TABLE XIII

Percentage of Teachers Reporting on the Position
of the Assignment in the Class Period
Relative to the Subject Taught

Subject Taught	Beginning of Period	End of Period	Development During Period
Language Arts	35	26	39
Social Studies	46	18	36
Commercial	60	14	26
Science	43	25	32
Mathematics	29	19	52
Home Economics	35	28	37
Foreign Languages	50	25	25
Agriculture	27	40	33
Industrial Arts	35	19	46
Art	33	0	67
Music	10	45	45
Physical Education	47	27	26

Table XIII shows that commercial teachers most frequently presented their assignments at the beginning of the period. In agriculture, the assignment was most frequently made at the end of the period. Art teachers

most frequently gave their assignments by development during the class period.

The percentage of teachers reporting on the position of the assignment in the class period relative to the years they have taught in high school is shown in Table XIV.

TABLE XIV

Percentage of Teachers Reporting on the Position
of the Assignment in the Class Period Relative
to the Years They Have Taught in High School

Number of Years Taught	Beginning of Period	End of Period	Development During Period
1 to 4	34	29	37
5 to 8	36	22	42
9 to 12	54	21	25
Over 12	47	17	36

It appears in Table XIV that the more experienced teachers gave their assignments at the beginning of the period. The less experienced teachers resorted more in giving the assignment by development during the period and a lesser amount at the end of the period.

Table XV gives the contrast between men and

women teachers in their placement of the lesson assignment during the class period.

TABLE XV

Percentage of Teachers Reporting on the Position
of the Assignment in the Class Period Relative to Sex

Sex of Teacher	Beginning of Period	End of Period	Development During Period
Man	37	26	37
Woman	43	22	35

It is noted in Table XV that there is no conspicuous variation in the time of giving the assignment between men and women teachers, but women teachers were slightly ahead of men in using the beginning of the period for this task.

When asking the teachers as to the nature of the assignments they made, it was realized that they used more than one type, and some assignments more than others. Therefore, they were asked to indicate the general frequency that they used these assignment types. It was found that for the academic subjects it was quite evident that the exercise type assignment prevailed over others. However, in the vocational subjects, the project type was

used most frequently. Three commercial teachers indicated that they most used the budget type assignment which was not listed on the questionnaire.

Table XVI does not indicate the percentage but rather the frequency from one through five of teachers reporting nature of assignment relative to subject taught.

Table XVI shows that there is a great variation of the assignment types used by the teachers of the different subject fields. Language arts teachers most frequently reported the use of the exercise method. Social study teachers used the topical and chapter methods almost equally. The commercial teachers indicated that they used the exercise method more than any other. More science teachers reported the use of the problem method except mathematics which slightly exceeded science in the use of this method. Science teachers, however, also reported much use of the page and topical type of assignment. Mathematics teachers also preferred the page and exercise method equally as well, except the problem method which was their first choice. Home economics teachers outstandingly used the project method. The project method was also most frequently reported by industrial arts, music and art teachers. Foreign language teachers reported equal preference for the exercise and differentiated assignment. It was the only subject field that reported a

TABLE XVI

Frequency of Teachers Reporting Nature of Assignment
Relative to Subject Taught

Subject Taught	Frequency	Page	Paragraph	Topical	Chapter	Question	Exercise	Experiment	Theme	Problem	Project	Contract	Unit	Job Sheet	Term Syllabus	Differentiated Assignment	Goal Book	Others
Language Arts	1	14	1	20	12	5	31	2	9	5	12	2	17	4	0	2	1	2
	2	6	2	15	10	8	18	1	8	7	12	2	8	1	0	2	0	0
	3	5	3	5	3	6	8	0	20	4	4	0	5	0	0	1	0	0
	4	0	0	3	0	3	0	0	6	2	3	0	1	1	1	0	0	0
	5	1	0	1	1	0	0	0	3	0	3	0	1	0	1	0	0	0
Social Studies	1	9	0	18	19	5	3	0	2	3	2	0	11	0	2	2	0	1
	2	3	0	7	11	11	4	0	4	3	3	0	5	0	1	0	0	0
	3	1	0	6	3	9	6	1	3	3	5	0	2	0	0	1	0	0
	4	0	0	1	1	0	2	1	1	3	3	0	3	0	2	1	0	1
	5	0	0	0	0	0	0	0	4	0	2	0	1	0	0	1	0	0
Commercial	1	8	0	3	11	0	18	0	0	9	4	0	5	3	0	1	0	3
	2	3	2	2	1	2	5	0	0	6	8	0	9	0	1	0	0	0
	3	0	1	0	3	2	2	0	0	2	3	0	1	1	0	0	0	0
	4	0	0	0	1	1	3	0	0	1	1	0	1	0	0	0	0	1
	5	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0
Science	1	12	1	11	7	7	5	5	0	13	1	1	8	0	0	1	0	0
	2	4	1	7	4	3	5	8	0	7	7	1	3	1	0	1	0	0
	3	3	0	0	1	5	2	9	2	0	4	0	6	0	0	1	0	0
	4	1	0	1	2	0	0	3	0	1	1	0	1	1	0	0	0	0
	5	1	0	0	0	2	0	1	0	1	1	0	1	1	0	0	1	0
Mathematics	1	15	1	4	0	0	15	0	0	18	0	0	0	0	0	0	0	1
	2	8	0	3	0	0	9	0	0	5	1	0	2	0	0	3	0	0
	3	1	0	3	1	1	2	1	0	1	1	0	3	1	0	0	0	0
	4	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	0
	5	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Home Economics	1	3	0	6	3	4	1	0	1	2	16	0	5	0	0	2	0	2
	2	1	1	2	6	5	3	1	0	5	5	1	3	0	0	0	0	0
	3	1	1	1	4	1	2	1	0	2	5	0	4	0	0	1	0	1
	4	1	0	0	2	0	0	1	0	0	1	0	1	0	0	0	0	0
	5	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Foreign Languages	1	0	0	0	0	1	2	0	1	0	0	0	0	0	0	2	0	0
	2	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0
	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Agriculture	1	1	0	2	0	0	0	0	0	6	4	0	1	0	0	0	0	0
	2	0	0	1	1	0	2	0	0	1	4	0	1	2	0	0	0	0
	3	0	0	2	0	0	1	0	0	0	1	0	2	1	0	0	0	0
	4	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0
	5	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Industrial Arts	1	4	0	1	2	1	1	1	0	4	12	2	1	0	0	0	0	0
	2	1	0	3	0	1	3	0	0	2	4	1	2	1	0	0	0	0
	3	1	1	1	1	1	2	2	0	3	1	0	0	1	0	0	0	0
	4	0	0	0	1	1	0	0	0	1	2	0	0	0	0	0	0	0
	5	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Art	1	0	0	0	0	0	0	1	0	1	2	0	1	0	0	0	0	0
	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Music	1	1	0	4	1	1	3	0	1	3	5	0	2	0	0	0	1	2
	2	1	0	0	0	1	3	0	1	1	4	0	1	0	0	0	0	0
	3	0	0	0	1	2	0	1	0	0	0	1	0	0	0	0	0	0
	4	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Physical Education	1	10	1	11	8	5	3	0	0	3	7	0	6	0	1	1	0	4
	2	2	2	8	7	2	2	1	2	2	3	0	2	0	0	0	0	2
	3	0	0	0	3	5	3	0	1	3	1	0	0	0	1	0	0	1
	4	1	0	0	0	1	1	0	0	0	0	0	3	0	1	0	0	2
	5	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0

preference of first choice for differentiated assignments so as to make it the outstanding type of assignment for a particular subject field. Agriculture teachers most frequently employed the problem method followed closely by the project method. The leading type assignment reported by physical education teachers was the topical type followed closely by the page method.

Table XVII also was expressed in frequency rather than percentage. This table illustrates five degrees of frequency, from one through five, of teachers reporting the nature of the assignment they most generally used, relative to the years they have taught in high school.

Table XVII shows that the number of years of teaching experience has very little in common with the nature of the assignment; however, the topical assignment was the type most used by the beginning teachers and teachers with over twelve years of experience. The project and page type were also quite commonly used.

Table XVIII points out the frequency of teachers reporting the nature of assignment relative to sex.

TABLE XVII

Frequency of Teachers Reporting Nature of Assignment
Relative to the Years They Have Taught

Number of Years Taught	Frequency	Page	Paragraph	Topical	Chapter	Question	Exercise	Experiment	Theme	Problem	Project	Contract	Unit	Job Sheet	Term Syllabus Differ-	entiated Assignment	Goal Book	Others
1 to 4	1	36	2	39	35	18	37	2	7	29	27	1	23	2	1	5	1	12
	2	15	4	22	26	20	26	7	8	18	27	1	16	3	0	2	0	2
	3	4	5	9	14	11	14	6	15	9	12	1	17	2	1	3	0	1
	4	3	3	3	2	2	5	2	4	6	5	0	6	2	3	0	0	2
	5	1	1	1	1	1	0	0	4	2	6	0	2	1	1	1	0	0
5 to 8	1	14	0	11	7	3	13	1	5	11	15	1	11	0	0	2	0	2
	2	5	1	9	5	8	10	0	2	7	6	2	6	1	1	0	0	0
	3	2	0	4	6	6	3	5	6	6	2	0	0	1	0	0	0	0
	4	0	0	1	0	3	0	1	1	1	5	0	2	0	1	1	0	0
	5	0	0	0	1	1	0	0	1	0	0	0	2	0	0	1	0	0
9 to 12	1	14	1	4	7	3	9	1	0	8	6	1	6	1	2	2	0	2
	2	4	1	8	2	2	5	3	1	3	7	1	7	0	0	0	0	0
	3	2	0	1	0	5	5	2	2	0	3	0	1	0	0	0	0	0
	4	0	0	1	3	0	2	0	1	0	2	0	2	0	0	0	0	0
	5	2	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0
Over 12	1	14	1	26	16	6	24	5	2	18	18	2	17	4	0	3	1	2
	2	6	2	11	7	2	14	1	4	11	12	0	8	1	1	4	1	0
	3	5	2	4	1	10	6	2	3	3	8	0	5	1	0	1	0	0
	4	0	0	0	2	1	1	2	1	3	0	0	2	2	0	0	0	1

TABLE XVIII

Frequency of Teachers Reporting Nature of Assignment Relative to Sex

Sex of Teacher	Frequency	Page	Paragraph	Topical	Chapter	Question	Exercise	Experiment	Theme	Problem	Project	Contract	Unit	Job Sheet	Term Syllabus	Differentiated Assignment	Goal Book	Others
Man	1	44	3	46	36	16	32	5	5	41	34	2	25	1	1	1	1	5
	2	18	3	27	18	17	31	8	9	17	21	2	14	3	1	2	0	0
	3	6	1	11	7	16	14	11	11	9	10	1	12	2	0	2	0	0
	4	1	0	1	4	1	4	3	1	8	6	0	6	2	2	0	0	1
	5	2	0	1	2	3	0	0	3	2	5	0	1	1	1	2	1	0
Woman	1	32	1	35	28	13	51	3	9	26	31	2	32	6	1	11	1	16
	2	12	5	22	21	16	24	3	6	22	31	2	21	2	1	4	1	2
	3	7	6	7	14	16	14	3	15	9	15	0	12	2	1	2	0	1
	4	2	0	4	3	5	4	2	5	1	6	0	6	2	2	1	0	2
	5	2	0	1	1	0	0	1	6	1	2	0	4	0	0	1	0	0

Relative to the sex of the teacher, Table XVIII indicates that men most often used the topical and page assignment, while women outstandingly preferred the exercise type. It was further noted that new-type assignments such as the job sheet and syllabus were little used.

The opinions of students in making lesson assignments were considered in a small amount by 58 per cent of the teachers reporting. About 38 per cent reported that the students' opinions were much considered and only four per cent indicated that the students' opinions were totally ignored.

Table XIX indicates the comparison of reporting on the degree of student opinion as considered by teachers of the various subject fields.

TABLE XIX

Percentage of Teachers Reporting on Consideration of
Student's Opinion Relative to Subject Taught

Subject Taught	Degree of Consideration		
	Little	Much	None
Language Arts	52	46	2
Social Studies	58	39	3
Commercial	77	17	6
Science	64	34	2
Mathematics	63	30	7
Home Economics	51	49	0
Foreign Languages	33	67	0
Agriculture	50	50	0
Industrial Arts	54	38	8
Art	100	0	0
Music	57	43	0
Physical Education	47	42	11

Table XIX shows that foreign language and agriculture teachers seem to consider most often the opinions of students in making the assignment. Art and commercial teachers have the strongest tendency to consider the student's opinion only a little, whereas physical education teachers show the strongest tendency not to consider any

of the students' opinions. The teachers of all subject fields not accepting any opinions from the students, average only four per cent of the total.

The percentage of teachers reporting on consideration of student's opinion relative to the years they have taught in high school is shown in Table XX.

TABLE XX

Percentage of Teachers Reporting on Consideration of Student's Opinion Relative to Years Taught

Number of Years Taught	Degree of Consideration		
	Little	Much	None
1 to 4	59	38	3
5 to 8	60	35	5
9 to 12	53	42	5
Over 12	55	39	6

Teachers with nine to twelve years teaching experience show the greatest susceptibility in accepting students' opinions in giving the assignment. About 58 per cent of the teachers indicated that they considered students' opinions somewhat.

Table XXI shows the percentage of teachers reporting on consideration of students' opinions relative to the sex of the teacher.

TABLE XXI

Percentage of Teachers Reporting on Consideration of Student's Opinion Relative to Sex

Sex of Teacher	Degree of Consideration		
	Little	Much	None
Man	57	40	3
Woman	59	36	5

There was a slight trend for men teachers to more frequently consider students' opinions in making lesson assignments. Women teachers more often reported that they considered the students' opinions little or not at all. An average of only four per cent of both sexes indicated that they totally ignored the students' opinions.

On methods of motivating assignments, Table XXII shows a comparison of the percentage of teachers reporting on motivating methods they most generally used with that of the subject field they taught.

TABLE XXII

Percentage of Teachers Reporting on Methods of Motivating Their Assignments
Relative to Subject Taught

Subject Taught	Games	Dramatization	Service	Privileges	Threats	Value of Occupation	Competition	Story Interest	Grades	Other
Language Arts	3	12	7	7	1	15	13	19	16	7
Social Studies	3	6	6	6	2	15	17	16	21	7
Commercial	3	1	7	4	0	36	24	2	17	6
Science	2	5	11	8	1	23	13	12	13	12
Mathematics	1	0	6	5	0	27	23	4	24	10
Home Economics	4	8	11	10	6	21	10	9	11	10
Foreign Languages	11	11	0	11	0	0	34	11	22	0
Agriculture	5	0	13	8	0	38	16	8	6	6
Industrial Arts	0	2	7	2	5	37	11	4	23	9
Art	0	0	13	12	0	25	25	0	13	12
Music	1	7	11	12	4	20	21	4	9	11
Physical Education	8	5	8	7	0	16	25	6	16	9

Table XXII shows that physical education teachers most frequently used games to motivate the assignment, whereas language arts teachers most frequently used dramatization and story interest. Agriculture and industrial arts teachers reported highest for value of occupation. Foreign language teachers most often reported competition as the method used to motivate the assignment. Grades were indicated most frequently by mathematics teachers. The use of threats was reported in use by only two per cent of the total teachers reporting.

Table XXIII illustrates the percentage of teachers reporting on methods of motivating their assignments relative to high school teaching experience of the teachers participating in this phase of research.

Value of occupation, the leading motivation method used by all teachers as well as competition, the next most used, were most generally reported by teachers with nine or more years teaching experience, as shown in Table XXIII. The beginning teachers, however, led slightly in the grade method of motivation. Service was found to be reported most frequently by teachers with over nine years experience, but dramatization was more often reported by the teachers with less than nine years teaching experience. Although threats were reported very meagerly in use, it was noted that beginning teachers had

TABLE XXIII

Percentage of Teachers Reporting on Methods of Motivating Their Assignments
Relative to the Years They Have Taught in High School

Number of Years Taught	Games	Dramatization	Service	Privileges	Threats	Value of Occupation	Competition	Story Interest	Grades	Other
1 to 4	3	6	6	9	2	20	17	11	18	8
5 to 8	4	8	6	5	2	23	17	10	18	7
9 to 12	1	3	11	3	1	27	20	10	18	6
Over 12	2	3	13	7	0	25	20	11	14	10

a slightly stronger trend in using threats. Teachers with more than twelve years experience reported no use of threats at all. Evidently, their experience has proved that the threat is not a satisfactory method for motivation of the lesson assignment in high school. Privileges were accorded by a greater number of teachers with from one to four years of experience than any others. It may be entirely possible that with experience the teacher becomes more rigid in discipline matters and, consequently, there may be fewer privileges.

Table XXIV gives the comparison of lesson assignment motivation methods with that of the sex of the teacher.

The methods of motivating the assignment used by men and women teachers, parallel very closely as indicated in Table XXIV. The percentage of games, service, threats, and value of occupation is the same for either sex. Women teachers reported a slightly stronger tendency in the dramatization, story interest, and miscellaneous methods of motivation, whereas men teachers reported strongly for privileges, competition, and grades.

An immense variety of other motivation methods were reported by the different teachers. Many of the miscellaneous methods given can closely interlap with others, but it seems to indicate that there is a vast storehouse

TABLE XXIV

Percentage of Teachers Reporting on Methods of Motivating Their Assignments
Relative to Sex

Sex of Teacher	Games	Dramatization	Service	Privileges	Threats	Value of Occupation	Competition	Story Interest	Grades	Other
Man	3	5	8	7	2	22	18	9	18	8
Woman	3	7	8	6	2	22	17	12	14	9

of motivation methods in use nowadays. Some of the methods reported are used by individual teachers, but many serve other teachers equally well. Interest, the leading miscellaneous method, was reported by thirteen teachers, followed by value of knowledge gained reported by three others, and cooperation, demonstrations, and discussion, reported by two teachers each. Other methods of motivating the assignment as reported by individual teachers are listed below:

Project completion	Citizenship standpoint
Show need	Reports
Acquiring skills	Audio-visual aids
Credit	Class room discussion
Personal challenge	Pictures
Problems	Desire to succeed
Student suggestions	Trips
Tournaments	Solos and ensembles
Understanding	Awards
Group work	Student participation
That it's fun	Movies
Strip film	Hobby interest
Experiments	Intrinsic values
Jokes	Sarcasm
Practical experience	Encouragement
Present and future use	Tie into home conditions

Creating desire for self improvement
Having students decide what they need to do
Knowledge needed for the unit the class is on
Woodwork projects are self-motivating
Stress accuracy, speed and neatness
Value - they just do them
Public performance enjoyment
Practical interest of class
Application to today and to the individual
Meaning in life's future
Responsibilities of citizenship
Class discussion on a raised question
Chance for self-expression
Real life usefulness - timeliness
Practice in reasoning - thinking a problem through
Value to them as young adults
Connections with problems of everyday living
Goal of competency in subject
Value as related subject
Mock governmental activities
Anything worth learning is interesting
Accomplishment - good finished product
Information about rules
Meaningful life reference
Optional work for better students

Value of the subject itself
Prerequisite for further study
Value gained for future homemakers
Making it practical through pupil experiences
Previewing material to follow

In preparing the assignment, the following three tables point out that teachers most generally use between 15 and 29 minutes per class period. This would indicate that an average classroom teacher with five classes daily, spends approximately one hour and 15 minutes to two and one-half hours per school day to prepare his assignments. In the majority of the cases, this would mean at least some preparation necessary out of school hours.

Table XXV shows the percentage of teachers reporting the time spent per class in preparing an assignment relative to the subject they taught.

TABLE XXV

Percentage of Teachers Reporting on the Time Spent per
Class Period in Preparing an Assignment Relative
to the Subject They Taught

Subject Taught	Less Than 15 Minutes	15-29 Minutes	30-44 Minutes	45 Minutes or Longer
Language Arts	21	45	26	8
Social Studies	12	39	39	10
Commercial	43	33	15	9
Science	9	44	25	22
Mathematics	32	54	7	7
Home Economics	22	54	23	1
Foreign Languages	33	67	0	0
Agriculture	7	63	23	7
Industrial Arts	29	43	14	14
Art	0	100	0	0
Music	22	39	22	17
Physical Education	32	35	30	3

It was noted in Table XXV that commercial teachers reported the least amount of preparation time needed, with 43 per cent requiring less than 15 minutes. Art, foreign language, and agriculture teachers indicated a greater need for 15 to 29 minutes of preparation time.

Thirty-nine per cent of the social study teachers required still more time, or from 30 to 44 minutes per class period. Teachers requiring the greatest amount of time for assignment preparation, 45 minutes or longer, were science, music and industrial arts; however, only about 10 per cent of the total teachers reporting required this length of time.

The percentage of teachers reporting the time spent per class period in preparing an assignment relative to their teaching experience is shown in Table XXVI.

TABLE XXVI

Percentage of Teachers Reporting on the Time Spent per Class Period in Preparing an Assignment Relative to the Years They Have Taught in High School

Number of Years Taught	Less Than 15 Minutes	15-29 Minutes	30-44 Minutes	45 Minutes or Longer
1 to 4	19	46	24	11
5 to 8	27	43	22	8
9 to 12	26	34	24	16
Over 12	27	43	24	6

Table XXVI indicates that among the teachers using less than 15 minutes of assignment preparation time,

those with five or more years of experience applied themselves most frequently to this amount of time. Beginning teachers showed the greatest trend of using 15 to 29 minutes. About 24 per cent of the total teachers concerned used 30 to 44 minutes, with almost no variation between teachers of different amounts of experience. The longest period of time, 45 minutes or longer, seemed to be required most frequently by teachers with nine to twelve years of experience.

Table XXVII points out a close parallel of time spent by men and women teachers in preparing an assignment.

TABLE XXVII

Percentage of Teachers Reporting on the Time Spent per Class Period in Preparing an Assignment Relative to Sex

Sex of Teacher	Less Than 15 Minutes	15-29 Minutes	30-44 Minutes	45 Minutes or Longer
Man	24	45	20	11
Woman	23	43	26	8

Men, generally, appear to require just a little more time for preparing a lesson assignment compared to women teachers, as shown in Table XXVII. In only one

time-period, 30 to 44 minutes, did women require more time in preparation. The tendency, however, is slight in all cases, with the average of 44 per cent of each sex using 15 to 29 minutes. The results decidedly point in favor of the 15 to 29 minute period of time for preparation.

Another question was asked concerning the time element of an assignment. The amount of time spent in presenting the assignment to the class was the basis of forming the following three tables.

Table XXVIII shows the percentage of teachers reporting on the time spent in giving the assignment to the class relative to the subject field taught.

The greatest proportion of teachers used five to eight minutes in giving the assignment to the class, according to Table XXVIII. Sixty-seven per cent of the music teachers reported the greatest use of less than five minutes for this task. Home economics teachers with 70 per cent and social study teachers with 66 per cent reported most frequently as using five to eight minutes of time. Foreign language teachers reported the nine to twelve minute time period most frequently, whereas art teachers indicated wide use of the longer period of thirteen or more minutes to present the assignment to the class.

TABLE XXVIII

Percentage of Teachers Reporting on the Time Spent in
Giving the Assignment to the Class Relative to the
Subject They Taught in High School

Subject Taught	Less Than 5 Minutes	5 - 8 Minutes	9 - 12 Minutes	13 Minutes or Over
Language Arts	31	43	12	14
Social Studies	29	66	5	0
Commercial	27	58	13	2
Science	32	49	13	6
Mathematics	31	31	12	26
Home Economics	15	70	3	12
Foreign Languages	0	34	33	33
Agriculture	43	29	14	14
Industrial Arts	33	33	10	24
Art	0	50	0	50
Music	67	27	0	6
Physical Education	36	56	4	4

The percentage of teachers reporting on the time spent in giving the assignment relative to teaching experience is shown in Table XXIX.

TABLE XXIX

Percentage of Teachers Reporting on the Time Spent in
Giving the Assignment to the Class Relative to the
Years They Have Taught in High School

Number of Years Taught	Less Than 5 Minutes	5 - 8 Minutes	9 - 12 Minutes	13 Minutes or Over
1 to 4	38	49	4	9
5 to 8	33	47	10	10
9 to 12	26	50	12	12
Over 12	19	52	18	11

The percentages noted in Table XXIX indicated that the less experienced teachers used decidedly less than five minutes in giving the assignment as compared to the more experienced teachers. About 50 per cent of all teachers preferred five to eight minutes. Teachers with more experience used the longer time groups more but, as a whole, the time of nine minutes and over was very little used in reporting the time spent in giving the assignment.

The percentage of teachers reporting on the time spent in giving the assignment relative to men and women teachers is indicated in Table XXX.

TABLE XXX

Percentage of Teachers Reporting on the Time Spent in Giving the Assignment to the Class Relative to Sex

Sex of Teacher	Less Than 5 Minutes	5 - 8 Minutes	9 - 12 Minutes	13 Minutes or Over
Man	41	41	7	11
Woman	21	58	12	9

Table XXX showed a definite trend that women teachers spent more time in giving the assignment to the class. Fifty-eight per cent of the women teachers used five to eight minutes in giving the assignment, while only 41 per cent of the men used a similar time. Twenty-one per cent of the women teachers used less than five minutes, whereas men teachers reported 41 per cent for the same period.

The final set of tables represent the satisfaction of present methods of assignment making. Although satisfaction is difficult to measure, the general trend was for teachers to indicate that they were satisfied with their present methods. About 38 per cent of the total remaining group indicated some degree of improvement was needed.

Table XXXI presents the comparison of satisfaction with present methods of assignment making with the subject taught by the teacher.

TABLE XXXI

Percentage of Teachers Reporting on the Satisfaction of Present Methods of Assignment Making Relative to the Subject They Taught in High School

Subject Taught	Satisfactory	Improvement Needed	Much Improvement Needed
Language Arts	62	38	0
Social Studies	56	44	0
Commercial	88	12	0
Science	57	41	2
Mathematics	74	26	0
Home Economics	57	43	0
Foreign Languages	100	0	0
Agriculture	53	47	0
Industrial Arts	44	48	8
Art	50	0	50
Music	45	50	5
Physical Education	44	53	3

It was noted in Table XXXI that 100 per cent of the foreign language teachers felt that present methods were satisfactory; however, because of the small percentage of returns from this subject field on this matter, it may not be entirely a true picture. Eighty-eight per cent of the commercial teachers felt very well satisfied with their methods as, also, did 74 per cent of the mathematics teachers. Physical education, music, industrial arts, and agriculture teachers indicated most frequently a need for improvement.

Table XXXII shows the percentage of teachers reporting on the satisfaction of present methods of assignment making with that of teacher experience.

TABLE XXXII

Percentage of Teachers Reporting on the Satisfaction of
Present Methods of Assignment Making Relative to the
Years They Have Taught in High School

Number of Years Taught	Satisfactory	Improvement Needed	Much Improve- ment Needed
1 to 4	54	45	1
5 to 8	56	40	4
9 to 12	74	26	0
Over 12	73	26	1

About three-fourths of the total teachers with nine or more years of teaching experience indicated that their present methods of assignment making were satisfactory. A little over 50 per cent of the total with less than nine years experience expressed satisfaction with present methods. The less experience of the teacher, the more they indicated that they needed improvement. It seems that the teachers of more experience are quite confident of their present methods.

Table XXXIII completes this study by indicating the percentage of teachers reporting on the satisfaction of present methods of assignment making relative to the sex of the teacher.

TABLE XXXIII

Percentage of Teachers Reporting on the Satisfaction of Present Methods of Assignment Making Relative to Sex

Sex of Teacher	Satisfactory	Improvement Needed	Much Improvement Needed
Man	54	43	3
Woman	69	30	1

As a general rule, Table XXXIII pointed out that women teachers were considerably more satisfied with

their present methods of making lesson assignments than men teachers. Perhaps the subject matter indicates that the type assignment required by subjects most often taught by men were more difficult to prepare; consequently, the greater frequency of satisfaction of methods by women teachers does not necessarily imply that women teachers refuse to improve. It may, however, indicate that perhaps the subjects most frequently taught by women teachers follow along a more routine manner of presentation, whereas the vocational subjects require more variation.

CHAPTER IV

SUMMARY AND CONCLUSIONS

An attempt has been made in this thesis to determine the present methods of making lesson assignments in the union high schools of Oregon. Three factors: the major subject taught, the years of teaching experience of the teacher, and the sex of the teacher were cross-tabulated from a questionnaire with eleven questions which pertained to the practice of assignment making.

In summarizing the findings of the data, it was found that a majority of Oregon high school teachers most generally made daily assignments, with a strong trend in weekly assignment making among all subject fields. Vocational teachers most frequently gave weekly assignments. There was a tendency for less experienced teachers to use the daily assignment somewhat more. Almost no difference at all in length of assignments existed between men and women teachers.

Fifty-two per cent of Oregon's high school teachers gave the assignment orally to the class, and only seven per cent used duplicated copies. The duplicated copy method was used most often by teachers with over 12 years of teaching experience. Men teachers most

often used the oral type assignment, whereas women teachers used the blackboard method.

Most assignments, other than duplicated copies, were recorded by the student in a notebook or on a pad, followed by checking them in the textbook. Women teachers with the longest teaching experience most generally had their students record the assignments in notebooks or on pads.

Very few teachers indicated that they did not review their assignments at all. As for weekly review, women teachers most frequently reported that time period.

It was found that most high school teachers presented the assignment at the beginning of the class period. Many others followed by using the method of development during the period. Commercial teachers and teachers with most experience, generally made their assignments at the beginning of the period.

The exercise type assignment was used most often by academic teachers; the project type by vocational teachers. There was a great variation of assignment types used by teachers of different subject fields and years of experience, but women teachers outstandingly used the exercise type assignment.

Fifty-eight per cent of Oregon's high school teachers considered the opinions of students a little in

making the assignment, and only four per cent did not consider any student opinion at all. Men teachers most frequently reported consideration of the student's opinion in lesson assignment making.

Value of occupation was the leading motivation method used, followed by competition. The leading motivation method of the more experienced teacher was service. The threat, as a motivation method, was considered very unsatisfactory, and was most used by beginning teachers. Privileges for motivation was popular with beginning teachers who had not established rigid discipline procedures. Games were most often used by physical education teachers to motivate assignments.

High school teachers most generally used between 15 and 29 minutes per class period to prepare the assignment, with commercial teachers requiring the least amount of time to prepare assignments, and science teachers requiring the greatest amount of time. Men teachers required a little more time to prepare their assignment than women teachers.

Most Oregon high school teachers reported spending five to eight minutes in giving assignments to classes. Women teachers with the most experience spent decidedly more time in giving assignments.

Sixty-seven per cent of Oregon's high school teachers considered their present methods of assignment making satisfactory. Women teachers with the greatest amount of experience were most pleased with their present methods.

Suggestions that would provide for better lesson assignment making by high school teachers generally indicated that the high school teacher required more free time during his teaching day for this task, and that an assignment must be given to a class so clear and thorough that even the poorest student understands it.

The study justifies the following conclusions:

1. The teachers of vocational or semi-vocational subjects are more readily adopting the newer and more acceptable methods in assignment making.
2. Teachers with the greatest amount of experience generally use the methods of lesson assignment making advocated by authorities.
3. Men and women teachers do not differ appreciably in their application of the best principles of assignment making.
4. In order to improve the present practices of assignment making by high school teachers, more time is needed by the teacher to prepare assignments that will be clear and thoroughly understandable.

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APPENDICES

Appendix A

RESEARCH IN ASSIGNMENT-MAKING

Questionnaire

Name of School _____ (Check one) Man ()

Woman

What is the major subject you teach? (one only) _____

Check (X) your answer choice after each question below.

1. How many years have you taught in high school?

- 1 to 4 years? ()
 5 to 8 years? ()
 9 to 12 years? ()
 Longer than 12 years? ()

2. Over what length of time do you generally make assignments?

- Daily assignments? ()
 Weekly assignments? ()
 Monthly assignments? ()
 Longer than monthly assignments? ()

3. When giving assignments do you most generally

- Give them orally? ()
 Distribute duplicated copies? ()
 Write them on the blackboard? ()

4. When giving assignments other than by means of duplicated copies, do your students most generally

- Record the assignment in a notebook or on a pad? ()
 Briefly check the assignment in the textbook? ()
 Not record the assignment? ()

5. If you give long assignments do you most generally review them

- Daily? ()
 Weekly? ()
 Not at all? ()

6. Are your assignments most generally made

- At the beginning of the period? ()
 At the end of the period? ()
 By development during the period? ()

7. What is most generally the nature of your assignments? (If more than one type is generally used, please number according to frequency of use as "1" most frequent, "2" next, etc.

Page	()	Problem?	()
Paragraph?	()	Project?	()
Topical?	()	Contract?	()
Chapter?	()	Unit?	()
Question?	()	Job Sheet?	()
Exercise?	()	Term Syllabus?	()
Experiment?	()	Differentiated asgmt?	()
Theme?	()	Goal Book?	()
Others?	()		

(List)

8. Do you consider opinions of students in developing assignments?

Little? () Much? () None? ... ()

9. By which of the following ways do you motivate your assignments?

Games?	()	Value of occupation? ..	()
Dramatization? ...	()	Competition?	()
Service?	()	Story interest?	()
Privileges?	()	Grades?	()
Threats?	()		
Other ways? (List)			

10. In preparing the assignment per class I spend approximately

Less than 15 minutes per school day?	()
15 to 29 minutes per school day?	()
30 to 44 minutes per school day?	()
45 minutes or over per school day?	()

11. In giving the assignment I spend approximately

Less than 5 minutes of the class period?	()
5 to 8 minutes of the class period?	()
9 to 12 minutes of the class period?	()
13 minutes or over?	()

12. What is your opinion as to the satisfaction of your present methods of assignment making? (Check one)

Fairly satisfactory as they are?	()
Improvement needed?	()
Much improvement needed?	()

13. Give suggestions that would provide for better lesson assignment making by high school teachers.
-

COPY

UNION HIGH SCHOOL

District No. 1, Benton County

John B. Gibson, Principal

MONROE, OREGON

March 1, 1950

Dear Mr. _____,

It is believed that the value of making lesson assignments by high school teachers is often not recognized as an important factor in teaching, and since only a small amount of research has been done on this subject, I am undertaking such a study under the direction of Dr. R. J. Clinton of the School of Education at Oregon State College. This study will include data from the union high schools, and it is hoped that all will participate by returning the questionnaires.

The enclosed questionnaire forms are sent to you for distribution to your high school teaching staff, and upon completion should be forwarded as a group to P. O. Box 73, Monroe, Oregon. The stamped addressed envelope is submitted for that purpose. It is hoped that you will urge your staff to complete the questionnaire and return at an early date. Your cooperation and assistance will be greatly appreciated.

We are interested only in a state-wide picture of the situation, and the materials will be handled impersonally and as a group. No high school will be identified in any manner in the study.

An effort will be made to make the summary available through publication in a magazine, preferably in the Oregon Education Journal.

Sincerely yours,


Willard W. Miller
Coordinator.

Copy of Follow-up Postal Card to Principals
of High Schools That Did Not Return
Questionnaires Promptly

Prin. _____
_____ Union High School,
_____, Oregon.

Monroe Union High School,
Monroe, Oregon,
April 3, 1950

Dear Mr. _____,

Questionnaires on the subject of "assignment making" were sent to you some time ago for completion by your high school teaching staff.

We wish to encourage the return of this information so as to make this research highly valuable and beneficial to education.

Thank You!


Willard W. Miller

APPENDIX B

Suggestions That Would Provide for Better Lesson
Assignment Making by High School Teachers

Joint cooperation of teachers and pupils.
Work on mutually planned projects that are in keeping with pupil interest and capability. Make the class room climate conducive to good learning.

More opportunity for field trips and local investigations.

I feel that assignments multigraphed and given at the first of the hour receive better attention. If given over a unit and then checked each day, there is no excuse for absent ones to claim they did not know assignment.

The one suggestion I think would improve the assignment making for all high school teachers would be to spend more time in giving and explaining the new lesson, making sure all understand it thoroughly.

Projects requiring use of hands rather than constant reading exercises.

More time should be given to "tying up" the old with the new. Let discussion be such that "old material" is reviewed; related material is discussed; and the new is "suggested" or arrived at by the student as much as possible.

Have students copy assignments in their notebooks.

Insist on written notation of assignment by students.

All assignments must be clear, fair, and as interesting as possible for the greater number. Types of assignments should vary to prevent monotony.

If it's worth teaching, it's worth learning.

Any long term project or assignment can be given well in advance.

Assignments must be definite and clear.

I like to give assignment sheets with approximately three weeks' assignments on them so that students may allot their time. The chief difficulty which I have is that I misjudge the amount of time which class discussion will require.

The teacher should try to remember that the student is taking three other subjects.

Plan on Monday for each week. Write out if assignment is for a long project or special event.

I would not prescribe any one method for lesson assignments. The assignment method depends upon subject taught and subject matter involved. The students in my classes receive first consideration in the method involved. I consider their limitations and abilities. The important thing is that a student understands clearly and thoroughly what she or he is going to do.

More participation by students in assignment making - mimeographed assignments - closer link with current events - unit planning - link with socialized recitation - elimination of students without interest and those present only under compulsion.

Coordinated planning by more than one department. Example: unit plan involving biology department, science, and health departments.

Assignments should be stated definitely. The teacher should be sure that students understand all new points before studying new assignments which involve exercises or practical application of this material.

Any assignment given must be definite and should require that the student do something with material studied.

Assignments, if possible, should be elastic enough to meet the needs of the very slow and the very fast students in any class.

In mathematics work for greater correlation with science, especially engineering and natural and technical resources of Oregon.

More care in making explanations full and understandable. Using extra explanatory material to show need for learning about certain things being studied.

Give assignments both orally and written on blackboard.

Make out assignments for a month or six weeks ahead to get a general view of subject matter. Write them on board so all students can see them and make their plans accordingly. Make assignments flexible enough so any emergency can be provided for - bad weather, holidays, etc. without disrupting the whole unit.

Biggest help, I think, would be supervised study by teacher making assignment - which probably is not entirely relevant.

Make sure the students understand the value of doing the assignments. Spend more time in making assignments clear.

I am a believer in minimum and maximum assignments. Actually the entire list of lessons is given at the beginning of each grading period. As each unit is studied, the aims and purposes are discussed.

I think that it is important for assignments to be definite. I feel that if assignments are made over too long a period of time, the work seems too difficult and some students will "throw in the sponge" before they start.

Relate to home and community conditions.

Less reliance on text books and work books. More tying in with every day personal and group situations to add meaning to the assignment.

Encourage student to go to teacher with questions about the assignment rather than to another student. Encourage student participation in making assignments.

Less talk and more action. Consider course through the eyes of pupil rather than of teacher.

Time should be spent before school in the fall.

Greater use of reference material under the unit plan or contract method. More differentiated assignments according to interests of each pupil.

My biggest criticism lies in the fact that a student often does not fully realize what an assignment is; he neglects to do it. We then punish him by not accepting assignments late - but often this only "gets him out of" doing the assignment at all. To counter this delinquency, I attempt to double the next assignment, and of course if they wish to pass, they must do the work required.

Assignment should be given at the beginning of the class, or at least soon enough to stress sufficiently the work assigned. I stress the importance of learning the fundamentals in English not only for preparation for college but also for life.

It is useless to make assignments which are too difficult or too long for proper completion.

General stress on student use of assignment notebooks.

Better planning of calendar events undertaken by students. Should get advance notices of assemblies to make adjustments for assignments. Regular routine preferable as against "emergency" meetings which throw off assignments. Students complain of this irregularity - especially if they prepare well for some assignment and then are jilted out of it for shortening of some period.

Divide the class period in two parts; one involving supervised work on the new assignment.

Where it is possible a multiple assignment providing for individual differences is much preferable.

Consider the class, the school and current happenings.

An agreement that all make lessons of such length that the average pupil may be able to cover these assignments.

Find the interests of the students and use these as a basis for making assignment that will be of use to them.

Teachers should explain thoroughly the subject matter of the assignment. Otherwise, students will say, I didn't understand the assignment.

If I could learn to work the assignment into the daily class discussion and make it seem a part of the lesson, I feel the assignment would be more meaningful to the students.

Less overloading of teachers with extra activities.

Duplicated assignment sheet for the week or longer.

More time spent on lesson planning in advance by teacher. Not making assignments over any problems with which teacher has not thoroughly familiarized self. Coordinate work with other teachers.

More time spent on preparation.

Fit assignments to ability of students.

Word the assignment so even the poorest student clearly understands what the assignment is and when it is due.

Have one definite time and method for making assignments.

Teachers should have a notebook or other method of recording assignments. This should be kept and available to principal and substitute teacher at all times.

More project work with library and illustrative material available in sufficient amounts.

Have the students keep assignment sheets which are turned in periodically.

Assignment sheets kept by each student (one for each class) such as:

<u>Date Given</u>	<u>Assignment</u>	<u>Date Due</u>	<u>Completed</u> (Check when completed)
-------------------	-------------------	-----------------	--

Better textbooks. I often find it necessary to use outside texts which practice makes assignment making difficult.

Practical experiences, and evaluation of materials or subject matter offered.

No successful teacher can use the same type of assignment continually.

Assignments need to be part of the lesson, integrated within the discussion or reading.

Make assignment by week based upon program planned for the entire semester.

Do not give the assignments orally. Have them either on the board or copies duplicated.

More references and time to use them.

Better college training in methods of unit construction. Realize that your subject is not the most important course a student is taking. Strive to educate the "whole" child.

Have an adequate and clear "follow-through". In other words, no lesson has taught the youngsters anything if it is not thoroughly explained and discussed in class after it is studied.

Have a cumulative assignment sheet on bulletin board in class room on which all daily assignments shall be recorded.

More time spent on course organization.

Use audio-visual aids. Make better use of local area: interviews, field trips and observations.

Leave out those parts of the assignment that have questionable value and are very boring to do.

Demand that material assigned be completed.

Assign certain phases of the subject when certain occasions arise. For instance, in biology study flowers in spring, etc.

Use movies more educationally by knowing what they are going to see, reviewing it and noting special points.

Keep assignment schedule flexible. Always consider opinions of students.

Repeat the assignment.

Teach students how to study. Make notes and observe.

Better preparation by teachers.

My theory is that if you keep ahead of the pupil and have changing methods and ideas from time to time that the work in general becomes more apparent.

Make most of the use of time by elimination of time-consuming methods as blackboard copying etc.

Take longer time to lead up to the assignment.

Students seem to need variety - something new inspires most of them to give the assignment more thought.

Make good organization of subject matter to be taught.

More individual assignments instead of class assignments. This, I believe, would create more interest on the part of the pupil and greater desire to work.

I believe all assignments should be given for a long enough period that a student's own initiative must be used in getting assignment done.