TIME SPENT ON HOME STUDY BY INTERMEDIATE SCHOOL PUPILS OF WICHITA

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TIME SPENT ON HOME STUDY
BY INTERMEDIATE SCHOOL PUPILS
OF WICHITA

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BY
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Nelle Leichhardt
CHAPTER I
INTRODUCTION
A Statement of the Problem

Importance of the subject.- The subject of home study has long held a place of interest in the minds of educators, and in recent years this interest has increased immeasurably. Many have felt that the time required of secondary school pupils for home study is excessive; also, that the poor study-habits formed and the results obtained do not justify the amount of time expended.

Diversity of practices.- Variety of practices in assignments for home study stresses the importance of a continued investigation of the subject. Varied opinions and lack of agreement exist among school executives, teachers, and parents.

Some parents are of the opinion that their children with no home studying to do have too much unoccupied time; that home study helps to curb their inclination toward street life and undesirable forms of amusement; that they keep in closer touch with their children's school life when some studying is required at home. Opposed to the foregoing view, other parents maintain that the assistance of the children is needed in the home; or that the boys and girls should have leisure time for other things; or, again, that it is necessary for the children to earn money through outside employment.

Teachers realize that the difference in environment must be given careful consideration. There is consensus of

-1-
opinion among educators on this phase of the subject, that
the time for home study adapted to individual differences is
a difficult problem. This, perhaps, accounts to a large de-
gree for some administrators’ advocating a reduction in as-
signments for home preparation and for others going so far as
to prohibit home study assignments entirely.

Opinions pro and con on home study.—For the purpose
of further emphasizing the difference of opinion on home
study assignments, some specific references will be cited,
some favorable and some unfavorable to home study require-
ments. The latter will predominate, as the greater number
of criticisms are those attacking the desirability of home
study, which has long been an accepted practice.

Foley¹ says,

First of all, home lessons of due length should be given.
The factors determining length are the age and mental capac-
ity of the pupils, the difficulty of the content, and the
importance of the subject in the curriculum.

He indicates the type of instruction which the teacher
should give to the pupil to guide him in independent study.

Stitt² advocated home work of a certain nature.

The five hours of the ordinary school day are usually
too short to permit of a consistent survey of the work ac-
complished in the class. It is, therefore, necessary to
have lessons in review assigned for home preparation....We
must use a part of the pupil’s time at home to test the pow-
ers of application and study which he should learn in school.

¹Daniel Foley, "Supervising Home Study", Educational
Review, LXXII (December, 1926), p. 287.

²E. W. Stitt, "Home Work For Elementary Pupils",
John Coulbourn, assistant-superintendent of schools, Baltimore, Maryland, published in a recent issue of the Baltimore Bulletin of Education an article in which he advocates home study for high-school pupils. He writes in part as follows: "Although authorities may disagree on the question of home study for pupils, the required curriculums and the length of the school day in our city make it necessary that a definite program of home study be followed in junior and senior high schools. Any successful program of home study must include the school, the faculty, the home and the pupils. Undoubtedly, the pupil grows and develops only through his own activity, but the extent of this activity depends upon the attitude of the school toward home study, the cooperation of the home, the nature of the assignments, the knowledge of how to do the assignments, the uniform practice of teachers in directing study, and the genuine interest in the work."

Wilson expresses himself as favoring home study, having arrived at his conclusions from an experiment with high school pupils in mathematics. Those pupils who did twice as much home assignment did better work than the others and ranked somewhat higher.

Burton thinks that home study should not be entirely eliminated by supervised study:

Supervised study should not, as some think, supplant home study entirely. If supervised study is to make for independence in attacking and studying new problems, obviously there must be definite provision for other study than that done at school under the eye of the teacher.

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Mrs. Conly\(^1\) in a recent article defends home study from the viewpoint of a parent. She maintains that it keeps the parent in touch with what the child is doing at school, and that interest on the part of the parent stimulates the interest of the child in his work.

A glance at the following quotations will show that the writers of text-books on school management generally agree that such work has decided advantages.

1. "We should demand a proper amount of home study."\(^3\)
2. "The ordinary parent is quite willing that his child study at home."\(^4\)
3. "With parental care and a home training of the best kind, home work should be the rule."\(^5\)
4. "Parents should see that certain hours are set apart for home study."\(^6\)
5. "The very requirement of such exercises (in home work) results in gain both to the children and to the home."\(^7\)

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\(^1\) Anne Proctor Conly, "What Home Work Means to My Children", American Childhood, XV (January, 1930), 22-4.


But the authorities are not unanimous on this subject, and some educational writers have quite a different opinion. The following quotations are representative of this point of view:

'A word of caution about home-work will not be out of place. For the most part, school tests should be done in school.'

'I am definitely of the opinion that school work should be done in school, and that the school days should be made long enough and numerous enough to permit all school work to be done during regular school hours, so that the children may have their evenings and holidays free from the burden of school work.'

'The changing conditions in our social life and the increasing demands upon students caused a well-defined public sentiment against what came to be called too much home-work.'

It is interesting to note that strong feeling in regard to home study reform has been felt previous to just the last few years. In 1912, Wiener expressed himself emphatically on the subject:

In matters scholastic the sole guide and inspiration has been tradition. Like the Chinese wall which barred from entry the civilizing influences of modern times, the tradition of conventional methods in education has generally frowned upon new thought and plans not based upon precedents. It is our purpose to break an opening in this Chinese wall of educational traditions by forcing through it humane, common-sense innovations on a vital matter -- home study.

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4Dr. David B. Corson, Assistant-Superintendent of Schools, Newark, New Jersey, Annual Report, Newark: 1913-14.

What a school is, does not require definition. The teacher is the important factor of the school. The modern teacher has too often, per force of tradition and method, become a mere automatic recitation-receiving device and a machine lesson-assigning apparatus. This implies that lessons are assigned to school attendants. Less than fifty per cent of the pupils, as teachers well know, do the unreasonable amount of home study required of them; the other fifty per cent 'Kill time' at school. Just bear this in mind, however. The municipality, the state, and the United States have established eight hours as the legal day for manual workers. I do not think it right or even humane that we educators should work young boys and girls five hours in school and then set tasks that take many, many hours at home. If the common eight-hour law applies to the adult man for manual labor, I cannot comprehend why it should not be enforced in favor of the growing school child who has not reached his maturity, since mental labor is more trying and enervating.

Under present conditions of lesson-assignment, the conscientious children come from play to the evening meal, hurriedly swallow that, and then work at books until bedtime. In this way not only do they menace their health, but they lose the association with parents and the necessary appreciation of family relations and interests. To this is, in my judgment, partly to be attributed the children's rampant disrespect for parents and elders, who cannot understand or know their offspring because of lack of association. Further, I believe that the present undercurrent of immorality in the lives of boys and girls is, in part, due to this loss of parental association and the lack of the moral influence of the family. Home study is a frequent excuse for children to remain away from church on Sunday and from church functions which occur during the week. Evenings, too, the child is of necessity debarred from attendance at lectures, at concerts, or at the theatre. Thus it is evident that the present methods, to a certain extent, are unhygienic and bar the child from such moral, cultural, and religious influences as would do much to educate him in the highest sense.

The school should be the educational workshop, the place where, if possible, all the work of the school should be done. Many children do not have proper home environment for study, while some are forced to assume household duties and others to go to work. It would be well if the child, when night comes, could throw off, as does the laborer and business man, his burdens and cares....
By the old plan of home study, we develop several classes of students: (1) those who may try to dig out things for themselves; (2) those who get injudicious aid from elders; (3) those who cooperate with one or more pupils in getting the lesson; (4) those who rely on fellow-students for their work; (5) those who do no work at all.

Home study should never be made a lever for influencing morals. Has the parent no duty in this connection? If the parent is powerless, let the social-service organizations aid to better and strengthen moral influence and permit the school, while cooperating, to broaden the pupil intellectually and to give greater power to do and to be.

Breslich 1 quotes Charles C. Hughes on the subject of abolishing home study:

'I feel quite sure of my stand in this matter, since as early as 1899 when city superintendent of schools of Alameda, California, I abolished home study and substituted for it actual periods for each subject demanding study in the school program, thus providing, under supervision of the teacher, intensive study during school hours. The Alameda schools still retain the plan, and several of my principals who have become superintendents since are firm advocates of the plan, and have instituted it in their departments....I found that the average home made no preparation for children's study. If the standard was low the light was inadequate, and the surroundings often pernicious. As the home standards were raised, the social life of the family interfered, and the case was rare where a study room, or even a study place properly lighted, heated, or ventilated, was prepared for the child or children in the family. The parents were found either unable or unwilling to aid their children in study. We discovered that we were shifting to the home the duty which belonged to the school....The school should not be a recitative machine. Study is more important than recitation. We are getting better results in our work and the teachers know their pupils better. The school is taking upon its shoulders its whole duty, instead of only part of it....Young children would be handicapped and the departmental work ruined if each teacher were allowed to give as much home work as she believed her subject called for. Under our

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system, her judgment is immediately impeached when she gives more than the study period set aside for that purpose.

One of the defects of our modern high school with its fine specialization lies in the fact that each teacher gives as much as any child can do in an evening, which results in a child having three or four times as much as he can do, with the further result that he becomes discouraged, or attempts to bluff his way through.

A quotation from Hughes\(^1\) in his annual report as city superintendent of Sacramento explains the purpose of the California law prohibiting home study for elementary-school pupils under fifteen years of age.

Pupils must be trained to study. It is believed that to know how to study is more important than to know how to recite and that this important part of the child's training should be accomplished under the direct supervision of the teacher in the schoolroom, and not left to the busy home. It is the business of the school, not of the home, and the school has no right to shift the responsibility. It is rare, indeed, to find a home with proper facilities for study. The child needs opportunity and place for concentration, the light must be right, there must be proper ventilation, there must be quiet if the lesson is to be well learned. From a physiological standpoint, assuming that the child will do his studying after the evening meal, he can hardly begin his work with any chance of success until at least an hour after he has eaten. This would bring his work until half-past seven or eight o'clock, and in most of our homes even later. The child should have time to digest his food, and a normal child should grow sleepy very early in the evening. He should be in bed by half-past nine or ten o'clock. Thus it is seen how little time really exists for the preparation of the lessons for the next day, and the weakness proven of assuming that all children will come to school prepared for their work. It can be easily figured how great is the loss in the effort of the teacher to listen to recitations in lessons which have not been prepared. The brighter pupil will bluff his way through, the duller pupil will gain little from the time spent.

Breslich\(^2\) believes that much poorly done home study

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\(^2\) E. R. Breslich, op. cit., pp. 33-42.
could well be eliminated by supervised periods for study at school.

One of the most pressing problems before the educational public at the present time is to find a means of eliminating the enormous waste of the time of pupils that results from two conditions which prevail in schools, namely, the failure to provide for individual differences in capacity found among pupils in the same class, and failure to organize the studying done by pupils so as to avoid the futile efforts which they now put forth to master lessons assigned for home work. ...It is well known to parents and teachers that a very large percentage of children of our schools do not know how to study properly and profitably. When pupils are told by the teacher to study they seem to do everything but the right thing with the result that much energy is dissipated and a great waste of time and effort is incurred. Many teachers and parents depend upon assigned home work to develop the ability to study. It is argued that there is great value to the student in his unaided attempt to surmount difficulties; that he is gradually becoming independent by learning to read his books alone; that in the brooding of the pupil over the solution of a problem or some other assigned work the development of will power is realized; that it gives him an opportunity for quiet thinking which he cannot find in the classroom; that home work develops a habit of neatness not obtainable during the rapid progress of class work; that it is of greatest importance that the pupil should get further drill and review of the work done in the classroom, etc. In all of these arguments the great value that is claimed for home-work is found in the ethical effect of being held responsible for a definite piece of work to be carried out independently and in the fundamental demand that the pupil must master it without help, using only his textbook and class notes.

There are also many teachers and parents who deny practically all of what has been mentioned in favor of home work. They claim that the notion that there is some value to the student in his unaided effort to surmount difficulties is mistaken; that the effect of home study upon school progress is overestimated; that hasty and unmethodical use of books at home takes all the attractiveness out of them; that it means needless waste of undirected effort which might be replaced by much admirable and effective work; that it does not train, but weakens the pupil, since there is no more discouraging and nerve-destroying task than to be obliged daily to do mental work that has no meaning; that either pupils are being trained to evade duties and to use dishonest means of getting possession of the required work, or the mass of required work leads to cramming and mechanical memorizing and thus bars all spontaneous thought and activity, so that when the pupil gets through he does not know much of anything.
William H. Holmes\textsuperscript{1} emphatically expresses his convictions:

Home work is school work out of place. Because of this the slogan 'School for School Work', faint at first, has been growing louder, and the questioning of intelligent parents and even of intelligent children and youth, as to why education should be the only industry the product of which is not prepared in the plant equipped for such preparation, is becoming more articulate and insistent. The way to remedy the evil of home work is to have no home assignments. This does not mean that no pupil shall ever do any school work at home. Many pupils under the 'no home assignment' plan will do more, but it will be voluntary.

The following\textsuperscript{2} sounds a warning from abroad:

A very widespread interest in the subject of home work in secondary schools has been revealed in the correspondence which has lately been taking place in the press. It is evident that thoughtful parents are considerably exercised in their minds over the excessive amount of home work which is often required of their children, and that teachers, who have to set this homework because they are in the grip of the examination system, have grave doubts as to the effects which such close application is producing on their pupils. Indeed, the note of criticism and of warning which has been struck is so persistent that the question is now one that can scarcely be left to settle itself.

Freeland\textsuperscript{3} would substitute study periods at school in place of home study.

Hall-Quest\textsuperscript{4} says:

\begin{itemize}
\item \textsuperscript{1}William H. Holmes, "Home Work is School Work Out of Place", American Childhood, XV (October, 1929), 5-7.
\item \textsuperscript{3}George E. Freeland, Modern Elementary School Practice, p. 279. New York: Macmillan Co., 1919.
\end{itemize}
The chief objection against abandoning home study comes from parents. They still believe that the pupil must be kept busy by long home work. The favorable results of no home study in Joliet, Illinois, and Sacramento, California, doubtless can be duplicated elsewhere. When the pupil has received considerable training in studying, it will be safe to require a minimum amount of work to be done at home, but the bulk of preparation should be done during the study period and vacant periods.

Cubberly1 says:

In schools where teachers assign tasks, hear recitations, mark grades, and send the children home at night with book assignments for the morrow, there is not likely to be any large number of satisfied children or parents. Such work denotes both poor teaching and poor school supervision, and a defense of such instruction is the refuge of poor teachers and poor principals everywhere.... The parents rightly feel that the teacher should teach rather than hear the recitations the home prepares.

After giving the opinions of several leading school men on the home study problem, Good2 concludes that the preparation of formal lessons should for the most part be done at school.

At the close of the questionnaire sent to Wichita parents, the following was included:3

"Any further comments relating to the subject of time spent on home study will be appreciated."

A few parents made comments as follows:


3See "Questionnaire to Parents of Intermediate School Pupils", Appendix, p. 106.
I would be glad if my girl would do more home study. My boy did not study scarcely any at home and it was a sort of a puzzle to me, too. I asked him why he didn’t bring some of his studies home. I do think a child ought to have so much study at home.

He should study mathematics more. My son spends very little time on home work. Have questioned him about it repeatedly and he says he has his lessons already.

He should do more home study.

He doesn’t do half the home work he could; in fact, he doesn’t do any.

Some teachers do not want pupils to do work at home, and so do not assign work for home. I think a certain amount of home work would be much better for pupils.

I don’t think it would hurt them to study more than they do.

I try to get my boy to study more at home, I think it would help him.

If the teacher would explain the subject thoroughly, we would not have so much trouble with the child trying to help him at home.

I think that the period from 8:15 a.m. till 3:30 p.m. should be sufficient time for lessons and study periods. The remainder should be for recreation.

I don’t believe in home study.

I don’t feel that 7B or 7A pupils should have to do home study. They spend all day at school as it is.

I think when the children leave the school building they should leave all work there, also, and have the remainder of the day for exercise and rest.

There are times when my daughter has no outside study. There have been times when it was excessive, due to heavy assignments in more than one subject.

Why support schools and teachers - then curtail your own time explaining rules?

----- did not study at home as much as we would like him to, but he got very good grades so we didn’t insist on his bringing his books home.

She has to put so much time on mathematics that she does not have time to study other subjects.

He says he has usually had fifteen or twenty minutes allowed off his lesson period this winter to get most of his lessons so he doesn’t usually do many lessons at home. I think this is excellent. However, I don’t think all the teachers practice this although I think it would simplify much of the home lesson problem; for many pupils if they are taking music at home or working outside of the home do not have the required time to get their lessons.

I have been dissatisfied with this cramming system for some time. Every year something more is put out for the children to assume. For a conscientious A pupil it’s too much. To my mind, for an honor student there are too many
activities required after school hours. It makes many a long day under supervision, and a child cannot thoroughly relax until the school duties are over.

Sometimes work piles up at certain times and we wish it could be divided; and some subjects take more time than others; but I think as a whole the work is not too heavy.

It seems that our boy, who has just finished the 9A, grasps things more readily or else is not so conscientious as our girl who just finished the 7A. During practically the entire year she has had far more home work than I think any child should have. As soon as she returned from school she would start studying and stop only for her evening meal and then continue until I was obliged to force her to go to bed so that she might be fit for her school work the next day. She seems overly conscientious and it seemed so much was required of her that her lessons worried her and she didn't seem carefree as a child should be.

Several times our boy has had to hand in finished notebooks with only twelve hours notice. We feel this assignment is unfair to pupils who are really conscientious and the teachers should be a bit more considerate. Of course, the teachers had had the pupils save materials for weeks and the children knew that the notebook had to be completed at some time. An older student would probably have begun assembling long before time, but intermediate pupils have not the judgment and should be reminded at least three days before the notebook is demanded. Our boy has had splendid training in concentration and gets his study work done in a short time.

Considering the time that must be spent in school it doesn't give time enough for other things such as music, etc.

Purpose of the Investigation

General.- The purpose of this investigation is to find out what conditions really exist in regard to the time spent on home study by intermediate school pupils of Wichita. If existing conditions seem too exacting or abnormal for the majority of the pupils, then it is the hope of the writer that these data may be helpful in provoking sober thought among those working with the intermediate school pupils and in suggesting the need of more systematic plans for home study.
assignments in the departmental work of the Wichita intermediate schools; if, on the other hand, this study indicates that conditions are normal and satisfactory for the majority of the pupils, the time used for the investigation will have been well spent.

With pupils of varied ability grouped together in classes, however, unanimous agreement among those pupils as to the time spent on home study could hardly be expected.

Specific.- 1. Do the majority of intermediate school teachers regularly assign more work than the average pupil can prepare during class time?
2. Is the time devoted to home study by intermediate school pupils of Wichita excessive?
3. Does the average time spent on home study vary in an ascending scale for seventh, eighth, and ninth grade pupils respectively?
4. Does the opinion of teachers as to the amount of time to be spent on home study agree with pupil practice?
5. Does the opinion of teachers as to the amount of time to be spent on home study agree with the opinion of pupils?
6. Do parents think the time spent on home study by pupils in the intermediate schools excessive?
7. Is more time spent on home study by intermediate school boys or by intermediate school girls?
8. Which subjects are usually studied at home?
9. Which one subject receives the most time at home?
10. What particular subjects do parents think require too much home study?

11. What reasons do pupils give for having to put more time on certain subjects?

12. In what subjects do teachers usually assign more work than the average pupils can prepare during class time?

13. Do intermediate school pupils have a regular time for their home study?

14. Is the time when home studying is done conducive to requiring a minimum amount of time?

15. Is the environment for home study satisfactory, thus aiding in reducing home study time to a minimum?

16. Do teachers ordinarily assign for study outside of class new work on which they have given no explanation?

17. Do the majority of parents make a practice of assisting their children on school lessons?

18. Does employment outside of school hours or assistance given by pupils in the home interfere with the home study of intermediate school pupils?

Limitations

This investigation is limited to intermediate school pupils of Wichita. Since a personal interview with each individual involved in the study was practically impossible, the questionnaire was depended upon to secure the desired information.
CHAPTER II
PREVIOUS INVESTIGATIONS

Educational literature is replete with material relative to different phases of study. Many books and numerous articles in educational periodicals testify to the interest manifested in the subject over a period of years. This interest has not been confined merely to discussion, but many experiments and investigations have been made.

For a time interest was centered on supervised study; later on, however, articles in periodicals indicate that interest shifted somewhat from time and place and centered more on study-habits; that is, on what pupils actually do when they study.

Woodring and Flemming\(^1\) have an interesting summary of a number of recent investigations in the field of study. In Part I\(^2\) the main topic is, "Investigation of Methods and Habits of Study"; in Part II,\(^3\) "Determination and Use of Study Techniques". The same authors\(^4\) have also compiled a valuable bibliography on study. They have this annotation\(^5\) relating

\(^1\)Maxie N. Woodring and Cecile White Flemming, "A Survey of Investigations on Study", Teachers College Record, XXIX (March, 1928), 527-49, and (April, 1928), 605-17.

\(^2\)Ibid., (March, 1928), pp. 529-49.

\(^3\)Ibid., (April, 1928), pp. 606-17.

\(^4\)Maxie N. Woodring and Cecile White Flemming, "A Partial Bibliography on Study", Teachers College Record, XXIX (February, 1928), 417-44.

\(^5\)Ibid., p. 417.
to their article:

The list appended is in no sense complete. Emphasis has been placed on recent studies. The several articles which appeared before 1917 are listed, primarily because of their contributions to a pioneer movement. There has been no effort to confine the discussions to any one point of view. These differences of opinion reveal the complexity of this problem, and indicate that the ideal is far from being realized.

A number of studies have been made relating to the time spent on home study. Several investigations have been made also on the value of home study and on the environment for home study. Since both of these latter phases have a very definite relation to the time spent on home study, some of these investigations have a direct bearing on the present study and will be referred to in subsequent pages of this manuscript.

Minnick\(^1\) reports an experiment which was given to pupils in Bloomington, Indiana, to compare the value of supervised and unsupervised study. The supervised class, whose members had been told that no home work was expected of them, was found to have the highest average; this class also excelled in the number of problems solved during the period of the experiment. In subsequent tests over new material the supervised class proved to be the more able to attack new problems.

An experiment\(^2\) was conducted in the Department of


Mathematics of the University High School, University of Chicago, to measure the effect of home study upon class progress. After the experiment some of the instructors practically omitted the assigning of home work because their experience showed that better results had been secured by giving the class period to class work on the part of the pupils, rather than to reciting the lesson.

Heck\textsuperscript{1} gives an extended report of a survey based upon records from 5021 grammar and high school students in twenty-five schools or school systems in Virginia as to the amount of time devoted in a typical week to the home preparation of lessons assigned at school. Some of the results are recorded in Chapter IV of this manuscript. Good\textsuperscript{2} has the following to say regarding Heck's investigation:

It would seem that these studies are of no particular scientific value on account of the neglect of several important factors. Children from the better homes probably would have brighter parents and a higher order of natural ability. No doubt, their parents would be more deeply interested in their progress and would provide more favorable circumstances for study, would encourage their children to do more home study, and often would be able to give them intelligent help with their tasks. These factors would influence the results to such an extent as to cast serious doubt on the reliability of the tables as a measure of the efficacy of home study.

During 1916 and 1917 several reports on home study were published in educational periodicals, which indicated a

\begin{itemize}
\item \textsuperscript{2}Warren R. Good, \textit{op. cit.}, p. 118.
\end{itemize}
renewed interest in the subject. Good\textsuperscript{1} says,

Probably the most notable attempt to make a thorough study of the values to be obtained through home study and of the means of gaining the best results is that made by a New York committee of which Edward W. Stitt was the chairman.

This investigation on home work was conducted and a report\textsuperscript{2} made to the New York Academy of Public Education by its committee on administration. Of the twenty suggestions and recommendations in the summary, those most pertinent to the present study are:

1. Out of 616 replies, 564 votes were recorded in favor of home study. This large majority proves conclusively a real demand for its continuance under proper supervision.

2. Compulsory home-work should be prohibited below the fourth school year.

3. In the seventh year classes, the maximum time for home lessons should be an hour. In the eight year classes, it should be one hour and a half.

4. There is substantial agreement, that home study properly explained and carefully supervised, will develop self-reliance, neatness, concentration, accuracy, industry, responsibility, thoroughness and the study habit.

5. Principals have no more important duty than that of carefully supervising both the assignments of home study and the methods of determining the honesty and efficiency of the results.

6. The chief aim of home-work should be to supplement the classroom instruction.

7. In departmental work, there is grave danger of the assignment of excessive home-work.

\textsuperscript{1}Ibid., p. 119.

\textsuperscript{2}E. W. Stitt, op. cit., pp. 360-86.
Several years later another study\(^1\) was made in the New York City schools, which is one of the more recent investigations. The suggestions and recommendations, however, are practically the same as those summed up by Stitt and his committee in the investigation mentioned just previous to this one.

In an investigation\(^2\) conducted by Miss Laura Charlton, Principal of Public School 93, Manhattan, a questionnaire was sent to the parents of 1500 pupils relating to the home study of the children. A majority of the parents were in favor of home lessons which they thought necessary for good work and promotion. A large majority voted against abolishing home study.

Proctor\(^3\) investigated the home and school study time of 1661 Pacific Coast high school pupils who answered questionnaires or filled out schedules relating to school and home study time. He found that 18 per cent of the pupils from the double-period schools reported they did no home study, while but 10 per cent so reported from the assembly hall type schools.

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\(^1\)Joseph H. Wade, "Home Work of Elementary School Children and Its Correlative Class Study", School Life, XV (December, 1929), 78-79.

\(^2\)E. W. Stitt, op. cit., p. 367.

In King’s investigation\(^1\) of the home study time of 1431 high school pupils of Iowa, he asked the students the number of hours spent weekly on home study. Proctor\(^2\) thus criticizes King’s methods:

The method of securing the data from the Iowa pupils, i.e., that of having them check one of the five possible answers in terms of hours that came nearest to fitting their case, would easily lend itself to overestimation.

Clayton’s investigation\(^3\) of home study conditions was based upon information obtained from high school pupils of Concord, New Hampshire. The findings are merely suggestive and further investigation is needed to evaluate them and to make comparisons.

McKown\(^4\) tells of a study drive undertaken by the faculty of the senior high school of Johnston, Pennsylvania, to improve pupil study. Letters were sent to parents calling attention to the necessity for home study, asking for their cooperation, and suggesting the need of proper conditions for home study. While the results could not be measured easily, it was evident that on the whole the pupils showed improvement in their habits of work.


\(^4\)H. C. McKown, “A Study Drive”, *School and Society*, XIX (March 1, 1924), 257-58.
Data in the investigation made by Reavis\(^1\), relating to the habits of study of a pupil and his home surroundings showed that there is a marked correlation between the rank of the home environment and the habits of study of a pupil.

An experiment\(^2\) to obtain objective evidence of the value of home work was conducted by the Mathematics Department of Franklin K. Lane High School, New York City. Results seemed to indicate that pupils who did four home-work assignments per week attained a higher rank and progressed at a faster pace than those who did like assignments but twice a week; also, those who had good home-work records had five times the chance for promotion that pupils had who did poor home-work.

A study\(^3\) was made in the Lincoln High School, Lincoln, Nebraska, to ascertain how high school pupils spend their time. This general conclusion\(^4\) was reached:

"As to home study, this investigation would indicate that no general reform is needed."

A committee of the Manual Training High School of New York City, desirous of getting the pupils’ reaction to home study, prepared a questionnaire which was answered by 286

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\(^1\)William C. Reavis, "Factors that Determine the Habits of Study of Grade Pupils", *Elementary School Teacher*, XII (October, 1911), 71-81.

\(^2\)Sinclair J. Wilson, op. cit., pp. 17-23.


\(^4\)Ibid., p. 778.
Eisner compiled the report, part of which is quoted here:

There is substantial agreement that marked improvement in school work is due to bettered home work, but less certainty that failure can be attributed to poor or insufficient home study....There is a strong feeling that home study is useful for acquisition of knowledge in high school and as preparation for college, but less conviction that it prepares for life. About one-third believe that home-work should be increased or kept the same; two-thirds believe that it should be decreased or eliminated, with 18 per cent favoring elimination.

The following is quoted from a report given by Superintendent L. W. Mayberry of Wichita, Kansas:

In May, 1929, 613 intermediate school pupils and 96 high school pupils were questioned as to the number of hours of home study done. In the intermediate schools the investigation showed that 11.2 per cent of the pupils did no home study, 51.5 per cent reported that they averaged one-half hour of home study each day, 24.5 per cent said they put in one hour of study at night, 7.8 per cent replied that they study at home about one and one-half hours daily and 4.5 per cent reported about two hours of home study.

In the high school 23 per cent of the students stated that they spent one-half hour or less on home study, 49 per cent study at home one hour each day, 23 per cent study about one and one-half hours and 5 per cent reported two hours of home study.

1Harry Eisner, "Homework From the Point of View of the Pupil", Bulletin of High Points in the Work of the High Schools of New York City, XI (December, 1929), 15-22.

2"How Much Do Pupils Study", Wichita Public Schools, Wichita, Kansas, Bulletin Number 20 (August, 1929), 11.
CHAPTER III

METHODS AND MATERIALS USED

The data compiled in this investigation were obtained from questionnaires answered by pupils and teachers in the intermediate schools of Wichita and from questionnaires answered by parents of intermediate school pupils. Copies of these questionnaires are included in the appendix.

Questionnaire to Pupils

Questionnaires were sent to each intermediate school in Wichita on May 19, 1931, with a request to the principal that each pupil in his school be given a questionnaire to be filled out by Friday, May 22, 1931.

Table I lists the number of questionnaires answered by pupils, arrangement being made by grades, by boys and girls, for the five intermediate schools. The following distributions will be noted from the table:

1. Total reporting for seventh grade, 1400; for eighth grade, 1272; for ninth grade, 1219.

2. Number of boys and of girls reporting for each grade:
   - Seventh grade: 684 boys, 716 girls.
   - Eighth grade: 635 boys, 637 girls.
   - Ninth grade: 597 boys, 622 girls.

3. Total number of boys reporting, 1916; of girls, 1975; or an approximately equal representation.

The April, 1931, report in the office of the Board of Education recorded the total enrollment for the intermediate schools as 4395.
### TABLE I

NUMBER OF QUESTIONNAIRES ANSWERED BY PUPILS, ARRANGED BY GRADES, BY BOYS AND GIRLS, FOR THE FIVE INTERMEDIATE SCHOOLS

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Allison</td>
<td>129</td>
<td>123</td>
<td>252</td>
<td>125</td>
</tr>
<tr>
<td>Central</td>
<td>127</td>
<td>127</td>
<td>254</td>
<td>153</td>
</tr>
<tr>
<td>Hamilton</td>
<td>134</td>
<td>123</td>
<td>257</td>
<td>91</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>142</td>
<td>132</td>
<td>274</td>
<td>91</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>152</td>
<td>211</td>
<td>363</td>
<td>175</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>684</td>
<td>716</td>
<td>1400</td>
<td>635</td>
</tr>
</tbody>
</table>
Table II lists the April enrollment, the number of pupils answering questionnaires, and the per cent of the April enrollment answering for the five intermediate schools. The table indicates the following per cents answering:

1. Allison, 92.9 per cent
   Central, 84.7 per cent
   Hamilton, 89.5 per cent
   Horace Mann, 89.5 per cent
   Roosevelt, 87.5 per cent

2. A total of 3891 pupils answered questionnaires, or 88.5 per cent of the 4395 recorded for the April enrollment in the intermediate schools.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>April Enrollment</th>
<th>Number Pupils Answering</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison</td>
<td>749</td>
<td>696</td>
<td>92.9</td>
</tr>
<tr>
<td>Central</td>
<td>901</td>
<td>763</td>
<td>84.7</td>
</tr>
<tr>
<td>Hamilton</td>
<td>723</td>
<td>647</td>
<td>89.5</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>787</td>
<td>704</td>
<td>89.5</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>1235</td>
<td>1081</td>
<td>87.5</td>
</tr>
<tr>
<td>Total</td>
<td>4395</td>
<td>3891</td>
<td>88.5</td>
</tr>
</tbody>
</table>
A questionnaire was sent to each teacher in the intermediate schools to be filled out between May 19 and May 22, 1931. Of the 153 teachers (visiting teachers not included) listed in the directory, \(^1\) 135, or 88.2 per cent, filled out and returned the questionnaires.

Questionnaire to Parents

Questionnaires were mailed to parents of 300 intermediate school pupils; 60 of the 300 were chosen from each of the five intermediate schools. For each school, 20 represented the seventh grade, 20 the eighth grade, 20 the ninth grade. Ten of each 20 were chosen from the A class and 10 from the B class, 5 boys and 5 girls from each class in each school. Since questionnaires were not sent to all the parents, the following method was used to make the selection still more general and unbiased. The pupils' questionnaires were grouped by schools; also, by grades and by classes. Then every seventh questionnaire for the boys in each class was selected until the required number was obtained; likewise for the girls. Questionnaires were then mailed to the parents of these pupils.

In a few instances the pupil had omitted writing the name of the parent, or the address, or both; in such a case the questionnaire following the seventh one was substituted.

Of the 300 questionnaires sent to parents, 124 were re-

turned in time to use in this study, or 41.3 per cent. Table III indicates the number of questionnaires received from parents, with the arrangement by schools, by grades, and by boys and girls. The following will be noted:

1. Of the 60 questionnaires to parents of pupils in each of the five schools, 21 were received from Allison district; 21 from Central; 26 from Hamilton; 32 from Horace Mann; 24 from Roosevelt; 124 from all.

2. From the seventh grade, 40; from the eighth grade, 38; from the ninth grade, 46.

3. There were received from the parents of boys, 58; of girls, 66.
<table>
<thead>
<tr>
<th>Name of School</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total for All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Allison</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Central</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Hamilton</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>23</td>
<td>40</td>
<td>19</td>
</tr>
</tbody>
</table>
CHAPTER IV
TIME SPENT ON HOME STUDY BY INTERMEDIATE SCHOOL PUPILS OF WICHITA

In this chapter, data secured from the questionnaires to pupils, teachers, and parents will be presented bearing upon the following questions:

1. Is the time devoted to home study by intermediate school pupils excessive?

2. Does the average time spent on home study vary in an ascending scale for seventh, eighth, and ninth grade pupils respectively?

3. Do parents think the time spent on home study by pupils in the intermediate schools excessive?

4. Does the opinion of teachers as to the amount of time to be spent on home study agree with pupil-practice?

5. Does the opinion of teachers as to the amount of time to be spent on home study agree with the opinion of pupils?

6. Do the majority of intermediate school teachers regularly assign more work than the average pupil can prepare during class time?

7. Is more time spent on home study by intermediate school boys or by intermediate school girls?

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Hours Spent Daily, by Grades, for all Intermediate School Pupils

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The answers given by the pupils as to the hours spent on home study are tabulated by grades in Table IV. The data indicate the
following:

1. Those doing no home study, 11.4 per cent; one-half hour or less, 36.9 per cent; one hour, 33.9 per cent; one and one-half hours, 10.8 per cent; two hours, 4.3 per cent; more than two hours, 2.7 per cent.

2. The median for all grades for those answering was one hour and three minutes; for the seventh grade, barely more than one hour; for the eighth grade, slightly more than for the seventh; for the ninth grade, slightly more than for the eighth.

3. Those studying more than one hour: for all grades, 17.8 per cent; for the seventh grade, 16 per cent; for the eighth, 18 per cent; for the ninth, 19.7 per cent.

4. Those studying from none to one-half hour: for all grades, 48.3 per cent; for the seventh grade, 49.4 per cent; for the eighth, 48.1 per cent; for the ninth, 47.1 per cent.

5. Those who did no home study: for all grades, 11.4 per cent; for the seventh grade, 10.4 per cent; for the eighth, 11.5 per cent; for the ninth, 12.3 per cent.

6. Those studying two hours or more: for all grades, 7 per cent; for the seventh grade, 6.8 per cent; for the eighth, 6.1 per cent; for the ninth, 8.2 per cent.

7. Those studying more than two hours: for all grades, 2.7 per cent; for the seventh grade, 3.1 per cent; for the eighth, 2.1 per cent; for the ninth, 3 per cent.

8. The majority of those who did home studying falls in the two groups — one half hour or less, and one hour.
## TABLE IV

HOURS SPENT DAILY ON HOME STUDY, BY GRADES, FOR INTERMEDIATE SCHOOL PUPILS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Seventh Grade</th>
<th></th>
<th>Eighth Grade</th>
<th></th>
<th>Ninth Grade</th>
<th></th>
<th>Total for all grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>440</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>543</td>
<td>39.4</td>
<td>465</td>
<td>36.6</td>
<td>422</td>
<td>34.8</td>
<td>1430</td>
</tr>
<tr>
<td>One hour</td>
<td>482</td>
<td>34.6</td>
<td>430</td>
<td>33.9</td>
<td>403</td>
<td>33.2</td>
<td>1315</td>
</tr>
<tr>
<td>One and one-half hours</td>
<td>128</td>
<td>9.2</td>
<td>151</td>
<td>11.9</td>
<td>140</td>
<td>11.5</td>
<td>419</td>
</tr>
<tr>
<td>Two hours</td>
<td>52</td>
<td>3.7</td>
<td>51</td>
<td>4.0</td>
<td>63</td>
<td>5.2</td>
<td>166</td>
</tr>
<tr>
<td>More than two hours</td>
<td>43</td>
<td>3.1</td>
<td>26</td>
<td>2.1</td>
<td>36</td>
<td>3.0</td>
<td>105</td>
</tr>
<tr>
<td>No answer, or answer</td>
<td>7</td>
<td></td>
<td>3</td>
<td></td>
<td>6</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total                  | 1400   | ---      | 1272   | ---      | 1219   | ---      | 3891   | ---      |

*Per cents are computed on the number of usable answers.
Excluding those doing no home study, 79.9 per cent of all the pupils studying at home are found in these two groups; 82.1 per cent for the seventh grade, 79.7 per cent for the eighth, and 77.5 per cent for the ninth.

The report on home study of 613 intermediate school pupils of Wichita in May, 1929, shows rather close agreement with the results of the present investigation:

No home study - - - - - - - - 11.2 per cent
One-half hour per day - - - - - - 51.5 " "
One hour per day - - - - - - - - 24.5 " "
One and one-half hours per day - - 7.8 " "
About two hours per day - - - - 4.5 " "

Heck records the average daily time on home study for seventh grade pupils as 82.4 minutes, or about one and one-third hours; for eighth grade, 86.6 minutes, or nearly one and one-half hours; for ninth grade, 112.2 minutes, or about one and seven-eighths hours.

Stitt’s report recommended one hour for the maximum time for home lessons in the seventh grade, one and one-half hours in the eighth.

1 "How Much Do Pupils Study", Wichita Public Schools, Wichita, Kansas, Bulletin Number 20 (August, 1929), 11.
2 W. H. Heck, op. cit., p. 582.
3 Ibid., p. 589.
4 E. W. Stitt, op. cit., pp. 360-86.
Wade, in his report, made the same suggestion as did Stitt. Table IV shows that in the seventh grade 16 per cent of the pupils report more than one hour, and in the eighth grade 6.1 per cent report more than one and one-half hours on home study.

Clayton concluded that on the average older pupils seem to devote more time to school work than younger pupils do. The present report shows pupils in higher grades studying only slightly more. Table IV shows for those studying more than one hour: in ninth grade, 19.7 per cent; in eighth, 18 per cent; in seventh, only 16 per cent.

Cook and Goodrich reported a small percentage of pupils doing little or no home work; also, a small percentage doing an excessive amount; their conclusion in this matter was that the problem was one of individual adjustment rather than one of group adjustment. The present investigation shows a small percentage doing an excessive amount, 2.7 per cent studying more than two hours; but a much larger percentage doing little or no home work, 48.3 per cent in the two groups of none and of one-half hour or less; and even 11.4 per cent doing no home work at all.

1Joseph H. Wade, op. cit., p. 79.
3Inez M. Cook and T. V. Goodrich, op. cit., p. 778.
Comparison of time pupils study with time they say they could study. — Table V shows the hours that intermediate school pupils say they could average conveniently on daily home study. A comparison of data in Table V with data in Table IV, page 32, reveals the following:

1. Intermediate school pupils doing no home study, 11.4 per cent; those who could not do any home studying conveniently, only 3.1 per cent. For the seventh, eighth, and ninth grades respectively, 10.4 per cent, 11.5 per cent and 12.3 per cent did no home studying, while only 2.4 per cent, 3.2 per cent, and 3.7 per cent said they could not study at home conveniently.

2. Those who studied only one-half hour or less, 36.9 per cent; those who could study a like amount of time, 14.3 per cent.

3. For those studying one hour, Table IV shows for seventh, eighth, ninth and for all three grades, 34.6 per cent, 33.9 per cent, 33.2 per cent and 33.9 per cent respectively; for those who could study three-fourths to one hour, the corresponding figures in Table V are 36.8 per cent, 36 per cent, 37.1 per cent and 36.6 per cent.

4. Those who studied more than one hour, 17.8 per cent; those who could, 46 per cent. For the seventh, eighth, and ninth grades respectively, those who did study more than one hour, 16 per cent, 18 per cent, 19.7 per cent; for those who could, the corresponding figures are 44.8 per cent, 46.5 per cent, 47 per cent.
### TABLE V

**HOURS INTERMEDIATE SCHOOL PUPILS COULD DEVOTE CONVENIENTLY TO DAILY HOME STUDY**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total for all grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>None</td>
<td>32</td>
<td>2.4</td>
<td>39</td>
<td>3.2</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>215</td>
<td>16</td>
<td>174</td>
<td>14.3</td>
</tr>
<tr>
<td>Three-fourths hour to one hour</td>
<td>495</td>
<td>36.8</td>
<td>438</td>
<td>36</td>
</tr>
<tr>
<td>One and one-fourth to one and one-half hours</td>
<td>119</td>
<td>8.8</td>
<td>124</td>
<td>10.2</td>
</tr>
<tr>
<td>Two hours</td>
<td>322</td>
<td>24</td>
<td>328</td>
<td>26.9</td>
</tr>
<tr>
<td>More than two hours</td>
<td>161</td>
<td>12</td>
<td>114</td>
<td>9.4</td>
</tr>
<tr>
<td>No answer, or answer ambiguous</td>
<td>56</td>
<td>---</td>
<td>55</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>1400</td>
<td>---</td>
<td>1272</td>
<td>---</td>
</tr>
</tbody>
</table>

*Per cents are computed on number of usable answers.*
5. All intermediate pupils who studied two hours or more, 7 per cent; for seventh, eighth, and ninth grades respectively, 6.8 per cent, 6.1 per cent, 8.2 per cent; corresponding figures for those who could study two hours or more are 36 per cent, 36.3 per cent, 36 per cent.

6. All intermediate pupils who studied more than two hours, 2.7 per cent; for seventh, eighth, and ninth grades respectively, 3.1 per cent, 2.1 per cent, 5 per cent; corresponding figures for those who could study more than two hours are 12 per cent, 9.4 per cent, 9.5 per cent.

7. In the report on time actually devoted to home study, one-half hour or less contains the largest number for any one group, or 36.9 per cent; the one hour group next highest with 33.9 per cent. In the report on time that could be devoted to home study, three-fourths to one hour contains the largest number for any one group, or 36.6 per cent; the two hour group next highest with 25.7 per cent.

Table VI shows a comparison of the estimates of 121 parents with the estimates of the children of these parents, as to the time spent daily on home study. Thirteen pupils said no home study, 13 parents the same answer; one-half hour or less, 43 pupils, 48 parents; one hour, 43 pupils, 33 parents; one and one-half hours, 14 pupils, 14 parents; two hours, 5 pupils, 12 parents; more than two hours, 3 pupils, 1 parent.

A study of the data shows relatively close agreement between pupil-answer and parent-answer in each of the three grades,
and also in the total, for the two groups of none and one-half hour or less. As the home study time increases beyond one-half hour, however, the estimates of pupils and parents vary more.

Data in Table VII show a comparison of the estimates on time devoted to home study, as made by 3875 pupils, by 121 parents, and by 121 children of the parents who answered. It will be noted:

1. The three groups answering agree rather closely in their estimates of none, one-half hour or less, and one and one-half hours; for the other time groups there is more variance.

2. The estimates made by all the pupils and by only the 121 show very close agreement throughout all the groups from none to more than two hours.

Parents' opinions on home study.— In the questionnaire sent to parents of intermediate school pupils, this question was asked, "Do you think your child has to spend too much time studying at home on school lessons?" Of the 124 replies 19, or 15.3 per cent answered Yes; 105, or 84.7 per cent said No.

---

1 See "Questionnaire to Parents of Intermediate School Pupils", No. 2, Appendix, p. 106.
TABLE VI

COMPARISON OF PUPIL AND PARENT ESTIMATE OF TIME SPENT DAILY ON HOME STUDY

<table>
<thead>
<tr>
<th>Hours</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total for the three grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By pupil</td>
<td>By parent</td>
<td>By pupil</td>
<td>By parent</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>14</td>
<td>19</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>One hour</td>
<td>13</td>
<td>6</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>One and one-half hours</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Two hours</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>More than two hours</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>39</td>
<td>39</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

*One hundred twenty-four questionnaires were received from parents, but three of them did not give an estimate.
### Table VII

**Comparison of Answers of 3875 Pupils, 121 Pupils, and Parents of the 121 Pupils, as to Time Devoted to Daily Home Study**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Per cent of 3875 Pupils Answering</th>
<th>Per cent of 121 Pupils Answering</th>
<th>Per cent of 121 Parents Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>11.4</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>36.9</td>
<td>35.5</td>
<td>39.7</td>
</tr>
<tr>
<td>One hour</td>
<td>33.9</td>
<td>35.5</td>
<td>27.3</td>
</tr>
<tr>
<td>One and one-half hours</td>
<td>10.8</td>
<td>11.6</td>
<td>11.6</td>
</tr>
<tr>
<td>Two hours</td>
<td>4.3</td>
<td>4.2</td>
<td>9.9</td>
</tr>
<tr>
<td>More than two hours</td>
<td>2.7</td>
<td>2.5</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.</strong></td>
<td><strong>100.</strong></td>
<td><strong>100.</strong></td>
</tr>
</tbody>
</table>

Table VIII tabulates the answers of all intermediate school pupils to the question, "Have you heard your parents say they think you have too much studying to do at home?" Of 3832 replies, 3400 or 88.3 per cent answered No; 452 or 11.7 per cent said Yes. For the seventh, eighth, and ninth grades respectively, those answering No were 90.3 per cent, 88 per cent and 86.3 per cent; corresponding figures for Yes were 9.7 per cent, 12 per cent and 13.7 per cent.

---

TABLE VIII
PUPILS WHO HAVE HEARD THEIR PARENTS SAY THAT
TOO MUCH HOME STUDY IS REQUIRED

<table>
<thead>
<tr>
<th></th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total for all grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Pupils</td>
<td>Per cent</td>
<td>No. Pupils</td>
<td>Per cent</td>
</tr>
<tr>
<td>Yes</td>
<td>135</td>
<td>9.7</td>
<td>151</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>1251</td>
<td>90.3</td>
<td>1107</td>
<td>88</td>
</tr>
<tr>
<td>No answer</td>
<td>14</td>
<td>---</td>
<td>14</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>1400</td>
<td>---</td>
<td>1272</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1219</td>
<td>3891</td>
</tr>
</tbody>
</table>

*Per cents are computed on number of answers.*
Teacher-opinion and pupil-practice. - Table IX shows
the opinion of 135 intermediate school teachers as to a
reasonable amount of time for daily study outside of class
for seventh, eighth, and ninth grade pupils. The following
will be noted from a comparison of data in Tables IV and IX:

1. Table IV, page 32, shows that 10.4 per cent, 11.5
per cent and 12.3 per cent respectively, of seventh, eighth,
and ninth grade pupils do no home work; but Table IX indi-
cates that 43.3 per cent of the teachers would assign no home
work to seventh grade pupils, while 17.3 per cent and 5.7 per
cent would leave out home work for eighth and ninth grade
pupils respectively.

2. From Table IV the median for each grade was found in
the one-hour group, slightly higher for eighth than for
seventh, and slightly higher for ninth than for eighth.
Table IX reveals the teachers' median for the seventh to be
in the one-half hour or less group, for the eighth and for
the ninth in the three-fourths to one hour group, slightly
higher for the ninth.

3. Only 2.4 per cent of the teachers would assign more
than one hour's home-work to seventh grade pupils; 16 per
cent of pupils in this grade say they study more than one
hour. About 18.9 per cent of the teachers would assign more
than one hour's home-work to eighth and 46.3 per cent to
ninth grade pupils; 18 per cent in the eighth and 19.7 per
cent in the ninth say they study more than one hour.

4. No teacher expects seventh and eighth grade pupils to study more than two hours, and only 3.2 per cent expect it of ninth grade pupils; but 3.1 per cent in the seventh, 2.1 per cent in the eighth, and 3 per cent in the ninth say they study more than two hours.

**Teacher-opinion and pupil-opinion.**—Table X shows the opinion of teachers compared with amount of time pupils say they could devote to home study.

1. In the seventh grade, pupils could do more studying than teachers would require.

2. In the eighth and ninth grades, there is variation; however, in both these grades, the majority of pupils could study more than the teachers would expect.

**Teachers' assignment of work for preparation outside of class.**—In answer to the question,¹ "Do you usually assign more work than your average pupils can prepare during class time?", thirty-nine teachers, or 28.9 per cent answered **Yes**, while ninety-six, or 71.1 per cent answered **No**.

The same teacher often has classes of pupils in the different subjects. In a number of cases the teacher said **Yes** for ninth grade pupils, but **No** for seventh and eighth. In every case where the answer was **Yes** for some and **No** for others, the answer was tabulated as **Yes**; consequently the per cent for **Yes**, relatively, is slightly high.

¹See "Questionnaire to Teachers of Intermediate School Pupils," No. 1, Appendix, p. 106.
TABLE IX

TEACHERS' OPINION AS TO A REASONABLE AMOUNT OF TIME FOR DAILY STUDY OUTSIDE OF SCHOOL HOURS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Seventh Grade</th>
<th></th>
<th>Eighth Grade</th>
<th></th>
<th>Ninth Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Teachers</td>
<td>Per cent</td>
<td>No. of Teachers</td>
<td>Per cent</td>
<td>No. of Teachers</td>
<td>Per cent</td>
</tr>
<tr>
<td>None</td>
<td>55</td>
<td>43.3</td>
<td>22</td>
<td>17.3</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>28</td>
<td>22</td>
<td>25</td>
<td>19.7</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>Three-fourths to one hour</td>
<td>41</td>
<td>32.3</td>
<td>56</td>
<td>44.1</td>
<td>52</td>
<td>42.3</td>
</tr>
<tr>
<td>One and one-fourth to one and one-half hours</td>
<td>1</td>
<td>0.8</td>
<td>16</td>
<td>12.6</td>
<td>28</td>
<td>22.8</td>
</tr>
<tr>
<td>Two hours</td>
<td>2</td>
<td>1.6</td>
<td>8</td>
<td>6.3</td>
<td>25</td>
<td>20.3</td>
</tr>
<tr>
<td>More than two hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>No answer, or answer ambiguous</td>
<td>8</td>
<td>--</td>
<td>8</td>
<td>--</td>
<td>12</td>
<td>---</td>
</tr>
</tbody>
</table>

*Per cents are computed on number answering.
<table>
<thead>
<tr>
<th>Hours</th>
<th>Seventh Grade Teachers' Opinion</th>
<th>Seventh Grade Pupils' Opinion</th>
<th>Eighth Grade Teachers' Opinion</th>
<th>Eighth Grade Pupils' Opinion</th>
<th>Ninth Grade Teachers' Opinion</th>
<th>Ninth Grade Pupils' Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>43.3</td>
<td>2.4</td>
<td>17.3</td>
<td>3.2</td>
<td>5.7</td>
<td>3.7*</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>22.</td>
<td>16.</td>
<td>19.7</td>
<td>14.3</td>
<td>5.7</td>
<td>12.2</td>
</tr>
<tr>
<td>Three-fourths to one hour</td>
<td>32.3</td>
<td>36.8</td>
<td>44.1</td>
<td>36.</td>
<td>42.3</td>
<td>37.1</td>
</tr>
<tr>
<td>One and one-fourth to one and one-half hours</td>
<td>0.8</td>
<td>8.8</td>
<td>12.6</td>
<td>10.2</td>
<td>22.8</td>
<td>11.</td>
</tr>
<tr>
<td>Two hours</td>
<td>1.6</td>
<td>24.</td>
<td>6.3</td>
<td>26.9</td>
<td>20.3</td>
<td>26.5</td>
</tr>
<tr>
<td>More than two hours</td>
<td>0</td>
<td>12.</td>
<td>0</td>
<td>9.4</td>
<td>3.2</td>
<td>9.5</td>
</tr>
</tbody>
</table>

*Number answering is expressed in per cent.
Time Devoted to Home Study by Intermediate School Boys and by Intermediate School Girls

By examining Table XI the following data are revealed in regard to the time spent on daily home study by the boys and by the girls of intermediate schools.

1. The median for the boys falls in the one-half hour or less group; for the girls, in the one hour group.

2. More boys study one-half hour or less than for any other period of time, 42.5 per cent; more girls study one hour than for any other period of time, 39.9 per cent.

3. Boys who do no home study, 19.2 per cent; girls, 3.8 per cent.

4. Boys studying none or not over one-half hour, 61.7 per cent; girls, 35.3 per cent.

5. For each of the longer periods of time, one hour to more than two hours, the percentage of girls is higher than the percentage of boys.

Clayton\(^1\) in his investigation of home study conditions of high school pupils of Concord, New Hampshire, also found that girls study more than boys; for the time spent daily on home study the median for the girls was 113 minutes; for the boys, 75 minutes.

Heck\(^2\) found for fifth, sixth, seventh, and eighth grade pupils the average for daily home study for boys to be 66.8 minutes; for girls, 85.4 minutes. For all four high school


\(^{2}\) W. H. Heck, *op. cit.*, p. 582.
TABLE XI

NUMBER OF HOURS DAILY ON HOME STUDY BY INTERMEDIATE SCHOOL BOYS AND BY INTERMEDIATE SCHOOL GIRLS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Boys</th>
<th>Girls</th>
<th>Per cent for Boys</th>
<th>Per cent for Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>366</td>
<td>74</td>
<td>19.2</td>
<td>3.8</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>810</td>
<td>620</td>
<td>42.5</td>
<td>31.5</td>
</tr>
<tr>
<td>One hour</td>
<td>531</td>
<td>784</td>
<td>27.8</td>
<td>39.9</td>
</tr>
<tr>
<td>One and one-half hours</td>
<td>131</td>
<td>288</td>
<td>6.9</td>
<td>14.6</td>
</tr>
<tr>
<td>Two hours</td>
<td>46</td>
<td>120</td>
<td>2.4</td>
<td>6.1</td>
</tr>
<tr>
<td>More than two hours</td>
<td>24</td>
<td>81</td>
<td>1.2</td>
<td>4.1</td>
</tr>
<tr>
<td>No answer, or answer</td>
<td>8</td>
<td>8</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1916</td>
<td>1975</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Per cents are computed on the number of usable answers.

grades\(^1\) he found the boys' average to be 112 minutes; the girls' average, 136.2 minutes.

The estimates which were made by 121 parents are arranged by boys and by girls in Table XII. As the report included so few cases, only 56 boys, and 65 girls, the information obtained from the data could not be depended upon to possess a high degree of reliability; nevertheless, it is interesting to note the findings which bear a striking similarity to those found in Table XI, page 47, where the

\(^1\)Ibid., p. 589.
TABLE XII

ESTIMATES OF ONE HUNDRED TWENTY-ONE* PARENTS AS TO TIME SPENT DAILY ON HOME STUDY BY BOYS AND BY GIRLS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Boys Number</th>
<th>Boys Per cent</th>
<th>Girls Number</th>
<th>Girls Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8</td>
<td>14.3</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>26</td>
<td>46.5</td>
<td>22</td>
<td>33.9</td>
</tr>
<tr>
<td>One hour</td>
<td>14</td>
<td>25</td>
<td>19</td>
<td>29.2</td>
</tr>
<tr>
<td>One and one-half hours</td>
<td>4</td>
<td>7.1</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>Two hours</td>
<td>4</td>
<td>7.1</td>
<td>8</td>
<td>12.3</td>
</tr>
<tr>
<td>More than two hours</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100.</td>
<td>65</td>
<td>100.</td>
</tr>
</tbody>
</table>

*One hundred twenty-four questionnaires were received from parents, but three of them did not give an estimate.

Summary

Answers to the seven questions asked at the beginning of this chapter will now be given, based upon the data.
recorded.

1. Is the time devoted to home study by intermediate school pupils excessive? In the absence of a standard as to what is and what is not excessive in home study time for intermediate school pupils, it is difficult to give a definite answer to this question for the present study.

Nutt¹ says,

This is not a problem that can be settled by traditions. It must be determined by a careful consideration of actual practices and conditions. The amount of time will vary with different pupils and with different subjects. The reasonableness of this final standard of time should be determined by the maturity of the pupils, the nature of the subject matter, and the length of the recitation period. The relation between the length of the recitation and the length of outside study should be definitely worked out by each supervisor and stated in the form of a workable standard.

The answer to this question then must necessarily be based largely on opinion. The data at hand seem to justify the following conclusions:

1) In general, the time spent on home study by intermediate school pupils of Wichita is not excessive for the majority of the pupils.

2) A very few in all three grades are doing more than two hours. Since the percentage is so small for each grade, the problem appears here to be one of individual adjustment rather than one of group adjustment.

3) Adjustment in the seventh grade seems advisable to relieve those doing one and one-half hours and more; also, a

slighter adjustment seems advisable in the eighth grade.

The following findings are given to substantiate the conclusion in (1):

The median is slightly more than one hour for all grades; also, there is close agreement in all three grades as to the per cent actually studying one hour and the per cent who said they could study one hour conveniently.

There are 11.4 per cent doing no home study; nearly half, or 48.3 per cent, study at home none or not to exceed one-half hour; 32.2 per cent study at home none or not to exceed one hour; only 7 per cent study at home as much as two hours, and only 2.7 per cent more than two hours. The majority of those who study any at home, or 79.9 per cent, is found in the two groups -- one-half hour or less and one hour.

In general, pupils estimate they could study more at home than they do.

Reliability of answers.-- There is not exact agreement throughout between the 121 parents' estimate and the estimate of the 121 children of these parents; some variation could be expected, however, where answers are estimated. Some parents remarked that they had not timed the children and were trying to give only an average. Agreement is rather close for each of these groups: none, one-half hour or less, one and one-half hours, and more than two hours. As the length of the time for study increases, the daily time for any one pupil would probably vary more, according to the
time it took to complete the work; hence, averages on the longer periods of time would be more difficult to estimate correctly. A comparison of the two estimates, one made by all the pupils and one by the 121 pupils, shows close agreement in all the groups from none to more than two hours. This would indicate that pupils are able to estimate more closely the time they spend on home study than their parents; also, since the estimates made by the two groups of pupils show such close agreement, the estimates made by the pupils may be considered fairly reliable.

Data upon which the conclusion in (2) is based:
Those studying more than two hours in the seventh grade, 3.1 per cent; in the eighth grade, 2.1 per cent; in the ninth grade, 3 per cent.

Data upon which the conclusion in (3) is based follow:
For seventh grade pupils: the median falls in the one hour group; 16 per cent study one and one-half hours or more; and of the 6.8 per cent who study two hours or more, 3.1 per cent study more than two hours. Table IV, page 32, shows that both seventh and eighth grade pupils study at home approximately as much as ninth grade pupils. In justice to ninth grade pupils, however, these factors must be given consideration: ninth grade pupils may have more study periods at school; they have had a longer time in which to become adjusted to departmental work; and, being more advanced, they may have learned how to concentrate better than seventh or eighth grade pupils.

The report on home study made to the New York Academy

of Public Education by its committee on administration recommends, "In the seventh year classes, the maximum time for home lessons should be one hour. In eighth year classes, it should be one hour and a half." The committee which later investigated the problem of home work of pupils in one hundred fifty elementary schools of New York City makes exactly the same recommendation.¹

2. Eighth grade pupils study slightly more than seventh, and ninth grade slightly more than eighth. However, the time spent on home study does not vary strictly in an ascending scale for seventh, eighth, and ninth grade pupils respectively; the highest per cent of those doing no home study is in the ninth grade, while the per cent of those doing more than two hours is slightly higher in the seventh than in the eighth or the ninth grade.

3. Data indicate that the majority of the parents of intermediate school pupils do not think the home study time of their children excessive. In answer to the question, "Do you think your child has to spend too much time studying at home on school lessons?", 105, or 84.7 per cent, answered No; 19, or 15.3 per cent said Yes. Of 3852 pupils, 3400 or 88.3 per cent had not, while 452 or 11.7 per cent had heard their parents say there was too much time spent studying at home.

4. There is not consistent agreement throughout between teacher-opinion and pupil-practice in regard to the time

¹Joseph H. Wade, op. cit., p. 79.
spent on home study. Teachers' median for seventh grade pupils falls in the one-half hour or less group, while the pupils' median for time actually studied is in the one hour group; for eighth and ninth grades, both the teachers' median and the pupil-practice median lie in the one hour group.

No home study for seventh grade pupils is advocated by 43.3 per cent of the teachers; for eighth grade, by 17.3 per cent; and for ninth grade, by only 5.7 per cent. In actual practice, about the same per cent in each grade do no home study.

Of pupils studying more than one hour, seventh grade exceed the teachers' expectations; eighth grade about fulfill the requirements; but ninth grade pupils fall short of what the teachers expect of them.

No teacher expects seventh and eighth grade pupils to study more than two hours, and only 3.2 per cent expect it of ninth grade pupils; but 3.1 per cent in the seventh, 2.1 per cent in the eighth, and 3 per cent in the ninth grade say they study a longer period of time than two hours.

5. Pupils in the seventh grade, according to their own estimates, could study more than teachers would expect; in eighth and ninth, opinions vary more as to the different periods of time to be devoted to home study, with no consistent agreement or disagreement.

6. The majority of the intermediate school teachers of Wichita do not usually assign more work than their average pupils can prepare during class time; 71.1 per cent of the
teachers so indicated, for any class or any subject. The data indicate that teachers feel that preparation of lessons by intermediate school pupils should, in large part, be done at school.

7. Girls study more at home than boys in the intermediate schools of Wichita. The median for boys falls in the one-half hour or less group; for girls, in the one hour group. In each of the two shorter periods of time -- none and one-half hour or less -- the per cent of boys was higher; in each of the four longer periods of time, included in one hour to more than two hours, the per cent of girls exceeded that of boys.
CHAPTER V
SUBJECTS REQUIRING MOST HOME STUDY TIME

Subjects Usually Studied at Home

Pupils sometimes, and parents occasionally, register the objection that too much time has to be devoted to certain subjects; hence but little time remains for study on other subjects.

The purpose of this chapter is to show which subjects in the curriculum are usually studied at home, which receive the most time, and the reasons why these particular subjects require an extra amount of time.

An examination of the data obtained from the questionnaires will be made relative to answering these questions:

1. Which subjects are usually studied at home?
2. Which one subject receives the most time at home?
3. What particular subjects do parents think require too much home study?
4. What reasons do pupils give for having to put more time on certain subjects?
5. In what subjects do teachers usually assign more work than the average pupils can prepare during class time?

Pupils were asked\(^1\) to name, if they studied at home, the subject or subjects on which they usually put home study.

The figures opposite the subjects in Table XIII indicate the

---
\(^1\)See "Questionnaire to Intermediate School Pupils", No. 4, Appendix, p. 105.
number of times the subjects were mentioned; many replies listed more than one subject.

The data show nineteen subjects listed as those usually studied at home. The number of times any one subject is mentioned ranges from 2961 for mathematics to 1 for practical arts. Nine, or less than half, were mentioned more than 100 times, while only three were mentioned more than 1000 times.

Eisner\(^1\) reports an experiment with 286 high school seniors relative to subjects in which home-work was found burdensome or excessive. Those mentioned more than once are listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of times mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>101</td>
</tr>
<tr>
<td>History</td>
<td>72</td>
</tr>
<tr>
<td>Latin</td>
<td>48</td>
</tr>
<tr>
<td>Economics</td>
<td>47</td>
</tr>
<tr>
<td>French</td>
<td>46</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>Languages</td>
<td>18</td>
</tr>
<tr>
<td>Spanish</td>
<td>15</td>
</tr>
<tr>
<td>Elective Drawing</td>
<td>2</td>
</tr>
</tbody>
</table>

Mathematics in his study, also, ranked first as to number of times mentioned; history toward the top, as in the present study; while English with his seniors concedes a higher place to Latin, economics, and French. Eisner\(^2\)

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\(^1\)Harry Eisner, *op. cit.*, p. 17.

\(^2\)Ibid., p. 17.
expresses his opinion as to why mathematics was mentioned the largest number of times:

The writer ventures to add in defense of his subject that mathematics would probably head a similar list in any high school of the city because of the almost universal practice on the part of mathematics teachers of giving daily assignments of written work. Under existing conditions of short periods and long syllabuses, written homework, burdensome though it may seem to many, nevertheless becomes a very important supplement to development and drill in the classroom.

Eisner, however, failed to report the number studying the respective subjects; hence the per cent which the replies for any subject were of the total number studying it could not be obtained; consequently his data are merely suggestive rather than conclusive.

The One Subject Receiving Most Home Study

The pupils were asked\(^1\) on which one subject they put the most time at home and how much time each day was devoted to it at home. As shown by Table XIV, 17 different subjects were mentioned. Seven of the 17 were named but seven times or less respectively; while 11 were mentioned fewer than one hundred times. Of the six subjects mentioned more than one hundred times, mathematics was named 1823 times, English 525, history 345, Latin 252, spelling 169, civics 149. The time ranges from five minutes on spelling and civics to four hours on mathematics and science.

\(^{1}\)See "Questionnaire to Intermediate School Pupils", Number 5, Appendix, p. 105.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2961</td>
</tr>
<tr>
<td>English</td>
<td>1891</td>
</tr>
<tr>
<td>History</td>
<td>1038</td>
</tr>
<tr>
<td>Civics</td>
<td>489</td>
</tr>
<tr>
<td>Spelling</td>
<td>473</td>
</tr>
<tr>
<td>Latin*</td>
<td>331</td>
</tr>
<tr>
<td>Geography</td>
<td>322</td>
</tr>
<tr>
<td>Science</td>
<td>197</td>
</tr>
<tr>
<td>Physiology</td>
<td>133</td>
</tr>
<tr>
<td>Typewriting</td>
<td>67</td>
</tr>
<tr>
<td>Foods or Cooking</td>
<td>36</td>
</tr>
<tr>
<td>Penmanship</td>
<td>17</td>
</tr>
<tr>
<td>Printing</td>
<td>14</td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>10</td>
</tr>
<tr>
<td>Electricity</td>
<td>7</td>
</tr>
<tr>
<td>Sewing</td>
<td>5</td>
</tr>
<tr>
<td>Shopwork</td>
<td>3</td>
</tr>
<tr>
<td>Drawing</td>
<td>2</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

*Latin-English is listed as Latin.*
### TABLE XIV

**The One Subject Receiving the Most Home Study Time and the Range in Time Devoted to It**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency of Mention</th>
<th>Range in Daily Home Study Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1823</td>
<td>10 minutes to 4 hours</td>
</tr>
<tr>
<td>English</td>
<td>525</td>
<td>10 &quot; 2-1/2 hours</td>
</tr>
<tr>
<td>History</td>
<td>345</td>
<td>10 &quot; 3 hours</td>
</tr>
<tr>
<td>Latin</td>
<td>252</td>
<td>10 &quot; 3 hours</td>
</tr>
<tr>
<td>Spelling</td>
<td>169</td>
<td>5 &quot; 1 hour</td>
</tr>
<tr>
<td>Civics</td>
<td>149</td>
<td>5 &quot; 3 hours</td>
</tr>
<tr>
<td>Geography</td>
<td>68</td>
<td>20 &quot; 3-1/2 hours</td>
</tr>
<tr>
<td>Physiology</td>
<td>47</td>
<td>10 &quot; 1 hour</td>
</tr>
<tr>
<td>Science</td>
<td>38</td>
<td>30 &quot; 4 hours</td>
</tr>
<tr>
<td>Typewriting</td>
<td>29</td>
<td>15 &quot; 1-1/2 hours</td>
</tr>
<tr>
<td>Penmanship</td>
<td>7</td>
<td>30 &quot; 1 hour</td>
</tr>
<tr>
<td>Foods - Cooking</td>
<td>3</td>
<td>15 &quot; 1/2 hour</td>
</tr>
<tr>
<td>Printing</td>
<td>3</td>
<td>15 &quot; 1-1/2 hours</td>
</tr>
<tr>
<td>Electricity</td>
<td>2</td>
<td>30 &quot; 2 hours</td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>2</td>
<td>-- 1 hour</td>
</tr>
<tr>
<td>Sewing</td>
<td>1</td>
<td>-- 2 hours</td>
</tr>
<tr>
<td>Shopwork</td>
<td>1</td>
<td>-- 1 hour</td>
</tr>
</tbody>
</table>
Table XV shows for each of the eight subjects mentioned the greatest number of times, the number of times each was mentioned in pupils' schedules and the per cent the times mentioned is of the times mentioned in schedules. Subjects are arranged in the table with the one having the highest percentage listed first. On the percentage basis, the subjects receiving the most home study time are the following:

Latin, 73.7 per cent; mathematics, 47.9 per cent; history, 15.1 per cent; English, 14.3 per cent; civics, 14 per cent; physiology, 10.1 per cent; geography, 5.1 per cent; and spelling, 4.3 per cent.

Heck\(^1\) gives the average percentages of the total home study time devoted to the various subjects for three grammar and for three high schools:

The following average percentages are suggestive, as any plan of modifying home study conditions is partly dependent upon the subjects most involved: in the three grammar schools - mathematics 26, English 21, history (including civics) 20, spelling 17, geography 12, hygiene 4; in the three high schools - mathematics 27, English 22, history 14 (including civics), spelling 21, science 8, Latin 19, German 7, commercial 2.

Practically the same subjects as in the present investigation had high percentages for home study; and while the order of subjects, ranked according to percentages, is not quite the same as in the present study, a striking similarity is evident.

\(^1\)W. H. Heck, op. cit., p. 605.
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**TABLE XV**

THE EIGHT SUBJECTS MENTIONED THE GREATEST NUMBER OF TIMES BY PUPILS AS THE ONE SUBJECT RECEIVING THE MOST TIME AT HOME

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency of Mention</th>
<th>Number of times mentioned in pupils' schedules</th>
<th>Per cent times mentioned by pupils is of times mentioned in schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>252</td>
<td>344</td>
<td>75.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1823</td>
<td>3802</td>
<td>47.9</td>
</tr>
<tr>
<td>History</td>
<td>345</td>
<td>2276</td>
<td>15.1</td>
</tr>
<tr>
<td>English</td>
<td>525</td>
<td>3660</td>
<td>14.3</td>
</tr>
<tr>
<td>Civics</td>
<td>149</td>
<td>1062</td>
<td>14.</td>
</tr>
<tr>
<td>Physiology</td>
<td>47</td>
<td>465</td>
<td>10.1</td>
</tr>
<tr>
<td>Geography</td>
<td>68</td>
<td>1345</td>
<td>5.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>169</td>
<td>3891a</td>
<td>4.3</td>
</tr>
</tbody>
</table>

*Sixty-six of the 3891 pupils did not write their schedules, so the percentages are only approximately correct.

A number of pupils omitted spelling from their schedules; since there would be only a very few pupils not studying spelling, the per cent is computed on the total number that answered questionnaires.

Parents were asked to name the subject or subjects on which their children spent too much home study. Of the 124 parents, 102 or 82.3 per cent named no subject; 22 or 17.7 per cent named one or more. Of the 22 who named a subject, 12 mentioned more than one. Table XVI lists in order the seven subjects mentioned by parents as requiring too much study at home.

1See "Questionnaire to Parents of Intermediate School Pupils", No. 3, Appendix, p. 105.
Mathematics was mentioned 16 times, English 11, history 3, Latin 2, civics 2, geography 2, physiology 1.

The same subjects in the same order, with the exception of spelling in the parents' list, are noted in both pupils' and parents' lists.

While mathematics was mentioned by sixteen parents as requiring too much home study, and Latin by only two, it should be mentioned that questionnaires were received from only fourteen parents of children who studied Latin, while the children of all the one hundred twenty-four parents studied mathematics. Table XVII shows the answers of the fourteen parents. Two named Latin, two English, one mathematics, one civics, and ten mentioned no subject.¹

¹One parent named three subjects -- Latin, English, civics.
### TABLE XVII

**SUBJECTS REQUIRING TOO MUCH HOME STUDY, AS LISTED BY FOURTEEN PARENTS OF CHILDREN WHO STUDIED LATIN**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency of Mention*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>No subject</td>
<td>10</td>
</tr>
</tbody>
</table>

*One parent named three subjects -- Latin, English, civics.*

Reasons Given By Pupils Why Certain Subjects Require Most Time

For the one subject that required most time at home the pupils were asked why it took extra time. Three reasons were indicated in the questionnaire -- difficult, too long, both. Of the 3263 replies, 1356 answered difficult, 1196 too long, 621 both, while 90 gave other reasons. The data are shown in Table XVIII. A number of the 90 pupils who gave miscellaneous reasons said they studied more because they liked the subject or because they wanted to earn extra credit; a few admitted they were slow or wasted time at school.

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1See "Questionnaire to Intermediate School Pupils", No. 6, Appendix, p. 105.
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TABLE XVIII
REASONS GIVEN BY PUPILS WHY CERTAIN SUBJECTS REQUIRE MOST TIME

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Per cent of those giving a reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult</td>
<td>1356</td>
<td>41.5</td>
</tr>
<tr>
<td>Too long</td>
<td>1196</td>
<td>36.7</td>
</tr>
<tr>
<td>Both</td>
<td>621</td>
<td>19.0</td>
</tr>
<tr>
<td>Other Reasons</td>
<td>90</td>
<td>2.8</td>
</tr>
</tbody>
</table>

While in the present study greater emphasis is placed on difficulty rather than on length, Eisner's report for high school seniors shows opposite results. His tabulation records:

Too much ------ 193
Too hard ------ 25
Both -------- 46

Subjects in Which Teachers Assign More Work Than Can Be Prepared During Class Time

Teachers were asked to designate in what subject or subjects they usually assigned more work than the average pupil could prepare during class time.

Table XIX lists the subjects named and the number of times each was mentioned. Of the fourteen subjects mentioned,

2See "Questionnaire to Teachers of Intermediate School Pupils", No. 1, Appendix, p. 106.
TABLE XIX
SUBJECTS IN WHICH TEACHERS ASSIGN MORE WORK THAN CAN BE PREPARED DURING CLASS TIME

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number times mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>14</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
</tr>
<tr>
<td>Civics</td>
<td>5</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
</tr>
<tr>
<td>Foods</td>
<td>1</td>
</tr>
<tr>
<td>Penmanship</td>
<td>1</td>
</tr>
<tr>
<td>Printing</td>
<td>1</td>
</tr>
<tr>
<td>Typewriting</td>
<td>1</td>
</tr>
<tr>
<td>Woodwork and Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
</tbody>
</table>

Of the remaining 6 subjects, mathematics was mentioned the most times of any one subject, 14 times; English 9, history 5, civics 5, Latin 4, science 2. It will be observed that, in general, the subjects mentioned most frequently in Table XIX by teachers are the subjects on which pupils and parents reported most home study in Tables XIV and XVI respectively. Some teachers, however, teach the same subject in different
grades, and their replies indicated that they assign extra work to eighth and ninth grade pupils and not to seventh.

Summary

This chapter has presented data pertaining to the subjects that require the most time at home; the findings are summarized as follows:

1. The names of the nineteen subjects usually studied at home and the number of times mentioned are given: mathematics, 2961; English, 1891; history, 1038; civics, 489; spelling 473; Latin, 331; geography, 322; science, 197; physiology, 133; typewriting, 67; cooking, 36; penmanship, 17; printing, 14; art appreciation, 10; electricity, 7; sewing, 5; shopwork, 3; drawing, 2; practical arts, 1. The last ten in the list are studied at home by comparatively few pupils. While mathematics is named the most times, it is probably studied by more pupils than any other subject except spelling; therefore it is only natural that this subject would be mentioned the greatest number of times.

Latin-English is listed as Latin; if it were included under English, the number of times English is mentioned would be increased.

The foregoing figures are suggestive, but no definite conclusion can be drawn from them as to the burdensomeness of any one particular subject.

2. Table XIV lists, in order of times mentioned, the seventeen subjects named by pupils as the one subject studied
most at home. The time ranged from five minutes spent by some on spelling and civics to four hours spent by others on mathematics and science. The writer is inclined to think that some pupils misinterpreted the question and recorded the total time spent both at school and at home.

Mathematics heads the list, followed in order of times mentioned by English, history, Latin, spelling, civics, geography, physiology, science, typewriting, penmanship, foods, printing, electricity, art appreciation, sewing and shopwork. The studying done on the last seven named is practically negligible as penmanship was named but seven times, foods and printing three each, electricity and art appreciation two each, and sewing and shopwork but one time each.

However, the number of times a subject is mentioned is of but slight significance unless the number of pupils studying it is known. Table XV shows the eight subjects mentioned the most times, arranged on a percentage basis. Latin heads the list with 73.3 per cent of those taking it; following in order are mathematics, 47.9 per cent; history, 15.1 per cent; English, 14.3 per cent; civics, 14 per cent; physiology, 10.1 per cent; geography, 5.1 per cent; spelling, 4.3 per cent. While mathematics was named the most times, Latin was mentioned by the highest per cent of those studying it; English, too, was mentioned more times than history, but history was named by a larger per cent of those taking it than was English. A similar situation exists for physiology and geography.
because so many more pupils study geography than physiology. Spelling was mentioned more times than civics, physiology or geography respectively, but the percentage is lower since more pupils study spelling than any one of the other three subjects.

The writer ventures these suggestions: Latin requires considerable memory work which may account for extra study on the part of some pupils. Many problems in mathematics involve considerable reasoning, which fact may account for extra study on this subject by many pupils; mathematics, too, is a convenient subject for home study as usually but few reference books are needed. The writer noted from the pupils' questionnaires that many pupils who studied mathematics the most gave as the reason that it was difficult; while many who studied English the most gave as their reason that it was too long.

It is difficult to know just which subject or subjects should receive the most study. It is probable that, in general, some subjects would require more time than others, and that pupils of varying abilities would not devote the same amount of time to the same subjects.

Heck\(^1\) thus states his opinion:

No general conclusion can yet be reached as to the proper representation of subjects in home study, because the problem is fundamentally dependent for solution upon an elaborate and comparative analysis of the kind of study required by each subject for different stages, methods, etc.

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\(^1\)W. H. Heck, op. cit., pp. 605-6.
3. Of the 124 parents answering questionnaires, the majority, or 82.3 per cent did not name any subject as requiring too much home study; 22, or 17.7 per cent did. Of the 22, twelve named more than one subject, which fact suggests the possibility that in these cases the pupils may be either especially conscientious or else slow in the preparation of their work.

Parents mentioned the following subjects as requiring too much home study: mathematics 16 times, English 11, history 3, Latin 2, civics 2, geography 2, physiology 1. A comparison of Table XIV with Table XVI shows the same subjects in the same order in both the pupils' and the parents' lists, with the exception of spelling which is not mentioned in the parents' list.

The following interesting data were found from a further study of the questionnaires of the parents and of the questionnaires of their children. Mathematics was mentioned by the parents sixteen times, Latin 2; but of the 124 parents, children of but 27 of them studied Latin; while the children of all of them studied mathematics. Of the 27, questionnaires were received from the parents of only 14. Of these 14 parents of children who studied both Latin and mathematics, Table XVII shows that two named Latin as the subject requiring too much home study, one named mathematics, two English, one civics, and ten named no subject; so out of

1One parent named three subjects -- Latin, English, civics.
four possible chances to name Latin, two named it, while only one named mathematics. While the findings are interesting, the number of parents' questionnaires was too few to furnish sufficient data from which to draw any definite conclusions.

4. In stating the reason why a certain subject required more home study time, pupils placed greater emphasis on difficulty than on length; 41.6 per cent said difficult; 36.7 per cent, too long; 19 per cent, both; while 90 gave other reasons. The pupils were asked to give a reason, regardless of the length of time they studied on the subject at home; so some gave too long as the reason even though they studied on it only fifteen or twenty minutes daily. The writer, with no evidence to verify it, however, ventures the opinion that if a subject is difficult for a pupil he might be inclined to say too long, or both; for, if difficult, the subject would naturally take longer time for preparation. In the miscellaneous group a number of pupils said they studied the subject more because they liked it or because they wanted extra credit; a few admitted that they wasted time or were slow.

5. The subjects in which teachers usually assign more work than the average pupils can prepare during class time are shown in Table XIX.

Mathematics was named by 14 teachers, English by 9, history by 5, civics by 5, Latin by 4, science by 2, and geography, spelling, foods, penmanship, printing, typewriting,
woodwork and drawing, and art by 1 each. A striking similarity is noted in the list of subjects mentioned by teachers more than twice and in the lists of those mentioned the most times by pupils and parents in Tables XIV and XVI respectively. Mathematics heads the list in times named by teachers; however, more pupils study it than any other subject except perhaps spelling, so it seems highly probable that there would be more teachers of mathematics than of any other subject; hence more chances for mathematics to be mentioned. A similar theory might be advanced for English, which next to mathematics is named the most times in the pupils' schedules.

Some of the teachers stated that they assign extra work in the same subject for ninth grade pupils and not for seventh grade. Table X shows that 43.3 per cent of the teachers would assign no home work to seventh grade pupils, while 17.3 per cent and only 5.7 per cent would assign no home work to eighth and ninth grade pupils respectively. From the information furnished by Table XIX no definite conclusions can be formed. An investigation made for the different grades separately as to the subjects in which teachers assign extra work would result in more conclusive data.

The present study does show, however, that extra work is assigned by some teachers in the subjects on which pupils say they put the most home study time; namely, mathematics, English, history, civics, Latin -- a fact that helps to verify the pupils' answers.
CHAPTER VI

TIME OF DAY WHEN STUDYING IS DONE AND ITS RELATION TO TIME SPENT ON HOME STUDY

An interesting phase of the present study is to learn the time of the day when the home studying is done. From a hygienic standpoint it might naturally be inferred that the time when the studying is done has a significant bearing upon the amount of time spent on home study.

In this chapter, data are presented relative to answering these questions:

1. Do intermediate school pupils have a regular time for their home study?

2. Is the time when home studying is done conducive to requiring a minimum amount of time?

Regular Time for Home Study

The 440 pupils who reported no home study\(^1\) are not included in the tabulation of data relating to a regular time for home study.

Table XX shows the following: Sixty-two pupils did not answer the question as to whether they did or did not have a regular time. Of the remaining 3389 pupils, 1792, or 52.9 per cent, stated they have a regular time for home study; 1597, or 47.1 per cent, said no regular time.

Time of Day When Home Studying Is Done

Table XXI shows at what time of the day pupils who prepare school lessons at home usually begin their studying.

\(^1\) See Table IV, p. 32.
Many of those who said they have no regular time named, however, the time at which they usually begin studying; the data in Table XXI, therefore, include the answers of all those who stated a definite time, regardless of whether they have or do not have a regular time for their home study.

The following will be noted:

1. Only 3 pupils, or 0.1 of one per cent study before school in the morning.

2. The home studying of 14.7 per cent is started between the time of dismissal of school and six o'clock in the evening.

3. Five per cent commence studying about six and 3.5 per cent about six-thirty p.m.

4. Nearly three-fourths of the pupils, or 71.8 per cent, begin studying from seven to eight p.m. inclusive.

5. From eight-thirty to nine o'clock inclusive 4.4 per cent begin their home study.

6. Only one-half of one per cent start their home studying at nine-thirty or later in the evening.

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per cent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular time</td>
<td>1792</td>
<td>52.9</td>
</tr>
<tr>
<td>No regular time</td>
<td>1597</td>
<td>47.1</td>
</tr>
<tr>
<td>Not answering</td>
<td>62</td>
<td>----</td>
</tr>
</tbody>
</table>

*Per cent is computed on number answering.
TABLE XXI

TIME OF DAY WHEN PUPILS BEGIN HOME STUDY

<table>
<thead>
<tr>
<th>Time When Pupils Begin Home Study</th>
<th>Number</th>
<th>Per cent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school (6:00 or 6:30 a.m.)</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>From dismissal until six p.m.</td>
<td>374</td>
<td>14.7</td>
</tr>
<tr>
<td>Six p.m.</td>
<td>128</td>
<td>5.1</td>
</tr>
<tr>
<td>Six-thirty p.m.</td>
<td>88</td>
<td>3.5</td>
</tr>
<tr>
<td>Seven p.m.</td>
<td>584</td>
<td>33.8</td>
</tr>
<tr>
<td>Seven-thirty p.m.</td>
<td>415</td>
<td>16.3</td>
</tr>
<tr>
<td>Eight p.m.</td>
<td>550</td>
<td>21.7</td>
</tr>
<tr>
<td>Eight-thirty p.m.</td>
<td>69</td>
<td>2.7</td>
</tr>
<tr>
<td>Nine p.m.</td>
<td>42</td>
<td>1.7</td>
</tr>
<tr>
<td>Nine-thirty p.m.</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Ten p.m.</td>
<td>8</td>
<td>0.3</td>
</tr>
<tr>
<td>Eleven p.m.</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Eleven-thirty p.m.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Per cents are computed on number of pupils stating a time.

Heck’s investigation showed the home study before school amounted to 3 and 4 per cent in the grammar and high schools respectively; the present study shows 0.1 of one per cent. In the former, for afternoon study from dismissal until six o’clock 21 per cent in the grammar and 19 per cent in the high schools on school days; in the present investigation, 14.7 per cent. The evening percentages Heck found to be 73 per cent and 70 per cent for the grammar and high schools.

1W. H. Heck, op. cit., p. 597.
respectively; present study shows 85.2 per cent.

Thus it is seen that a higher percentage of the pupils in the present study do evening work than did those included in Heck’s report, but a lower percentage do morning work than did the pupils included in his investigation.

Summary

1. Slightly more than one-half of the pupils who usually study at home, or 52.9 per cent, report a regular time for their home study. From this data it seems advisable that pupils in general should be further impressed with the advantages of having relatively definite time for their home studying. However, it should be kept in mind that the present report includes all who did any home studying; naturally, those studying only one-half hour or less would not find the need of a regular study time as urgent as those who devoted longer periods of time to their home work. Incidentally, the writer observed while compiling the data that many pupils who said only one-half hour or less had no regular time, while many who studied the longer periods of time stated they did have a regular time for their home study.

2. Nearly three-fourths of those who study at home, or 71.8 per cent, begin in the evening from seven to eight o’clock inclusive. It is not known how many of the 33.8 per cent who begin about seven o’clock have a respite between their dinner hour and the time when studying begins; if sufficient time does intervene, then it seems that the large majority of the pupils studying at home have a desirable time,
from a hygienic standpoint, for this study; there would be

time for them to relax from the studying done at school and

most of them would be able to complete their home work before

the evening was too far spent.

Fourteen and seven-tenths per cent stated they begin

between dismissal time at school and six p.m. Some critics

might argue against so much afternoon study on the grounds

that it limits the relaxation, exercise, and out-door life

so needed by the pupils after the long confinement at school;

however, the pupils who do their studying in the afternoon

gain the advantage of having their evenings free for family

associations and for relaxations and recreations of various

kinds.

Only 3 pupils, or 0.1 of one per cent, study at home

before school, so the danger of intermediate school pupils' decreasing their energy for work later in the day at school is practically negligible.

Wichita intermediate school pupils do not put off beginning their studying until a late hour at night, as only one-half of one per cent begin studying at nine-thirty o'clock, or later, in the evening.

A statement made by Heck\(^1\) in reporting his investigation emphasizes strongly the need of serious consideration concerning the matter of home study:

\(^1\)Ibid., p. 598.
As home study is so largely done in the evening, at this time of day center the problems of the kind, amount, manner, and condition of home study in their influence upon the healthful development of school children and upon the associations, interests, and affections of family life.

An important factor underlying the home requirements to which he must be subjected.

One of the strongest arguments presented by those who favor establishing more preparation of schools because it is the difficulty in obtaining home guidance to the individual pupil in their varied environments.

Although there is much question today as to the amount of home study which should be required, if any, the conditions for work at home present a real problem in practice, because the requirement of home study is a prevailing practice.

A satisfactory home environment for many pupils was an important argument presented by Brecken in his plan for supervised study as a substitute for home study.

Home environment is a factor in the formation of study habit. Its influence may be either for good or for ill. The time spent by many pupils in home study is done under such unfavorable conditions as to create bad intellectual and moral habits and to waste an excessive amount of time.

Continuing further, he says: 3


5. Ibid., p. 40.
CHAPTER VII
ENVIRONMENT AND TIME SPENT ON HOME STUDY

Environment an Important Factor

An important factor entering into the time required by a pupil to prepare his home-work is the environment in which he must do his studying.

One of the strongest arguments presented by those who favor abolishing home preparation of school lessons is the difficulty in adjusting home assignments to the individual pupils in their varied environments.

Although there is much question today as to the amount of home study which should be required, if any, the conditions for work at home present a real problem to teachers, because the requirement of home study is a prevailing practice.1

Unsatisfactory home environment for many pupils was an important argument presented by Breslich2 in his plea for supervised study as a substitute for home study.

Home environment is a factor in the formation of study habits. Its influence may be either for good or for bad. The time spent by many pupils in home study is done under such unfavorable conditions as to form bad intellectual and moral habits and to waste an enormous amount of time.

Continuing further, he says,3


3Ibid., p. 46.
The conditions for home study present all the possible variations, but most home study must be done under discursive influences - a little study, a little conversation about irrelevant matter, an intermittent discontinuance for small household duties, a prolonged intermission for recreation, with the half consciousness of wrong doing because of unfinished and overhanging lessons, even interrupted sleep because of unfinished tasks, a final effort to secure categorically such facts regarding the assignment as are essential to enable the pupil to meet the teacher, a consciousness of incompleteness of preparation and a hope that, if called upon at all, the call may come for the facts that are in the pupil's meager store. Often the pupil's own initiative to home study must be supplemented by commands or entreaties from parents, and sometimes parents must do pupils' work for them, under penalty of family chagrin to impending failure of the child. In most cases poor habits of study result from purported home study, though some pupils of good ability and strong individuality may do quite effective or superior work through home study. The habit of dawdling, waste of time in getting to work, wondering whether the work really must be done, whether a lexicon, cyclopedia, or parental answer to questions may not be found leaves an entirely improper attitude toward real study. Sham work, at first as a makeshift, later becomes the only kind of which some individuals are capable.

Stitt criticized the practice of home preparation of school lessons from the standpoint of the ability of the parents to give the proper assistance. "Often the advice given by parents is injudicious and sometimes it is incorrect."¹

Charters asked 258 Junior College women the question, "Can you study in a room where people are talking and moving about?" Fifty-seven answered they could; 43 said, "Sometimes"; 158, or more than 60 per cent answered "No."²

To offset poor home environment, provision has been made

¹E. W. Stitt, op. cit., p. 366.

in some cases for more suitable places for pupils to study. Mayhew\(^1\) tells of study rooms provided in evening schools in New Haven, Connecticut, where day-school pupils in seventh, eighth, and high school grades might study under more favorable conditions.

**Purpose of Chapter**

The purpose of this chapter is to study the data in regard to the home environment of Wichita intermediate pupils in lieu of answering the question, Is the environment for home study satisfactory, thus aiding in reducing home study time to a minimum?

**Environment of Wichita Pupils**

Table XXII shows the conditions under which pupils do their studying at home:

1. Number studying in a quiet room, 2128, or 58.8 per cent.

2. Number studying in a room where others talk, 1494, or 41.2 per cent.

3. Number not answering, 269.

Heck's\(^2\) investigation shows the following:

'Do you generally study in a quiet room or in one where other people are talking?' — is clearly answered by 2613 grammar and 2006 high-school students. The percentages of answers with 'Quiet' are 65 and 78 respectively, and inversely with 'Talking' are 35 and 22. The students naturally claim as much for their homes as possible; hence the percentages of 'Quiet' might be a little too high, and the

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\(^1\) A. F. Mayhew, "Study Rooms In Evening Schools", *School Review*, XXX (June, 1922), 405-7.

\(^2\) W. H. Heck, op. cit., 600-1.
TABLE XXII
CONDITIONS UNDER WHICH PUPILS DO THEIR HOME STUDY

<table>
<thead>
<tr>
<th>Condition</th>
<th>Number</th>
<th>Per cent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils studying in a quiet room</td>
<td>2128</td>
<td>58.8</td>
</tr>
<tr>
<td>Pupils studying in a room where others talk</td>
<td>1494</td>
<td>41.2</td>
</tr>
<tr>
<td>Pupils who gave no answer, or whose answers were ambiguous</td>
<td>269</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>3891</td>
<td>100.</td>
</tr>
</tbody>
</table>

*Per cents are computed on number of pupils answering. Pupils doing no home study were not expected to answer.

omitted answers of 'Sometimes quiet, sometimes talking', might be added to increase the percentages of 'Talking'. Noticeable are (1) the difference between grammar and high-school percentages, more high-school students demanding the advantage of quiet study, (2) the superior opportunities in Charlottesville, and (3) the inferior opportunities in the poorer homes of students of Richmond.

The grammar grades of that time which would correspond more nearly to the intermediate school grades in Wichita now, showed 65 per cent studying in quiet rooms; present investigation about 59 per cent. The radio of today would no doubt furnish explanation for some of this difference.

Clayton\(^1\) found for those studying in a quiet room: eighth grade, 83 per cent; ninth, 77 per cent; tenth, 74.7 per cent; eleventh, 71.5 per cent. This records a higher percentage for study in a quiet room than the present investigation shows.

Preparation at School or at Home

Table XXIII tabulates the answers of pupils concerning

\(^1\)F. T. Clayton, op. cit., p. 223.
TABLE XXIII

PLACE WHERE PUPILS PREFER TO STUDY

<table>
<thead>
<tr>
<th>Place</th>
<th>Number</th>
<th>Per cent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>At school</td>
<td>2592</td>
<td>68.5</td>
</tr>
<tr>
<td>At home</td>
<td>1194</td>
<td>31.5</td>
</tr>
<tr>
<td>Not answering, or answer ambiguous</td>
<td>105</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3891</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Per cents are computed on number answering.

The place where they can prepare their lessons better, at school or at home.

1. Number who could study better at school, 2592 or 68.5 per cent.

2. Number who could study better at home, 1194 or 31.5 per cent.

3. Number who gave no answer, or whose answers were ambiguous, 105.

From a questionnaire given to 286 high school seniors, Eisner\(^1\) reports, "The home is by far the best place for study."

Thorndike\(^2\), from a questionnaire to 1600 high school students, found that about 70 per cent strongly favored the home for study and 30 per cent the school. This is seen to be in almost direct contrast to the data obtained in the

\(^1\)Harry Eisner, *op. cit.*, pp. 20-21.

\(^2\)Elizabeth Thorndike, "Environment As a Factor in Pupils' Study Life," *Education*, XL (April, 1920), 470-83.
present investigation.

The results of the investigation by Heck\(^1\) agree closely with those of Thorndike, 65 and 71 per cent answering "Home" for the grammar and high school students respectively. Heck says, "The preponderance of answers in favor of 'Home' rather than 'School' study shows that the schools have not justified themselves as places for concentration in individual work."\(^2\)

If this is a criterion by which to judge, the Wichita schools seem to be justifying themselves somewhat in this respect.

The same authority further states:

Students may think they can study better at home or at school, when actual tests may not support their opinions; but, until reliable tests are made, we must conclude that student opinion is a fair index of the facts, or at least, that it produces a mental attitude that goes far toward making the facts conform to the opinion.\(^3\)

Sufficient Time For Home Study

Pupils' answers to the question, "Do you have plenty of time in which to do your home studying?" are recorded in Table XXIV; 2989, or 79.5 per cent answered Yes; 769, or 20.5 per cent answered No; 133 gave no answer or one that was ambiguous.

Insufficient time at home does not seem to be the main reason why so many prefer to do their studying at school. However, just because a pupil has plenty of time is no guarantee that he will have his lessons properly prepared.

\(^1\)W. H. Heck, op. cit., p. 601.
\(^2\)Ibid., p. 601.
\(^3\)Ibid., p. 601.
Wade\(^1\) says,

We learn by experience that pupils who have the most leisure and also the greatest privacy for their home work are not always among the most successful pupils in school. We find that in some cases children do not begin their home work until late in the evening when they should be in bed, and we know that many children spend their evenings on the street or in cheap entertainments and take up their home work at the last moment merely because of the feeling that they must make some showing. Such home work naturally counts for little in the child's progress through school.

Summary

Over two-fifths of the pupils answering said they did their home studying in a room where there was talking or other disturbance; a number stated that they tried to study in a room where the radio was operating. Such an environment, it seems highly probable, would interfere with good study habits, hinder concentration, and would tend materially toward increasing the time required by the pupils for their home study.

**TABLE XXIV**

**SUFFICIENT TIME FOR HOME STUDY**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2989</td>
<td>79.5</td>
</tr>
<tr>
<td>No</td>
<td>769</td>
<td>20.5</td>
</tr>
<tr>
<td>Not answering, or answer ambiguous</td>
<td>133</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>3891</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\(^1\)Joseph H. Wade, op. cit., p. 79.
Favorable home conditions cannot be overemphasized. Reavis\(^1\) found for grade pupils,

That there is a marked correlation between the rank of the home environment and the habits of study of the pupil, and points out the fact that the possible origin of many of the habits and attitudes of school children is in the home.

School was named as the preferable place for study by 68.5 per cent. Insufficient time for home study evidently was not a primary cause for such preference since 79.5 per cent stated that they had plenty of time in which to do their home studying. The supervised study period in the Wichita schools contributes largely, no doubt, toward making the school a desirable place for study by the large majority of students; pupils are taught commendable habits of study, the teacher is present to give the proper assistance to those needing help, and necessary reference material is usually available in the class room or in the school library.

While nearly three-fifths of the pupils had quiet rooms for study, and about four-fifths had plenty of time for the home study, yet less than one-third said they could study better at home. School seems to provide a better atmosphere for the preparation of school lessons. When more than two to one say they can study better at school, it would seem that administrators and class-room teachers should give serious consideration to arranging the time schedule so that the major part of the study on school lessons could be done at school.

\(^1\)William C. Reavis, op. cit., pp. 71-81.
CHAPTER VIII

NATURE OF HOME WORK ASSIGNMENTS AND TIME SPENT ON HOME STUDY

Purpose of Chapter

The purpose of this chapter is: (1) To determine the nature of the home work assigned to intermediate school pupils of Wichita, and (2) to find out if the majority of the parents find it necessary to assist their children on school lessons because unexplained work has been assigned for the pupils' home study.

With this object in view, data secured from questionnaires to teachers in the intermediate schools and to parents of intermediate school pupils are presented bearing upon the following:

1. Do teachers ordinarily assign for study outside of class new work on which they have given no explanation?
2. Do the majority of parents make a practice of assisting their children on school lessons?

Many are of the opinion that new unexplained work, except as optional for honorary work, should not be included in assignments for home preparation. It is natural to expect that such work would require more time for preparation than material with which the pupils are familiar. Some go farther and maintain that school work done at home should be only that which the child will want to do, and that it should be wholly voluntary on his part.

Wade\(^1\) said of elementary school children, "No home work

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\(^1\)Joseph H. Wade, op. cit., p. 79.
should be permitted unless adequate explanation has been
given in school by the teacher." Also,¹ "Home assignments
should be given for drill and review, but never for new
work."

Stitt² a number of years earlier had expressed the same
opinion, adding that, "Below the high schools (ninth grade)
no new work involving unexplained principles should be as­
signed, except as a voluntary task."

Breslich³ voices the same opinion for high school pu­pils:

To attempt to cover advance work by means of home-work
is neither satisfactory nor safe. If in addition to this
the difficulties involved in the work itself are so great
that a pupil cannot overcome them alone, positive harm may
be accomplished instead of good.

O'Shea in a letter to the United Parents Association
advises that, "All home work should be in the nature of re­
view rather than advance work."⁴

Holmes⁵ says, "If there is to be any home-work it
should be voluntary, something for which the home is equipped,
and with which parents do not have to assist."

¹Ibid., p. 78.
²Edward W. Stitt, op. cit., 385-86.
⁴"Educational News and Editorial Comment", Elementary
School Journal, XXIX (May, 1929), p. 648. (Quoted from
New York Sun)
⁵William H. Holmes, op. cit., p. 7.
Nature of Assignments Made by Teachers

Teachers in the intermediate schools were asked this question: 1

Do you assign to your pupils for preparation outside of class new work that you have not explained and in the preparation of which you do not expect to give help? (This does not mean honorary or extra work for the brighter pupils.)

Table XXV tabulates the replies of the 135 teachers who answered:

1. Teachers answering Never; 83, or 61.5 per cent.
2. Teachers answering Rarely; 50, or 37 per cent.
3. Teachers answering Frequently; 2, or 1.5 per cent.

Assistance Given by Parents

Of the 124 questionnaires received from parents, 122 answered the question, 2 "About how much time each day do you spend assisting your child on lessons assigned at school?"

Table XXVI shows the following:

1. Of the 122 parents answering: 47, or 38.5 per cent gave no assistance; 52, or 42.6 per cent assisted sometimes; 23, or 18.9 per cent usually gave help in the preparation of the school lessons.
2. Parents usually assisting pupils in the seventh,

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1 See "Questionnaire to Teachers of Intermediate School Pupils", Appendix, p. 106.
2 See "Questionnaire to Parents of Intermediate School Pupils", Appendix, p. 106.
TABLE XXV

TEACHERS' ASSIGNMENT OF NEW AND UNEXPLAINED WORK

<table>
<thead>
<tr>
<th>Answers</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>83</td>
<td>61.5</td>
</tr>
<tr>
<td>Rarely</td>
<td>50</td>
<td>37.0</td>
</tr>
<tr>
<td>Frequently</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100.0</td>
</tr>
</tbody>
</table>

eighth, and ninth grades were 23.1 per cent, 15.8 per cent, and 17.8 per cent respectively; those helping only sometimes were 53.8 per cent for seventh, 39.5 per cent for eighth, and 35.5 per cent for ninth grade; those giving no assistance whatever were 23.1 per cent for seventh, 44.7 per cent for eighth, and 46.7 per cent for ninth grade.

Parents who usually help their children on school lessons were asked to estimate the time given daily to such assistance. Table XXVII tabulates the results:

1. About 70 per cent assisted one-half hour or less.
2. About 21.7 per cent assisted one hour.
3. Only one parent of the 23 answering assisted more than one hour.
4. One parent did not indicate the amount of time.

Summary

In general, teachers in the intermediate schools of Wichita do not ordinarily assign for study outside of class new work on which they have given no explanation. Only 2, or 1.5 per cent, stated that they assigned such work.
### TABLE XXVI

**ASSISTANCE GIVEN BY PARENTS ON SCHOOL LESSONS**

<table>
<thead>
<tr>
<th></th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>None</td>
<td>9</td>
<td>23.1</td>
<td>17</td>
<td>44.7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>21</td>
<td>53.8</td>
<td>15</td>
<td>39.5</td>
</tr>
<tr>
<td>Usually</td>
<td>9</td>
<td>23.1</td>
<td>6</td>
<td>15.8</td>
</tr>
<tr>
<td>Not answering</td>
<td>1</td>
<td>----</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>38</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Per cents are computed on number answering.*
frequently; while 50, or 37 per cent, said they did so but rarely. Some of the latter mentioned may at times purposely assign work for pupils to study out from explanations given in the text, having in mind certain definite study values for the children.

The number of questionnaires received from parents was too small to provide a basis for reliable conclusions; however, some interesting items are noted from the questionnaires of those answering.

TABLE XXVII
TIME SPENT DAILY BY PARENTS WHO USUALLY ASSIST THEIR CHILDREN

<table>
<thead>
<tr>
<th>Time</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Total Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-fourth hour</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td>One-half hour</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>13</td>
<td>56.5</td>
</tr>
<tr>
<td>One hour</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>Two hours</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.4</td>
</tr>
<tr>
<td>Not indicated</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4.4</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>23</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1. Of the parents who answered, 38.5 per cent gave no assistance whatever; 42.6 per cent assisted only sometimes; 18.9 per cent usually gave help on the school lessons. Some of those who helped only sometimes stated they did not help every day, but only as the child needed an occasional lift over some puzzling situation. The help given by parents apparently was not necessitated because of unexplained work
assigned to their children, since Table XXV indicates that 98.5 per cent of the teachers said they either never or but rarely assigned new unexplained work for pupils' preparation outside of class. There are sometimes those in the class who do not grasp the explanation as readily as the others; hence such pupils might need extra individual assistance.

2. Parents of seventh grade children gave more assistance than did parents of eighth or ninth grade pupils. Parents usually assisting pupils in the seventh, eighth, and ninth grades were 23.1 per cent, 15.8 per cent, and 17.8 per cent respectively; those helping only sometimes were 53.8 per cent for seventh, 39.5 per cent for eighth, and 35.5 per cent for ninth grade; while those giving no assistance whatever were 23.1 per cent for seventh, 44.7 per cent for eighth, and 46.7 per cent for ninth grade.

One reason for the seventh grade children's requiring more help may be the difficulty they experience in adjusting themselves readily to the departmental work in their new environment. The writer begs permission to suggest that this would give added weight to the argument advanced by many that seventh grade pupils, particularly, be given ample time at school for the preparation of school lessons. A second reason may be that some parents find themselves less capable of assisting children with eighth and ninth grade subjects. A third reason may be that older children, in general, become more independent of the help of other people.
3. A large majority of the parents who made a practice of helping the children, or about 70 per cent, assisted from a quarter to one-half hour only; 21.7 per cent assisted one hour; while only one parent indicated more than an hour's help on the school lessons.
CHAPTER IX
EMployment Outside of School Hours and Its Relation to Home Study

Purpose of Chapter

The purpose of this chapter is to present data relative to answering the question:

Does employment outside of school hours or assistance given by pupils in the home interfere with the home study of intermediate school pupils?

Hours Employed Outside of School Time

Table XXVIII shows the following:

1. Number not employed and not helping at home; 1486, or 38.2 per cent.

2. Number employed or helping, one-half hour or less; 285, or 7.3 per cent.

3. Number employed or helping, one hour; 505, or 13 per cent.

4. Number employed or helping, one and one-half hours; 137, or 3.5 per cent.

5. Number employed or helping, two hours; 462, or 11.9 per cent.

6. Number employed or helping, more than two hours; 806, or 20.7 per cent.

7. Number employed or helping, but amount of time not specified; 210, or 5.4 per cent.

In his investigation with high school seniors, Eisner found that about 25 per cent of those answering the question

1Harry Eisner, op. cit., p. 19.
TABLE XXVIII
HOURS EMPLOYED OUTSIDE OF SCHOOL TIME

<table>
<thead>
<tr>
<th>Hours Assisting at Home or Employed</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None*</td>
<td>1486</td>
<td>38.2</td>
</tr>
<tr>
<td>One-half hour or less</td>
<td>285</td>
<td>7.3</td>
</tr>
<tr>
<td>One hour</td>
<td>505</td>
<td>13.0</td>
</tr>
<tr>
<td>One and one-half hours</td>
<td>137</td>
<td>3.5</td>
</tr>
<tr>
<td>Two hours</td>
<td>462</td>
<td>11.9</td>
</tr>
<tr>
<td>More than two hours</td>
<td>806</td>
<td>20.7</td>
</tr>
<tr>
<td>Not specified</td>
<td>210</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3891</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*If a pupil did not indicate that he was employed or that he helped at home, it was assumed that he was not employed and did not help at home regularly.

stated that after school or evening employment interfered with their home study.

Relatively little interference with home study was caused by after-school or evening employment or school activities, but over one-third believed that other outside activities or amusements constituted a serious disturbing influence.\(^1\)

Data for the present study show that 32.6 per cent said they were employed or assisted two hours or more, with 20.7 per cent stating more than two hours.

**Summary**

One thousand four hundred eighty-six, or 38.2 per cent, of the intermediate school pupils had no regular outside employment or home duties; 7.3 per cent indicated one-half hour

\(^1\)Ibid., p. 21.
or less; while an additional 13 per cent estimated one hour so engaged. Thus, for nearly 60 per cent of the entire group of pupils, outside employment or home assistance seemingly should cause no serious interference with home study.

Stating more than two hours so spent were 806 pupils, or 20.7 per cent; an additional 11.9 per cent estimated they worked two hours. Thus, 32.6 per cent might find themselves handicapped by lack of sufficient time for the preparation of school lessons at home.

The time employed or assisting was only an estimation; children might be inclined to make a high estimate of the time spent working as it would probably seem longer to them than it really was.
CHAPTER X
TIME SPENT ON HOME STUDY AND OCCUPATION OF THE PARENT

The original plan was to include in this manuscript a chapter presenting data showing whether there was any significant relation between the profession of the parent and the amount of time the pupil devoted to home study. The question bearing on this topic was: "What is the occupation of your father? _____ Of your mother? _____." Had the word profession been used instead of the word occupation, the answers probably would have been more adaptable to the purpose of the chapter. As it was, many of the answers did not contain sufficient information for compiling specific data as planned. A few quoted answers are given to confirm this conclusion:

Southwest Cracker Company  Wichita Gas Company
Dold Packing Company     Dry Goods Store
Bell Telephone Company     Garage
Kansas Gas and Electric Company  Eagle Office
Travel Air                   Works for county

The writer assumes all responsibility for the omission of the chapter and regrets that a revised question could not have been given to secure the desired information.

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CHAPTER XI
SUGGESTIONS FOR FURTHER RESEARCH

The field of home study in the intermediate schools of Wichita is unlimited in research possibilities. The present investigation considered only the time spent on home study, and just a few phases of it. There are so many different studies each of which might be investigated with profit. Some of the topics on home study suggested for further investigation in the Wichita intermediate schools are as follows:

1. Scientific investigation to see if home-work is really necessary -- if so, of what nature and how much.

2. Habits and methods of home study. See if the successful students study more, or use their time more wisely.

3. Scientific objective evidence of the value of home-work. A set of objective tests might be worked out.

4. A technique of study for each different subject might be prepared. McKown\(^1\) says:

   In considering the matter (of study methods) it was realized that each subject has a study technique of its own and that history cannot be studied like geometry, or Latin like bookkeeping.

5. A system for checking the validity and honesty of home-work.

6. Proper allotment of outside study time to teachers of different subjects in the departmental classes. Some schedule for correlation of time on home study might be arranged. Perhaps assignments should be made over a longer period of time than one night.

\(^1\)H. C. McKown, op. cit., p. 259.
Foley\textsuperscript{1} says,

A sufficient number of separate assignments should be made known to the pupils at the beginning of the school year to cover the work till Christmas; after the opening of school in January, to cover the work till Easter; after Easter, to cover the work till the close of school in June....At irregular intervals also review assignments should be made. In allocating a year's work all of these elements must be duly regarded.

The reasons for making the assignments known ahead of time are, first, to enable pupils who may be absent to prepare the required assignments, and secondly, to establish an objective so far as content is concerned.

7. Time of day when home studying is done and scholastic achievement.

8. Home environment for study and corresponding achievement. Some interesting material relating to this phase of home study is reported by Woodring and Flemming\textsuperscript{2} dealing with "Home Conditions Which Affect Study".

9. Reliable comparison between the value of home study and supervised study at school.

10. Adaptation of home study assignments to individual differences.

These are only a few of the interesting topics on home study. As long as home study on school lessons is practiced, these and other phases of it will continue to be of vital interest to parents, teachers, and school administrators.

\textsuperscript{1}Daniel Foley, \textit{op. cit.}, pp. 287-8.

\textsuperscript{2}Maxie N. Woodring and Cecile White Flemming, "Diagnosis As a Basis for the Direction of Study", \textit{Teachers College Record}, XXX (October, 1928), 58-60.
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Books


Miscellaneous Material


Mr. (Mrs.) ___
Principal of _______ Intermediate School,
Wichita, Kansas.

My dear Mr. (Mrs.) _____:

With the permission of Superintendent Mayberry I am trying to obtain some information relating to the time devoted to home study by intermediate school pupils of Wichita.

I am writing to ask if you will aid me in the following ways:

1. Will you ask each of your teachers, regardless of what subjects taught, to kindly fill out one of the questionnaires to teachers and return it to you? No signatures are requested, but a unanimous response is very much desired.

2. Will you see that a questionnaire is given to each pupil in your school to be filled out?

3. Could you arrange to have the questionnaires to teachers and pupils filled out and filed in your office by Friday, May 22, 1931?

4. Will you ask that the questionnaires filled out by seventh, eighth and ninth grade pupils be kept in three separate groups when collected?

Assuring you that your help and that of your teachers will be greatly appreciated, I am

Sincerely yours,

Nelle Leichhardt,
Horace Mann Intermediate School.
Questionnaire to Intermediate School Pupils

Try to make your answers as correct as you possibly can. Your answers will have nothing to do with your grades and will not be examined by your teachers. Your answers will be used, along with the answers of several hundred other intermediate school pupils, in collecting some information which is desired relating to the time spent on home study.

Check the answer where you can with a check mark (✓); where you cannot use the check mark, fill in with the proper word.

1. Name of School __________________________ Grade ________.
2. Boy [ ] Girl [ ]
3. About how much time do you average each day studying on school lessons outside of school hours? None [ ] One-half hour or less [ ] One Hour [ ] One and one-half hours [ ] Two hours [ ] More than two hours [ ]
4. If you study at home, on what subject or subjects do you usually put home study?
5. If you study at home on which subject do you put the most time? _______. About how much time each day on it? _______ hrs.
6. If you mentioned a subject above in number 5, does it take more time because it is difficult for you, or because the assignments are long, or both? Difficult [ ] Too long [ ] Both [ ]
7. Have you heard your parents say they think you have too much studying to do at home? No [ ] Yes [ ]
8. About how much time ordinarily could you spend conveniently each day on home study? _______ hours.
9. If you have a regular time for home study tell when it is.
   I do not [ ] I do [ ] I usually begin studying about _______ o'clock.
10. Do you usually study in a quiet room or in one where other people are talking? In a quiet room [ ] In a room where others are talking [ ]
11. Can you prepare your lessons better at school or at home?
    At school [ ] At home [ ]
12. Do you have plenty of time in which to do your home studying? Yes [ ] No [ ]
13. If you are employed outside of school hours, about how much time each day do you spend at this work? Not employed [ ] Time spent helping at home _______. Hours employed away from home _______.
14. What is the occupation of your father? ____________________________.
   Of your mother? ____________________________.
15. Write the name and the address of your parent or guardian.
16. Write the names below of all the subjects in the schedule you are taking at school now.
Questionnaire to Parents of Intermediate School Pupils

Will you kindly answer the following questions by check (✓) or by words, with as accurate an estimate as you can make? The information will be greatly appreciated as we are trying to get some information about the amount of time spent on home study by intermediate school pupils of Wichita.

Nelle Leichhardt,
Horace Mann Intermediate School

(The following questions all refer to pupils in the seventh, eighth or ninth grades.)

1. About how much time does your child average each day studying at home on school lessons? Grade (7th, 8th, 9th) Boy or Girl No home study. One-half hour or less. One hour. One and one-half hours. Two hours. More than two hours.

2. Do you think your child has to spend too much time studying at home on school lessons? No. Yes.

3. If you think your child has to spend too much time studying at home on any particular subject or subjects, name the subject or subjects.

4. About how much time each day do you spend assisting your child on lessons assigned at school? None. Sometimes. Usually about ________ hours.

Any further comments relating to the subject of time spent on home study will be appreciated.

---

Questionnaire to Teachers of Intermediate School Pupils

Will you please answer the following as accurately as you can? You do not need to sign your name. Some general averages, only, are desired.

Name of School
Grade and subject you are now teaching (as, 7B English, 8A Mathematics, etc.)

1. Do you usually assign more work than your average pupils can prepare during class time? No. Yes. If you do in what subject or subjects? ________: ________.

2. State your personal opinion as to a reasonable amount of time for daily study outside of school hours for an average pupil in each of these grades. Seventh ________ hours. Eighth ________ hours. Ninth ________ hours.
Questionnaire to Teachers of Intermediate School Pupils
(Continued)

3. Do you assign to your pupils for preparation outside of
class new work that you have not explained and in the
preparation of which you do not expect to give help?
(This does not mean honorary or extra work for the
brighter pupils.) Never ____  Rarely ____.  Frequently ____.