

South Dakota State University
**Open PRAIRIE: Open Public Research Access Institutional
Repository and Information Exchange**

Theses and Dissertations

1950

Noon-Hour Problems in South Dakota Schools

Irl E. Oaks

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

Oaks, Irl E., "Noon-Hour Problems in South Dakota Schools" (1950). *Theses and Dissertations*. 2209.
<https://openprairie.sdstate.edu/etd/2209>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

NOON-HOUR PROBLEMS IN SOUTH DAKOTA SCHOOLS

by
Irl E. Oaks

SOUTH DAKOTA STATE COLLEGE LIBRARY
THIS BOOK DOES
NOT CIRCULATE

A Problem submitted to the Graduate Faculty of
South Dakota State College in partial fulfillment
of the requirements for the Degree of Master of
Science in Education.

July 1950

SOUTH DAKOTA STATE COLLEGE LIBRARY

ACKNOWLEDGEMENT

I am greatly indebted to Dr. C. R. Wiseman of the Education Department of South Dakota State College for his council and guidance in the writing of this paper. I am also indebted to the school superintendents who furnished information and suggestions for this problem.

Irl E. Oaks

TABLE OF CONTENTS

	Page
List of Tables	
Statement of the Problem	1
Noon-hour Problems in the Schools	
Noon-hour Activity Program	
Plan of Study.	4
Literature on Noon-hour Problems	6
Data Presented and Analyzed.	10
General Information	
Plan of Noon Hour	
Lunch Period	
Building Problems	
Car Problems	
Athletic Games	
Non-athletic Activities	
Study Period	
Application of Program at Avon, South Dakota.	28
General Conclusions and Suggestions on Noon- Hour Programs.	31
Comparison of This Study with Minnesota Study.	37
Bibliography	38
Appendix A	
Questionnaire Used in Study of Noon-hour Problems	
Appendix B	
List of Schools and School Men Surveyed	

LIST OF TABLES

<u>Table</u>	<u>Title</u>
I	Enrollments of Schools Surveyed and Number of Students Remaining at Noon
II	Policies and Regulations of Schools Relative to Pupils Leaving School During the Noon Hour
III	Mean and Range of Percentages of High-School and Grade Pupils Going Downtown at Noon
IV	Policies and Regulations Followed by Schools During the Noon Supervision
V	Number of High Schools and Grade Schools Reporting the Use of a Planned Activity Program
VI	Number of School Men Answering <u>Yes</u> or <u>No</u> Regarding Hot Lunch Regulations and Observance of Health Rules
VII	Mean and Range for Number of Pupils Eating Hot Lunches and Time Allotted for the Lunch Period
VIII	Frequency that School Men Reported Parts of Buildings Open to Grade and High-School Pupils at Noon
IX	Frequency with which Problems Listed Occured in High Schools and Grade Schools
X	Number of School Men Answering <u>Yes</u> or <u>No</u> Relative to Regulations Governing Car Driving at Noon
XI	Extent of Noon-hour Organization and Supervision of Athletic Games in Schools
XII	Frequency and Seasons of the Year that Boys and Girls of High Schools and Grades Played Games at Noon
XIII	Frequency with which Non-athletic Activities were Reported Available to Pupils at Noon
XIV	Percentages of Pupils Reported Studying at Noon
XV	Distribution of Various Lengths of Noon-hour Periods

Statement of the Problem

Two sub-problems present themselves in this study. There are (a) the noon-hour problems in the schools, and (b) the noon-hour activity programs.

Noon-hour Problems in the Schools

These are problems or difficulties pertaining to the discipline of pupils on and off the school premises during the noon period. It also refers to the proper use of the pupils' leisure time during this period. Examples of such problems are (a) pupils running disorderly through hallways or classrooms or the throwing of paper wads about the school building during the noon period. Two examples of noon-hour problems occurring off the school premises are that of (1) boys spending a major part of their noon periods in questionable places such as pool halls or beer parlors and (2) boys and girls driving cars recklessly about the town streets during the noon period.

A variety of opinions were expressed by school men relative to the amount of control that should be exercised over pupils during the noon period. Nearly all were agreed, however, on the need of supervision of the school building and grounds during this period. The usual practice on the part of school men was to place a teacher in charge of the buildings and grounds at noon. One teacher often tried to supervise all the classrooms and hallways on both floors of a two story building. This teacher found herself faced with a very difficult task, and often spent an unpleasant noon hour. While she patrolled the rooms and halls on one floor the pupils were often disorderly on the other floor.

If pupils were supervised too closely indoors they often left the school building and, in the event that weather conditions were unfavorable for playing outdoor games, went downtown. In going downtown these pupils often spent their time in undesirable places. This type of supervision made no attempt to organize or direct activities which would properly use up the energy stored up by pupils during the inactive hours between nine and twelve o'clock. Therefore, the noon-hour problems of the sixteen schools surveyed were analyzed in an effort to determine the amount of noon-hour difficulties that existed in most schools and to formulate suggestions to be used by those interested in the betterment of noon-hour conditions.

Noon-hour Activity Program

One way advocated by many educators for handling the noon-hour problems is the use of an organized-activity program. The "Noon-hour Activity Program" suggested in this study is an organized and supervised group of pupil activities designed to lessen the noon-hour problems present in nearly all schools. These activities are to start as soon as the lunch period, usually about fifteen minutes in length, is over and to continue for the balance of the noon period. The activities suggested in the literature read from educational periodicals included active games such as volley ball, quiet games such as checkers, or activities such as dramatics, music, or social dancing. The entrance into these activities on the part of the pupils should be on a voluntary basis. To be successful this type of program requires careful organization and supervision on the part of the faculty.

Perhaps some special teacher training in this particular field

might be well worth while in carrying on a noon-activity program. If at least one teacher in each school was qualified to carry on this work a much needed function would be met in our schools. This teacher should not be required to teach as many academic subjects as other teachers. If possible this should be an activity of choice on the part of the teacher and one in which he is interested, as well as qualified.

The other possibility is to get the co-operation of all the faculty members and divide the organization and supervision in such a way that each teacher will be helping in a field in which he is best trained.

Plan of Study

Preparatory to devising a questionnaire to be used in gathering data for this study several articles on noon-hour problems were read from educational periodicals. With these readings as a background the questionnaire on noon-hour problems was devised during the summer session of 1947. During this same summer the questionnaire was presented to and filled out by ten school superintendents or their teachers. A personal interview accompanied the filling out of each questionnaire. This procedure afforded an excellent opportunity of securing additional information and suggestions which probably would not have been forthcoming without the use of the personal interview. This problem was not completed during the summer of 1947, but was worked on again during the summer of 1949, at which time six additional school men were interviewed. By using the personal interview with the questionnaire, considerable additional information was gathered.

Questions used in making out the questionnaire were grouped under several main headings of problems most discussed in the literature read as a background for this study. The main headings or sections of problems into which this questionnaire was divided and a brief discussion of each follow. (1) "General Information" asked for school enrollments, enrollments of pupils remaining at noon, and regulations governing pupils during the noon hour. (2) "Plan of the Noon Hour" requested information on the manner with which the school men conducted their schools during the noon period. This information was necessary as a guide to setting up suggestive activity programs. (3) "The Lunch Period" asked for regulations governing the lunch period as well as a check on problems occurring at that time. (4) The section on "Building

Problems" was devised in an effort to determine what parts of the school buildings were open to pupils at noon and to learn the extent to which problems occurred in the school buildings at noon. (6) A section on "Athletic Games" asked for information on games which were most popular with the pupils and for the amount of supervision schools exercised over the pupils while playing these games at noon. This information seemed important in that games which were most popular would probably be most useful in organizing a noon-hour program. (7) Similar questions were asked relative to "Non-Athletic Games". The pupils who were unable to take part in athletic games would be able to take part in the program if non-athletic activities were presented. (8) A section on the "Study Period" was added in an effort to get a check on the amount of time used by the pupils as a study period. In the event of the introduction of an activity program the study period could be included as a part of the overall program, particularly for pupils who were behind in their studies.

During the school term of 1947-48 the writer worked out an experimental noon-hour program while teaching at Avon, South Dakota. This program is discussed further under the division "Application of Program at Avon, South Dakota."

Literature on Noon-hour Problems

Through the medium of educational periodicals school men from widely scattered areas of the United States have expressed in no indefinite terms the need of noon-hour programs in grade and high schools as a means of lessening noon-hour problems. This need was expressed by a large-city superintendent who stated that "A study of the noon hour and its supervision reveals that herein lies a real problem so far as most administrators and their schools are concerned", and that "Planning for this period should be as serious as for any other part of the schedule".¹

Another article written by Ashton², an administrator of a large school in Louisville, Kentucky, described the need of noon-hour programs in both large and small schools. He presented the programs set up in two schools, one a large city school of 900 students and the other a small consolidated school with 119 students in high school and 200 pupils in the grades. A brief description of the problem facing the large school was that of keeping the large number of students remaining during the noon period off the city streets, or away from undesirable places about the city. With the aid of the school faculty a program was planned which consisted of six tournaments of various sports which lasted for about six weeks. Other activities were also organized to interest these students. The result was that nearly all the students who had formerly roamed the streets and frequented the pool halls etc. during the noon hour remained at school from twelve to one in order to enter the newly-formed activities.

1. Bowers, E. A. Supt. "Supervision of the Noon Hour". Am. School Board Journal (April, 1941), pp. 162-63.
2. Ashton, Dudley. "Noon Hour Co-educational Recreation". Theodore Aherns Trade High School, Recreation (C. 1940), pp. 346-48.

The program set up by the small consolidated school described by the same author fits in quite well with this study because the schools selected for this study were for the most part small schools. This school convinced the teachers of the need of a program and nearly all pupils brought their lunch and remained at the school in order to be of assistance in promoting the program.

These two examples of programs illustrate somewhat the types of programs suggested in educational magazines and the possibilities that exist in most of our schools.

Suggestive steps in organization and supervision in general were described by Montague³ as follows: "The faculty arranges a schedule of games and activities and announces the rules for games, their duration, the officials, and the awards." This author further explains that after an organization period students are used to help handle the program. The principal appoints members of the faculty to act as advisers and to supervise.

Another article by Dolbean⁴ suggests a method of rotation when more than one room is available. The writer suggested having the boys in high school have a schedule of games in the gymnasium on Monday and Wednesday, while the girls used the game room. The girls then used the gymnasium on Tuesday and Thursday while the boys used the game room on these days. "The athletic games in the gymnasium called for games like softball, basketball, volleyball, etc. while in the game

3. Montague, Kirk. "Organized Noon-Time Play". The Nations Schools Vol. XXIV (S. 1939)

4. Dolbean, F. T. "Noon-Hour Games". Nations Schools Vol. XXII (October 1938), pp. 24-25.

room students played such games as ping pong, checkers, cards, bingo, and bowling games. On Friday noon the boys and girls turned the noon hour into a social dancing period.

Good leadership may be a determining factor in the success or failure of a program. A strong argument presented for having one teacher largely responsible for the program was expressed in the article written by Supt. E. A. Bower. "The teacher in charge should be relieved elsewhere and should be definitely interested in the noon-hour program. The same person should be in charge throughout the school year."¹ In nearly all cases, however, the majority of authors favored dividing the responsibility among the teaching staff.

The following suggestions may be considered as a summary of points presented quite generally by authors relative to the organization and supervision of noon-day programs:

1. Publicity of program to faculty and students.
2. Adjustment of program to age level and interest of pupils.
3. Making the best of space and equipment.
4. Effort to meet local students' needs, desires, and abilities.
5. Using skeleton set of rules in all contests.
6. Getting co-operation of students and faculty.
7. Start program by experimentation to get desired results.
8. Games played right after dinner must not be too strenuous.
9. Use large charts to show schedule of games.
10. Seasonal changes necessary.
11. Using students as officials, managers, and as caretakers of equipment.

The best report found on noon-hour activities was a master's thesis by Longstreet.⁵ Longstreet submitted the following requirements for a good noon-hour program.

1. Bowers, E. A. First reference p. 1
5. Longstreet, John Henry. "The Noon-hour Program in Minnesota Schools". A thesis submitted to the Graduate Faculty of the U. of M. D.

- 9
1. The noon hour should be an integral part of the educational system.
 2. It should be in harmony with the philosophy of education as held by the faculty and community.
 3. It should contribute to the enrichment of the curriculum.
 4. It should be outlined early in the school year and provisions made for each succeeding season and should be elastic enough to allow for sudden change in case of lagging interest.
 5. The program should be progressive, recreational, interesting, and varied.
 6. It should be presented with a proper psychological approach.
 7. Pupils should be given the opportunity to select, and conduct the activities.
 8. Faculty interest and cooperation are essential to the development of a successful program.
 9. The pupils should be given a short time to prepare for lunch.
 10. Good manners and correct social attitudes between girls and boys should be cultivated in the lunch room.
 11. Regular provision should be made in the budget to provide for the program.
 12. Active participation by all students is essential.
 13. Definite rooms should be assigned for the activities. The rooms should be well arranged and attractive to meet the needs of the activity.
 14. The program should provide for ample time for digestion.
 15. The program should not be too active in nature.
 16. The program should provide for proper adjustment of students, and strive to correct maladjustments. (More information on this thesis to follow.)

Data Presented and Analyzed

For the sake of clarity to the reader the information presented in this section will follow quite closely the same order as that of the questionnaire used in making this study. The questionnaire is shown in Appendix B.

General Information

Questions A and B under the section on "General Information" of the Questionnaire asked for the enrollments of the sixteen grade and high schools surveyed in this study, and for the number of pupils from these schools who remained on the school premises during the noon hour. Table 1 shows the mean and range for the enrollments of these schools and the mean and range for the number of pupils from these schools who remained at noon.

TABLE 1. ENROLLMENTS OF SCHOOLS SURVEYED AND
NUMBER OF STUDENTS REMAINING AT NOON

	Mean	Range
High-school enrollments	88	35-197
Grade enrollments	103	41-225
High-school pupils remaining at noon	48	20-140
Grade pupils remaining at noon	45	15-240

Conclusions:

1. Slightly over one-half of the high-school pupils remained at noon.
2. About three out of seven of the grade pupils remained at noon.

Questions C and D under "General Information" of the questionnaire pertained to granting permission to pupils wishing to go downtown at noon. The questions asked under these questions and the replies received from the sixteen school administrators are recorded in Table II.

TABLE II. POLICIES AND REGULATIONS OF SCHOOLS RELATIVE TO PUPILS LEAVING SCHOOL DURING THE NOON HOUR

Questions		Number Answered	
		Yes	No
Are pupils permitted to leave the school premises at noon?	(H.S.)	16	0
	(Gr.)	16	0
Are the pupils required to obtain permission before leaving?	(H.S.)	0	16
	(Gr.)	1	15

Conclusions:

1. Only pupils of one grade school needed permission to go downtown at noon.
2. Very little restriction was put forth on the part of the school officials to keep students from leaving at noon.

Question E under "General Information" asks which one of these (parents, superintendents, or others) gave pupils permission to go downtown when such permission was needed. Only one superintendent reported that his grade pupils needed permission to go downtown, and that that permission was given by himself.

Questions in section F of this section ask for the percentages of high school and grade pupils going downtown at noon. This information is contained in Table III.

TABLE III. MEAN AND RANGE OF PERCENTAGES OF HIGH-SCHOOL AND GRADE PUPILS GOING DOWNTOWN AT NOON

		Mean	Range
High school	Boys	71	50-90
	Girls	39.6	20-90
Grade	Boys	51.5	25-90
	Girls	38.1	20-90

Conclusions:

1. The ratio of high-school boys compared to high-school girls who went downtown was about seven to four.
2. In the grades the ratio of boys compared to that of girls who went downtown was about five to four.

3. The minimum number of high-school boys reported going downtown by any superintendent was 50 per cent, while the minimum for high-school girls was 20 per cent.

Question G under "General Information" of the questionnaire asked superintendents if the problem of having so many pupils go downtown at noon met with their approval. Nine of the sixteen superintendents reported that they disapproved of the idea of having so many pupils leave at noon.

A number of the superintendents discussed this part of the questionnaire quite freely and some of their reactions are enumerated as follows:

1. A majority of superintendents objected to boys spending too much time in pool halls.
2. Four objected to the high-school boys giving car rides to other pupils at noon.
3. Two superintendents stated that they had received reports to the effect that restaurant owners had asked pupils to leave booths in their restaurants in order to make room for regular customers.

Plan of the Noon Hour

Questions A and B under this section of the questionnaire asked whether or not the pupils who remained at noon were under supervision, and if so, under which one of three possibilities of supervision (1) teachers, (2) janitors, or (3) teachers and janitors working together, they were placed. Table IV gives the answer to returns of the sixteen schools surveyed.

TABLE IV. POLICIES AND REGULATIONS FOLLOWED BY SCHOOLS DURING NOON SUPERVISION

Questions	Number Answered	
	Yes	No
Are students who remain at school under supervision?	16	0
	16	0
Supervised by: Teachers	11	5
Janitor	3	13
Janitor-Teacher	2	14

Conclusions:

1. All school men reported that the pupils of their schools were under supervision at noon.
2. In 11 out of 16 schools teachers did the supervising.
3. Two schools reported a situation in which a teacher assisted by the janitor took charge at noon.

At this point in the process of filling out the questionnaire school men made a number of comments relative to teacher-rotation plans used in their schools.

Two administrators reported a plan whereby one teacher stayed at the school during the noon period and supervised for a period of one week at a time. Each teacher took his turn until all had stayed.

Two other school men reported a plan in which one teacher stayed the first half and a second teacher relieved her as supervisor during

the second half of the noon period. Thus the teachers rotated in pairs until all teachers had had a turn at supervision.

The reports of two other schools indicated that one teacher had charge of the hot-lunch program and then checked on the pupils in the building until other teachers returned.

Question C under "Plan of the Noon Hour" in the questionnaire asked for information from the sixteen school men surveyed relative to the use of activity programs in their schools. Findings under this section are set forth in Table V.

TABLE V. NUMBER OF HIGH SCHOOLS AND GRADE SCHOOLS REPORTING THE USE OF A PLANNED-ACTIVITY PROGRAM

Question		Number		Reporting
		Yes	No	
Do you have a Planned Activity Program?	High School	Boys	4	12
		Girls	4	12
	Grades	Boys	5	11
		Girls	5	11

Conclusions:

1. One-third of the school men reported some type of planned activity at noon.
2. Grade schools with organized programs outnumbered high schools with organized programs.

Question D under "Plan of the Noon Hour" asked superintendents to "Please furnish a typewritten plan of supervision if available, otherwise, outline plan briefly if you care to." Four plans were submitted for the high schools and five for the grades. The plans are outlined as follows:

1. One superintendent explained that the grade pupils used the gymnasium on Monday, Wednesday, and Friday, and did not have a program on Tuesday and Thursday. On these two days, Tuesday and Thursday, the high-school pupils used the gymnasium. The high-school students did not have a program on Monday, Wednesday, and Friday.

2. A second superintendent stated that the athletic coach stayed at noon and organized games for all pupils who remained at noon. These games were played in the gymnasium during the winter months or during bad weather. Under this arrangement the coach allowed students of all ages to play together.
3. A third superintendent reported that a more intensive program was set up for their grade pupils than was set up for their high-school pupils. The grade pupils were divided in groups according to their ages. These groups were assigned certain portions of the gymnasium, and were given as much choice of activities as was possible. The high-school pupils had a more or less restricted program which was carried on in the high-school assembly and one classroom.
4. A fourth school man reported that one certain teacher had charge of the lunch program for the year and that he also supervised the pupils who remained in the building during the noon hour. This teacher handed out equipment for the pupils to use in the gymnasium.
5. A number of school men indicated plans they were thinking about putting into operation which showed signs of becoming directed activities under teacher and student supervision.

Lunch Period

The queries in the questionnaire on the "Lunch Period" were directed to the school men in an effort to determine attention given to the lunch period. These questions asked for information on conditions under which students eat, type of lunches students had, stress placed on health rules, rules of courtesy and manners, and cleanliness. Table VI serves as a check list on the results for questions A, B, D, and E of this section. Questions C and F of this section do not fit into this table and are placed in a separate table.

TABLE VI. NUMBER OF SCHOOL MEN ANSWERING YES OR NO REGARDING HOT-LUNCH REGULATIONS AND OBSERVANCE OF HEALTH RULES

Question List	Schools Reporting	
	Yes	No
Do high-school and grade pupils eat together?	9	7
Does your school serve hot lunches?	8	3
Is there an effort to teach rules of health and manners during this period?	10	6
Are students required to do any of the following:		
1. Stand in line until served?	7	9
2. Wash their hand before eating?	5	11
3. Observe rules of courtesy and manners while eating?	9	7

Conclusions:

1. About one-half of the schools have grade and high-school students eat together.
2. In question D, ten of the schools reported that they made an effort to teach rules of health and manners during the noon hour, but did not hold to this majority of yeses when asked these questions under part E.

Questions C and F under the "Lunch Period" requested information from the sixteen schools on the number of pupils who ate hot lunches, and on the time allotted for the lunch period. The results of these two questions are incorporated in Table VII.

TABLE VII. MEAN AND RANGE FOR NUMBER OF PUPILS EATING HOT LUNCHES AND TIME ALLOTTED FOR THE LUNCH PERIOD

		Mean	Range	Schools Reporting
Approximate number who eat hot lunches	(H.S.)	58.7	18-140	8
	(Gr.)	64.6	7-200	8
Time allotted for lunch period (minutes)	(H.S.)	23.3	15-45	13
	(Gr.)			

Conclusions:

1. One-half of the schools in this study had hot lunches.
2. The average time reported for the lunch period was 23.3 minutes as shown in Table VII. (However, the actual time that students used in eating their lunch was about 15 minutes. This is explained by the fact that the school men reporting 30 or 45 minutes explained that there were either two or three shifts of 15 minutes each during this time.)

Building Problems

Question A under "Building Problems" was placed in the questionnaire in an effort to determine the number of rooms in the schools which were open to the pupils at noon. The policy of school men relative to leaving rooms open to pupils at noon seemed an important question in considering a noon-hour program. The decision of school men in this matter might increase or decrease the number of pupils who remain at the school during the noon hour. Table VII summarizes the information given by school men on this question.

TABLE VIII. FREQUENCY THAT SCHOOL MEN REPORTED PARTS OF BUILDINGS OPEN TO GRADE AND HIGH-SCHOOL PUPILS AT NOON

Parts of Building	High School	Grades	Total
1. High-School Assembly	7	2	9
2. High-School Class Rooms	5	1	6
3. Grade Rooms	3	5	8
4. Gymnasium	10	8	18
5. Library	0	0	0
6. Band Room	3	1	4
7. Other rooms	1	1	2
Total	29	18	47

Conclusions:

1. The gymnasium was reported used twice as much as any other part of the building.
2. Superintendents reported nearly twice as many rooms open to the high-school pupils as were open to the grade pupils.
3. All reports showed that the libraries were not open during the noon hour.
4. The high-school assembly and the grade rooms ranked second and third as parts of the school building used most.

Question B under "Building Problems" in the questionnaire requested school men to check the noon-hour problems listed under this section which they felt existed in their schools. School men were therefore instructed to place the words "Little", "Some" or "Great Amount" as their estimation of the degree to which these problems existed in their schools. Many school men failed to place one of these words in the space provided and an accurate tabulation was not possible on this question. However, the number of times school men checked these problems as occurring in their schools are recorded in Table IX.

TABLE IX. FREQUENCY WITH WHICH PROBLEMS LISTED OCCURED IN HIGH SCHOOLS AND GRADE SCHOOLS

Problems	(H.S.)	(Gr.)
1. Excessive running or sliding in halls or rooms	5	6
2. Pupils congregating in lavatories, etc.	7	8
3. Causing undue damage to school property	3	4
4. Larger pupils 'roughing' smaller pupils	5	6
5. Other problems		
a. Lack of space	3	3
b. Lack of soft-soled shoes	2	3
c. Injuries at noon	1	1
d. Carrying food from lunch room	1	1
Total	27	32

Conclusions:

1. The problem of pupils congregating in lavatories etc. was reported one-fourth times more than any other problem.
2. Superintendents reported about one-sixth more problems arising in the grades than in high schools.
3. The total of 59 problems reported for 16 schools indicated that school men recognized that a goodly number of noon-hour problems existed in their schools.

Car Problems

The "Car Problem" in the questionnaire was one which was much discussed by many of the school men. Perhaps the questionable authority of the school men over pupils while they were off the school grounds during the noon hour added to the difficulty of controlling the car situation. In order that the seriousness of this problem in schools could best be analyzed, it seemed advisable to secure facts on this question relative to the number of cars driven to and from schools and regulations that were enforced by the sixteen school administrators contacted. Question A under "Car Problems" requested data on the number of cars used to transport pupils to and from school. Question A has been tabulated in numbers while the balance of the questions under "Car Problems" were checked under either the yes or no columns, except question D which had spaces after the words "Parents", "Superintendents", or "others" to be checked. The replies to question A were summarized independently in the following statements.

1. All sixteen schools reported that some cars were used regularly to transport pupils to and from school.
2. The number of cars reported by these schools showed a range from two to seventeen and an average of eight cars per school.

Questions B through F under "Car Problems" in the questionnaire asked for data on problems arising when pupils drove cars during the noon hour. These questions and the frequency of the occurrence of these problems were placed in Table X.

TABLE X. NUMBER OF SCHOOL MEN ANSWERING YES OR NO RELATIVE TO REGULATIONS GOVERNING CAR DRIVING AT NOON

Question List	Number reporting	
	Yes	No
Are students allowed to drive cars at noon?	12	4
If so are they required to get permission before driving cars?	6	10
Who grants permission? (1) Parents	1	15
(2) Supt.	5	10
(3) Others	0	16
Is permission in writing?	1	15

Conclusions:

1. In 3 out of 4 of the schools the pupils were allowed to drive cars at noon.
2. Some regulations on student driving was evident by the fact that 6 school men reported that students needed permission before driving at noon.
3. Five out of six of the permits granted for pupils to drive were given by the superintendents.

Suggestions offered by superintendents as means of checking excessive driving at noon were summarized as follows:

1. Two school men reported the practice of having pupils turn in their car keys from nine o'clock until four o'clock each day.
2. Three administrators suggested that pupils obtain written permission to drive their cars at noon before being allowed to do so.
3. One administrator requested the town marshall to assist in stopping fast and reckless driving at noon.
4. Three school men stated that the car problem was bad in their schools and that they were going to do something about it next year.

Athletic Games

The section on "Athletic Games" in the questionnaire requested information which was considered important in this study in that athletic games play a major part in the formulation of any activity program. This part of the study was used to determine the extent to which games were played by pupils in the schools surveyed. Other factors important to the organizers of activity programs were lists of games that were most popular with pupils, also information on the facilities available in the average schools for use in activity programs. The extent to which the sixteen schools used organized and supervised programs is summarized in Table XI.

TABLE XI. EXTENT OF NOON-HOUR ORGANIZATION AND SUPERVISION OF ATHLETIC GAMES IN SCHOOLS

Type	Number Reporting "Yes"	
	High School	Grades
1. Planned Programs under Supervision	6	5
2. Planned Programs not under Supervision	0	0
3. Unorganized and Unsupervised Programs	1	1
4. Unorganized and Supervised Programs	14	14

Conclusions:

1. All but two high schools as well as two grade schools reported that some phase of athletic games were played in their schools as being unorganized but under supervision.
2. Three school superintendents reported that their high schools held regular basketball practice at noon and therefore situations one and four were both checked.
3. About one out of three of the schools had planned programs under supervision.

Questions B and C under "Athletic Games" in the questionnaire asked if the town pupils were allowed to return early in order to take part in the games played at noon, and if so, what time these pupils were allowed to return. In reply to these questions thirteen school men reported that the students were allowed to return and take part in games played at noon. Relative to the time that these students might return the school men reported as follows: (1) Five superintendents reported that town pupils could return at 12:45 o'clock. (2) Six reported that pupils could return at any time. (3) Three school men reported that pupils could return at 12:50 o'clock. (School men stated time given here was time that pupils could enter the school building.)

Question D under "Athletic Games" gave a list of games found in the literature read, preparatory to making out the questionnaire used in this study, which were most common in schools. The school men of the sixteen schools were asked to check the games played in their schools and the season of the year these games were played. The letters "F", "W", and "S" were used to designate fall, winter, and spring. Table XIII gives this information for the boys and girls of the high schools and grade schools.

XII. FREQUENCY AND SEASONS OF THE YEAR THAT BOYS AND GIRLS
OF HIGH SCHOOLS AND GRADES PLAYED GAMES AT NOON

Athletic Games	High School						Grades					
	Boys			Girls			Boys			Girls		
	F	W	S	F	W	S	F	W	S	F	W	S
Basketball	8	10	7	3	5	2	3	10	6	0	3	2
Football	7	1	1	0	0	0	0	0	0	0	0	0
Track	1	0	11	0	0	0	0	0	4	0	0	2
Baseball	2	0	5	0	0	0	3	0	5	0	0	3
Volleyball	3	1	4	3	3	3	0	0	1	0	0	2
Softball	12	2	11	10	1	9	11	13	11	10	3	9
Tennis	0	0	0	0	0	0	0	0	1	0	0	1
Boxing	0	3	1	0	0	0	0	0	0	0	0	0
Marbles	0	0	0	0	0	0	2	0	13	0	0	7
Wrestling	0	3	1	0	0	0	0	0	0	0	0	0
Rope jumping	0	0	0	0	0	0	1	1	1	2	1	11
Ice skating	0	5	0	0	5	0	0	5	0	0	5	0
Shuffleboard	0	2	0	0	2	0	0	0	0	0	0	0
Ping Pong	0	3	0	0	3	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	4	0	0	4	0
Total	31	32	41	16	19	14	20	23	42	12	16	37

Conclusions:

1. The most popular sport for both boys and girls in high school was softball. (reported 45 times)
2. Basketball was second on the list for both boys and girls. (reported 33 times)
3. The table indicates inactivity on the part of pupils relative to many games.
4. The school men reported softball the most popular game in the grades (reported 47 times).
5. As in the high school basketball was also second in the grades.
6. High-school boys were reported the greatest number of times as participants in athletic games during the noon hour.
7. In both the high school and grade groups, with the exception of the grade girls, the greatest number of activities were carried on in the spring of the year.

Non-athletic Activities

Non-athletic activities combined with athletic games increase the possibilities for a more extensive noon-hour program than do athletic games alone. Therefore a check was asked for on a list of non-athletic activities. Table XIV shows returns from the sixteen schools.

TABLE XIII. FREQUENCY WITH WHICH NON-ATHLETIC ACTIVITIES
WERE REPORTED AVAILABLE TO PUPILS AT NOON

Non-athletic Activities	Frequency Reported in		
	High school	Grades	Total
Debate work	2	0	2
Group singing	12	8	20
Individual singing	6	7	13
Playing piano	11	4	15
Declamation	4	0	4
Radio	7	4	11
Musical instruments	4	5	9
School movies	2	2	4
Others	0	1	1
Number of above which are required work	3	3	6
Total	51	34	85

Conclusions:

1. Activities open to the high-school pupils compared to those open to the grades were roughly 5 to 3.
2. Activities pertaining to music were available to a greater extent than were other forms of activity.
3. Opposite the statement "Number of above which are required work" it is of interest to note that only 6 out of 85 activities that were reported were required. All required activities were in music.

Study Period

Under a varied noon-hour program suitable for use in grade and high schools the study period might be considered as one of the choices of activities for backward pupils. On the other hand some administrations may feel that an attractive athletic program would interfere with whatever studying pupils had been in the habit of doing. Therefore, the question requesting the percentages of the pupils who studied voluntarily was presented to school men. Please refer to Table XIV.

TABLE XIV. PERCENTAGES OF PUPILS REPORTED STUDYING VOLUNTARILY
AT NOON

Estimated percent in number of minutes	Frequency in	
	High School	Grades
21-25	0	0
16-20	2	1
11-15	2	0
6-10	5	2
1-5	0	0

Conclusions:

1. These returns indicate that high-school pupils study more than grade pupils do.
2. Only one school reported that more than 10 percent of the grade pupils studied voluntarily at noon. Four high schools estimated that 10 or more percent of its pupils studied voluntarily at noon.
3. Returns show that a low percentage of pupils studied voluntarily.

In place of giving a per cent as their estimation of the number of pupils who studied at noon, some of the school men used the words "none", "some", and "few" to estimate the amount of studying done. As an estimation of the amount of studying done in high school one school man used the word "none", one the word "some", and five the word "few". In estimating the amount that grade pupils studied the word "none" was used five times, while the word "some" was used once, and the word "few" was used seven times.

Question B under the "Study Period" in the questionnaire was constructed in an effort to determine the policies followed by school men relative to using a part of the noon hour as a compulsory study period. The replies were summarized as follows:

1. Seven of the sixteen schools reported that their pupils had to be in their seats at 12:55, but that the period from 12:55 to 1:00 o'clock was not considered a study period.
2. Two schools reported a study period from 12:50 to 1:00 o'clock. However, under question B which follows this question these schools reported a 50-minute-noon period.
3. The other seven schools reported that their pupils were not expected to stay in during any part of the noon period and were counted tardy only if they were not in their seats at 1:00 o'clock.

In an effort to determine the average length of time that existed between the end of the lunch period and the time pupils were expected to take their seats prior to the beginning of school in the afternoon the question "What is the length of the noon period" was asked in the questionnaire. The answers to this question were placed in Table XV.

TABLE XV. DISTRIBUTION OF VARIOUS LENGTHS OF NOON-HOUR PERIODS

Length of Noon Hour (minutes)	Frequency in	
	High school	Grades
75	0	1
70	0	1
60	9	11
55	3	0
50	2	1
45	2	1
30	0	1

Conclusions:

1. The regular period of one hour predominated as the noon period.
2. The average noon hour for the high school was 56 minutes.
3. The average noon hour for the grade pupils was 58 minutes. (There were two grade schools with noon hours greater than 60 minutes due to the fact that the Hot-Lunch Program was in effect and the grades got out early.

This division of the study is followed by an application of a noon-hour program at Avon, S. D.

Application of Program at Avon, S. D.

As superintendent of schools at Avon, South Dakota, during the school term of 1947-48, I set out to organize a noon-hour program for the Avon schools.

To begin with I decided to start with an experimental program for the first eight grades. These pupils grouped themselves into three groups as far as the noon-lunch period was concerned. There were those (1) who took part in the hot-lunch program, (2) those who brought their lunches, and (3) those living in town who went home for dinner. All pupils had to remain off the gymnasium floor during the first fifteen minutes of the noon period.

The pupils who went home for their dinners were allowed to take part in the program when they returned to school. I discovered on the second day that many of these pupils had gone home for their dinners and were back at school ready to go on the gymnasium floor as soon as the equipment was put out for their use. Realizing that it was not good for them to hurry their dinners that much, a rule was made to the effect that pupils who went home for dinner could not go on the floor until twelve twenty-five. Many of the town pupils then started bringing their lunches so that they could get on the floor as soon as those who stayed at noon.

The pupils were required to wear soft-soled shoes which would not mark the gymnasium floor. At the first few meetings a number of games were approved and the rules governing the games were outlined. A large percentage of the boys wanted to play basketball. Two basketballs were made available to the pupils. Pupils in the first four grades

played on one end of the gymnasium, while those in the four upper grades played at the other end. The pupils at each end had to stand in line and take their turn at shooting for the basket. These players had to play orderly in order to conserve on space. One handicap encountered was the lack of space as more pupils began staying at noon. This was partly overcome by using two hallways just off the gymnasium. By appointing a high-school boy to watch these halls they were utilized as available space for games.

Pupils were encouraged to bring games from home which they wished to play. The result was that a large number of games were furnished by the pupils. Games could be played on the floor of the gymnasium, in the hallways just off the gymnasium, or on the gymnasium bleachers. The girls jumped rope, played jacks, played Authors, and a number of other games. The girls were allowed to play with the boys at games such as volleyball and basketball if they wished to do so. Pupils in the first and second grades brought an assortment of balls which they bounced on the floor or played with in small groups. When a situation arose whereby there was a conflict for space or for the use of equipment, the program was stopped until the difficulty was straightened out. The program was very popular not only for the first two or three weeks but throughout the winter months. Some pupils who lived in town and were in the habit of spending much of their time downtown during the noon period switched over to spending their time in the gymnasium. This change in their habits met with parent approval.

In the spring of the year the program was carried on out-of-doors. New games such as baseball and softball were added, while basketball and some of the other activities played indoors were discontinued.

High-school pupils acting as coaches helped out with games which were played in several groups on the playground. Softball was the most popular game with the high-school girls. Softball and baseball were favorite sports for the boys of all ages. The grade-school girls liked softball and liked to jump rope. The smaller boys liked to play marbles.

In this particular experiment I gave up my noon periods so that I could supervise the program. I was well satisfied with the outcome of the program, and feel that it has great possibilities. However, to have a successful program, someone must be interested enough in it to see that it is carefully planned and supervised.

The program did the following:

1. Increased the pupils' desire to be in school
2. Kept many of the small boys off the streets at noon.
3. Received the whole-hearted support of the parents.
4. Created a co-operative attitude on the part of the pupils.
5. Taught pupils sportsmanship, and made them more courteous.
6. Developed student leaders.

General Conclusions and Suggestions on Noon-hour Problems

General Conclusions in this study were arrived at mainly from the data found in the questionnaires filled out by the sixteen school men contacted in this study. The personal interview which accompanied each questionnaire as explained under "Plan of Study" was responsible for many additional suggestions. The literature read also contributed much to the general conclusions. The conclusions arrived at from this study were as follows:

1. School men estimated that forty-six per cent of the school enrollments remained at noon.
2. All sixteen school men reported that pupils were allowed to leave the school premises at noon.
3. Only the pupils of one grade school out of sixteen had to have permission to go downtown at noon.
4. Superintendents estimated that fifty per cent of the pupils went downtown.
5. An estimated thirty-three per cent more boys than girls went downtown.
6. The two major problems reported occurring off the school premises were excessive, careless car driving at noon, and boys spending too much time in questionable places downtown.
7. All school administrators reported that their schools were under supervision at noon.
3. The teacher rotation plan was the most common method of teacher supervision.
9. One-third of the schools had some type of planned activity program at noon.
10. About fifty per cent of the schools made an effort to teach courtesy and good manners during the lunch period.
11. Eight of the sixteen schools had a hot-lunch program.
12. The gymnasium was the part of the building most used by the pupils at noon.
13. More rooms were open to the high-school pupils than were open to the grade pupils at noon.
14. Softball and basketball were the most popular games with both the high-school and grade pupils.
15. All sixteen school men reported that their libraries were closed at noon.
16. The problem of pupils congregating in lavatories etc., making unnecessary noise was reported as the greatest indoor problem.
17. A total of fifty-nine problems were reported by the sixteen school men.

18. Seventy-five per cent of the school men allowed pupils to drive their cars at noon.
19. Fourteen of the sixteen schools reported that the athletic games played by some of their pupils were unorganized but under supervision. (No. 9 in conclusions states that one-third of the schools had some type of planned activity program.)
20. School men reported that the greatest number of activities were carried on in the spring.
21. Only six out of eighty-five activities carried on at noon in these sixteen schools were required school work.
22. School superintendents estimated that high-school pupils studied more at noon than grade pupils did.
23. The average noon period for all sixteen schools was about fifty-seven minutes.
24. Nearly one-hundred per cent of the school men felt that the noon hour was a problem in nearly every school, and many felt that a good program would help eliminate many of these problems.

Suggestions for Noon-hour Programs were called for in the questionnaires presented to the sixteen school men used in the survey. The personal interviews which accompanied the questionnaires added more ideas. In addition to these helps a great number of ideas were presented by authors of articles of educational periodicals. There was, however, a great deal of duplication in these articles, and it was my purpose here to avoid as much duplication as possible in stating these suggestions:

1. The noon-hour program should be carefully planned ahead of time.
2. Suitable equipment and games should be provided for each season of the year.
3. The program should be initiated by or have the approval of the superintendent of schools.
4. The best personnel available should be used as leaders.
5. The program should be made elastic enough to meet the needs of as many of the pupils staying at noon as possible.
6. Pupils should be given an opportunity to make suggestions, and be given responsibility for making the program a success.
7. Faculty interest is essential in building a good program.
8. The program should not be too strenuous.
9. The pupils' entrance into an activity should be on a voluntary basis.
10. Pupils should be orderly while waiting for the leaders to explain the program for the day.
11. Rules of courtesy and good manners should be stressed during the lunch period and while playing games.
12. Proper respect for the opposite sex should be required.
13. Care should be used to keep pupils from eating too fast in order to get started playing games.
14. A lunch period of about fifteen minutes is recommended.
15. Pupils should be grouped according to their ages or according to their ability in active games.
16. Domination of activities by certain pupils should be discouraged.
17. Sufficient equipment should be made available when practical.
18. Pupils and parents should be allowed to furnish equipment if they wish to do so.
19. Some forms of competition stimulate interest.
20. Awards can be used as incentives if certain precautions are taken relative to their use.
21. Allowing town pupils to return early and take part in activities will make the program more popular with parents and pupils alike.
22. Leaders should stress good sportsmanship at all times.

23. The program should aim to develop good leaders.
24. It should aim to increase good pupil-teacher relationships.
25. Certain activities increase emotional stability of pupils.
26. By giving the pupils a program they like, much can be done to promote a better school spirit.

In many small schools in South Dakota, the noon-day problems are often accepted as more or less necessary evils. Many school men feel that there is little that can be done about the situation, except to supervise the school buildings and the grounds quite closely.

There are many simple rules, however, which can be put into effect without too much work on the part of the teaching staff. The practice of having teachers posted in halls while the pupils pass to the lunch room or outdoors following dismissal at noon will speed up the departure of the pupils in an orderly manner, and in so doing shorten the time needed to seat those in the lunch program. It is recommended, however, that the students not be rushed while eating their meal. The practice of having one individual responsible for the noon-day program, and giving him less to do otherwise seems to be one way of getting the program better organized. One problem common to most schools is that of making enough space available for the pupils of all ages to play simultaneously at noon during bad weather. This can be largely overcome if the program is well organized and the teacher in charge is well acquainted with the needs and desires of the pupils. It usually means the handling of a large number of students on the gymnasium floor, as that is quite often the only place in the school building where pupils are allowed to play active games. The athletic coach or one of the men teachers would probably need to help direct while large groups are playing active games. It seems there would be more likelihood of success in starting a program if someone who is trained

in the handling of sports was given charge of that part of the program. A room suitable for games can often be arranged for in most schools. School assemblies or large classrooms can be used for game rooms. A minimum of two teachers would usually be required to handle the program as one teacher could hardly handle the pupils in two parts of the building at the same time. The help of more teachers would be desirable. Pupils can be trained to help direct games etc., but these pupils need a teacher to assist them in keeping the program under control. Some schools have one room so arranged that both the quiet or less active games and the active games can be held in one room. In this situation one teacher with the help of older pupils might quite easily handle the entire program.

According to this survey, the game which pupils like to play most during the winter months is basketball. In most instances this is the season of the year that pupils are thinking basketball, and there will usually be some boys taking part in the program who are on the varsity basketball team. These boys will likely want to scrimmage, and if allowed to do so will take up the entire gymnasium if there are very many of them. Possibly these pupils should not be allowed to scrimmage during this period as they usually have a regular practice period during which the coach gives them as much scrimmage as he feels they need. However, modified forms of basketball practice might be worked out which would prove satisfactory to the members of the varsity squad and to the coach as well. Games should be played in a manner which will permit the playing of several games at the same time. In the spring and fall of the year an extensive program can be carried on out-of-doors with very little effort on the part of the teachers. Softball, baseball, rope jumping, touch

football, marbles, jacks, and other games can all be played at one time. Some pupils who do not care to play, or who may not be able to play because of some handicap can be used as officials, or in some cases as coaches for younger groups of pupils. It is advisable, however, that a teacher be on hand to closely supervise the whole program at all times as pupils will cooperate better with a teacher in charge who is interested in the program.

Longstreet in writing on this problem at the University of North Dakota states that:

A program based on the facts of the survey has been prepared. The administrative head of the school is responsible for its organization. After it is organized, his active duties may end, if he so desires. The sponsor, who may be the boys' physical education instructor, and assistants of the faculty and student body constitute the administrative organization of the program.

The activities of the program may be scheduled for the playground, any suitable classroom, or the gymnasium, depending upon the weather and the nature of the games.

The contents of the program may be briefly summarized in a few statements. Table games such as card games, checker, and others may be used. Less active muscular games such as marbles, horseshoe, croquet, and ping pong may be used. Muscular games of high organization such as football, basketball, baseball, touch football, are good games to use at noon, but not too soon after eating. Muscular games of low organization such as playground games are desirable. Group singing, dancing, and rhythmic activities are excellent activities for winter months. Hobbies, of which there may be a great variety, are frequently used with success in school programs. Moving pictures can be used when a machine and a suitable room are available. Where facilities permit, radio clubs may be organized with good results to the group.⁶

6. Longstreet, John Henry. "The Noon-Hour Program in Minnesota Schools". A thesis submitted to the Graduate Faculty of the U. of N. D., (July, 1942)

Comparison of This Study with Minnesota Study

This part of my study was an attempt to compare some of the results of this survey with the results of a study made on "The Noon-hour Programs in Minnesota Schools" by John Henry Longstreet while attending the University of North Dakota in July, 1943. It was understandable, because of the difference of approach, that there were many results obtained by each of the two studies which were not comparable with the results reached in the other study. However, there were some conclusions reached by both studies which were enough alike to make a comparison possible. Most of these comparisons are in percentages. In some cases words or numbers were used and when used were written in under the spaces left vacant for that purpose.

Items to be compared	Minn.	S. D.
1. Percentages of enrollments remaining at noon	42.8	46.7
2. Percentages of schools reporting organized noon programs	60	31.2
3. Grades included in program	Yes	Yes
4. Coach most often directing games	Yes	Yes
5. Average time for lunch programs	15 min.	15 min.
6. Percentage of schools teaching courtesy and manners	50	50
7. Percentage of schools with libraries open at noon	47	00
8. Percentage of schools allowing town pupils in program	27	38
9. Percentage of schools supervised at noon	94	100
10. Two most popular games	Basketball Ping Pong	Softball Basketball
11. Percentages of schools receiving complaints from townspeople	22	12.7
12. Percentage of schools in studies with hot-lunch programs	74	50

Bibliography

- Ashton, Dudley. "Noon-Hour Co-educational Recreation - Theodore Aherns Trade High School". Recreation, (September, 1940), pp. 346-48.
- Bowers, E. A. Supt. "Supervision of the Noon Hour". American School Board Journal. (April, 1941), pp. 162-63.
- Dolbean, F. T. "Noon-Hour Games". Nations Schools, XXII, (October, 1938), pp. 24-25.
- Fonde, Corinne. "Outcome of Procedure for Establishing a Community-Recreation Program". Recreation, (July, 1947), p. 135.
- Haislet, F. L. "Noon-Hour Fun". Recreation, XXXIII, (March, 1940), pp. 665-9
- Jones, Dr. Thomas E. "Leadership in Play in America".
- Longstreet, John Henry. "The Noon-Hour Program in Minnesota Schools".
A Thesis submitted to the Graduate Faculty of U. of M. D. (July 1943)
- Montague, Kirk. "Organized Noon-time Play". The Nations Schools, XXIV, (September, 1939)
- Moon, D. "Directed Noon-Hour Activities". Scholastic Activities, XII. (September, 1940), p. 26.
- Phelan, G. M. "Noon Socials - Activities Conducted by Kenosha Department of Public Recreation". Recreation, XXXII, (November, 1938), p. 467.

APPENDIX A

List of Schools and Names of School Men
Surveyed

School	Enrollments of		Superintendent
	High School	Grades	
Tripp, S. D.	96	100	R. C. McIntyre
Parkston, S. D.	197	103	L. A. Hogie
Parker, S. D.	160	206	R. Milton Rich
White, S. D.	62	157	Wendall R. Huff, Prin.
Buffalo Lake, Minnesota	100	225	Elinor McMillian, Teach.
Chester, S. D.	52	87	Wm. Hass
Astoria, S. D.	37	41	Leif Fjellstad
Howard, S. D.	97	106	K. E. Sheimo
Iroquois, S. D.	48	52	Ernest W. Lunn
Avon, S. D.	105	75	Irl E. Oaks
Colman, S. D.	60	114	H. W. Woodward
Erwin, S. D.	35	65	Charles Webbenhurst
Toronto, S. D.	45	61	N. N. Berg
Estelline, S. D.	72	116	Glyde Sutherland
Egan, S. D.	100	154	Ray Murray
Bryant, S. D.	78	114	David W. Evans

APPENDIX B

Questionnaire Used in Study of Noon-hour Problems

Introduction

This study is being made in an effort to analyze some of the noon-hour problems in South Dakota Schools, and to obtain suggestions from a sampling of School Superintendents to be used in presenting possible solutions for some of these problems. The problems covered in this study are problems arising from the Lunch period, Building problems, Car problems, and problems relative to the students general behavior.

The thought involved here is that under a planned-activity program some of these problems might be considerably lessened.

In my discussions with other school men on this question, I find that nearly 100% are agreed that all schools have various types of unsolved noon-hour problems, but that few schools are doing very much to alleviate this situation.

As Superintendent of schools at Avon, S. D., for the past two years I have experimented with the idea of replacing the previous unorganized noon hour with some forms of planned activities, and although no definite organized plan came out of it I feel confident that our noon period has been greatly improved.

This Educational Research Project is work to be applied toward a Masters Degree in Education under the direction of Dr. C. R. Wiseman of State College in Brookings, South Dakota.

1. General Information (All statements below pertain to the noon hour)

A. (1) High School enrollment_____ (2) Grade enrollment_____

B. Number of students remaining at noon. High School___ Grades___

C. Are above students permitted to leave the school premises?

(1) High School Yes___ No___ Grades Yes___ No___

- D. Are students required to obtain permission before leaving the school premises?
 (1) High School Yes___ No___ Grades Yes___ No___
- E. If so, from whom? (1) Parents___ (2) Supt. ___ (3) Others___
- F. About what % go downtown? (1) High School Boys___ Girls___
 (2) Grades Boys___ Girls___
- G. Does this situation meet with your approval? Yes___ No___

II. Plan of Noon Hour

- A. Are students who remain in at school under supervision?
 (1) High School Yes___ No___ (2) Grades Yes___ No___.
- B. Supervised by Teachers? Yes___ No___ Janitor Yes___ No___
 Others Yes___ No___.
- C. Do you have a Planned-Activities Program?
 (1) High School (a) Boys Yes___ No___ (b) Girls Yes___ No___.
 (2) Grades (a) Boys Yes___ No___ (b) Girls Yes___ No___.
- D. Please furnish typewritten plan of supervision if available, otherwise, outline plan briefly if you care to. _____

III. Lunch Period

- A. Do High-School and Grade pupils eat together? Yes___ No___.
- B. Does your school serve hot lunches? Yes___ No___.
- C. Approximate number who eat hot lunches. High School___ Grades___.
- D. Is there an effort on the part of the school to teach rules of health and manners during this period? Yes___ No___.
- E. Are they required to do any of the following?
 (1) Stand in line until served Yes___ No___.
 (2) Wash their hands before eating Yes___ No___.
 (3) Observe rules of courtesy and accepted manners while eating Yes___ No___.
- F. Time allotted for lunch period_____.

IV. Building Problems (Noon Hour)

A. Give parts of building open to students during noon.

	High School	Grades
1. H. S. Assembly	Yes___ No___	Yes___ No___
2. H. S. Classroom	Yes___ No___	Yes___ No___
3. Grade Rooms	Yes___ No___	Yes___ No___
4. Gymnasium	Yes___ No___	Yes___ No___
5. Library	Yes___ No___	Yes___ No___
6. Band Room	Yes___ No___	Yes___ No___
7. Others	Yes___ No___	Yes___ No___

- B. Which of the following problems exist in your school? (Indicate degree by words Little, Some, Great Amount.)
- (1) Excessive running or sliding in the hallways or rooms.
High School Yes___ No___ Grades Yes___ No___.
 - (2) Students congregating in laboratories and hallways thus causing unnecessary confusion and noise.
High School Yes___ No___ Grades Yes___ No___.
 - (3) Causing undue damage to school property.
High School Yes___ No___ Grades Yes___ No___.
 - (4) Larger students roughing smaller students
High School Yes___ No___ Grades Yes___ No___.
 - (5) Other problems relative to room for activities etc. _____
-

V. Car Problems

- A. About how many cars, other than school buses, are used to bring grade and high-school students to school? _____
- B. Are student drivers of these cars allowed to drive these cars during the noon hour? Yes___ No___.
- C. If so, are they required to get permission before driving them? Yes___ No___.
- D. Who grants permission? Parents___ Supt.___ Others___.
- E. Is permission in writing? Yes___ No___.
- F. Suggestions _____

VI. Athletic Games (Noon Hour)

- A. Extent of organization of games.
 - (1) Planned programs under supervision.
 - (a) H.S. Yes___ No___ Grades Yes___ No___
 - (2) Planned programs not under supervision.
 - (a) H.S. Yes___ No___ Grades Yes___ No___
 - (3) Unorganized and unsupervised play.
 - (a) H.S. Yes___ No___ Grades Yes___ No___
 - (4) Unorganized and supervised. Yes___ No___.
- B. Are town students permitted to return early and take part in program? Yes___ No___.
- C. What time are town pupils allowed to return? _____
- D. List athletic games students take part in giving season of the term games are played.

High School					
Fall		Winter		Spring	
Boys	Girls	Boys	Girls	Boys	Girls

Basketball					
Football					
Track					
Baseball					
Volley ball					
Softball					
Tennis					
Boxing					
Wrestling					
Ice Skating					
Others					

Grades					
Fall		Winter		Spring	
Boys	Girls	Boys	Girls	Boys	Girls

Basketball					
Track					
Baseball					
Volley ball					
Softball					
Tennis					
Marbles					
Rope jumping					
Ice skating					
Others					

VII. Non-athletic activities. (Noon Hour)

A. Which of the following are accessible to students?

	High School		Grades	
	Yes	No	No	Yes
(1) Debate work				
(2) Group singing				
(3) Individual singing				
(4) Playing piano				
(5) Declamation				
(6) Radio				
(7) Musical instruments				
(8) School movies				
(9) Others				

B. Which of the above are done as required school work? _____

VIII. Study Period

- A. About what per cent study voluntarily part of the noon?
High School _____ Grades _____
- B. Is part of this time a study period when all must be in attendance?
High School _____ Grades _____
- C. What is length of noon period? High School _____ Grades _____.

Suggestions or Remarks: