

THE RATING OF ONE-HUNDRED RURAL HOMES IN ATCHISON COUNTY,
KANSAS, BY A TENTATIVE SCORE CARD AND THE CONSIDERATION OF
POTENTIAL EDUCATIONAL PROBLEMS THUS INDICATED

by

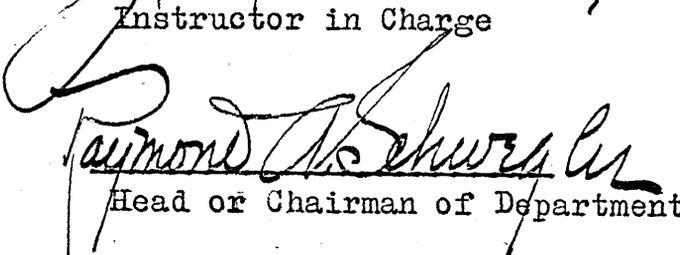
S. H. Stark

B. S. in Education, University of Kansas, 1921

Submitted to the Department
of Education and the
Faculty of the Graduate School
of the University of Kansas
in partial fulfillment of the
requirements for the degree of
M. S. in Education.

Approved by:


Instructor in Charge


Head or Chairman of Department

May 31, 1926

TABLE OF CONTENTS

CHAPTER	PAGE
I. General Problem	1
A. Need of score card	
B. Search for work done	
C. Justification of attempt	
II. Specific Problem	5
1. Objectives	
A. Development of Tentative Rural Home Score Card	
B. Rating of rural homes by Tentative Score Card	
C. Potential Problems indicated by Tentative Score Card	
III. Method of Procedure	6
A. Basis of Score Card development	
1. Visitations	
2. Library references	
3. Personal Experience	
B. Plan of Scoring	
1. Selection of Rural Homes	
2. Qualifications of Scorers	
3. Conditions under which scoring was done	

CHAPTER	PAGE
IV. Tentative Score Card and Tabulation of Home Ratings	14
V. Tentative Standards for Rural Homes	21
VI. Potential Educational Problems Indicated	44
VII. Application of Findings	58
VIII. Summary and Conclusions	63
IX. Bibliography	64

GENERAL PROBLEM

In another investigation which the writer had attempted to carry out, the tentative plans called for some sort of rating scale for rural homes. It was thought that such a rating scale or score card would be available from many sources and that the one particularly suited to the local problem could be selected. After making a careful search in the Reader's Guide and Poole's Index, with very meager results, letters were mailed inquiring about a rural home score card to the Home Economics Department of the following institutions:

Kansas State Agricultural College

University of Kansas

University of Nebraska

Iowa Agriculture College

University of Missouri

University of Oklahoma

Replies were received from five of the six institutions. None had the material needed. One department suggested writing to departments of rural sociology of different colleges and universities for this information. A second department directed the writer to Home Journals, such as Ladies Home Journal. The writer accepted the suggestion, and through the facilities of the University's

library, secured the name and address of every magazine that could be found that emphasized the welfare of the home. Requests were sent to all of them for the desired information.

Something over a dozen replies were received but none included a rating scale for rural homes. Several of the replies very kindly made references to articles occurring in their respective magazines. It was found these articles, although inspiring, dealt chiefly with the topic, subjectively.

The thought occurred to the writer that probably there were reasons why score cards might not be practical and which a brief survey of Rural publications would disclose. The writer found the Journal of Rural Education, Country Life, and the Journal of Rural Sociology to be especially interested in the rural home. There appeared to be no recognized obstacle to a rural home score card, and much encouragement that one would be profitable.

It was decided to make a final attempt to find a rating scale for rural homes. Surely, some place in this broad land, such a scale could be found. While in summer school, the writer took occasion to talk over the search with every professor or graduate student who would consent to listen. Suggestions to where one might write were asked for. Every suggestion offered was acted upon. Some thirty

or forty letters were sent to heads of departments of rural sociology, extension divisions of universities and colleges, Library of Congress, departments of rural education of the N. E. A. and the National Department of Education, Washington, D. C. Letters were also sent to individuals who were found to have contributed articles on Rural Life, among whom, the principal men were, Sanderson of Cornell, Ithaca, N. Y., Galpin of National Department, Washington, D. C., and Lindeman College for Women, of Greensborough, North Carolina.

This attempt brought better results. Valuable suggestions and encouragement were received from Galpin and Sanderson. Galpin sent a copy of a series of schedules entitled, "Farmers' Standard of Living Studies." The part concerning Housing Conditions, Household Equipment and Furnishings was found, in the writer's estimation, to be very good, but was more adapted to census taking than to our purpose. The information asked for was objective but very detailed, and it was thought that unless these detailed facts could all be accurately and conveniently secured, the results would not be suitable to our needs.

Baldwin of Iowa University sent a copy of a Home Score Card prepared by the Iowa State College, and offered for the consideration of the State Council of Citizenship. The score card applies to homes in general while the writer

had in mind a score card devised especially to rate a home in rural surroundings. It was thought that in this way more consideration could be given factors peculiar to rural homes.

After much consideration, the writer decided to attempt a Tentative Rural Home Score Card of his own. In doing this, it was thought best to revise the investigation originally planned by the writer and to have the making of the score card constitute the major part of the study. In turn, rural homes would be rated and potential educational problems noted.

SPECIFIC PROBLEM

THE RATING OF ONE-HUNDRED RURAL HOMES IN ATCHISON COUNTY, KANSAS, BY A TENTATIVE SCORE CARD AND THE CONSIDERATION OF POTENTIAL EDUCATIONAL PROBLEMS THUS INDICATED

The definite Objectives in mind are:

- A. The development of a Tentative Rural Home Score Card which will serve two purposes:
 1. It will be of value to rural home members themselves to check on their own homes.
 2. It may be used now as a tentative rating scale and later be revised for standardization.
- B. The Rating of a Number of Rural Homes to determine favorable and unfavorable characteristics as measured by this tentative score card.
- C. A consideration of the relations between the ratings of these rural homes and the curriculum content of the high school which the children of these homes attend.

METHOD OF PROCEDURE

For a number of years, it has been the custom of the Atchison County Community high school to have its principal, during one of the summer months, visit the homes of eighth grade graduates in order to interest them in high school, and to become more familiar with the homes represented in the high school. Each year, there are something like forty to fifty new homes to visit. The writer, as principal of this high school, has visited homes in the month of August during the past five summers. One could not keep from noticing the different ways the various homes would impress one. With this experience and the experience of living practically all his life in rural surroundings, the writer set out to determine, at least in his own mind, what factors or characteristics contribute the most toward the making of a rural home. During the first session of the 1925 Summer School at the University of Kansas, the writer spent on an average of six hours a day, reading books, bulletins, and magazines--any and all available literature pertaining to rural life. Opportunity was taken in the evenings to drive out past rural homes within a radius of five to ten miles of Lawrence to get a general notion of examples of unfavorable as well as favorable characteristics of the planning of farmsteads--the arrangement and the construction of buildings, walks, entrances, lawns, and drives; the

grouping of shade trees, shrubbery and herbaceous plantings; and the proximity to public utilities, R. F. D., telephone, school, electric transmission line, public highways, and churches. These, as well as many other characteristics, were observed as well as could be done from the public highway. On a few occasions, when an especially interesting arrangement was noticed, permission was asked to look over the premises more closely, and, in every case, found the owner to take great pride in showing those interested, around. Supplementary to this observation, several books, and magazine articles, giving various slants to the assets of rural living, were read. Every convenient opportunity was taken to sound out the opinions of farmers concerning the feasibility of suggestions offered by this literature.

Finally, in an attempt to incorporate the best ideas apparent in a score card for rural homes, it was thought to be a good plan to outline certain definite principles which should guide the score card's organization:

1. It should include not only the dwelling, but the farmstead as a whole. Especially should those characteristics of the farmstead be emphasized that appear to improve the rural home without incurring a distinct financial burden.
2. The divisions and the subdivisions of the score card should be as objective as possible, yet not so

detailed as to limit its use. Very few home members are willing to submit themselves to a category of questions similar to those found in census and income tax reports.

3. The score card should be so carefully organized that a person rating the different headings has definitely in mind what the headings include. As near as feasible, the order of the main headings should follow the order in which they should be thought of in building a new home, e. g. the site of the farmstead should be considered before the house is built.

With these principles in mind, and a Strayer-Englehardt Score Card for High Schools, as a pattern for organization, the writer attempted to construct a Rural Home Score Card from ideas taken from extensive library reading, numerous visitations of rural homes, and his own life experiences in rural surroundings.

The purpose of rating One-Hundred Rural Homes was not to validate the score card, nor to validate the scorers, necessarily. Both of these objectives might be very profitable to accomplish, but would involve far more work than it appeared wise to undertake. Furthermore, it was thought a better score card would evolve in the long run if refinement and standardization were not attempted until the more

glaring defects had opportunity to be exposed. Since it was one of the purposes of this study to relate the characteristics of the rural homes with the curricula of the high school in the same community, only homes were considered which had been represented in high school during the last five years. From over one-hundred and sixty such homes, one hundred were to be decided upon. First, those homes represented by students concerning whom only meager data were available, were excluded. About one-hundred twenty homes were then left. It was thought that the entire one-hundred twenty-five should be graded, and then the twenty-five with which the scorers felt the least familiar, should be thrown out.

It was then planned to secure the services of three people who could score these one-hundred homes on all items except the Vocational and the Economic Ratings. Accordingly, arrangements were made to select two persons who were to assist the writer in this work. It happened that Mrs. Stark, who had visited a large number of these homes in the interests of the high school, and Mr. Herbert Hawk, a teacher in the high school, who was reared in this community, and was widely acquainted with homes of this vicinity, apparently were the most capable of available people to do this work.

Before any regular scoring was done, the writer held a

conference with the two other scorers, concerning what was meant by each item, and examples of homes which illustrated well the standard in mind. Effort was made to select, as near as possible, homes other than the hundred for this purpose. There were no written standards available during the scoring. This plan was followed intentionally. The writer felt he had very definitely in mind what was meant by each item, and what particular homes afforded specific examples of standards for the various items. During the rating, the other scorers consulted the writer frequently concerning situations and characteristics which they had met and commented upon the clearness, or the lack of clearness, of the oral standards in regard to them. Gradually, it became easier to state definitely and concisely the standards of each item which at first required much description, and several concrete examples to make the point clear. This personal interpretation would not be practical, however, in the general use of the score card, and for this reason, standards were written in the light of all the rating experience, for each item of the score card.

Mrs. Stark and the writer accounted for a large number of the hundred homes during the month of August. Concerning a few of the homes, we were very familiar already, and several others required only short visits to supply the information that was lacking. Great care was taken not to

disclose the fact that besides visiting the home to interest the boys and girls in further education, the homes were being scored. With precaution, homes were seen more nearly normal and no risk was run of straining relations by arousing the home members' suspicions. It was found comparatively easy to hold the items of the score card in mind while visiting the homes, and then, by the aid of notes to complete the scoring later. It might be well to say that, while characteristics of homes were discussed, independent scoring was adhered to, rigidly.

Mr. Hawk did some visiting of homes during August, but relied principally upon the fact that he was thoroughly familiar with a number of the homes and with others he needed only to supplement his general impression with objective facts from people who were in a position to know. He was not successful, however, in getting all his scoring in on time.

It was planned, that after all the scoring was accomplished to compare the three ratings of each home, item by item, and to take the mid-score for each item as the average rating for that characteristic in that home. But it was evident now that all three ratings would not be available on all the homes and some other plan would have to be followed. Rather than to have the study prolonged another year, it was decided to use what ratings Mr. Hawk

had, and, where his ratings were missing, to divide the sum of the other two ratings by two, to determine the average rating of each characteristic of each home. To have to do this, was an extreme disappointment to the writer, but in many, many items, Mrs. Stark's and my ratings were identical, of course, owing to the scoring being confined to rough ratings of only 1,2,3,4, and 5. In every such case, the average used would not have been affected at all by the addition of Mr. Hawk's grade, regardless of what it was. For example, if we both assigned the rating of 4 to an item, to figure the average by dividing the sum of the two ratings by 2 would give identically the same average (4) as though his rating, (let us suppose it would be 1) had been available; because the ratings would then stand 1,4,4, and 4 would be the mid-score.

At first, it was planned to secure the Vocational Agriculture teacher of the high school, the present County Farm Agent, and a former County Farm Agent to rate the head of each family of these hundred homes on the items under Vocational Rating. It was found, however, that the Vocational teacher was in the most advantageous position to do this scoring since, less than a year previous, he had conducted a survey of farm homes (and many of the homes are included in the hundred now being considered) for the State Department of Vocational Agriculture, and this survey included

much information valuable as a basis for this rating.

For the Economic Rating, the services of a member of a financial organization in the County was secured. The fact that he was a life-time resident of this county, and had had, at different times, connections with banks of two separate localities within the territory served by this high school, made his ratings very significant.

Next, these average ratings of each item (except in regard to the Vocational and the Economic Ratings, in which case, single ratings were given, as explained) of all the homes were compiled and the mid-score taken as a rough average for that characteristic in the one-hundred homes scored. More refined statistical treatment was not attempted on account of the endless work it would involve.

TENTATIVE STANDARDS FOR RURAL HOMES

A. Farmstead

More than the dwelling is to be included. The farm buildings with the land which surrounds them, and all other immediate factors that contribute to their efficient use and to the comforts of a home, make up the farmstead.

I. Site

The natural physical adaptations and the proximity to social advantages of the site are here considered.

A. Location in respect to

1. Rest of farm

The site should in no case be isolated from the rest of the farm by streams or rough land. It should be possible that serviceable roads and lanes could lead directly to cultivated fields, meadows and pastures. Near the middle on the longer side of a farm is usually very convenient, when accessibility to rest of farm is considered, alone.

2. Public Service

A. Rural Free Delivery

All rural homes are supposed to be provided with mail service. Two factors, at least, determine different values.

1. Forenoon deliveries are preferable in that farmers may enjoy their mail during the noon hour.
2. Rural routes are, of course, preferred directly by the house. Houses are sometimes found some distance back from the road, and some roads, rural routes do not traverse.

B. Telephone

The factors to be considered are: Class of service available, and distance spur lines must be built. Individual lines are exceptional. Party lines, kept up well and having no more than five subscribers, should meet adequately the requirements of rural homes. Party lines with more than eight parties on the same, are overloaded. The rating here should be based, not upon the presence of this or that type of telephone, but upon the accessibility to the different telephone services.

C. Electric Transmission Line

The only factor which determines the relative rating is one of distance. Electric transmission directly by farmstead is exceptional. Near enough to the line that spur lines are practical may be considered good. Near enough main lines that the company might extend low tension line service would be average. Very little probability of extensions would be poor. No lines available would be very poor.

D. Highways

Accessibility to and the degree of all-year-around service of highway facilities are here considered. Not only the road running by the farmstead, but the connection with systems or highways is to be rated. Hard surfaced roads are, of course, preferable. Cinder and gravel road beds are next in service, to the hard surfaced construction. Patrolled dirt roads, graded for hard surfacing, give practically all-year-around service, and are very serviceable.

E. R. R. Facilities

Class of service and accessibility are the factors to be considered. Convenient passenger service and freight

and express service leading directly to large trade centers and markets are to be desired. Railroads which have to be subsidized by taxation of the territory served are very meager assets.

No definite scale of distances can well be given as standards since a mile in one region may mean much more than a mile in another region. For the sake of definiteness, the outer edge of the trade territory of the nearest shipping point is taken as average. Ratings below average are obtained by a combination of inconvenient distances and poor service.

F. Trading Points

A small town for emergencies and a city for other trade is very satisfactory. Again, the outer edge of the trade territory of the nearest trade center is taken as average. Ratings below average are obtained by a combination of inconvenient trade centers and poor markets.

G. Schools

Proximity to grade and high school privileges are here considered. Relative distances to the school house from the different parts of the district should determine the rating of average and above. Ratings below average are obtained by a combination of inconvenient distances and poor standing of the schools.

H. Church

A church of any denomination with which the family is willing to affiliate, located at the family's small town trading point, or nearer, and having adequate building and full-time pastor, is the basis accepted.

The relative ratings are determined,

not so much by distance as by quality of roads, to the church.

B. Elevation and Drainage

Sufficient eminence to set off building site and to insure drainage is very desirable. Under no consideration should the grounds around the stock barns drain toward the dwelling.

C. Water Supply

Factors considered here are, purity and sufficiency at all times, of the water supply. Wells should be available, free from surface drainage or other forms of pollution. The water supply for both family and farmyard uses, should be abundant through all dry seasons of the year.

D. Nature of Soil

The soil should be fertile enough to grow any grass or plants desired. Sandy loam soil, rich in organic matter as a top soil, with a good clay subsoil to supply abundant moisture, is very satisfactory.

Soil for yard purposes should be porous--capable of drying out quickly.

E. Prevailing Breezes

There should be no obstructions to the prevailing breezes in the way of hills, woods or hedges. Prevailing breezes blowing over stagnant water, undrained land, or unsanitary stock pens just before reaching the dwelling, are to be avoided.

F. Protection from Cold

In regions where winters are severe, sites behind natural wind breaks are advantageous. This factor would probably have little significance in the southern states where winters are comparatively mild.

II. Plan & Construction

A. Building

1. Arrangement

A. Convenience

1. Type of farming

Is the plan suitable for the type of farming being done? It is very probable that a farmstead convenient for grain farming and beef production would not be convenient for a dairy farm.

2. Routing of routine work

This heading refers to work around the farmstead that has to be done over and over again in practically the same way, such as chores. There should be no long walks or steep grades between buildings to add to the burden of routine work.

B. Comfort

1. Outlook

The buildings should be so arranged that the outlook of the farm site is pleasant and inspiring, if possible. Stretches of pretty farm lands, woods, hills, and bodies of water are restful to the vision.

2. Sanitation

The arrangement of buildings should free the dwelling from all surface drainage, obnoxious odors, and germ breeding menaces.

C. Appropriateness

1. Purpose

A pretentious arrangement of a farmstead is inappropriate to the rural industry if the overhead expense is too large to permit reasonable dividends. The other

extreme is perhaps more common and should be graded accordingly.

2. Proportion

An extensive arrangement for large farm buildings on small tracts would be appropriate, only in exceptional cases. Opposite conditions would be the other extreme.

D. Attractiveness

1. Balance

Does the plan of the buildings look balanced or lop-sided? Are there too many unrelated buildings? Does the site look cluttered?

Most rural homes are too close to the road. The distance to the road should scarcely ever be less than three times the height of the house from ground to comb of roof. Houses jammed against the road receive too much dust. On the other hand, rural homes should not be so far back from the main road to lose the social contact with passers-by.

2. Harmony

The paint of the different buildings should harmonize, and with the dominant colors of the environment, e. g. white or near white blends beautifully with green foliage. Other colors are better where green foliage is scarce. Colors used for trimmings, if used at all, should be selected with discriminating taste.

3. Architecture

Houses built so front doors are seldom used should be avoided.

The front of the main barn should

face the house.

The type of architecture should be uniform as far as possible. Bungalow roof for the dwelling, and sharp, pitched roofs for the barns do not harmonize. The type of architecture should conform to the lay of the site and the surrounding country. Bungalow type houses blend well with rolling prairies. Tall houses with unbroken vertical lines do not look well on high knolls or hills. Two story houses with broken horizontal lines look well in deep valleys or bottom land.

4. Prominence of Dwelling

Barns, hog pens, cattle yards, ash heaps, wood piles, and other distracting objects should not be permitted to compete with the dwelling for prominence. The dwelling should be in the foreground of the site, and all other buildings placed sufficiently back of the dwelling to be subordinate.

2. Service Features (adequacy and condition)

A. Garage

The garage should be a separate building. Storage in barns is not recommended. The building should be so constructed that plenty of room and light is available for work on car.

Floors of garages in order preferred are:

1. Cement or macadam
2. Plank, cinder or crushed rock
3. Joint clay or gravel

B. Barns and Sheds

Barns and sheds should be located subordinate to the dwelling, and should be adequate in size and arrangement to house all the livestock of the farm. All conveniences and modern equip-

ment that will pay financial returns is desirable.

C. Cribs and Granaries

There should be storage adequate to production, located on well drained land and near as possible to the place where fed. Cribs and granaries should be rodent proof.

D. Ice House

If possible, farms should be provided with ice houses adequate to family's use. The building should be located convenient to the dwelling.

E. Poultry Houses

Poultry houses should be warm, well lighted and ventilated, have concrete floor, scratching pen, movable roosts and nests. Electric lights are very desirable.

F. Fuel Storage

In case furnace is not used, fuel should be stored in building or shed closely connected with dwelling. The construction should not permit making the fuel supply a harbor for rodents.

G. Fences

Fences should be adequate for purpose intended convenient, and in good repair. Fences are never a decoration. Unnecessary fences give a cluttered effect to farmstead.

B. Grounds
(adequacy, condition)

1. Walks and Drives

A. Number

Walks and roads about the farmstead should be as few as consistent with real needs.

B. Plan

1. Utility

Where the buildings are near the highway, a good plan is to have a single road enter the grounds, then to divide, one branch serving the heavier traffic to the barn, and the other serving the lighter traffic to the house, rejoining the road to the barn, so that the traffic may return to the highway or go on to the barn.

Walks should be constructed where people walk. Need only, should determine their location.

2. Landscape Effect

The approach to the farmstead, although direct, should not be straight toward any of the buildings. Where different grades or plantings justify curves in the approaches, better landscape effects can be secured. In flat country, with rectangular farms, the straight road will probably be more suitable. A long, straight approach road is improved by a row of trees on each side. Neither roads nor walks should be elevated to attract attention. The natural effect is best.

Plantings should hide partially the barns and service yards, and thus screen them from being too conspicuous to those approaching. There should be some attractive object to which the eye is drawn at the "focal point."

C. Entrance

The entrance should reflect the character of the farmstead. If the farmstead is formal, the entrance should be formal, but if the farmstead is informal, the entrance should be simple. Even an informal entrance needs, however, something to set it apart from the rest of the boundary and to make it appear inviting. Plants can effectively emphasize an entrance either formally or informally.

D. Surface

Kinds of surfacing most preferred for walks and drives are:

1. Cement or macadam
2. Cinder or crushed rock
3. Gravel

2. Service Features (adequacy and condition)

A. Yards

1. Laundry

Yards for laundry should be well drained, sodded ground located comparatively free from dust and open to abundant sunshine.

2. Work

There should be a level area of clean ground under good shade for various types of work.

3. Play

Every farmstead should be so arranged that members of the family may have clean, unobstructed ground near good shade on which they may enjoy both unorganized play and group games.

4. Storage

Yards used for storage should be relegated to the background of the farmstead, but still be accessible to other yards.

5. Livestock

Poultry yards should not be too near hog yards and be near a meadow or pasture to provide sufficient range for poultry.

Hogs--The hog yard should have abundant

shade as protection against summer heat. It should be provided with tight fence, and cement feeding platform.

Cattle--Cattle yards should be located, if convenient, behind wind breaks--hills, trees, or buildings. Muddy lots should be avoided as much as possible.

Horses--Horse lots should be located near barn and be arranged so they may be shut off from the lots of other stock which horses may menace.

B. Gardens

1. Fruit

Strawberries, blackberries, gooseberries, currants, grapes, etc. should be adequate to needs of family. Most of the above may be used advantageously to screen unattractive parts of the farmstead.

2. Vegetable

The vegetable garden should be located easily accessible to the kitchen, and on well drained, fertile soil.

3. Flower

Every farmstead should have a bed of flowers to supply the needs of the table and for attractiveness to the home.

C. Orchard

The purpose of an orchard is to provide fruit adequate to needs of the family and for the attractiveness it contributes to a farmstead.

3. Lawns

A. Size

Minimum size of lawns should be ten times the size of the floor plan of the dwelling. Where possible, lawns may be made to appear

larger by pastures of meadows as continuation of the lawn.

B. Surface

The surface of the lawn should be approximately level from the foundation of the house, for at least the height of the building. The rest of the lawn may be sloping or terraced, but surface should be sufficiently smooth that a lawn mower may be run over it with ease.

C. Border

The attractiveness of a lawn depends much upon what borders it. Continuation of the lawn effect by pastures, meadows and orchards gives a pleasing appearance. When this arrangement is not feasible, trees, evergreens, and tall shrubbery serve to add to the homelike atmosphere, shields less pleasant environment, and gives privacy, if needed, to the lawn. An irregular border relieves the formality of severe boundaries.

D. Sod

Nothing is more indispensable to a first class lawn than a mat of blue grass sod. White clover does well in some localities where seasons are not too dry. In other regions, Bermuda grass does best.

E. Plantings

Two factors are considered in regard to trees, shrubs, vines, and herbaceous plants, namely--Purpose, and Type of Arrangement.

Trees--The purpose of trees on a farmstead are four-fold--attractiveness, shade, wind break, and screening effects.

Attractiveness--Evergreens add to the attractiveness of a home in winter.

Trees should not be planted directly in front of the house, but they should be placed somewhat to each side so as to make a frame

through which a view of a portion of the front is obtained.

Two common faults are; to plant too many trees, and to plant them in front of the house instead of on the sides and back of the house. Trees at the back of the house give a pleasing background to it.

Trees may be used effectively along lawn border, but should never prevent good, open lawn area and easy views of the house.

Shade--When the trees have matured, they should partially shade the house without entirely covering it. A common fault is to plant too many trees and plant them so close to the house that the shade causes too much dampness and keeps out much of the air. Except in the extreme South, only deciduous trees should be planted for shade close to buildings, as all the light available is needed during the winter.

Windbreak--Windbreaks are advantageous to both human beings and livestock, as protection against objectionable winds--in some cases cold, damp winds, and in other cases, hot dry west winds. Windbreaks, if possible should fit in with the demands for attractiveness and shade.

Screening Effects--Farmsteads often have certain objects which should be screened from view. The barns, as well as the house, should be partially hidden from the principal viewpoints.

Shrubs--A farmstead cannot be made to appear finished with trees as the only plantings. Shrubbery softens severe lines, and blends buildings with its environment by the breaking of the straight and formal lines common to nearly all farm buildings. Shrubbery, as well as other plantings, should be irregular in both height and width so as to modify the severe lines instead of drawing attention to them. Tall groups of shrubbery may be used in wide spaces between windows, while only low ones may be used under windows.

Vines--The formality of buildings, especially that of brick and stone construction, fences, porches, and arbors may be relieved most effectively by the use of vines. Vines do not destroy paint but, by their shade, help to preserve it.

Herbaceous Plants--Annual flowering plants scattered through the shrubbery, especially in the little recesses, provide color at a time when other plants lack color most. Plants should never be planted as continuous borders, or as beds in open lawns, if the informal effect, so appropriate to the rural home, is to be preserved.

B. House

1. Service Systems

A. Heat

Uniformity of heat is most desirable. Floors should be kept warm both for play and general comfort. It should be possible to regulate the amount of heat to any room of the house.

A furnace, (hot water, hot air, or steam) adequate in capacity, and in good repair, meets the above requirements best. Circulators or base burners give medium results. A stove which cannot heat floors or an entire room sufficiently without overheating the area immediately around it affords poor results.

B. Lighting

Any lighting system, in order to be first class, should be absolutely safe from dangers of fire, and capable of giving instant service.

The electric lighting system supplied from either a transmission line or an individual unit, meets the above requirements most satisfactorily. The installation of all electric equipment should conform, of course, to the underwriter's standards.

House lighting should approximate natural con-

ditions. For the general illumination of living rooms, the "semi-direct" fixtures are practical and very satisfactory. These are made by using thick opalescent glass over the light bulbs, thus throwing some of the light downward and diffusing the rest of the light through the room.

Individual portable lights or wall fixtures well shaded for reading, sewing, music, or other close work is better than strong general illumination. A poor arrangement, especially for kitchen or other close work, is the central drop electric light on a swinging cord.

Natural or artificial gas, while meeting the demands of a dwelling fairly well, has very limited use in other buildings. Kerosene lamps and lanterns give very meager service at best.

C. Plumbing

The dwelling should be equipped with hot and cold running water available to the kitchen, bath, and laundry. Cold water faucets should be available for lawn and yard service. Pressure tanks are much more satisfactory than gravity tanks.

The bath room should be equipped with either a shower unit or a sanitary bath tub, lavatory, and a water flushed toilet stool.

Sewage disposal should conform to rigid standards of service and sanitation.

D. Cooking

There is nearly every reason why a housekeeper of a rural home should have equally as good service system for cooking as found in urban homes. If natural gas is not available, artificial gas systems should be supplied.

2. Capacity and Arrangement for

A. Sleeping

At least three factors should be considered in this respect--ventilation, light, and number

of rooms.

Ventilation--Each sleeping room should have cross ventilation, and accessibility to prevailing summer breezes, if possible.

Light--Sufficient window space should be provided so all parts of the room could receive direct sunshine at least some of the time during a clear day.

Number of rooms--A sleeping room for each member of the family, beside the customary guest room, is unusual, but very serviceable in case of sickness, and for entertainment. More than two adult people to a room should be avoided, if possible.

B. Living

In every rural home, there should be a large, pleasant room, conveniently situated in respect to an interesting outlook, accessibility from the rest of the house, and the availability of sunshine, for the family's living purposes.

C. Entertainment

With the increasing practice of city people driving to their friends' rural homes to spend a social evening, there is reason to believe rural homes should be provided for moderate entertainment, the same as urban homes are. Roomy porches, especially if well located as to outlook and accessibility to the living room or the parlor, serve well for informal social relationships in the summer months.

A good arrangement to procure additional space in the house for social groups, is to have two or more rooms connected so they may be thrown together as one large room.

D. Working in

1. Kitchen

Economy of work should be the keynote to the requirements of kitchen equipment. Ideally, a kitchen should be for food preparation, only. To use a kitchen for a laun-

dry room interferes greatly with preparation of meals. If a kitchen does not need to be used for living purposes of any kind, then it should be small and compact, with equipment provided and arranged to secure economy of time and steps on the part of the ones who prepare the food.

A kitchen should have the appearance of an efficient work shop. Adequate narrow, built-in shelving is much more satisfactory than the wide shelves of detached pantries.

Some requirements of good kitchen equipment are:

1. Stove
2. Non-absorbing table or kitchen cabinet surface
3. Ice-box
4. Serving table or tray on wheels
5. Sink
6. Stack surface to right of sink
7. Drain surface to left of sink
8. Shelves and racks to left of drain

2. Laundry

The wash room is best located on the ground floor to save steps. As specified elsewhere, hot and cold running water should be provided. An adequate, sanitary drain is indispensable to a wash room. Proper arrangement should be given for power washing machine, preferable, electric.

E. Storing

1. Clothing

There should be a clothes closet for every bed room, the reception hall, and the kitchen. In addition, there should be a room for the storing of clothes not used in that season.

2. Foods

Adequate space in the basement should be available for storing of raw vegetables and fruits and canned goods. Such space should

be shut off from furnace room.

3. Fuel

Room, at least for a three month's fuel supply should be located near the place where it will be used. For furnace use, this location should be in the basement. With stoves, it should be the back door of the dwelling with same floor level and sheltered connection, if possible.

3. Condition

A. Exterior

1. Roof

The roof should show no evidence of even probable leakage, and have adequate eave spouting to dispose of rain water.

2. Porches

The floor, posts, ceiling, and foundations of porches should be in good repair.

3. Screens

All windows should have screens in good repair, and capable of being removed easily.

4. Paint

The paint of a house should be in good condition both for appearance and preservation of wood. If fresh painting would not improve appearance, the present condition of paint is to be considered excellent. Relative values may be assigned from this basis.

B. Interior

1. Floors

The floors of a dwelling should be smooth, free from cracks, and easy to clean and polish.

2. Walls

Nothing contributes any more to the ap-

pearance of a dwelling's interior than attractive walls. Their decoration should harmonize with the purpose for which the room is used. Standards for interior decoration vary somewhat, as standards for furniture do. For this reason, definite requirements are difficult to set up. In general, walls may be either papered or tinted. If papered, the paper should be of modest design and shade, appropriate to the use of the room. If tinted, high-grade, flat finish paint should be used which will permit washing. Colors restful to the vision should be used, such as ivory, cream buff, light green, straw, terra cotta, and delicate blue.

3. Woodwork

Similar to the floor, the woodwork should be well varnished, easily cleaned and polished, and of dark shade, but seldom as dark as the floors. Exceptions to the dark shade, are kitchen, bath, and sometimes bed-rooms.

4. Service Systems

All heating, lighting, plumbing, and cooking service systems must be in good repair. Condition is interpreted to mean the degree to which the equipment has retained its original service and appearance.

C. Home Equipment

A. Furniture

1. Amount

Houses more frequently have too much furniture than too little for the appearance of the room, at least. Cluttered effects should be avoided and cleaning facilitated. No extra furniture should be added to a room to store things in. Such material belongs in a store room.

2. Design

The design should, at least, be con-

sistent. Two or three designs in the same room denotes bad taste. The design should be appropriate to use. The factor of service should predominate.

3. Quality

The quality desired is strong, serviceable furniture, not too easily marred, yet comfortable and attractive.

4. Arrangement

Bad arrangement of furniture may be more consistently charged up to the plan of the house than the arrangement of furniture. Good taste can be shown, however, by arranging furniture so that the one entering a room sees the best, most attractive effect possible. Furniture in front of windows should be avoided, if possible. Chairs should be so located that there is little need of moving them when they are being used. Tendencies to overbalance a room must be guarded against. Kitchen furniture should be arranged to save steps.

Pianos should not be placed against an outside wall in cold weather unless the house is furnace heated. Pieces of furniture should not be jammed into corners and against walls, thus giving a crowded effect. Pictures should be hung with some uniformity, and at a height which will facilitate seeing and dusting. Usually too many pictures and calendars are used for decoration, thus giving a stuffy effect.

5. Condition

The factor in mind here is the degree to which the furniture has retained its original quality.

B. Reading Material

For sake of definiteness, rather arbitrary standards have been assigned for reading material. The names in parentheses are

merely examples of standard in mind. Relative values must be estimated.

1. Newspapers

Exceptional--Three dailies, regional (K. C. Star) local (Atchison Globe or Salina Journal) market only (Daily Drovers Telegram.)
Two weeklies--regional (K. C. Journal) local (Paper of home town or County seat.)

2. Periodicals

Exceptional--
Two for world news (Review of Reviews, Literary Digest.)
Two for Farm News (Breeder's Gazette, Wallace Farmer.)
Two for Household (Ladies Home Journal Delineator.)
One for Rural Culture (Country Life)
One for adult stories (American)
One for children (Junior Home)

3. Books

Exceptional--
One unabridged dictionary (recent edition)
One set of Encyclopedias (four to eight volumes) or
One set of similar reference books.
One bible for every three people above twelve years.
One bible history.
Four books of Standard poems (not discarded classics)
Twelve books of Standard fiction (suitable to different ages)

4. Bulletins

Exceptional--
Twelve recent bulletins on farm problems
Six recent bulletins on household problems
Two recent bulletins on recreation and health
One recent bulletin or Rural Landscaping

C. Musical Instruments

The factor here considered was whether there is, or is not, a certain instrument. No scale of values is used.

D. Social Rating

Only a census of membership is to be taken. No attempt is to be taken to evaluate the memberships of the organizations listed.

E. Vocational Rating

I. Tenure

- A. Per cent of years in this occupation
- B. Per cent of years in this location

Since the per cents could be definitely computed, relative ratings could be fairly easily assigned.

II. Is a Scientific attitude taken toward the occupation of the family as evidenced by

- A. Definite system of Crop Rotation
- B. Classified records of expenditures as a guide to future expenditures
- C. Production Records as an aid to increase production.
- D. Raising of pure bred or good grade livestock
- E. Co-operation in group efforts to control chinch bug, Hessian Fly, and other farm pests
- F. Does he seek scientific information from county agent, agricultural experiment stations and agricultural bulletins to solve his farm problems?

The above factors are about as objective as it seems possible to make them. No further standards are given.

F. Economic Rating

1. Financial Resources

This term includes all resources which are capable of yielding monetary returns. (Education is a financial resource.)

2. Managerial Ability

The capacity to make financial resources yield monetary returns.

3. Personal Integrity

The willingness to assume an obligation although technically and legally exempted.

4. Degree to which family is living within income.

Left to the opinion of competent scorer.

POTENTIAL EDUCATIONAL PROBLEMS

Considering the results of the Rating of the One-Hundred Homes, under large headings, we find the following interesting characteristics:

1. Site

On the whole, the sites of these one-hundred homes were satisfactory and exceeded what would be called average by the Tentative Standards.

The rolling, prairie-type land of Atchison County, generally speaking, presents no unusual obstacles to accessibility to the rest of the farm and Public Utilities. Thirty-two out of the hundred homes had Electric Transmission Line immediately by the farmstead. Besides the small town trading points, these homes are well located in regard to Atchison, St. Joseph, and Kansas City, and the hard surfaced roads leading to these markets. Elevation and Drainage in a rolling country like this is probably not a problem to the same extent it is in flat areas. The water supply appears to be adequate and not restricted to certain formations of soil, thereby not dictating the location of the farmstead. Atchison County is one of the corn counties of Kansas and little concernment is needed over the nature of soil for plant growth. As far as the site of the farmstead is concerned, Atchison County has much to con-

tribute toward attractive rural homes.

The planning of the farmstead does not fare so well, however. According to the rating of the score card used, the lack of intelligent planning of buildings and grounds was evident at nearly every home. Buildings were usually located with only convenience in mind, and not very well done at that. There appeared to be no grouping of farm buildings around an opening of ground of practically the same level. Hogs and cattle pens were frequently located between the dwelling and the road, and very little to one side. In other cases, these pens were on the south and the south-west side of the dwelling, thus the prevailing breezes of the summer months blew over the pens immediately before reaching the dwelling. Many of the houses had too much shade for the best sanitation. Very little taste was evident in balancing the appearance of the farmstead. Too many unrelated buildings were apparent. A lot of little buildings frequently gave a cluttered effect. The barns were too large for the house, more often, than the opposite was true. Harmony was lacking in regard to architecture and paint both in the agreement of the buildings with each other and with the general surroundings.

The residences were so constructed that the front

doors appeared to have the minimum of use. The failure to subordinate the other buildings of the farmstead, to the house was most striking.

The importance of service features in the way of garage, barns, cribs, granaries, and poultry houses were found to be recognized. Fuel storage was not provided in many cases. An ice house on the farm seemed to be entirely missing. A very few of the homes received ice from town. The standard may be too high, but the writer recalls the service of an ice house on the farm as being a very pleasant utility.

Only a very few homes showed any intelligent planning in the location and construction of walks and drives. Drives were too often sunken roads, serving to drain the yard. Heavy traffic ran too close to the dwelling, thereby butting up the ground in rainy weather. Yards, especially for livestock, work, and storage were usually fairly well located in relation to each other, but often very poor in relation to the dwelling and the view from the road. Clothes lines usually were located wherever the trees were, to serve as posts, regardless of dust from roads and stock pens, or the presence of sunlight. Practically no arrangement was found for play. Possibly play on the farm is not uniform enough to justify arrangement for any special type of recreation.

Musical instruments were found to rate above average on their presence, in the homes scored. Pianos were found in nearly every home. Victrolas or similar machines, although sometimes of poor quality, were found in the majority of the places. The one surprise was the great number of radios present.

The homes were rated above average in church membership and average in the other activities. No unique tendencies were noted.

The noticeable deficiencies in regard to vocational ratings are failures to keep records of expenditures and production.

No unusual averages were found under the economic ratings. The mid-score of the ratings for each item of all the homes was average in every case.

The relations between these rural homes and the high school which serves them, may be considered from two distinct viewpoints.

1. What does the home environment contribute toward educating the pupil in high school?
2. What does the high school contribute toward improving the home environment of its pupils?

As stated elsewhere in this study, the homes rated by the tentative score card have been represented, at some time during the past five years, by one or more pupils

in the Atchison County Community High School. During this five-year period, between seventy and eighty per cent of the pupils enrolling each year, came from rural homes. In addition, some of those enrolled from town homes, are children of retired farmers. The school has on record, the ratings of nearly all these pupils, concerning, intelligence according to Otis, special abilities--music and mechanics, according to Seashore and Stenquist, respectively, and the results of many educational tests. These records appear to justify a claim that, these pupils deserve the offerings of a curriculum equally as diversified as that of the most up-to-date cosmopolitan city high school.

In light of these facts, it appears profitable to consider what potential educational problems, if any, may be indicated by the ratings of these homes.

1. In considering what the home contributes toward educating the pupil in high school, it probably would be well to recognize the principle, generally accepted by psychologists, that heredity is a far greater educational factor than environment. Full acceptance of this principle, however, does not discount the possibilities of environment encouraging or discouraging the maximum use of heredity traits.

The fact that a home is attractive, healthful, and inspiring may contribute more toward spurring on a pupil to his best efforts, than we sometimes suppose. Just to what degree, if any, the attitude which a pupil shows in school, is determined by home environment or vice versa, appears to be a problem of much educational significance.

The statement that the environment of a rural home, or any home for that matter, does contribute fundamentally to the health and physical development of pupils in high school, will pass almost undisputed. Water supply, sanitation, sleeping facilities, and lighting conditions all contribute to health tone and physical welfare, and indirectly to the education of the pupil in high school. In this respect, many factors of the home may become potential problems of the school.

Furthermore, the equipment of the home, in the way of physical conditions conducive to study and play, amount and quality of reading material, and the access to musical instruments are contributing factors to a school in that they tend to supplement the school's effort toward educational progress, including worthy use

of leisure time. This relation, the school should not ignore. Snedden says that the school should be subsidiary to the home. To accept this responsibility seriously, the school needs to know what a home has, in the way of educational equipment, before it can hope to co-operate with it. It is thought that the presence of good newspapers and standard periodicals in a home contribute materially toward the understanding of current problems, the study of which are included in nearly every high school social science course. The younger people hear the older members of the household discuss markets, men, inventions, politics, and many other interesting news articles, over the family meal and they, at times, join in with comment. English instructors throughout our educational systems are beginning to realize that one of the best methods by which a pupil's level of literary appreciation may be raised, is to start with the level he has--almost regardless of what it may be, and proceed from there. Books thrown around boys or girls at home, to be read at their choosing, are thought to have more to do with determining the level of lit-

erary appreciation, than books assigned or recommended to them, by high school instructors. The claim deserves, at least, further investigation. A piano of some kind or quality, was found in nearly every home. In a few cases, to be sure, it served little else except for decorative purposes but, at least, the equipment is there. Radios are more common in rural homes than in town or city homes, a condition to be expected. Rural children are no longer denied the opportunities of hearing, if not seeing, prominent statesmen, famous singers, and the latest sport. Doubtless, this condition gives opportunity to develop a background for broader and more varied appreciations. During this part of our discussion it has been found somewhat difficult to consider the contribution the home makes to the school, without lapping over into the consideration of the contribution the school should make to the home.

2. Probably, the relation between the high school and the rural homes which it serves, is the contribution the school may make toward improving the pupil's home environment. Perhaps, too often, only what the home owes to the school is

considered. The effort of the school to contribute to the home is worth while, of course, only on the supposition that a more abundant rural life is really desirable. The writer will not divert from the main issue of the study to justify the claim for a more abundant rural living, but refers the reader to the writings of Brim, Butterfield, Dewey, and Foght listed in the bibliography. For this the discussion, Standards for Rural Homes as given in this volume, are taken as a basis for consideration. Snedden's statement that the school should be subsidiary to the home applies to what the school should do for the home, as well as to what the home does for the school.

If the sites of farmsteads are not well selected in accordance to the demands of sanitation, proximity to public utilities, attractiveness, outlook, and comfort, then is it not the opportunity of a school to disseminate the proper information in order that new homes being built may have advantageous sites? It seldom costs more, and usually less, to build a home on a good site, than it does on a poor one. The needed information is available now from many

sources, but apparently does not reach the home builder at the right time. In some way, the rural people should be led to look to standard sources of information, before undertaking such a permanent proposition as selecting a home site.

Apparently, at least according to the ratings given the one-hundred homes, there is a most striking deficiency in the general planning of both buildings and grounds of a farmstead. If it were true that with every improvement in planning buildings and grounds, there was a corresponding mounting of cost~~s~~, then the whole problem would be one of larger incomes. To place a feed lot to the north-west of a residence facing the east, should cost no more than putting it on the south-west where it taints the prevailing summer breezes before they reach the dwelling. It should not increase the financial load to make the dwelling prominent in its relation to the other buildings, to choose the type of architecture which will blend best with the character of the surroundings, or to arrange the buildings to facilitate routine work. It may cost considerable to do things over, but it should not cost any more, at least not much

more, to do them right in the first place.

From the writer's personal experience, it is not so much that rural folk do not appreciate the beautiful, but that they cannot see many possibilities in rural surroundings. Farmers are willing to endure and unattractive hum-drum life if only they may hope to move some day to a city where homes may be made beautiful. There is a prevailing sentiment among farmers that a house should pay monetary returns. A city man is exacting concerning the financial dividends his business should pay, but sets no such limitation on his home. Possibly fewer people would choose to leave the farm, if the home they dream about having some day in the city, could be realized on the farm. Would not farm life seem less isolated if city people should drive out into the country to see the beautiful homes? Possibly in the school's attempt, through its vocational agriculture department to secure a better type of farmers, it should offer some additional diet to that of milk-cow and chicken bulletins. Would it not be profitable to study the possibilities of rural homes from view points additional to financial income? Why do

rural people scarcely have a flower bed or use, to an advantage, shrubbery and herbaceous planting for aesthetic effects? Do not rural people deserve equally attractive surroundings of city people?

The adopted botany text in Kansas discusses Algae, Bryophytes, Pteridophyte, gymnosperms and angiosperms at some length, but offers only seven lines in a distinct reference to plants as a source of pleasure.

We no longer need to know the names of all the bones and the muscles of the body in order to enjoy health. A boy will accomplish much more in the subject of physics if he is first interested in the manifold applications of its principles. Hunter's General Psychology text begins with chapter discussions of Applied Psychology. Is not the need of more interesting presentation of plant culture a potential problem for the school of rural surroundings? Modern conveniences such as bath, sewage disposal, furnace heat, and the like, are additional expenses without a doubt, but rural people are demanding them, and, does it not behoove the school to include in its science courses, prin-

principles and standards for this equipment's installation and operation?

Choice of home equipment both for service and appearance is apparently influenced considerably by courses of Home Decoration and Household Engineering. This attempt is being made to some degree, in many of the Home Economic's department of high schools, but instead of all theory and no practice, could not more projects of interior decoration be worked out for definite homes? Would it not be feasible to grade girls on the equipment, arrangement, and upkeep of certain household projects?

The equipment of so many rural homes with radios appears, at first, to relieve the school of more responsibilities than it adds. Further consideration of the conditions, however, may reverse that order. The radio makes available to the rural home all types of music from the crashing and purring jazz to Wagner's operas. Where will the rural boy or girl turn the dial? To his level of appreciation, to be sure; no one could expect anything else. After all, does not some agency have an old responsibility under new circumstances--that of raising the

levels of appreciation for good music? Is there any agency better equipped to attempt this than the high school?

The ratings in this study indicate a striking deficiency among rural people in keeping classified records of expenditures and production. Apparently these factors are both fundamental to business success and should receive more stress someplace in the school curriculum.

APPLICATION OF FINDINGS

The writer, as principal of the Atchison County Community high school was prompted to attempt measures to meet in part apparent needs of rural homes as indicated by the ratings of the hundred homes within the high school district. No claim is made in defense of these measures. They represent merely what, in the writer's opinion, were possible ways of improving some of the relations between home and school of this district.

The teachers of the high school were encouraged to acquaint themselves with the findings concerning the ratings of these hundred homes of the high school district and, then in making their syllabi for the subjects they were to teach, to consider in what way, their particular subjects might contribute directly or indirectly to the needs of the rural homes, as indicated by these ratings. Owing to the shortage of time, it is true, a great deal more was talked about than actually done, but many possibilities of improvement were apparent to us, at least.

I. English composition might assume some additional responsibility since its major function is to portray discriminately the observations of the writer. Standards for landscaping could be studied and such words and phrases as the following noted and studied through illustrations: The blend of the architecture of build-

ings with the landscape, the softening or the breaking up of long horizontal and vertical lines, the tying of a building to its landscape, the background and the framing of a dwelling with trees, the screening of unsightly objects with shrubbery, vistas, sinuous, unpretentious lines, greensward, terraces, formal and informal, harsh lines, pyramidal trees, borders, to edge, focal point, the life a vine gives to a cold gray wall.

- II. New emphasis in accordance to the findings has been placed in the Household Arts course in regard to economy of kitchen arrangement, harmony of colors for interior decorating and proper arrangement of furniture. It should be possible for the Home Economics teacher to visit the homes of the pupils regularly.
- III. The syllabus for Physics was revised in accordance to emphasize more distinctly, different types of furnace heat and relative costs of installation; principles and standards for simple plumbing, and sewage disposal and at least an accounting of every electrical or mechanical appliances found by inventory of the pupil's home equipment. Watson's master thesis (University of Kansas 1922) on the Content of a Physics Course was used as a guide in the revision of the syllabus.
- IV. The syllabus for Botany is now in the process of revision. The first objective will be an appreciation

of plants, not just for themselves, but for their use as a source of pleasure, with emphasis upon landscaping effects. Possible uses for trees, shrubbery, vines, and herbaceous plantings will be observed in the fall. During the winter months, more detailed characteristics of these plantings will be studied, to be followed in the spring by practical application of landscaping principles.

V. Little has been done, but much apparently could be done, in making a score card and its standards available to every rural home in the school district with definite encouragement for home members to rate their homes from time to time.

VI. A course in Rural Home Landscaping was introduced in the curriculum last September. It was open to all boys above the Freshman year. All the class in second-year Vocational Agriculture enrolled for subject. The course was continued for eighteen weeks and was based upon different projects, the last of which was one including a complete plan of a farmstead (preferably the one of the student) as it is, and then another plan as it should be according to the standards learned in the course. Considerable time was spent at the beginning of the semester on sketching of trees, plantings, walks and buildings, but always in a definite relation to

some part of a plan.

VII. A one week short course of Rural Home Landscaping open to the Community as a whole was planned for February and was approved for aid by the State Vocational Department, but had to be given up when no expert for this work was available. Plans are being made now to have the course next year.

VIII. The school senses its obligation to the home which it serves, to encourage the development of musical abilities shown to exist among these rural pupils and to attempt to broaden and raise their standards of musical appreciations. It is thought that probably no class of people deserve or need, the inspiring, socializing influence of good music more than do rural people. This is, of course, only an opinion, but the school is working on that basis.

IX. One of the projects of the revised syllabus for General Agriculture which subject is open in this school to Normal Training students only, is the landscaping of a rural school grounds.

X. The Vocational Agriculture department is placing a new emphasis on other factors besides monetary returns, in its effort to contribute most to rural life. The short course in landscaping planned this year was sponsored by that department. The course in Landscaping offered

this year received strong support and co-operation from this department.

- XI. Copies of this score card have been mailed to the State Vocational Agriculture department upon its request. Other copies have been recently mailed to individuals who had asked for them.

SUMMARY AND CONCLUSIONS

- I. The writer, having need of some method of rating rural homes, conducted a thorough search for the desired material, but being unsuccessful, set out to construct a score card for rural homes, of his own, from information gained by extensive library reading, visitations of homes, and from his own rural experience.
- II. A Tentative Rural Home Score Card was developed and One Hundred Rural Homes of Atchison County, Kansas were rated by means of it.
- III. Tentative Standards for Rural Homes were written.
- IV. The findings were tabulated and considered from the standpoint of Potential Educational Problems.
- V. The writer attempted to apply the findings of the study by certain revisions of the curriculum of the high school, which serves the homes that were rated.
- VI. A Score Card for Rural Homes should be available both for outsiders to rate rural homes and for the rural home members themselves to check upon their homes from time to time. It is hoped the wide use of the score card would bring improvements in rural homes and rural living.
- VII. There should be in these data, information and suggestions for further study in a more complete form which was not possible in the scope of this problem.

B I B L I O G R A P H Y.

- Baily, L. H.,-Chapters from Encyclopedia of Agriculture.
Brim, O. G.,-Rural Education.
Butterfield, K. L.,-The Farmer and the New Day.
Dewey, John,-Democracy and Education.
Hooper, Chas. E.,-The Country House.
Powell, E. P.,-The Country Home.
Van Renssalaer, Mrs Schulyer-Art Out of Doors.

B U L L E T I N S

- United States Department of Agriculture.
Farmers Bulletin No.
Rural Planning, Farmer's Bulletin 1325
Beautifying the Farmstead 1087
Growing Annual Flowering Plants 1171
Farm Home Conveniences 927
Water Systems for Farm Homes 941
A Method of Analyzing the Farm Business 1139
- Department of the Interior Bureau of Education.
High School Education of the Farm Population
in Selected States. 1925 No. 6
The Rural High School, Its Organization
and Curriculum. 1925 No. 10
- Extension Department Kansas State Agriculture College
Tree Planting in Kansas No. 11
Sewage Disposal for Country Homes No. 6
- Cornell University Agricultural Experiment Station
Ithaca, New York.
The Standards of Life in a Typical Section of Diver-
sified Farming.