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**SCHOOL PLANT STANDARDS FOR RURAL AND ELEMENTARY
SCHOOLS**

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SCHOOL PLANT STANDARDS FOR RURAL AND ELEMENTARY
SCHOOLS

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1936

Submitted to the Department of Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE

1939

AT THE
AGRICULTURAL & MECHANICAL COLLEGE
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PREFACE

Our living is to a great extent influenced by the results of standardizations in our physical surroundings. We accept and appreciate the values of these standardizations when we deal with SIZES, WEIGHTS, or MEASURES. There can be no doubt about the value of standardization in industry or commerce. Electric light sockets, the shifting of gears in automobiles, and the keyboard of a typewriter are examples which show the necessity and value of standardization.

Education has not escaped the influence of standardization. Our population is a transient one, and a moving, shifting population needs and deserves a well defined system of standardization. The transient school child should fit into his new environment without being a misfit.

There are certain undeniable truths pertaining to school plants and their equipment which would be just as applicable to one locality as another. School children the world over compare favorably with each other in many respects. It is an instinctive desire of all children to play, and thus the demand for play grounds and playground equipment is created. All children must have light to read by, toilet accommodations, seating accommodations, water to drink, and shelter from the elements. In these phases of school plant a desirable and workable set of standards can be established, and more are being arrived at and established every year.

This study attempts to show the school plant standards

that have been established by various state departments in the United States. Tables are used to show the varying degrees of emphasis which different regions of the United States place upon various phases of the United States. This study is concerned not so much with what should be done, but with what has been done in the field of school plant standardization.

P. C. Kennerly

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CHAPTER I

INTRODUCTION

This study is concerned with certain state agencies for standardizing rural and elementary schools. This study attempts to show, with the aid of tables and an explanation of these tables, the varying degrees of emphasis which different regions of the United States place upon various phases of the school plant. To study the many parts of school plants, with their miscellaneous equipment, and to discover the attitudes of state departments in regard to the importance or non-importance of these many parts, and particularly their beliefs as to whether these parts should be standardized, is the inspiration and principal foundation upon which this study rests.

STANDARDIZATION

Whether by general usage, the inventive genius of man, the constant search of mankind for greater convenience in living, or any other reason, the fact is quite evident that our living is to a great extent influenced by the results of standardizations in our physical surroundings. Hats, shoes, suits, in fact practically everything we wear, are spoken of as being in SIZES. We weigh our food, buy and sell it by standards of weights and volumes. We have gone so far as to place standards upon beauty and health, and to an appreciable extent our language and customs are standardized.

There can be no doubt about the value of standardization

in industry and commerce. The shifting of gears in automobiles, the key-board of a typewriter, electric light sockets, and many other forms of standardization have made the products of industry as usable and practical in one part of the country as another.

Education has not escaped the influence of standardization. Our population is a moving, shifting one, and with each move of our population a need for standardization in education is created. Since our population is a transient one, it is important that schools have some degree of standardization. Children transferring from one school to another should be able to fit into their new environment without having to over-haul their educational and social selves. Care has been exercised to make our light bulbs fit any socket in any locality, and it is even more important that there be some semblance of educational standardization throughout the country as a whole which will help the transient child fit into his new school environment without being the proverbial round peg in a square hole.

The demand for educational standardization is strong and far-reaching. Dr. Pruett has listed ten organizations and agencies which participate in the movement for educational standardization.¹ They are:

1. State laws in the different states which cover nearly every phase of educational standardization.

¹Pruett, Haskell, "School Plant Requirements", Doctors Thesis, George Peabody College for Teachers, Nashville, Tenn., 1933.

2. Governmental machinery, both federal and state, with its many boards and commissions.
3. The Five Regional Accrediting Associations operating in the United States such as the North Central Association of Colleges and Secondary Schools, and the Association of Colleges and Secondary Schools in the Southern States.
4. Teachers Organizations, county, state, and national.
5. Special Organizations, such as the Society for the Prevention of Blindness.
6. School Patrons Organizations, as the Parent-Teacher Association.
7. Educational Survey Staffs from colleges and universities.
8. Philanthropic Organizations, as the Julius Rosenwald Fund, the Jeannes and Slater Funds, and the General Education Board.
9. Commercial Organizations, such as manufacturers and book publishers.
10. Social Organizations and Civic Clubs.

SCHOOL PLANT STANDARDIZATION

To a certain extent, school plant standardization is influenced by every one of the ten agencies listed above. School plant standardization has been called a by-product of educational standardization, and as such, has felt the influence of these ten agencies.

No attempt will be made in this study to prove that there should be a rigid, unbending standard for school plants in all of their details. School plant standards must fit the whole and at the same time fit each part of the whole. To say that Florida and Maine need the same type of school plant is carrying standardization beyond its true purpose, but in any state, in any climate, there are certain undeniable truths pertaining to school plants and their equipment which would be just as applicable to one

locality as to another. Normally speaking, children the world over compare favorably with each other in regard to size, habits of play, the desire to play and exercise, and in other characteristics peculiar to children. It can be said without reservation that desirable play apparatus is an asset to any school in any locality. Correct posture is desirable in any school room, and a standard furniture which would fit the different age groups of any school would not only have a tendency to inspire correct posture but in a way would help answer the cry for educational equality. Children must have light to read by, air to breathe, space enough to move and play comfortably, toilet accommodations, and many other things which every school owes to every one of its children. In these phases of school plant a desirable and workable standard can be set up, and more are being arrived at and established every year.

CHAPTER II

METHODS OF PROCEDURE

This study will be divided into twenty-two chapters, each chapter devoted to one of the important parts of the school plant. Taken as a whole, the information as it pertains to each part of the school plant will be presented in the form of tables. Bulletins and score cards from nineteen states were studied, and a serious attempt has been made to present every important fact pertaining to school plants of the rural and elementary schools of these nineteen states.

Not all of the forty-eight states of this country are represented in this study. Thirty-six state departments of education were contacted. Thirty-six states were asked for a bulletin or a score card which would give some information pertaining to the standards for rural and elementary schools in each state. Thirty-four states answered in some form, some of them sending their bulletins or score cards or both, and others explaining why such material could not be sent.

Requests for score cards or bulletins were sent to the following states: Alabama, California, Florida, Georgia, Iowa, Kansas, Kentucky, Arkansas, Colorado, Idaho, Illinois, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Missouri, Nebraska, Nevada, New York (New York State College of Agriculture), North Carolina, North Dakota, Ohio, Oregon, Oklahoma, Pennsylvania, South Carolina, Texas, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming, Washington.

In many instances where no definite information in the form of a bulletin or score card could be obtained from a state, a partial answer to the problem involved in this study was found in the reasons why such material could not be sent. In a state where there were absolutely no standards at all for rural and elementary schools our problem was solved from the beginning. In other states no material was available for distribution, the standards were old and out of date. The impression gained from the replies made by these states was that they were either doing nothing or very little to develop standards for rural and elementary schools.

It might be a source of interest and information to observe the reasons why information pertaining to rural school standards could not be obtained. It is quite interesting to note, and no doubt it will be a surprise to many educators and school patrons alike, that the state of Massachusetts has no standards for rural and elementary schools. One would naturally think that a state as old and progressive as the state of Massachusetts would have the latest and very best standards, but such is not the case, however, Massachusetts is making a survey of rural schools and a report based on this survey will be available by the end of this school year of 1938-39. Perhaps a set of standards will come out of the findings of this survey.

The state of Michigan has published nothing pertaining to rural school standards since the issuance of bulletin

54 "Rural Schoolhouses". This bulletin was published in 1923, and is therefore sixteen years old and considered out of date. The only late standards that pertain to the rural and elementary schools of Michigan are found in the Michigan School Building Law, Act 306, Public Acts of 1937. The standards found in this law apply to nothing but the school building. Nothing is said about the yard, or the building equipment

Pennsylvania has no standards available for distribution. Maryland has no standards available for distribution and none has been issued since 1926. Kentucky has compiled no standards since 1930, and Colorado is not issuing new publications at this time.

In examining the material from the states that responded to a plea for a bulletin or score card, it will be well to list the states with their contributions. The following states, listed alphabetically, contributed information which helped in this study.

1. Alabama Alabama submitted a bulletin published in 1936 called "Standards for the Classification of Elementary Schools".
2. Florida The Florida State Department of Education sent a bulletin, "Standards for Florida Elementary Schools". This bulletin was published August 1, 1935.
3. Georgia Georgia sent a bulletin prepared by the Georgia Commission on Standard Elementary Schools called "Official Bulletin on Standards". This bulletin is marked for school year 1936-37.

4. Iowa The Iowa State Department of Education contributed a rating card called "Rating Card For Standard Rural Schools".
5. Kansas The Kansas State Department of Education sent a bulletin which was published in 1937, "Rural School Bulletin".
6. Mississippi The Mississippi State Department of Education contributed a bulletin which came out in 1938 called "Regulations For Standardizing Elementary Schools In Mississippi", bulletin number 93.
7. Missouri The material from Missouri came in the form of a manual called "Missouri Manual for Rural School Officers". This manual was published in 1938.
8. Nebraska The Nebraska State Department of Education contributed a bulletin called "Rural Education Moving Forward, Bulletin K". This bulletin, a revised edition, came out in the year 1938.
9. North Dakota The material from North Dakota was limited to that found in a folder, "Explanation of Requirements for Standardization of Rural Schools".
10. New York New York State College of Agriculture at Cornell University, Ithaca, New York, contributed a bulletin, one of the regular Cornell Extension Bulletins, called "Improving the School-Building Facilities of One-and Two-Teacher Districts through Measurement". This was published in the year 1922.
11. Ohio The Department of Education for the state of Ohio submitted a bulletin called "The State Program for Elementary Education". No date is given.
12. Oklahoma The Oklahoma standards were obtained from a bulletin known as Bulletin No. 118-J, "Model and Accredited

- Elementary School Bulletin". This bulletin was published in 1938.
13. Oregon The standards for Oregon are found in a rating card in the form of a bulletin called "Standards for Oregon Rural Elementary Schools", published in 1937.
14. Vermont The standards for Vermont are found in a state department of education bulletin, Bulletin No. I, published in 1929, called "The Rural Schools of Vermont - A guide for their Improvement and Standardization".
15. Tennessee The Tennessee State Department of Education sent a form used in that state for checking elementary schools seeking state approval for the school year 1938-39. This form is known as the "Rural Elementary School Standardization Report".
16. Washington Washington has a rating card known as the "Standard School Rating Card for Washington Rural Schools". This particular card was devised in the year 1927.
17. Wyoming The rural school standards submitted by the state of Wyoming are found in state department of education bulletin, Bulletin No. 2, Series B, called, "Official Score Sheet For Rural Schools".
18. West Virginia The rural school standards submitted by the state department of education of the state of West Virginia are found in two rating or measuring bulletins. One, form 6, is known as "Standards for Classified Elementary Schools - State of West Virginia". The other, form 6A, is known as "Measurements For Rating Achievement in Unclassified One-Room and Graded Elementary Schools of West Virginia".
19. Louisiana Louisiana contributed a small rating sheet bearing the title, "Report For State Approved Elementary Schools and For Those Seeking Approval".

An examination of the material listed above will show that a decided difference exists between many of the states in regard to the material they have on rural school standards. If one were to judge these states by their bulletins or score cards it would be an easy matter to adopt the opinion that some states are doing a great deal more than others in their efforts to establish rural school standards. Regardless of the work of the respective states studied in regard to their actual rural standardizing programs, to the out-sider looking on from a distance, bulletins or other printed material issued by the departments of education of these states afford the only means for obtaining enlightenment on the attitudes of these states in reference to their school programs. One fact is outstanding: Too many states do not have enough material covering their own programs. It would seem that any state should have enough printed material to at least cover the needs of its own schools. It is surprising to observe that states like Texas, Pennsylvania, Massachusetts, Maryland, Iowa, and Colorado, have absolutely no bulletins at all on rural standards except for a few old copies which are kept on permanent record.

It is interesting to observe the titles of the bulletins issued by the nineteen states studied in this survey. Out of nineteen titles, eight states have emphasized the word "rural". These states are Iowa, Kansas, Missouri, Nebraska, Vermont, Washington, Wyoming, and North Dakota. Seven states Alabama, Florida, Mississippi, Ohio, Oklahoma, West Virginia,

Louisiana have used the word "elementary". Two states, Oregon and Tennessee, have used a combination of the two words, "rural and elementary" and two bulletins, one from Georgia, and one from Cornell University in New York, have neither of the two words in the titles of their bulletins.

If the bulletins or printed matter issued by these state departments are to be judged by their merits or demerits, some bulletins by virtue of their greater completeness, clarity, and thoroughness, must by necessity be given a greater value than others. Six bulletins seem to stand far above the others in this respect. Perhaps the standards of these six states were no better than the standards of the other states, but it was obvious that these six states were doing more to present their aims and aspirations in a concise, dependable manner than the other states included in this study. These six states are Kansas, Mississippi, Missouri, Nebraska, Oklahoma, and Vermont.

Nineteen states make up slightly less than forty percent of the total United States, but the nineteen states examined in this study touch every geographical center of the United States. The states included in this study range from Vermont in the New England States to Florida in the far southeast. The South, the Southwest, the Central States, both north and south, the West and the Pacific Coast are all represented. Because of this it is hoped that this study will give a fair indication of what the United States

as a whole thinks of rural and elementary school standards.

METHOD OF PRESENTING MATERIAL

Nineteen chapters will be devoted to the material found in the nineteen state bulletins and score cards. The number of states has no bearing upon the number of chapters; thus it is a mere coincidence that nineteen states are included in a study that has nineteen chapters devoted to the material found in the bulletins of this number of states. Every chapter will have at least one table which will contain brief but thorough information relating to the part of school plant studied, viewed from the standards of several states. Each chapter will contain an explanation and commentary covering the material presented in each table.

Beginning with chapter three, the topics studied and discussed, with their many sub-topics, are:

SCHOOL BUILDINGS (Chapter III)

1. Plan of building
2. Materials in construction
3. Location
4. Minimum cost

CLASS ROOMS (Chapter IV)

1. Number of rooms
2. Size of rooms
3. Shape of room
4. Number and type of exits
5. Location of rooms

LIGHT (Chapter V)

1. Window placement
2. Quantity of light
3. Size of windows
4. Shades
5. Artificial lighting
6. Lighting special rooms

HEAT (Chapter VI)

1. Kinds of heating equipment

2. Location of heating plant
3. Quantity of heat
4. Thermometers
5. Fuel room

FURNITURE FOR CLASS ROOMS (Chapter VII)

1. Number of seats and desks
2. Size of seats and desks
3. Types of seats and desks
4. Condition of seats and desks

MISCELLANEOUS FURNITURE (Chapter VIII)

1. Teacher's desk
2. Lockers
3. Storage cupboards
4. Bulletin board
5. Book shelves
6. Waste paper baskets
7. Pencil sharpeners

LIBRARY (Chapter IX)

1. Size of library room
2. Number of books
3. Amount of money for books
4. Replacement
5. Shelving
6. Floors and floor coverings
7. Location of library room
8. Library equipment for students--chairs, tables, desks, etc.

OFFICE (Chapter X)

1. Size
2. Location
3. Office Equipment
 - A. Book cases
 - B. Cabinets
 - C. Chairs
 - D. Desks
 - E. Duplicator or mimeograph
 - F. Filing cabinet
 - G. Typewriter
 - H. Telephone
 - I. Mail box

GYMNASIUM (Chapter XI)

1. Size
2. Location
3. Floor
4. Number of exits and type
5. Seating
6. Typical Gymnasium equipment

LUNCH ROOM (Chapter XII)

1. Location
2. Size
3. Room equipment
4. Storage space for lunches

AUDITORIUM (Chapter XIII)

1. Size
2. Seating
3. Stage equipment
4. Dressing rooms

VISUAL EDUCATION EQUIPMENT (Chapter XIV)

1. Maps
2. Charts
3. Globes
4. Motion Pictures
5. Still picture projection
6. Burlaps and boards for displays
7. Museums

TOILETS (Chapter XV)

1. Location
2. Size
3. Number of toilets
4. Location of toilets
5. Care of toilets

PLAYGROUND (Chapter XVI)

1. Size
2. Location
3. Drainage
4. Type of ground, grass, sand, etc.
5. Playground equipment

SAFETY TO LIFE (Chapter XVII)

1. Corridors
2. Fire escapes
3. Fire alarms
4. Fire extinguishers
5. Stairways
6. Foundation
7. Storm cave

AESTHETIC (Chapter XVIII)

1. Color and finish of walls
 - A. Class room walls
 - B. Library walls
 - C. Music room walls
2. Ceiling
3. Interior decorations
4. Exterior decorations

TEACHER ACCOMMODATIONS (Chapter XIX)

1. Teacherage
2. Teachers dormitory
3. Garage

SCHOOL YARD (Chapter XX)

1. Location
2. Size
3. Drainage
4. Trees
5. Flowers
6. Shrubs
7. Flag pole
8. Walks and drives

MISCELLANEOUS ITEMS (Chapter XXI)

1. Drinking facilities
 - A. Drinking fountains
2. Washing and bathing facilities
 - A. Laboratories
 - B. Soap dispenser
 - C. Towels
3. First Aid equipment
4. Blackboards
5. Clocks, radio, public address system, flags
6. Care of rubbish

CHAPTER III

THE SCHOOL BUILDING

The problem in this chapter on school buildings is to determine by the study of state department bulletins and score cards the degree of importance placed upon the school buildings for rural schools over the United States. Various questions arise, such as: What type of school building is approved by the different states? What materials are suggested? Does each state have a certain size for its school buildings? Where do these states say that a school building should be located? Or, do the various state departments consider the school building at all?

A partial answer to these questions is found in Table No. I.

A study of this table will show that the nineteen states mentioned in this study, Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Ohio, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming, and West Virginia, have no definite requirements in regard to a school building plan. None of these states mentioned a definite plan. A few states, Kansas, Nebraska, and Vermont, suggest a few plans that could be used, but these plans were suggestions only and they could be accepted or rejected according to the opinions of the various districts and school boards. This evidence tends to show that the various state departments of education are not assuming a dictatorial air in regard

to the school building plans of the various communities. It appears that a definite effort has been made to leave the plan of the school buildings in the hands of the school boards and patrons who build and use them. No effort has been made to force any one type of plan upon prospective builders. A board of education has been given the right to construct a building that will fit the particular need and taste of its community. Where Spanish architecture is approved and ardently supported in one part of the country, American Colonial, or American Modern, might be just as strongly supported in another locality.

No effort is made by these nineteen states to set up a definite or detailed list of materials to be used in the construction of school plants. Four states did not mention materials. Kansas, Missouri, North Dakota, and Ohio, were conspicuous by the fact that not even paint was mentioned in their bulletins. The other fifteen states had only meager requirements. The usual requirement was a mere reference to paint, and in all, fifteen states mentioned paint in some form. Alabama regulations say that the school building "must be painted". Florida says the same thing, buildings "must be painted". Georgia regulations say that the school plant must have a "proper exterior finish". Iowa says that school buildings must be "properly painted". Kansas regulations say nothing about paint or other materials. Louisiana and Mississippi mention paint as a requirement. Missouri says nothing about paint or any other materials.

Nebraska mentions paint as a requirement. North Dakota regulations do not mention building materials. New York regulations go a little further than the ordinary requirements by stating that "first grade lumber and paint" must be used. Ohio says nothing about paint or any other materials. Oklahoma and Oregon mention paint as their only requirements in regard to materials. Vermont says that there must be "standard materials and paint". Tennessee, Washington and Wyoming have paint as their only requirement, while West Virginia says that "durable materials and paint" must be used.

This evidence will show that little or nothing is being done by most states to develop rigid standards pertaining to the materials to be used in school plant construction. Stone, brick, stucco, tile, lumber or any other material which is considered attractive and practical seems to meet the requirements of the states included in this study. In other words, if the building satisfies its patrons, if it is practical and safe, the various states have very little say that would materially change its design or materials.

Eleven states make no mention of the location of the building. Eight states make hardly more than suggestion as to where the school building should be located. Alabama regulations say that the location must be "satisfactory". Georgia says that the location must be "accessible". Kansas says that the location must be a "proper" one. Missouri regulations call for a "suitable" location. Nebraska says that

TABLE NO. I

THE REQUIREMENTS IN REGARD TO CERTAIN PHASES
OF THE SCHOOL BUILDING

| States | Is a definite plan required? | Are definite materials required? | Is the location mentioned? | What is the location suggested? | Is a minimum cost suggested? |
|--------|------------------------------|----------------------------------|----------------------------|-------------------------------------|------------------------------|
| Ala. | No | Must be painted | Yes | Must be satisfactory | No |
| Fla. | No | Must be painted | No | | No |
| Ga. | No | Proper exterior finish | Yes | Must be accessible | No |
| Iowa | No | Properly painted | No | | No |
| Kans. | No | No | Yes | Proper location | No |
| La. | No | Paint | No | | No |
| Miss. | No | Paint | No | | No |
| Mo. | No | No | Yes | Suitable location | No |
| Nebr. | No | Paint | Yes | Well back from road | No |
| N. D. | No | No | No | | No |
| N. Y. | No | First grade lumber and paint | Yes | Set at one side and near the front | No |
| Ohio | No | No | Yes | Good location and suitable | No |
| Okla. | No | Paint | No | | No |
| Oreg. | No | Paint | No | | No |
| Vt. | No | Standard materials and paint | Yes | Well drained, attractive, healthful | No |
| Tenn. | No | Paint | No | | No |
| Wash. | No | Paint | No | | No |
| Wyo. | No | Paint | No | | No |
| W. Va. | No | Durable materials and paint | No | | No |

the school building must be set "well back from the road". New York regulations call for a site "set at one side and near the front". Ohio says that the location must be a "good one and suitable". Vermont, going a little beyond the usual regulations found, says that the school building should be located in a "well drained, attractive, healthful place".

No attempt is made in this particular chapter to show any regulations which pertain to the school ground or the location of the school ground. The above information has reference to only the building itself. This information is meant as an answer for such questions as: Do the states require that a definite location or part of a school ground be designated as a site for the school building or buildings?

Do the states say that a school building should face a definite direction?

From the evidence obtained one could answer an emphatic "no" to these questions. Except for two references, the one of Nebraska which says the building must be set "well back from the road", and the one of New York which says it must be set "at one side and near the front", nothing precise or distinct is manifested in the regulations concerning the location of the building proper on the grounds.

No state has attempted to set a minimum cost for rural school buildings. This means that the cost of the school building is left entirely up to the individual school districts. The question has often arisen as to whether or not

it would be better for some type of a regulation to be made which would say that so much should be spent for each phase of the school plant; making the minimum cost enough to insure a sound, adequate plant. But the states included in this study were unanimous in their utter disregard of any regulation of this type.

It is interesting to note the great differences existing between the states regarding the emphasis placed upon the school building in comparison to the other phases of the school as a whole. A study of Table No. II, will show that a wide variation is made by the states. The score cards of fourteen states were studied in an effort to determine what part was given to the school building by each state on their score cards. Six states, Alabama, Georgia, Iowa, Kansas, Mississippi, and Wyoming, have 1000 points as the highest possible score that a school can earn. Four states, Oregon, Tennessee, Washington, and West Virginia, have 100 points as the highest possible score. Louisiana asks 53 questions which pertain to all phases of a rural school. Vermont has 200 questions as its highest possible score. Missouri treats its scoring on a percentage basis, 100% is given as the highest possible score for each part of the school. Oklahoma has 2000 points.

Out of a thousand possible points, Alabama has reserved 210 points for the school building, which is 21% of the total score. Alabama has placed more emphasis upon the part of score card marked TEACHING than any other part, giving 300

points to this particular part.

Out of a thousand total points, Georgia has given 130 points to the school building which is 13% of the total number of points. Georgia also emphasizes the part of the score card marked TEACHER, giving 285 points to this division of the card.

Iowa gives 180 points of a total of 1000 points to the division of the score card marked SCHOOL BUILDING. This is 18% of the total score, and the greatest emphasis is placed upon TEACHER AND ORGANIZATION, with 310 points.

Kansas has 185 points for the school building out of a total of 1000 points. This is 18.5% of the total number of points. Kansas emphasizes the division of the score marked EQUIPMENT more than any other part. This division of the card received 335 points.

Out of 53 questions, 13 were asked on the school building by the score card of the state of Louisiana. This is 24.5% of the total number of questions asked, which is greater than the emphasis placed upon any other part of the Louisiana rural school. Louisiana is the only state out of the fourteen states listed in Table No. II which gave a greater number of points to the school building than any other part of the score card.

Mississippi devoted 200 questions, or 20% of the total 1000 points, to the part of the card marked SCHOOL BUILDING. Mississippi stressed TEACHERS more than any other part, giving 267 points to this particular division of the card.

TABLE NO. II

GREATEST NUMBER OF POINTS WHICH CAN BE EARNED BY THE SCHOOLS OF FOURTEEN STATES AND THE RELATIONSHIP OF THE SCHOOL BUILDING WITH OTHER PARTS OF THE RURAL SCHOOL IN REGARD TO ITS IMPORTANCE AS SHOWN BY POINTS DESIGNATED TO IT

| States | Highest possible score given to a rural school | No. of points reserved for sch'l building | Percentage of total score devoted to building | Part of school program receiving most points |
|--------|--|---|---|--|
| Ala. | 1000 | 210 | 21% | Teaching (300) |
| Ga. | 1000 | 130 | 13% | Teacher (285) |
| Iowa | 1000 | 180 | 18% | Teach. & Org. (310) |
| Kans. | 1000 | 185 | 18.5% | Equipment (335) |
| La. | 53 questions to be answered | 13 questions | 24.5% | Building |
| Miss. | 1000 | 200 | 20% | Teachers (267) |
| Mo. | 100% devoted to each part | 100 | 10% | Equal |
| Okla. | 2000 | 400 (minimum) | 20% | Equipment (500 Mini.) |
| Oreg. | 100 | 19 | 19% | Teaching & Organ. |
| Vt. | 200 | 42 | 21% | Teacher-pupil (100) |
| Tenn. | 100 | 8 | 8% | Teach. Procedure (17) |
| Wash. | 100 | 20 | 20% | Equipment (24) |
| Wyo. | 1000 | 155 | 15.5% | Teacher-pupil (450) |
| W. Va. | 100 | 13½ | 13.5% | Prin. & Teacher (34) |

Oklahoma gave 20% of its card to the division covering school buildings. Oklahoma stressed EQUIPMENT more than any other part, with 500 minimum points devoted to equipment.

Oregon used 19% of its score card for the part devoted to school buildings. This is a little less than the emphasis placed upon TEACHING AND ORGANIZATION.

Vermont has 21% of its card, or 42 out of 200 questions, covering school buildings. Vermont stressed the division of its card marked TEACHER-PUPIL, with half of the total number of points going to this division.

Tennessee's percentage of points going to the school building is the smallest of the group. Only 8% of the card is given over to the SCHOOL BUILDING. TEACHING PROCEDURE received 17 points of the total 100 for first place on the Tennessee card.

Washington, with a total of 100 points, uses 20 points or 20% of the total for the part of the card used for grading the BUILDING. Washington stresses EQUIPMENT more than any other single division, using 24 points for this.

Wyoming uses 155 points out of 1000 for the part covering the SCHOOL BUILDING. This is 15.5% of the total. Wyoming stresses the division of the card marked TEACHER-PUPIL, using 450 points for this.

West Virginia uses 13.5% of its card for the SCHOOL BUILDING. The division marked Principal and Teacher receives 34 points out of 100 for first place.

Louisiana has devoted more of its card to the division

pertaining to the SCHOOL BUILDING than any of the fourteen states with a percentage of 24.5%. Tennessee, with 8%, has devoted the smallest percentage of its card to this same division. The average for the fourteen states is 19.1%.

SUMMARY

Nineteen states offered nothing in the way of a definite building plan. No effort is being made by these nineteen states to set up a definite or detailed list of materials to be used in the construction of rural school buildings. Eleven states made no mention of the location of the school building on the grounds. Eight states made only slight references to the location of the building by the use of such subjective words as "adequate", "satisfactory", "proper", "suitable", or "healthful". There is no way of rating these words for comparison since the word "adequate" may be as effective as "satisfactory".

None of the nineteen states has a minimum cost as a standard.

Briefly, nineteen states, Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Ohio, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming, and West Virginia, have been most lenient in their attitudes concerning rural school building plans which concern the items: design or plan; location of the building on the school ground; materials to be used in the construction; and the cost of the building.

The percentage of the rural school standards of fourteen states range from 3% (Tennessee) devoted to the school building up to 24.5% (Louisiana). The average percentage of these fourteen states, Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming, West Virginia, is 19.1%.

CHAPTER IV

CLASS ROOMS

The purpose of this chapter is to show the requirements of the nineteen states included in this study which concern the class room.

This chapter answers five questions which pertain to the class room standards of the rural schools of these nineteen states.

The following five questions are answered and discussed:

- (1) Do the states have standards which apply to a definite number of class rooms that a school must have?
- (2) What are the standard size or sizes of a class room for a rural school?
- (3) Is the shape of the room included in the standards for rural schools?
- (4) How many exits, and what type, are mentioned in the standards for rural schools?
- (5) Is the location of the rooms mentioned as a standard?

A study of Table No. III will give a partial answer to four of the questions involved. The first column will show that no state has said that there must be a definite number of rooms. This is to be expected because of the difficulty of making a standard of this type practical. No state has set a definite number of rooms as a standard because of the great differences which naturally exist between the needs of the different school districts.

However, this provision of school standards has been taken care of by references to things which will by necessity have some bearing on the size of a school house. It will be

observed that Florida has the standard "a separate class room for each teacher", and the number of teachers will determine the number of rooms. Every state with the sole exception of Ohio gave a specific number of square feet of floor space for each child, and the number of children will determine the size of the building. Since it is a general statement of fact that most states endeavor to shape the size of their faculties to correspond to the number of school children, using some reasonable ratio as a guide, the whole situation seems to meet at a common point: that the number of teachers is determined by the number of pupils and the number of class rooms is determined by the number of teachers and pupils. Using the number of square feet which is to be provided for each child, it can be said without reservation that the number of class rooms will depend upon the number of children who are to use them. This guide seems to be the most acceptable one for regulations to follow which concern the number of class rooms and the size of the school building.

Specific class room dimensions are found in column three of Table No. III. Alabama has a state regulation which pertains to the standard size of a rural school class room, but the standard is not mentioned on the Alabama score card. The Alabama card asked the question, "Does the size of the class room meet state requirements?", but what this state requirements are could not be determined by using the material which was available from that state. The only reference made by the Ohio bulletin in regard to the size of

TABLE NO. III
 REQUIREMENTS IN REGARD
 TO THE STANDARDS OF CLASS ROOMS

| State | Is a minimum number of rooms mentioned? | Is minimum size mentioned? | Is shape mentioned? | Is location mentioned? |
|--------|---|---|---------------------|------------------------|
| Ala. | No | Yes- Not mentioned | No | No |
| Fla. | One for each teacher | 15 Sq. ft. per pupil | No | No |
| Ga. | No | 16 sq. ft. per pupil | No | No |
| Iowa | No | 20 sq. ft. per pupil | No | No |
| Kans. | No | 15 sq. ft. per pupil | No | No |
| La. | No | 15 sq. ft. per pupil | No | No |
| Miss. | No | 21' x 30' x 12' 15 sq. ft. per pupil | No | No |
| Mo. | No | 21' x 30' x 12' 16 sq. ft. per pupil | | No |
| Nebr. | No | 15 sq. ft. per pupil | No | No |
| N. D. | NO | 12 sq. ft. per pupil | | No |
| N. Y. | No | 15 sq. ft. per pupil | Rectangular | No |
| Ohio | No | No | No | No |
| Okla. | No | 15 sq. ft. per pupil | No | No |
| Oreg. | No | 20 sq. ft. per pupil | No | No |
| Tenn. | No | 16 sq. ft. per pupil | No | No |
| Vt. | No | 18 sq. ft. per pupil | No | No |
| Wash. | No | 15 sq. ft. per pupil | No | No |
| Wyo. | No | 15 sq. ft. per pupil | No | No |
| W. Va. | No | 22' x 30' x 11' | No | No |

a class room is found in the question, "Is the building large enough to house all the children of the district?" No specific dimensions for a class room are mentioned.

Florida regulations say that each child should have 15 square feet of floor space. Georgia raises this minimum standard by one foot, saying that 16 square feet is the standard. Iowa raises the standard to 20 square feet for each child. Kansas standards say that each child should have 15 square feet of floor space. Louisiana agrees with Florida and Kansas, saying that 15 square feet is the desirable minimum. Mississippi regulations say that the minimum size of a school room should be 21' x 30' x 12', and that in any room 15 square feet of floor space should be given to each child. Missouri has the same minimum specifications, 21' x 30' x 12', but says that 16 square feet is the desired amount of floor space for each child. Nebraska regulations say that each child should have 15 square feet. North Dakota's minimum allowance for floor space is the smallest of the group, 12 square feet for each child. New York regulations call for 15 square feet per child. Oklahoma regulations have 15 square feet as a standard. Oregon regulations tie those of Iowa, saying that 20 square feet is the desirable minimum requirement. Tennessee requirements set 16 square feet for each child, Vermont sets 18 square feet as a standard, while Washington and Wyoming agree on 15 square feet. West Virginia says nothing about the number of square feet of floor space for each

child, but sets the dimensions, 22 ft. wide, 30 ft. long, and 11 ft. high as the minimum size of a rural class room.

These standards vary from a low of 12 square feet for each child (North Dakota) to a high of 20 square feet for each child (Iowa and Oregon). The average for this particular group of states is 15.81 square feet of floor space for each child. Eleven states approached the average within a fraction of a foot, nine states having 15 square feet as a minimum requirement (Florida, Kansas, Louisiana, Mississippi, Nebraska, New York, Oklahoma, Washington, and Wyoming), while two states set 16 square feet as a minimum requirement (Missouri and Tennessee).

If one were to use this study as a basis for establishing a minimum class room size, 15 or 16 square feet of floor space for each pupil would be the desirable minimum. At least these figures would more nearly approach the standards and harmonize with the opinions of the majority of the states included in this study.

No specific requirements in regard to the shape of a rural class room are voiced by these states, but no doubt this omission was allowed because of the assumption that practically all class rooms would be rectangular in shape if the standards for size were observed. Taking the specifications of Mississippi and Missouri as examples, 21' x 30' x 12', if a room building plan follows these specifications, the rooms would by necessity be rectangular in shape.

No specific location is given to any particular room. Practically every one of the states make some mention of the quality of light which comes into the school room by using such questions as, "Is the light adequate for sound study?", or "Is there enough good light?", and since the quantity and quality of light would for the most part depend upon the location of the room, it might be said that there were indirect references made as to where a room should be located.

The remaining question to be answered in this chapter is, "How many exits and what types are mentioned in the standards for rural schools?". Since no answer is found for this question in Table No. III, the nineteen states are listed below with the answers to this question after them.

| STATE | NUMBER OF EXITS REQUIRED FOR A CLASS ROOM | TYPE OF EXITS |
|-------------|---|----------------|
| Alabama | Not mentioned | Not mentioned |
| Florida | Not mentioned | Not mentioned |
| Georgia | Not mentioned | Doors open out |
| Iowa | Not mentioned | Not mentioned |
| Kansas | Not mentioned | Not mentioned |
| Louisiana | Not mentioned | Not mentioned |
| Mississippi | Not mentioned | Not mentioned |
| Missouri | Not mentioned | Doors open out |
| Nebraska | Two | Doors open out |
| N. Dakota | Not mentioned | Not mentioned |
| New York | Not mentioned | Not mentioned |
| Ohio | Not mentioned | Not mentioned |
| Oklahoma | Not mentioned | Doors open out |
| Oregon | Not mentioned | Not mentioned |
| Tennessee | Not mentioned | Not mentioned |
| Vermont | Not mentioned | Doors open out |
| Washington | Not mentioned | Not mentioned |
| Wyoming | Not mentioned | Not mentioned |
| W. Virginia | Not mentioned | Not mentioned |

Out of this entire group of states, Nebraska is the only state that mentions the number of exits a school room should have. The Nebraska regulations say that every rural class room should have two exits if the building is not fire-proof. If the building is fire-proof, one exit will be sufficient.

Five states make a specific regulation that all doors should open outward, (Georgia, Missouri, Nebraska, Oklahoma, and Vermont). With the exception of this single stipulation, no other description of an exit is given.

SUMMARY

No specific regulations, which concern the minimum rooms a rural school should have, are found in the standards of the nineteen states included in this study.

Ohio is the only one of the nineteen states that failed to have a requirement covering the size of the rural class room. These standards varied from 12 square feet for each child in the state of North Dakota to 20 square feet for each child in the states of Iowa and Oregon. The average for this particular group of states is 15.81 square feet for each child.

Nothing definite was included in the regulations of these nineteen states that would concern the shape of a school class room. However, if regulations concerning minimum sizes are followed, the class rooms would be rectangular in shape.

None of these nineteen states made an effort to dictate a definite location for the class rooms in relation to

the other part of the building. References were made about the quality and quantity of light a room should have, and this would effect the location of a class room. No specific regulation was made by any of the states which, for an example, could say that the primary and lower grade rooms must be on the south side of the building. Such suggestions as the room needs "adequate light and air" were made, and the school building architect or planner is supposed to take these suggestions and be guided accordingly.

Nebraska was the only state that mentioned a definite number of exits. Five states, Georgia, Missouri, Nebraska, Oklahoma, and Vermont, had the regulation that all doors must open outward.

CHAPTER V

LIGHT

This chapter is concerned with only those regulations that have a bearing upon the quantity and quality of light of the rural school class room.

Six questions cover the fundamental problems which come out of a study of class room lighting. These questions are:

- (1) Is window placement included in the standards of the nineteen states included in this study?
- (2) What are standards of these states which have a bearing upon the quantity and quality of light?
- (3) What do the standards of these states say about the size of class room windows?
- (4) Are shades mentioned as a standard by these states?
- (5) What is said about artificial lighting in the standards of these states?
- (6) What is said about lighting special rooms?

Four of these questions are answered in the information found in Table No. IV.

It will be observed that only two states failed to say something definite about window placement. No specific requirement that would concern window placement is found in the bulletins of Alabama and Ohio. With the exception of Washington, all of the other states are quite distinct in their regulations pertaining to the placement of windows. Washington regulations say that there must be "correct light", and assuming that it is generally understood that correct light is created only by a correct placement of

windows, it might be said that Washington has a regulation which concerns window placement.

The other states are unanimous in their approval of a light that comes from the left. Sixteen states agree that light that comes from the left is the best light for a school room (Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia). Light falling from the left is the first choice of all of these sixteen states, but light from the "left and rear" is accepted by all but three of these states, and these three states make a distinct appeal for light that comes only from the left (Georgia, Missouri, and New York). Where any mention is made at all that would concern a light from the front of the school room it is found that all of these sixteen make a definite and vigorous stand against it. It is unanimously agreed that a light coming from the front is the poorest kind of light.

Thirteen states say that the size of the windows should equal $1/5$ of the total area of the floor. (Alabama, Florida, Georgia, Kansas, Louisiana, Missouri, Nebraska, North Dakota, New York, Oklahoma, Vermont, Wyoming, and West Virginia). As an example, a school room with the dimensions of twenty feet by thirty feet would have a floor area of 600 square feet, and if the regulations of these thirteen states were followed this school room would have windows whose light

area would equal $1/5$ of this 600 feet or 120 square feet.

Four states say that the light area of the windows should equal $1/6$ of the floor area (Iowa, Mississippi, Oregon, and Tennessee).

Ohio does not mention the specific ratio of the light area to the floor, but the Ohio regulation says that there must be "Adequate light". Washington says nothing about light in its regulations.

Ohio is the only one of the nineteen states which does not include shades as standard equipment. The other eighteen states call for some type of shade, and the usual or average requirement of these states calls for shades "where needed". No state calls for a window shade for a north window.

Seven states make recommendations for artificial lighting. Iowa says that there must be "a good lighting system". New York says that there must be "enough artificial lights to insure proper reading". Ohio says that the best lighting system for artificial purposes is an electric service system. Oklahoma gives five points out of its score card to lamps, and ten points to gas or electric lights. Oregon says that there must be some provisions for artificial light. Vermont does not include artificial light as a requirement on its score card, but the Vermont bulletin calls for electric lights suspended nine feet above the floor. West Virginia suggests that all artificial light be indirect and properly shaded.

TABLE NO. IV
STANDARDS WHICH CONCERN LIGHT

| States | Window placement | Size of windows | Shades | Artificial light |
|--------|------------------|----------------------------------|---------------------|---|
| Ala. | Not mentioned | 1/5 floor area | Yes | Not mentioned |
| Fla. | Left of pupils | 1/5 floor area | Yes | Not mentioned |
| Ga. | Left | 1/5 floor area | Yes | Not mentioned |
| Iowa | Left and rear | 1/6 floor area | Yes | A good lighting system |
| Kans. | Left side | 1/5 floor area | Yes | Not mentioned |
| La. | Left and rear | 1/5 floor area | Yes | Not mentioned |
| Miss. | Left and rear | At least 1/6 floor area | Where needed Yes | Not mentioned |
| Mo. | Left | 1/5 floor area | Yes | Not mentioned |
| Nebr. | Left and rear | 1/5 floor area | Yes | Not mentioned |
| N. D. | Left and rear | 1/5 floor area | Yes | Not mentioned |
| N. Y. | Left | 1/5 floor area | Yes | Enough light to insure proper reading |
| Ohio | No mention | Adequate light | No | Electric service system |
| Okla. | Left and rear | 1/5 floor area | Yes | Yes |
| Oreg. | Left and rear | 1/6 floor area 1/5 new bldgs. | Yes | Yes, provision for artificial light |
| Tenn. | Left and rear | 1/6 floor area | Yes | Not mentioned |
| Vt. | Left and rear | 1/5 floor area | Yes | Electric light 9' above floor (Not on score card) |
| Wash. | Correct light | Not mentioned | Yes | Not mentioned |
| Wyo. | Left and rear | 1/5 floor area | Yes | Not mentioned |
| W. Va. | Left and rear | 1/5 floor area | Yes | Indirect (properly shaded) |

Perhaps there is an acceptable reason why so little has been said by these states on the subject of artificial lighting. Important as it is, one might feel that more should be done to insure proper lighting facilities. Perhaps it is because the overwhelming majority of rural schools is located far from high lines that carry the much needed power for electric lights, and a desirable farm lighting plant too often costs more than the small rural school is willing or able to pay. Perhaps those who formulate school standards in many of these states feel that the rural school districts will do the best they can in the way providing suitable artificial light, and stop at this point.

Other phases of this subject emerge if a complete survey is to be made. Four other phases of the subject are submitted for further study in Table No. V. Table No. V answers four important questions which deal with the subject of school room lighting. The questions are: How far should the first window be from the front of the room? What type of shade is suggested? What color should these shades be? What is said about lighting special rooms?

The first column of statistics on the following page will show that six states give a definite distance from the front of the class room to the first window. Florida regulations say that the first window should not be less than five feet from the front of the room. Kansas regulations say this distance should be from four to six feet. Missouri also has from four to six feet as the required distance.

TABLE NO. V

STANDARDS WHICH TELL: THE DISTANCE FROM THE FRONT OF THE ROOM TO THE FIRST WINDOW: TYPES OF SHADES TO BE USED: COLOR OF SHADES: LIGHTING SPECIAL ROOMS

| State | Distance from front of room to first window | Type of shade | Color | Lighting special rooms |
|--------|---|------------------|-------------|------------------------|
| Ala. | No | Adjustable | No | No |
| Fla. | Not less than 5' | Adjustable | No | No |
| Ga. | No | Two-way | No | No |
| Iowa | No | Adjustable | No | No |
| Kans. | From 4' to 6' | Adjustable | Match walls | No |
| La. | No | Adjustable | No | No |
| Miss. | No | Adjustable | No | No |
| Mo. | From 4' to 6' | Adjustable | Harmonize | No |
| Nebr. | Not less than 6' | Adjustable | Tan | No |
| N. D. | No | Adjustable | Tan | No |
| N. Y. | No | Adjustable | No | Yes |
| Ohio | No | No | No | Yes |
| Okla. | No | Good-Adjustable | No | No |
| Oreg. | No | Good-Translucent | No | No |
| Tenn. | No | No | No | No |
| Vt. | 6' | Adjustable | Harmonize | No |
| Wash. | No | No | No | No |
| Wyo. | 10' | Adjustable | Tan | No |
| W. Va. | No | Adjustable | Harmonize | No |

Nebraska and Vermont regulations for a distance not less than six feet, and Wyoming adds four feet by stating that ten feet from the front of the room to the first window is the appropriate distance.

Fourteen states ask for an adjustable shade. By adjustable is meant a type of shade that is not fixed rigidly at the top--a shade that can be raised or lowered from the top or bottom. These fourteen states (Alabama, Florida, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Oklahoma, Vermont, Wyoming, and West Virginia) make it plain that the shades used must be of the type that can be adjusted to fit all changes of light which occur during the normal passing of a day.

Georgia mentions a "two-way" shade, which is another term for an adjustable shade. Oregon asks for a good, translucent shade. Ohio, Tennessee, and Washington did not ask for or suggest any particular type of shade.

Kansas regulations ask that the shades match the walls in color. Missouri, Vermont, and West Virginia standards ask for a shade that will harmonize with the color scheme of the class room. Nebraska, North Dakota, and Wyoming state specifically that tan is the best color for class room shades. The other states said nothing about the color of shades.

Only two states make any reference to lighting special rooms. New York makes a definite request for a "well lighted library", and at least one light in toilets and cloak rooms.

Ohio asks this question, "Are corridors, stairways, and basements properly lighted?"

SUMMARY

Window placement is included in the standards of 17 of the 19 states included in this study. Only Ohio and Alabama omitted this particular standard. Washington is vague on this point.

The other states (Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia) make a definite statement that the best light is light from the left. It is unanimously agreed that light coming from the front is the poorest light of all.

Thirteen of these states say that the light area of the windows should equal $1/5$ of the total area of the floor. Four states say that the area of the windows should equal $1/6$ of the floor area (Iowa, Mississippi, Oregon, and Tennessee). Ohio says nothing about the size of windows, and neither does Washington. Ohio is the only state out of the nineteen studied that does not mention shades as standard equipment.

Seven states make provisions for artificial lighting, (Iowa, New York, Ohio, Oregon, Vermont, Oklahoma, West Virginia).

Six states mentioned as a standard the distance from the front of the class room to the first window (Florida, Kansas, Missouri, Nebraska, Vermont, and Wyoming).

All but three states called for an adjustable shade, (Ohio, Tennessee, and Washington).

Kansas, asks for a shade that will match the walls in color; Missouri, Vermont, and West Virginia want shades that will harmonize with the room. Nebraska, North Dakota, and Wyoming prefer tan shades.

Two states refer to lighting special rooms. New York refers to a well lighted library and at least one light in toilets and cloak rooms, and Ohio refers to lights in corridors, basements and stairways.

CHAPTER VI

HEAT

This chapter is devoted to five questions covering the standards of nineteen states which apply to the heating equipment of rural schools. These questions are: Is a definite kind of heating equipment mentioned as a standard? Is a definite location mentioned? Are thermometers included in these standards on heat? Are stove jackets standards where stoves are mentioned as acceptable equipment? Are fuel rooms mentioned in the standards of these states?

Granting there are other problems which might arise from a study of heat, it was assumed that these five questions would cover the subject with enough thoroughness to give considerable insight into what the general opinion of various parts of the country is in regard to this subject.

Since the amount and quality of heat is effected directly by the type of heating equipment used, the first and primary consideration of a study of this subject will involve a consideration of all types of heating equipment which is preferred or accepted by the various states. The answers to the first question in Table No. VI will serve to throw some light upon this particular point.

It will be observed that only two states do not mention heating equipment (Louisiana and Washington). Nothing could be found on the score cards of these states which would indicate that they are endeavoring to establish a standard which would apply to heat.

The other seventeen states varied a great deal in their requirements. The standards varied from vague requirements such as "satisfactory" or "acceptable" to more specific requirements which mention one or more definite types of equipment. Several of these states mention a preferred type of equipment, and if this standard is above the abilities of the qualifying schools, a second, and even third, choice is given.

The state of Alabama says that each school must have "an approved heating apparatus". No clue is given as to what kind of heating apparatus would be acceptable or rejected. But Alabama is no more vague on this subject than several states other than she. Florida standards prefer a satisfactory central heating plant. Georgia standards call for circulating heaters or stoves. This seems to be the minimum requirement in the case of Georgia. Iowa standards call for an adequate system of heating. Whatever system the word "adequate" might find acceptable, this system must be provided with an air intake and outlet. Standards of Kansas prefer a furnace, with a room heater given as a second choice. Mississippi gives steam heat the highest rating. Other kinds of heat would be acceptable, but steam heat is preferred. The standards of Missouri call for a standard system. Since nothing specific is given, the term "standard equipment" could no doubt be applied to several systems of heating. Nebraska standards give two choices, a furnace or a jacketed heater, with the furnace as first

TABLE NO. VI

STANDARDS WHICH PERTAIN TO CERTAIN PHASES OF THE SUBJECT
"HEAT" AS IT CONCERNS RURAL SCHOOLS

| State | Is a definite kind of heating equipment mentioned as a standard? | Is a definite location mentioned? | Are thermometers included as standards? | Stove jackets | Fuel rooms? |
|--------|--|-----------------------------------|---|---------------|--------------|
| Ala. | Approved heating apparatus | No | No | No | No |
| Fla. | Satisfactory central heating plant preferred | No | No | No | No |
| Ga. | Circulating heaters or stoves | No | Yes | Yes | No |
| Iowa | Adequate system air intake and outlet | No | Yes | No | Yes |
| Kans. | Furnace or room heater | No | Yes | Yes | No |
| La. | No | No | Yes | No | No |
| Miss. | Steam heat given highest rating | No | Yes | Yes | Coal in bins |
| Mo. | Standard system | No | No | No | Yes |
| Nebr. | Furnace or jacketed heater | Stove near entrance | No | Yes | Yes |
| N. D. | Adequate system | No | No | No | No |
| N. Y. | Furnace or jacketed stove | No | Yes | Yes | Yes |
| Ohio | Acceptable system | No | No | No | No |
| Okla. | Furnace or jacketed stove | No | Yes | Yes | Yes |
| Oreg. | Satisfactory heating system | No | Yes | No | Yes |
| Tenn. | Furnace, circulating heater or stove | No | Yes | Yes | Yes bins |
| Vt. | Furnace, stove, or ventilating heater | No | Yes | Yes | Yes |
| Wash. | No | No | Yes | No | Yes |
| Wyo. | Stove or furnace | No | Yes | Yes | Yes |
| W. Va. | Stove or furnace | No | Yes | Yes | Yes |

choice. North Dakota standards want an adequate system, leaving the impression that several types of equipment would be accepted. New York standards demand a furnace or a jacketed stove. Ohio says the system of heating must be acceptable. Again it is taken for granted that the word acceptable covers several types of equipment. Oklahoma standards want the furnace or jacketed stove. Oregon asks for a satisfactory heating equipment. Satisfactory, like acceptable, could mean more than one thing. Tennessee's standards give three possible types of heating equipment which would be acceptable: Furnace, circulating heater, or stove. Vermont, related to Tennessee in this respect, gives as a standard the same three types of equipment. Wyoming standards call for a furnace or a stove. West Virginia also calls for a furnace or a stove.

It is assumed that such words as satisfactory and acceptable, as they concern the subject of heat, will by necessity include safety as an important point in their provisions. Perhaps in those states where heating equipment standards are defined in such terms, any heating apparatus that is practical and safe will pass inspection.

In view of the fact that much has been said against locating a furnace under the school building, particularly under crowded auditoriums or gymnasiums, it is interesting to observe that only one state mentions the location of the heating equipment. Nothing definite could be found that would show that any of these states attempt to give a

specific location for the heating plant. Nebraska was the only state that considered this particular phase of the heating problem at all, and Nebraska referred only to the location of heating stoves. Nebraska says the heating stove should be near the entrance, the reason for this being that warm, stale air around the stove would have a greater opportunity to escape and be replaced by fresh air.

Thermometers are included as standard equipment in thirteen states (Georgia, Iowa, Kansas, Louisiana, Mississippi, New York, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia). Six states make no mention of thermometers (Alabama, Florida, Missouri, Nebraska, North Dakota, and Ohio).

The nineteen states are pretty evenly divided on standards applied to stove jackets. Ten states include stove jackets as standard equipment (Georgia, Kansas, Mississippi, Nebraska, New York, Oklahoma, Tennessee, Vermont, Wyoming, and West Virginia), and nine states do not include stove jackets as standard equipment (Alabama, Florida, Iowa, Louisiana, Missouri, North Dakota, Ohio, Oregon, and Washington).

A fuel room is considered standard equipment by Iowa, Missouri, Nebraska, New York, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia. Mississippi does not call for a fuel room in the same sense that the other states do, but Mississippi asks that there be coal bins for coal if this is the kind of fuel in use.

Seven states said nothing about fuel rooms as standard equipment, (Alabama, Florida, Georgia, Kansas, Louisiana, North Dakota, and Ohio).

SUMMARY

Only two of the nineteen states mentioned in this study fail to give any type of heating equipment as standard, (Louisiana and Washington). Some of the others are vague on this point, using such words as "adequate" and "satisfactory" to denote the type of equipment preferred, (Alabama, Iowa, Missouri, North Dakota, Ohio, Oregon). The remaining eleven states specify one or more particular types of equipment, furnace, circulating heaters, and stoves with jackets, (Florida, Georgia, Kansas, Mississippi, Nebraska, New York, Oklahoma, Tennessee, Vermont, Wyoming, and West Virginia).

Nebraska standards call for the stove near the door, and the other eighteen states say nothing about the location of any type of heating equipment.

Thermometers are included as standard equipment in thirteen states (Georgia, Iowa, Kansas, Louisiana, Mississippi, New York, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia).

Stove jackets are considered standard equipment in ten states out of the nineteen (Georgia, Kansas, Mississippi, Nebraska, New York, Oklahoma, Tennessee, Vermont, Wyoming, and West Virginia).

Twelve states mention fuel rooms as standards (Iowa, Missouri, Nebraska, New York, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia). Mississippi standards call for coal bins.

CHAPTER VII

FURNITURE FOR CLASS ROOMS

This chapter is concerned with the study of standards as they apply to class room furniture. This subject has been divided into eight parts, each part making a vital and significant study in itself. Keeping in mind that these are the standards of nineteen states, perhaps the best method of presentation will be to resort again to questions, with eight questions and their answers covering the main subject, "Furniture for Class Rooms".

These eight questions are: What are the standards in regard to seats and desks? What do these standards say about the sizes of seats and desks? What types are mentioned as acceptable? Is the condition of the class room furniture considered a standard? Are tables and chairs required? If tables and chairs are required or recommended, in what grades? What is the minimum aisle width given by these states? Should seats in one row be of uniform size?

It would have been impractical for any state to set a definite number of desks, such as ten, fifteen, or twenty, as a minimum requirement because of the great differences existing between the needs of different schools. It is obvious that a school room with an enrollment of twenty pupils would not need over twenty desks and seats. Most of the states have built their standards around this particular observation. That is, that the number of seats and desks should be determined by the number of pupils that is

to use them.

Only two states do not mention the number of seats and desks a school room should have, (Ohio and Washington). The other seventeen states mention this requirement, some states being more specific than others. Ten states say that a single seat and desk should be provided for each individual (Alabama, Florida, Iowa, Kansas, Louisiana, North Dakota, Oregon, Tennessee, Wyoming, West Virginia). It is significant to observe at this phase of the study that the old two-pupil type of desk has passed out of favor. This type of seating arrangement is now being discouraged and an individual desk for each pupil is the accepted plan of seating at this time. Five states are more general in their standards pertaining to the number of seats and desks, but their general statements could mean and probably do mean, that each child should have a desk by himself. Georgia says that each room should have an "adequate number of seats and desks. Mississippi, Nebraska, New York, and Oklahoma standards call for a "sufficient" number of seats and desks.

All of the nineteen states have some kind of a standard which applies to the size of seats and desks. Comfort and adaptability seem to be the two items of importance upon which these nineteen states agree. These states are not so concerned with actual sizes which are governed by numbers, such as a number two desk, but they are all concerned with the question of whether or not the seat fits the child.

TABLE NO. VII
STANDARDS OF SEATS AND DESKS

| State | Number of seats and desks | Size of seats and desks | Types | Condition |
|--------|-------------------------------|------------------------------------|-------------------------|-----------------|
| Ala. | Single for each pupil | Adjustable | Adjustable sing. patent | Not mentioned |
| Fla. | One for each child | Comfortable | Individual | Not mentioned |
| Ga. | Adequate number | Suitable | Standard suitable | Not mentioned |
| Iowa | One for each child | Feet must touch floor | Single adjustable | Not mentioned |
| Kans. | One for each child | Suitable-feet rest easily on floor | Single adjustable | Not mentioned |
| La. | One for each child | Suitable sizes | Approved types | Not mentioned |
| Miss. | Sufficient | Correct | Single | No |
| Mo. | Not mentioned | Various sizes to fit all pupils | | Not mentioned |
| Nebr. | Sufficient | Suitable sizes | Single adjustable | No |
| N. D. | One pupil each desk | Right size | Single | Good condition |
| N. Y. | Sufficient | Fit pupils | Single | Yes |
| Ohio | No | Adjusted to pupils | No | Clean |
| Okla. | Sufficient | Feet on floor with comfort | Single preferred | Unscarred clean |
| Oreg. | One for each child | Properly adapted | Single seats | No |
| Tenn. | One for each child | Correct | Single seat | No |
| Vt. | Three sizes or single adjust. | Three sizes or single adjustable | Single adjustable | No |
| Wash. | No | At least three sizes | Patent desk | No |
| W. Va. | One for each child | Adjusted to fit pupil | Single adjustable | No |

In other words, a school room could have a variety of seat sizes if the pupils represented a variety of sizes.

The second column of statistics in Table No. VII will show standards of nineteen states in regard to seat and desk seat sizes. Alabama wants an adjustable desk and seat. The Alabama viewpoint is that such a desk can be made to fit the pupil. Florida standards call for a comfortable desk and seat. This implies that the desk is not too high for the pupil and that the seat is not too high or too low. Georgia standards ask for a suitable seat and desk. A suitable desk would have to be one that fits the pupil. Iowa asks that the seat be of a size that will permit the pupil's feet to touch the floor. This Iowa standard will guard against seats being too large for the occupant. Kansas asks for a suitable seat and desk, with the added requirement that the feet of the pupils touch the floor. Louisiana asks for suitable sizes and Mississippi asks for correct sizes. Missouri standards call for various sizes to fit all pupils. Nebraska wants suitable sizes and North Dakota asks for right sizes. New York wants all seats and desks to fit all pupils. Ohio approves the adjustable seat and desk. Oklahoma standards say that the pupils must be able to place their feet on the floor with comfort. Oregon wants seats and desks that are properly adapted. Tennessee wants correct sizes. Vermont asks that each room have at least three sizes, or, if this is not possible, have single adjustable

seats and desks. Washington asks for at least three sizes in each room. Wyoming wants proper sizes, and West Virginia wants seats and desks that can be adjusted to fit the pupil.

It can be said without reservation that all of these states want to emphasize the item of comfort in its relationship to health. Such standards as "correct" or "suitable" are specific enough if they are considered sanely. A desk to be suitable or correct will by necessity fit the child who uses it. It is interesting to observe that Vermont and Washington depart from the usual stipulations on this subject when they ask that a class room have at least three sizes of seats and desks. The explanation of this is that in most class rooms the students will not vary enough from the largest to the smallest sizes to justify having desks and seats of more than three sizes.

A significant point is observed in connection with the size and types of seats and desks. This point is that the adjustable seat and desk is gaining rapidly in favor. This type of desk and seat is given the highest rating by seven states out of the nineteen (Alabama, Iowa, Kansas, Nebraska, Vermont, Wyoming, and West Virginia). These seven states ask for a single-adjustable type of seat and desk. Seven states ask for single types and say nothing about adjustment (Mississippi, North Dakota, New York, Oklahoma, Oregon, Tennessee, and Florida). Georgia wants a standard type of seat and desk. Louisiana wants an approved type. Washington asks for a patent type. Missouri and Ohio say nothing

about the type of seat and desk a school should have.

Only four states include the condition of seats and desks as a standard. North Dakota asks that the seats and desks be in good condition. New York makes no specific requirement, but the condition of the seat and desk is given a rating on the score card. Ohio asks that the seats and desks be clean. Oklahoma wants the seats and desks to be unscarred and clean.

Since tables and chairs have grown in popularity during the last few years, it will be well to study the reaction of these states towards this particular type of classroom furniture. Most of the states recommend and approve this type of furniture.

A survey of Table No. VIII will show the states which recommend tables and chairs and the grades for which they are recommended. Alabama recommends tables and chairs for the first and second grades. Florida recommends them for the lower grades. Georgia approves this type of furniture, but no specific grade is mentioned. Iowa recommends them for the kindergarten. Kansas recommends them for the primary department. Louisiana standards say nothing about tables and chairs. Mississippi recommends them for the first, second, and third grades. Missouri standards do not mention them. Nebraska recommends them for the kindergarten and primary departments. North Dakota, New York, and Ohio do not mention them in their standards. Oklahoma recommends

TABLE NO. VIII
STANDARDS FOR CLASS ROOM FURNITURE

| States | Are tables & chairs recommended? | If so, in what grades | Minimum aisle width | Should seats of one row be of uniform size? |
|--------|----------------------------------|--------------------------|-----------------------|---|
| Ala. | Yes | 1st & 2nd | No | Not mentioned |
| Fla. | Yes | Lower Grds. | No | Not mentioned |
| Ga. | Yes | No specific grade | No | Not mentioned |
| Iowa | Yes | Kindergarten | No | Not mentioned |
| Kans. | Yes | Primary | No | Not mentioned |
| La. | Not mentioned | | No | Not mentioned |
| Miss. | Yes | 1st & 2nd 3rd | Properly placed desks | Not mentioned |
| Mo. | No | | No | Not mentioned |
| Nebr. | Yes | Primary, Kindergarten | No | Yes |
| N. D. | Not mentioned | | No | Not mentioned |
| N. Y. | Not mentioned | | 30" out 18" in | |
| Ohio | Not mentioned | | No | Not mentioned |
| Okla. | Yes | Kindergarten | No | Yes |
| Oreg. | Not mentioned | | No | Not mentioned |
| Tenn. | | Graded | No | Not mentioned |
| Vt. | Yes | No specific grade | 20" | Not mentioned |
| Wash. | Not mentioned | | No | Not mentioned |
| Wyo. | Yes | Primary | No | Not mentioned |
| W. Va. | Not mentioned | | 18" in 24" out | Yes |

them for kindergarten work. Tennessee recommends them for the grade school. Vermont approves and recommends them but no definite grade is mentioned. Washington standards do not mention them. Wyoming recommends them for the primary department. West Virginia does not mention them.

It can be stated definitely that those states which approve and recommend tables and chairs agree unanimously that they should be used in the lower grades.

Only four states have a minimum aisle width as a standard, and one of these is extremely vague. Mississippi is vague and uncertain in her demands for properly placed desks. New York is definite and asks for a minimum outside aisle width of 30" and an inside aisle width of at least 18". Vermont standards call for a minimum aisle width of 20". West Virginia's minimum requirements ask for an outside aisle of 24" and an inside aisle of 18".

The question has been asked: Should all of the seats in one row, for the sake of uniformity and appearance, be of the same size? Only three states answer this question, and the remaining sixteen ignoring it completely. Nebraska, Oklahoma, and West Virginia recommend that all of the seats in one row be of uniform size.

SUMMARY

Seventeen states mention the fact that the number of seats and desks in a class room is considered a standard. Only two states say nothing about the number of seats and

desks a room should have, (Ohio and Washington). Ten states ask for a single seat for each child (Alabama, Florida, Iowa, Kansas, Louisiana, North Dakota, Oregon, Tennessee, Wyoming, West Virginia). Five states ask for an adequate number or a sufficient number (Georgia, Mississippi, Nebraska, New York, and Oklahoma).

Every one of the nineteen states mentions the fact that the seat and desk should fit the pupil. Comfort is emphasized in every standard by the use of such words or terms as suitable size, correct size, fit the pupils, properly adapted, etc.

Seven states recommend the adjustable type of seat and desk (Alabama, Iowa, Kansas, Nebraska, Vermont, Wyoming, West Virginia). Seven states recommend the single type seat and desks (Mississippi, North Dakota, New York, Oklahoma, Oregon, Tennessee, and Florida). Georgia, Louisiana, and Washington ask for a standard type. Missouri and Ohio say nothing about the type of seat and desk a school should have.

Four states include the condition of the seat and desk as a standard (North Dakota, New York, Ohio, and Oklahoma).

Eleven states recommend tables and chairs for the lower elementary grades (Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Nebraska, Oklahoma, Tennessee, Vermont, Wyoming).

Four states have standards which concern minimum aisle width. Only three are definite. Mississippi asks that

the desks be properly placed. New York asks for an outside aisle width of 30" and an inside aisle width of at least 18". Vermont standards call for a minimum aisle width of 20". West Virginia asks for an outside aisle of 24" and an inside aisle of 18".

Nebraska, Oklahoma, and West Virginia recommend that all of the seats in one row be of uniform size.

CHAPTER VIII

MISCELLANEOUS FURNITURE

This chapter deals with seven items of miscellaneous furniture and shows whether or not nineteen states have included these items in their standards.

The teachers' desk is the first piece of furniture considered. Perhaps it is only reasonable and natural to assume that every school room will have a desk and chair for the teacher, but to be certain that this important piece of furniture is available for use, practically all state departments make a demand for it in their standards.

Out of the nineteen states studied, only four fail to make a specific requirement for a desk and chair for the teacher. The first column of statistics in Table No. IX shows that Alabama, North Dakota, Ohio, and Tennessee did not have this requirement in their standards. The other fifteen states not only asked for a specific fulfillment of this requirement, but most of them went so far as to name a definite type of desk which should be used. The most popular description of a teacher's desk contained the stipulations that the desk would have several drawers which could be used for storage, and at least one of these drawers should have an efficient and workable lock.

It can be stated definitely that a desk for the teacher is considered a necessary and vital part of the rural school room's equipment.

Only four states make any kind of a request for lockers.

These four states (Georgia, Louisiana, Oklahoma, and Tennessee) vary in their specifications. Georgia, Louisiana, and Tennessee leave the impression that a locker or a cabinet or a combination-locker-cabinet would meet this requirement. Their standards in this respect are not rigid. The Oklahoma score card gives fifteen points to individual lockers. Oklahoma requires lockers or a cloak room for a model rural school.

No attempt is made here to differentiate between storage cupboards and closets. The main idea is to determine whether storage space, either in a closet or a cabinet, is considered of enough importance to be included in the standards of the states in this study. Twelve of the nineteen states make some kind of a provision for storage space (Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Tennessee, Vermont, and Wyoming).

Bulletin boards as a standard are included by twelve states (Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, New York, Oklahoma, Tennessee, Vermont, and West Virginia.) Seven states, (Alabama, Mississippi, North Dakota, Ohio, Oregon, Washington, and Wyoming) do not include bulletin boards in their standards.

The fifth column of Table No. IX shows that fifteen states answer "yes" to the question, "Are book-shelves considered standard equipment?" Some states ask for book-shelves and some ask for book-cases, and this study takes

TABLE NO. IX

SEVEN ITEMS OF MISCELLANEOUS FURNITURE WHICH ARE,
OR NOT, INCLUDED IN THE STANDARDS OF THE NINETEEN STATES

| States | Teacher's Desk | Lockers | Storage cupboards or closets | Bulletin Board | Book Shelves | Waste Baskets | Pencil Sharpener |
|--------|----------------|---------|------------------------------|----------------|--------------|---------------|------------------|
| Ala. | No | No | Yes | | Yes | No | No |
| Fla. | Yes | No | No | Yes | Yes | Yes | No |
| Ga. | Yes | Yes | Yes | Yes | Yes | No | Yes |
| Iowa | Yes | No | Yes | Yes | Yes | Yes | Yes |
| Kans. | Yes | No | Yes | Yes | Yes | Yes | Yes |
| La. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Miss. | Yes | No | Yes | No | Yes | Yes | Yes |
| Mo. | Yes | No | Yes | Yes | Yes | No | No |
| Nebr. | Yes | No | No | Yes | No | No | Yes |
| N. D. | No | No | No | No | No | No | No |
| N. Y. | Yes | No | Yes | Yes | Yes | No | No |
| Ohio | No | No | No | No | No | No | No |
| Okla. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Oreg. | Yes | No | No | No | Yes | Yes | Yes |
| Tenn. | No | Yes | Yes | Yes | Yes | Yes | Yes |
| Vt. | Yes | No | Yes | Yes | Yes | Yes | Yes |
| Wash. | Yes | No | No | No | No | No | No |
| Wyo. | Yes | No | Yes | No | Yes | Yes | Yes |
| W. Va. | Yes | No | No | Yes | Yes | Yes | No |

the attitude that they are practically the same and therefore a "yes" has been written in this column regardless of whether they ask for book-shelves or book-cases. Only four states (Nebraska, North Dakota, Ohio, and Washington) omit book-shelves from their standards. This seems to be a rather definite indication that book-cases and shelves are considered standard equipment by a majority of states, and reasoning tells one that this is as it should be. Shelves and cases for books make not only an attractive piece of furniture for the rural school room, but make an essential and much needed accessory as well.

An impulsive conclusion reached by common experience would perhaps dictate that all school rooms have waste-baskets. The layman and the school man alike will agree that every school room should have a waste-basket. This could be one reason why eight states out of the nineteen omit waste-baskets; perhaps they were going under the impression that any teacher would provide some kind of a waste-basket and there was no necessity for the inclusion of such an article in their standards. But regardless of why it was done, eight states do not mention waste-baskets as a standard (Alabama, Georgia, Missouri, Nebraska, New York, North Dakota, Ohio, and Washington).

Pencil sharpeners could fall into the same classification with waste-baskets, necessary accessories which are accepted as a matter of fact but which are often neglected in the standards for schools. Eight of the nineteen states

say nothing about pencil sharpeners (Alabama, Florida, Missouri, North Dakota, New York, Ohio, Washington, and West Virginia).

SUMMARY

The teacher's desk and chair are standard equipment in fifteen states (Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, New York, Oklahoma, Oregon, Vermont, Washington, Wyoming, West Virginia).

Lockers are in the standards of Georgia, Louisiana, Oklahoma, and Tennessee.

Some kind of storage space is included in the standards of twelve states (Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Tennessee, Vermont, and Wyoming).

Bulletin boards are in the standards of twelve states (Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, New York, Oklahoma, Tennessee, Vermont, and West Virginia).

Book-shelves are mentioned in fifteen states (Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Missouri, Nebraska, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia). Four states (Nebraska, North Dakota, Ohio, and Washington) omit book-shelves.

Waste-baskets as standard equipment are mentioned by Alabama, Georgia, Missouri, Nebraska, New York, North Dakota, Ohio and Washington.

Pencil sharpeners are included in the standards of Alabama, Florida, Missouri, North Dakota, New York, Ohio, Washington, and West Virginia.

CHAPTER IX

LIBRARY

This chapter is devoted to certain phases of the rural and elementary school library which are considered important. These phases will cover several items which seem to be vital and necessary. One sees so many cubby-holes, small, cramped closets and other inadequate places used for school libraries that the question naturally arises about whether or not a minimum size for a library room should be included in school standards. Then, too, too many school libraries have an insufficient number of books, and one is prone to wonder whether or not a certain number of books should be mentioned in the standards for school libraries. The same questions can be applied to other phases of school libraries, such as the amount of money a school should spend for books (minimum), replacement of these books, shelving, floors and floor covering, location of library room, library room equipment: tables, chairs, desk, etc. This chapter answers these questions as they pertain to the standards of the nineteen states included in this study.

Table No. X shows these nineteen states in alphabetical order with data covering the important phases of the school library.

Alabama regulations say nothing about the size of the space which should be devoted to library use. Alabama standards do not mention a preference for a separate room for library use. Alabama standards place rural schools into four

classifications, class D, class C, Class B, and class A. Class D schools and class C schools must have at least one book for each pupil in their libraries (exclusive of reference books), while class B and A schools must have two and three books respectively for each pupil. There must be one set of reference books for every three teachers. Alabama has no requirements that a certain amount of money must be involved in the building or continuation of a rural school library. Shelves are included in the Alabama standards. Floors and floor coverings are not included, nor is the location of the library. A reading table and chairs are a part of the Alabama standards.

Florida standards do not contain a stipulation which would govern the size of the library. Nothing is said about a separate room for the library. In rural schools of ten or more teachers fifty books per teacher are required, and in schools of six to nine teachers or less, forty books per teacher are required. Florida standards do not call for a specific amount of money to be used for the rural school library, and nothing is said about replacement. Library shelves are considered a standard. Floors and floor coverings are not included in the Florida standards for libraries, and neither is library equipment.

Georgia says nothing about the amount of space which should be devoted to the rural school library. The standards of this state do not call for a separate front or rear room for the school library. Georgia asks that every rural

TABLE NO. X
RURAL SCHOOL LIBRARY STANDARDS

| States | Size of Room | Number of books | Amount of money for books | Replacement | Shelving | Floors | Location | Equipment |
|--------|--------------|-----------------|---------------------------|-------------|----------|--------|----------|-----------------|
| Ala. | No | Yes | No | No | Yes | No | No | Table - Chairs |
| Fla. | No | Yes | No | No | Yes | No | No | No |
| Ga. | No | Yes | No | No | No | No | No | Tables |
| Iowa | No | Yes | No | Yes | Yes | No | No | Table |
| Kans. | No | Yes | No | Yes | Yes | No | No | Table |
| La. | No | No | No | No | Yes | No | No | No |
| Miss. | No | Yes | No | No | Yes | No | No | No |
| Mo. | No | Yes | No | No | Yes | No | No | Table - Chairs |
| Nebr. | No | Yes | No | No | No | No | Yes | No |
| N. D. | No | Yes | No | Yes | No | No | No | No |
| N. Y. | No | No | No | No | No | No | Yes | Tables - Chairs |
| Ohio | No | No | No | No | No | No | No | No |
| Okla. | No | Yes | No | Yes | Yes | No | No | Table |
| Oreg. | No | Yes | No | No | Yes | No | No | No |
| Tenn. | No | Yes | No | No | Yes | No | No | Chairs - Table |
| Vt. | No | Yes | No | Yes | Yes | No | No | No |
| Wash. | No | No | No | No | Yes | No | No | Chairs - Table |
| Wyo. | No | No | No | No | Yes | No | No | No |
| W. Va. | No | Yes | No | No | Yes | No | No | Tables - Chairs |

school library have at least four books for each child. Georgia standards do not include phases of the rural school library which concern the amount of money which should be spent on books, replacement, shelving, floors and floor covering, or the location. Reading tables are considered a part of rural plant standards.

It will be observed that the three preceding states have no standards which pertain to the size of the library room or corner. Iowa, the next state, and the other fifteen states in this study, are in harmony with Alabama, Florida, and Georgia in this respect. Not one of the states in this study has included this particular item in its standards. Iowa, the next state in alphabetical order, asks that each rural school library have at least one hundred well chosen books and a set of reference books not over ten years old. Iowa asks that at least ten dollars be spent for books each year. Book shelves are included in the Iowa standards, but library floors and floor coverings are not included. Reading tables are a part of the Iowa standards.

Kansas requires its Class A schools to have at least seventy-five books for each room and its Class B schools to have fifty books for each room. Kansas asks that at least five dollars be spent on rural school libraries each year. Library shelving is a part of the Kansas standards. Floors and floor covering are not in the Kansas standards. Reading tables are considered standard equipment.

Louisiana's score card has only one of the items studied in this chapter on its list of standards. This is the standard which applies to library shelving.

Mississippi standards ask for two books for each pupil and a proper style of shelving. With the exception of these two standards, nothing else is required that would concern the rural school libraries of that state.

Missouri recommends a separate library room, and makes the requirement that each rural school library should contain at least two hundred volumes. Book shelves are also required, but no requirements are made in regard to the amount of money which should be used, replacement, floors and floor covering, and location. Reading tables and chairs are a part of the Missouri standards.

Nebraska's standards include two of the eight phases of the usual rural school library which are studied in this chapter, the number of books a library should have had and the location of the library. Nebraska prefers a reading alcove off the class room, separated by glass doors. This reading alcove should have at least eighty juvenile books, not including encyclopedias, reference books, or dictionaries.

North Dakota wants each rural school library to have at least one hundred books for each class room, and the state law of this state requires each school to add to this library each year. Just how many books should be added each year is not mentioned in the North Dakota bulletin. Nothing

else that would govern rural school libraries is included in the North Dakota bulletin.

New York standards make two references which concern rural school libraries. One standard refers to the belief that the library room or alcove should be next to the class room, separated by a curtain or screen. Another standard asks for reading tables and chairs.

Ohio's bulletin is conspicuous by the fact that it does not refer to the rural school library. No requirements are given.

Out of a total score of four hundred points on school buildings, Oklahoma gives twenty-five points to a library room and ten points to a reading nook. Nothing is said about the size of this room. This library should contain at least twenty-five primary books, twenty-five intermediate books, and twenty-five advanced books. At least ten dollars per teacher should be spent on the library each year. Reading tables and book shelves are included in the Oklahoma standards.

The Oregon standards call for a list of at least fifty books chosen from the current state list. Oregon also includes book shelves as a part of its library standards. With these two exceptions no other requirement for libraries is given in the Oregon bulletin.

Tennessee's standards ask for a minimum of two books for each pupil and book shelves. No other library requirement is found on the Tennessee score card.

Vermont says that each rural school room should have at least ten books and five new books should be added each year. Book shelves are considered standard equipment by Vermont. Vermont has no other library requirement for rural schools.

Washington has two library requirements, book shelves and reading room tables.

Wyoming has one library requirement, book shelves. However, Wyoming does give five points on its score card to an extra room for library purposes.

West Virginia asks for at least one hundred approved volumes in each rural school room (Model School), and fifty volumes in each room in the Second Class schools. West Virginia considers book shelves and reading tables and chairs standard equipment.

SUMMARY

Not one of the nineteen states make any requirements as to the minimum or maximum stize of a rural school library room.

Fourteen states set a minimum number of books for rural school libraries (Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Missouri, Nebraska, North Dakota, Oklahoma, Oregon, Tennessee, Vermont, West Virginia).

All of the nineteen states omit any requirement that would set a definite amount of money which would have to be spent on the library as a whole.

Five states make provisions for replacement (Iowa, Kansas, North Dakota, Oklahoma, and Vermont).

Fourteen states include book shelves in their standards (Alabama, Florida, Iowa, Kansas, Louisiana, Missouri, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia).

None of the nineteen states set any kind of a requirement for floors and floor coverings.

Two states mention the location of the library. Nebraska and New York want the library to be next to the class room.

Ten states consider reading tables and chairs standard equipment.

CHAPTER X

OFFICE

This chapter is devoted to a study of rural school offices, and the requirements of nineteen states will be studied. The size, location, and equipment of the rural school office will be the main factors around which the study in this chapter is built.

It is generally agreed, by laymen and educators alike, that a well planned office is an asset to any school. However, in a survey of rural schools and rural school standards one finds that the office has been neglected, and in many instances one can find hardly any semblance of an office at all.

Should a separate room be provided for an office? Only four states out of nineteen refer to the rural school office as a separate unit. Alabama, Florida, Georgia, and Ohio indicate that the office should be a separate unit. The size of the rural school office is not mentioned, and only one state says anything about the location. Georgia says the office should be centrally located.

Where there was no definite indication that the office should be considered a separate unit of the school plant there was no reason why office equipment, in several cases, should be considered in this chapter. For example, if no provision is made, in a certain list of standards, for an office, then it is only reasonable to assume that no provision should likewise be made for an office desk or office

chairs. However, there are a few items of equipment which can be associated with the office or the class room, and even if there is not a separate room for an office, this particular equipment will be doing the work of regular office equipment. For that reason, book cases and cabinets are given "yes" or "no" tabulation in Table No. XI regardless of whether or not the state it refers to makes any provision for an office.

Table No. XI shows that fourteen states consider book cases or shelves standard equipment (Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia).

Twelve states have cabinets as a part of their standards (Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Tennessee, Vermont, Wyoming).

Georgia, one of the four states that ask for a separate office room, has embraced more of the items listed in this chapter than any other state. Georgia's standards embrace chairs, desk, duplicators, filing cabinets and typewriters.

Duplicators or mimeographs are included in the standards of seven states (Florida, Georgia, Iowa, Louisiana, Missouri, Oklahoma, and Tennessee).

Two states ask for filing cabinets (Georgia, and Oklahoma). A typewriter is considered standard equipment by

Georgia and Louisiana. New York is the only state that has included a telephone and mail box in its standards.

SUMMARY

Alabama, Florida, Georgia, and Ohio prefer a separate room for rural school office purposes.

Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia have included book cases or shelves in their office standards.

Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Tennessee, Vermont, and Wyoming have cabinets as a part of their standards.

Georgia requires a desk and chairs for a rural school office.

Florida, Georgia, Iowa, Louisiana, Missouri, Oklahoma, and Tennessee include duplicators or mimeographs in their standards.

Georgia and Oklahoma consider filing cabinets standard equipment.

Georgia and Louisiana consider typewriters standard equipment.

New York is the only state that has included telephones and mail boxes in its standards.

CHAPTER XI

GYMNASIUMS

Only one state has given any consideration to rural school gymnasiums. Out of the nineteen states studied (Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Ohio, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, West Virginia) one state, North Dakota, has a definite place on its score card for a gymnasium.

Since 1927 North Dakota has required every new school plant to have a gymnasium (graded and consolidated schools). The North Dakota score card has no regulations concerning the stated size, location, seating, or equipment for a rural school gymnasium.

SUMMARY

One state gives a score on its card for rural school gymnasiums (North Dakota). Nothing is said about the size, location, seating, or equipment for a rural school gymnasium in the North Dakota standards.

CHAPTER XII

LUNCH ROOMS

This chapter is concerned with five phases of lunch rooms for rural schools. The primary concern of this chapter is whether or not nineteen states have included lunch rooms in their standards, the size of these lunch rooms, location, equipment, and storage closets or cupboards.

Iowa and Wyoming refer to lunch rooms in an indirect manner. Iowa's score card states there must be some provisions made for hot lunch, and Wyoming's score card says there must be some provisions made for a room which can be used for shop, lunch, or play. With two other references in regard to hot lunch equipment (pots, pans, bowls, dish towels, etc.) by Nebraska and Tennessee, these form the only regulatory measures found in the nineteen score cards which pertain to lunch rooms.

Georgia, Kansas, Oklahoma, and Tennessee ask for lockers or cupboards which could be used for lunch storage purposes, but these states make no direct reference in behalf of a separate room for lunch accommodations.

SUMMARY

Iowa and Wyoming ask that provisions be made for a lunch room. Nebraska and Tennessee ask for hot lunch equipment, and Georgia, Kansas, Oklahoma, and Tennessee want lunch cupboards. The remaining eleven states have no lunch

room provisions in their score cards (Alabama, Florida, Louisiana, Mississippi, Missouri, North Dakota, New York, Ohio, Oregon, Vermont, Washington, and West Virginia).

CHAPTER XIII

AUDITORIUM

Table No. XII shows that four states have included an extra room for an auditorium in their standards. Florida, Georgia, Ohio, and Wyoming make this requirement a part of their standards.

Only Georgia gives any requirements which would govern an auditorium's size, seating, stage equipment, etc. These requirements are not specific. Georgia's standards say the auditorium must be adequate in size, the auditorium seats must be standard seats, and the stage equipment must be suitable. Nothing is said about dressing rooms.

No recommendation is made for a combination auditorium-gymnasium by any of these states.

SUMMARY

Four states include an extra room for an auditorium in their standards. Florida, Georgia, Ohio, and Wyoming make this requirement a part of their standards.

Only Georgia has given any requirements which would govern an auditorium's size, seating, and stage equipment. Georgia's standards say the auditorium must be adequate in size, the seats must be standard, and the stage equipment must be suitable. Nothing is said about dressing rooms.

No recommendation is made for a combination auditorium and gymnasium by any of these states.

TABLE NO. XII
 FIVE PHASES OF THE RURAL SCHOOL AUDITORIUM

| State | Extra room for auditorium | Size | Seating | Stage equipment | Dressing room |
|--------|---------------------------|----------|----------|-----------------|---------------|
| Ala. | No | | | | |
| Ga. | Yes | Adequate | Standard | Suitable | No |
| Iowa | No | | | | |
| Fla. | Yes | No | No | No | No |
| Kans. | No | | | | |
| La. | No | | | | |
| Miss. | No | | | | |
| Mo. | No | | | | |
| Nebr. | No | | | | |
| N. D. | No | | | | |
| N. Y. | No | | | | |
| Ohio | Yes | No | No | No | No |
| Okla. | No | | | | |
| Oreg. | No | | | | |
| Tenn. | Yes | No | No | No | No |
| Vt. | No | | | | |
| Wash. | No | | | | |
| Wyo. | Yes | | | | |
| W. Va. | No | | | | |

CHAPTER XIV

VISUAL EDUCATION EQUIPMENT

This chapter is concerned with the study of the standards of nineteen states which pertain to visual education equipment. Seven items of visual education equipment are included in this study. They are: Maps, charts, globes, motion picture equipment, still picture equipment, burlaps, and display boards and museums.

Table No. XIII lists these nineteen states in alphabetical order and shows whether or not they have included these seven items of visual education equipment in their standards.

Alabama's score card gives credit for maps and globes, but charts, motion picture equipment, still picture equipment, burlaps and display boards, and museums are not given credit.

The Florida score card gives credit for maps, charts, globes, still picture equipment, and burlaps and display boards, but no credit is given for motion picture equipment or museums.

Georgia's score card credits maps, charts, and globes, but no provisions are made for motion picture equipment, still picture equipment, burlaps and display boards or museums.

Iowa's score card asks for maps and globes. Charts, motion picture equipment, still picture equipment, burlaps and display boards, and museums are not included on the Iowa

TABLE NO. XIII
ITEMS OF VISUAL EDUCATION EQUIPMENT

| State | Maps | Charts | Globes | Motion Picture equip- ment | Still picture equip- ment | Bur- laps and dis- play boards | Museums |
|--------|------|--------|--------|-------------------------------------|------------------------------------|---|---------|
| Ala. | Yes | No | Yes | No | No | No | No |
| Fla. | Yes | Yes | Yes | No | Yes | Yes | No |
| Ga. | Yes | Yes | Yes | No | No | No | No |
| Iowa | Yes | No | Yes | No | No | No | No |
| Kans. | Yes | Yes | Yes | No | No | No | No |
| La. | Yes | No | Yes | No | No | No | No |
| Miss. | Yes | No | Yes | No | No | No | No |
| Mo. | Yes | No | Yes | No | No | Yes | No |
| Nebr. | Yes | Yes | Yes | No | No | No | No |
| N. D. | Yes | No | Yes | No | No | No | No |
| N. Y. | No | No | No | No | No | No | No |
| Ohio | No | No | No | No | No | No | No |
| Okla. | Yes | Yes | Yes | No | No | Yes | No |
| Oreg. | Yes | No | Yes | No | No | Yes | No |
| Tenn. | Yes | No | Yes | No | No | No | No |
| Vt. | Yes | No | Yes | No | No | No | No |
| Wash. | Yes | No | Yes | No | No | No | No |
| Wyo. | Yes | Yes | Yes | No | No | No | No |
| W. Va. | Yes | Yes | Yes | No | No | Yes | No |

score card.

The Kansas score card considers maps, charts, and globes standard equipment. Kansas does not make any provisions on its card for motion picture equipment, still picture equipment, burlaps and display boards, and museums.

Two items of visual education equipment are considered on the Louisiana score card, maps and globes. Charts, motion picture equipment, still picture equipment, burlaps and display boards, and museums are not given any consideration.

Mississippi, in harmony with Louisiana, accepts maps and globes as a part of its standards, and does not mention charts, motion picture equipment, still picture equipment, burlaps and display boards, and museums.

Missouri's score card makes provisions for the accrediting of maps, globes, and burlaps and display boards, but the other items of equipment are not mentioned.

Nebraska gives credit to three items of visual education equipment, maps, charts, and globes, and the other items of visual education equipment are not mentioned.

North Dakota's card makes provisions for the accrediting of two items, maps, and globes. No other visual education equipment is mentioned.

New York's score card has no provisions for visual education equipment.

Ohio has no provisions for visual education equipment in its bulletin.

Oklahoma considers four items of visual education equipment a part of its standards: Maps, charts, globes, and burlaps and display boards. Motion picture equipment, still picture equipment, and museums are not mentioned on the Oklahoma score card.

Oregon's card asks for maps, globes, and burlaps and display boards. No other items of visual education equipment are included on the Oregon card.

Tennessee, Vermont, and Washington are alike in their acceptance of maps and globes as a part of their standards, and their disregard of all other items of visual equipment.

Wyoming accepts maps, charts, and globes as standards, and gives no credit on its score card for motion picture equipment, still picture equipment, burlaps and display boards, and museums.

West Virginia has included four of these items in its standards: Maps, charts, globes, and burlaps and display boards. Motion picture equipment, still picture equipment, and museums are not on the West Virginia score card.

Studying the nineteen states as a whole, it will be observed that seventeen states make provisions for the accrediting of maps as standard equipment (Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia). Two states say nothing about maps on their cards (Ohio and New York).

Seven of the nineteen states accept charts as a part of their rural schools' standard equipment (Florida, Georgia, Kansas, Nebraska, Oklahoma, Wyoming, and West Virginia), while twelve states have no place on their cards for this particular item of equipment (Alabama, Iowa, Louisiana, Mississippi, Missouri, North Dakota, New York, Ohio, Oregon, Tennessee, Vermont, and Washington.)

Two states, New York and Ohio, give no credit for globes, and the other seventeen states give a place on their score cards for the accrediting of globes.

None of these nineteen states give any credit for motion picture equipment and only one state has included still picture equipment in its standards (Florida).

Five states recommend burlaps and display boards (Florida, Missouri, Oklahoma, Oregon, and West Virginia).

Museums are not mentioned by any of these states.

SUMMARY

Maps are considered standard equipment by Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia. Ohio and New York say nothing about maps.

Florida, Georgia, Kansas, Nebraska, Oklahoma, Wyoming, and West Virginia have charts as standard equipment. Alabama, Iowa, Louisiana, Mississippi, Missouri, North Dakota, New York, Ohio, Oregon, Tennessee, Vermont, and

Washington do not include charts on their score cards.

All of these nineteen states with the exceptions of New York and Ohio give credit for globes.

Motion picture equipment is not included on the score card of even one of these nineteen states, and Florida is the only state giving any consideration to still picture equipment.

Five states recommend burlaps and display boards (Florida, Missouri, Oklahoma, Oregon, and West Virginia).

Museums are not mentioned by any of these states.

CHAPTER XV

TOILETS

This chapter is concerned with the study of the standards of nineteen states which pertain to rural school toilets. Five phases of this subject are studied in this chapter. These five phases are: Size of toilets, location, number of toilets, care of toilets, kind of toilets.

Table No. XIV gives, in alphabetical order, nineteen states with their standards.

A survey of this table will show that Alabama says nothing about the size of rural school toilets, and that the other eighteen states following Alabama on the list say nothing about size.

The second column shows that seven states make some kind of a regulation governing the location of toilets. Iowa's score card says the location must be proper; Mississippi says the location must be convenient; Nebraska wants the boys' and girls' toilets to be as far apart as possible; New York says the boys' and girls' toilets must be completely separated, they should be behind the school house, separated from each other by at least fifty feet or by a board fence; W. Virginia says the two toilets should be located on opposite corners of the school lot, not less than thirty feet from the school building; Vermont says the toilets should be at least twenty feet from the school building and one foot or more apart. They should be connected by a divided passage-way to the school building; and Wyoming asks

TABLE NO. XIV
PHASES RELATING TO TOILETS

| State | Size of toilets | Location | No. of toilets | Care of toilets | Kind of toilets |
|--------|-----------------|-----------------------|----------------|------------------------------|-----------------------------|
| Ala. | No | No | No | Sanitary | Approved type |
| Fla. | No | No | Two | Sanitary | Indoor or out |
| Ga. | No | No | Two | Sanitary | Flush or pit |
| Iowa | No | Proper | Two | Screened | Inside or out |
| Kans. | No | No | No | Clean | Inside or out |
| La. | No | No | No | Sanitary | Approved type |
| Miss. | No | Convenient | No | Clean | Flush or Chemical |
| Mo. | No | No | No | Sanitary | Sanitary toilet |
| Nebr. | No | Far apart as possible | Two | Clean and free from marks | Flush or outside |
| N. D. | No | No | No | No | Inside or out |
| N. Y. | No | Yes | Two | No markings | Chemical, pit or flush |
| Ohio | No | No | No | No | Inside preferred |
| Okla. | No | No | No | No | Pit or inside |
| Oreg. | No | No | Two | Sanitary clean | Inside or out |
| Tenn. | No | No | Adequate | Clean | Comply with state standards |
| Vt. | No | Yes | Two | Clean | Outside or flush |
| Wash. | No | No | Two | Clean | Inside or out |
| Wyo. | No | Yes | Two | Clean painted screened | Inside or flush |
| W. Va. | No | Yes | No | Sanitary clean & no markings | Outside or inside flush |

for a suitable location.

The remaining twelve states have nothing on their score cards about the location of toilets (Alabama, Florida, Georgia, Kansas, Louisiana, Missouri, North Dakota, Ohio, Oklahoma, Oregon, Tennessee, Washington).

Nine states ask specifically for two toilets (Florida, Georgia, Iowa, Nebraska, New York, Oregon, Vermont, Washington, Wyoming). Tennessee says there must be adequate toilet facilities.

Nine states have nothing on their score cards which would govern the number of rural school toilets (Alabama, Kansas, Louisiana, Mississippi, Missouri, North Dakota, Ohio, Oklahoma, and West Virginia).

North Dakota, Ohio, and Oklahoma say nothing about the care of toilets. The remaining sixteen states, as shown by the fourth column of Table No. XIV, have at least one or two words or statements which govern the care of toilets.

All of the nineteen states make some kind of a reference as to the type of toilet they prefer. Alabama and Louisiana ask for an approved type of toilet, but no indication is given on their score cards as to what type of toilet they would approve. The other states quite unanimously prefer the indoor flush toilet, but the outside toilet is accepted under certain conditions.

Seven states have taken the precaution to add a few

explanatory remarks to their requests, and in these remarks they give their opinions as to what constitutes an acceptable toilet. Florida says the toilets must insure privacy, they must be sanitary, and well ventilated. Georgia wants each boys' toilet to have a urinal trough with twenty feet for each one hundred boys. Nebraska asks for a lattice fence or a board shield in front of each outside toilet. North Dakota's score card asks that each First Class school must have inside toilets. Second Class and Consolidated schools must have inside toilets in new schools seeking classification. All outside toilets must have storm sheds with doors. New York asks for shields at entrances, and all toilets must be well lighted and ventilated. Vermont asks for fly screened sanitary toilets, clean, well ventilated and carefully supervised. West Virginia wants all toilets to have a fly tight base and seat; they must be sanitary with no unsightly marking.

SUMMARY

A definite size for a rural school toilet is not mentioned by any of the nineteen states.

Out of the nineteen states seven of them make some kind of a regulation governing the location of toilets (Iowa, Mississippi, Nebraska, New York, West Virginia, Wyoming, and Vermont).

Florida, Georgia, Iowa, Nebraska, Oregon, Vermont, New York, Washington, and Wyoming ask specifically for two toilets. Tennessee asks for adequate toilet

facilities.

North Dakota, Ohio, and Oklahoma say nothing about the care of toilets. The other sixteen states refer to the care of toilets in some manner.

All of the nineteen states make some kind of a reference as to the type of toilet they prefer.

Inside flush toilets are preferred. Outside toilets are accepted if they are clean and sanitary.

CHAPTER XVI

PLAYGROUND

This chapter gives the standards of nineteen states which pertain to five phases of rural school playgrounds: Size, location, drainage, type of ground preferred, and playground equipment. This chapter makes no attempt to set up the standards of these states which apply to the school ground as a whole. Only the part of the school ground designated as playground or play territory is considered.

Taking each of these states in alphabetical order, it will be observed by a survey of Table No. XV that none of these states has included all of the five standards which concern playgrounds (in their score cards). In several cases where these standards have been included only an indirect reference to a recommendation was given. Alabama, for instance, says the playground must be ample in size and the location must be satisfactory. No explanation was given on the Alabama score card which would clarify the words "ample" and "satisfactory". Alabama asks that the playground be well drained, but nothing is said about the type of ground preferred or playground equipment.

Florida, more specific than Alabama, recommends one-hundred square feet of ground per child for playground purposes. The Florida card does not mention location, drainage, or type of ground. Playground equipment is considered with the statement that inexpensive equipment such as bats

and balls should be secured.

The Georgia score card does not contain regulations or recommendations pertaining to playgrounds.

The only requirement set up by the Iowa standards was that play equipment such as bats and balls, a sand-pile, and one or two of the larger types of playground equipment should be secured. Nothing is said about the size, location, drainage, and type of ground.

Kansas asks that the playground be drained and that such equipment as bats and balls be provided. No other requirement is given on the Kansas score card.

Louisiana asks for a well drained playground, ample in size, with adequate playground equipment. No interpretations of the words ample and adequate are given on the score card. No other playground requirement or recommendation is given on the Louisiana card.

Mississippi's score card asks for a drained playground, ample in size, with at least three kinds of playground equipment sufficient for all children. No recommendations are given as to the types of play equipment which should be used, and neither is an interpretation given of the word ample. Mississippi has no other playground standards.

Missouri's card devoted one statement to the rural school playground. The Missouri score card asks for a playground equipped for carrying on a play program. The playground is not mentioned in any other way.

TABLE NO. XV

PHASES OF THE PLAYGROUND IN RURAL SCHOOL STANDARDS

| State | Size of ground | Location Satisfactory | Drainage | Type of ground preferred (playground) (exclusively) | Playground equipment |
|--------|----------------|-----------------------|----------|---|----------------------|
| Ala. | Ample | | Yes | No | No |
| Fla. | Yes | No | No | No | Yes |
| Ga. | No | No | No | No | No |
| Iowa | No | No | No | No | Yes |
| Kans. | No | No | Yes | No | Yes |
| La. | Yes | No | Yes | No | Yes |
| Miss. | Yes | No | Yes | No | Yes |
| Mo. | No | No | No | No | Yes |
| Nebr. | No | No | Yes | No | Yes |
| N. D. | No | No | No | No | Yes |
| N. Y. | No | No | Yes | No | Yes |
| Ohio | Yes | No | Yes | No | Yes |
| Okla. | No | No | Yes | No | Yes |
| Oreg. | No | No | No | No | Yes |
| Tenn. | No | No | No | No | Yes |
| Vt. | No | No | No | No | Yes |
| Wash. | Yes | No | No | No | Yes |
| Wyo. | Yes | No | Yes | No | Yes |
| W. Va. | Yes | No | Yes | No | Yes |

Nebraska asks for a drained playground which contains at least four kinds of playground equipment. Nothing specific is given which would tend to recommend the particular type of equipment which should be used, nor is any other playground requirement given.

The North Dakota standards dismiss the rural playground with the single stipulation that there should be playground equipment suitable for the age of the pupils.

New York asks for a drained playground which contains the following equipment or the equivalent: Swing, sand-pile, teeter board, horizontal bar, volley ball, ball and bat, and a volley ball net. Less will be accepted in schools with fewer than ten pupils. New York's card has no other playground requirement.

Ohio wants a well drained playground, ample in size, with adequate play equipment. No other recommendation or requirement is given.

Oklahoma asks for a well drained playground. Credit is given on the Oklahoma score card to the following items of playground equipment: Swings, giant strides, flying jennies, ocean waves, see saws, basketball court, horse-shoe court, croquet set and court, baseball field and baseball equipment, softball field and equipment. Oklahoma mentions more specific types of play equipment than any of the other eighteen states in this study.

Oregon dismisses the rural playground with the single requirement that there should be provided at least three

kinds of playground equipment.

Tennessee's only requirement is that the playground have at least three kinds of playground equipment.

Vermont's only playground requirement is a request for outdoor play equipment such as bean bags, teeter totters, swings, ropes, rings, basketball and volley ball equipment.

Washington asks for a fenced or well kept playground of at least one acre with supervised play provided for by the use of such equipment as tennis, basketball, and baseball facilities.

Wyoming asks for a playground that is ample and adapted to play. It should be well drained and have at least three kinds of play equipment. The word ample is not clarified, nor is a definite type of play apparatus mentioned.

West Virginia asks for one-half acre or more of well drained ground with at least two pieces of play equipment for each room. No other playground standard is given by West Virginia.

Surveying the nineteen states as a whole it will be observed that eight states make some kind of a recommendation which concerns the size of a rural phase of the playground (Alabama, Florida, Louisiana, Mississippi, Ohio, Washington, Wyoming, and West Virginia).

Only one state, Alabama, says anything about the location of a playground, and the word satisfactory is used to designate the location in the case of this state.

Ten states consider drainage on their score cards

(Alabama, Kansas, Louisiana, Mississippi, Nebraska, New York, Ohio, Oklahoma, Wyoming, and West Virginia).

No state has any suggestion as to the type of ground which should be used for playground purposes.

Seventeen states have some kind of a standard which refers to playground equipment (Florida, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Ohio, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia). Out of these seventeen, Oklahoma suggests and gives credit to the greatest number of types of playground equipment.

SUMMARY

In the standards of nineteen states dealing with playgrounds for the rural schools, eight states consider size an important element and give credit for it on their score cards (Alabama, Florida, Louisiana, Mississippi, Ohio, Washington, Wyoming, and West Virginia).

Alabama is the only one of the nineteen states which mentions the location of the playground. Alabama says the location must be satisfactory.

Ten states consider drainage (Alabama, Kansas, Louisiana, Mississippi, Nebraska, New York, Ohio, Oklahoma, Wyoming, and West Virginia).

The type of ground to be used for exclusive playground purposes is not mentioned by any of these nineteen states.

Seventeen states include playground equipment in their

standards (Florida, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, North Dakota, New York, Ohio, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia).

100% PARCHMENT

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CHAPTER XVII
SAFETY TO LIFE

The standards of nineteen states which apply to safety and the equipment and considerations necessary for the promotion of safety are studied in this chapter. Seven phases of the subject are considered: Corridors, fire escapes, fire alarms, fire extinguishers, stairways, foundations, and storm caves. This chapter will show whether or not these nineteen states have included this equipment in their standards, and in the case of foundations, corridors, and stairways, show regulations and requirements which should be observed.

The Alabama score card does not give credit to any of these safety requirements.

Florida's standards ask for fire escapes, and no other credit is given to any other safety equipment.

Georgia asks for a good foundation in the requirement for safety and also fire escapes. No other safety device or measure is mentioned.

Iowa asks for a good foundation and with this exception nothing is said about safety equipment.

Kansas does not give credit to any of the safety measures or devices.

Louisiana does not give credit to any of this equipment nor is anything said in the Louisiana standards about regulatory measures for corridors and stairways.

Mississippi gives forty points on its score card to the school building, and out of this forty points six of them are

TABLE NO. XVI
SAFETY PROVISIONS INCLUDED IN THE STANDARDS

| States | Corridors | Fire alarms | Fire Extinguishers | Stairways | Foundation | Storm Cave | Fire Escapes |
|--------|-----------|-------------|--------------------|-----------|------------|------------|--------------|
| Ala. | No | No | No | No | No | No | No |
| Fla. | No | No | No | No | No | No | Yes |
| Ga. | No | No | No | No | Yes | No | Yes |
| Iowa | No | No | No | No | Yes | No | No |
| Kans. | No | No | No | No | No | No | No |
| La. | No | No | No | No | No | No | No |
| Miss. | No | No | No | No | Yes | No | No |
| Mo. | No | No | No | No | No | No | No |
| Nebr. | No | No | No | No | No | Yes | No |
| N. D. | No | No | No | No | No | No | No |
| N. Y. | No | No | Yes | No | Yes | No | No |
| Ohio | Yes | Yes | Yes | Yes | No | No | No |
| Okla. | No | No | No | No | Yes | Yes | No |
| Oreg. | No | No | No | No | Yes | No | No |
| Tenn. | No | No | No | No | No | No | No |
| Vt. | No | No | No | No | Yes | No | No |
| Wash. | No | No | No | No | No | No | No |
| Wyo. | No | No | Yes | No | No | No | No |
| W. Va. | No | No | No | No | Yes | No | No |

given to the foundation. Nothing more definite than this is given.

Missouri's score card does not include any of these safety devices or measures.

Nebraska asks for a storm cave and nothing more in regard to safety. This storm cave must be dry and safe.

North Dakota asks for none of these safety devices.

New York asks for fire extinguishers and a good location. No other safety standard is mentioned.

In regard to corridors and stairways, Ohio asks that they be properly heated, lighted and of adequate size. There must be easy means of egress. Ohio asks for fire alarms and fire extinguishers. Nothing is said about the foundation, storm caves, or fire escapes (unless easy means of egress would include fire escapes).

Oklahoma asks for a good solid foundation and a storm cave. No other safety standard is included.

Oregon has one requirement: A good foundation.

Tennessee has none of these requirements.

Vermont has one of these requirements: A good foundation.

Washington has none of these requirements.

Wyoming has one requirement: Fire extinguishers.

West Virginia asks for a substantial, completely closed foundation.

Table No. XVI lists these nineteen states in alphabetical order with their safety standards. The first column

shows that one state has safety measures regulating formed corridors (Ohio). The second column shows that Ohio is again the only state asking for one of these safety devices, fire alarms. Three states ask for fire extinguishers (New York, Ohio, and Wyoming). Ohio is the only state having regulations pertaining to stairways in its standards. Eight states give credit to foundations (Georgia, Iowa, Mississippi, New York, Oklahoma, Oregon, Vermont, and West Virginia). Two states ask for a storm cave (Nebraska and Oklahoma), and two states ask for fire escapes (Florida and Georgia).

Out of the nineteen states Ohio's questions cover more of these safety standards than any other state.

SUMMARY

Seven safety devices or provisions were considered in this chapter. They are: Corridors, fire alarms, fire extinguishers, stairways, foundations, storm caves, and fire escapes.

One state out of the nineteen studied in this chapter refers to corridors (Ohio).

One state asks for fire alarms (Ohio).

Three states ask for fire extinguishers (New York, Ohio, and Wyoming).

The regulations of one state refer to stairways (Ohio).

Eight states ask for a good foundation (Georgia, Iowa, Mississippi, New York, Oklahoma, Oregon, Vermont, and West Virginia).

Two states ask for a storm cave (Nebraska and Oklahoma), and two states ask for fire escapes (Florida and Georgia).

Seven states ask for none of these standards in their score cards (Alabama, Kansas, Louisiana, Missouri, North Dakota, Tennessee, and Washington).

CHAPTER XVIII

AESTHETIC

This chapter is concerned with the standards of nineteen states which pertain to aesthetic qualities of a rural school building. This chapter deals with the standards from these states which refer to the most desirable color and color schemes for class rooms, library rooms, and interior and exterior decorations.

Alabama's score card asks for an approved color scheme in each room and the building must be painted inside and outside. No explanation is given as to just what an approved color scheme is, nor is any specific color mentioned for the exterior. Alabama says nothing about the color of the walls in a library.

Florida's standards call for a definite color scheme for class rooms. The walls should be painted a light gray, buff, tan, or a very light green, and the ceilings should be a lighter color. The exterior must be painted (no definite color given), and nothing is said about library walls and ceilings.

Georgia prefers cream colored walls with white ceilings and dark woodwork. Georgia says the inside and outside should be properly finished.

Iowa says the walls and ceilings must be properly tinted, and all buildings must be well painted.

Kansas prefers buff colored walls with ivory ceilings, and the exterior must be well painted.

Louisiana's only requirement in this respect is that the rural school building must be painted inside and outside.

Mississippi says a light color is preferred for all inside rooms and there must be good outside paint.

Missouri's score card says all inside rooms should be tinted according to an approved plan of interior decoration. Nothing is said about exterior paint, but there is a requirement that the building must be kept in good condition.

Nebraska prefers light buff, light blue, or pale green colors for class room walls, with ceilings painted cream or white.

Nebraska wants the exterior painted.

New York wants good quality material used throughout the school building. The building must be tastefully painted or varnished on the interior, and properly painted on the exterior. There must be good workmanship, with no unnecessary carving or fluting. Walls and ceilings should be painted a color that would reflect light and be pleasing to the eye. Light buff, gray, light green, and cream colors are preferred.

Ohio's only requirement in this respect is that the building must be painted on the inside and outside.

Oklahoma wants the inside walls to have the right tint and the building must be painted.

Oregon asks for a well painted exterior. The interior walls must be in good condition, preferably painted a light shade (cream, buff, tan, or light gray).

TABLE NO. XVII
STANDARDS OF CERTAIN AESTHETIC QUALITIES

| States | CLASS ROOMS | | LIBRARY ROOMS | | DECORATIONS | |
|--------|-------------|----------|---------------|----------|-------------|----------|
| | Walls | Ceilings | Walls | Ceilings | Interior | Exterior |
| Ala. | Yes | Yes | No | No | Yes | Yes |
| Fla. | Yes | Yes | No | No | Yes | Yes |
| Ga. | Yes | Yes | No | No | Yes | Yes |
| Iowa | Yes | Yes | No | No | Yes | Yes |
| Kans. | Yes | Yes | No | No | Yes | Yes |
| La. | No | No | No | No | Yes | Yes |
| Miss. | Yes | Yes | No | No | Yes | Yes |
| Mo. | Yes | Yes | No | No | Yes | No |
| Nebr. | Yes | Yes | No | No | Yes | Yes |
| N. D. | No | No | No | No | No | No |
| N. Y. | Yes | Yes | No | No | Yes | Yes |
| Ohio | No | No | No | No | Yes | Yes |
| Okla. | Yes | No | No | No | Yes | Yes |
| Oreg. | Yes | No | No | No | Yes | Yes |
| Tenn. | Yes | Yes | No | No | Yes | Yes |
| Vt. | Yes | Yes | No | No | Yes | Yes |
| Wash. | No | No | No | No | Yes | Yes |
| Wyo. | No | No | No | No | Yes | Yes |
| W. Va. | Yes | Yes | No | No | Yes | Yes |

Tennessee's only requirement in this respect is that the building be painted suitable colors both inside and outside.

Vermont wants an attractive exterior and interior. Both the exterior and interior should be suitably painted. The walls should be painted buff, green, tan or gray. Ceilings should be painted pearl, ivory, white, or cream.

Washington's only requirement in this respect is that the building should be painted inside and outside.

Wyoming's only requirement in this respect is that the building should be painted inside and outside.

North Dakota's score card has no requirements or standards for the color of class room walls or ceilings, libraries, interiors or exteriors.

West Virginia suggests white, gray, or buff for exterior colors, with trimmings in gray, brown, or dark green. For the interior, light buff, light gray, and light green should be used for the walls, and ivory, cream, or pearl white used for the ceilings. If there is any wainscoting in any class room it should be not less than three feet high, colored dark brown or natural wood with a non-gloss finish.

An examination of Table No. XVII will show that fourteen states consider the color of a class room wall important enough to give it credit on their score cards. These states, Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Missouri, Nebraska, New York, Oklahoma, Oregon, Tennessee, Vermont, and West Virginia, with the exception of Oregon and Oklahoma, also

refer to the color of ceilings.

None of these states makes a direct request or suggestion in regard to library walls and ceilings. In a general way library walls and ceilings were included by a few of these states, because in regulations which state that all walls and ceilings should be properly tinted or painted, this would by necessity include libraries. But the fact is that library color schemes weren't mentioned exclusively and apart from the remainder of the school plant as a whole, and for that reason a "no" has been given to each state for this particular standard (third and fourth columns, table seventeen).

Decorations, in the sense they are reviewed in this chapter, are taken to mean anything from paint to anything more elaborate.

Eighteen states have requirements that the interior of a rural school building should be painted (Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, New York, Ohio, Oklahoma, Oregon, Tennessee, Vermont, Washington, Wyoming, and West Virginia). Out of these states, only one state, Missouri, fails to ask for a painted exterior.

North Dakota is the only state out of the group of nineteen in this study that does not include any of the standards which refer to color, inside or out, in its score card.

SUMMARY

Fourteen states have included the color of class room walls and ceiling in their standards (Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Missouri, Nebraska, New York, Oklahoma, Oregon, Tennessee, Vermont, and West Virginia). Oklahoma and Oregon do not say anything about the color of ceilings.

None of these states has included the color of library walls and ceilings in their standards (unless general requirements will include libraries).

Only one state does not say anything about a painted exterior (Missouri), and one state does not mention color, inside or out, in any form (North Dakota).

CHAPTER XIX

TEACHER ACCOMMODATIONS

This chapter is concerned with the standards of nineteen states which refer to teacher accommodations. Teacher accommodations are considered in three phases, teacherage, garage, and teachers' dormitory.

Four states give credit on their score cards to teacherages. Oklahoma, Washington, and Wyoming make a specific request for a teacherage, and Vermont says the community must provide suitable living accommodations for the teacher. This could mean that Vermont expected a teacherage in certain instances.

New York doesn't ask for a teacherage, but a request is made of a teachers' room in the school building (with a chair and cot).

Oklahoma and Wyoming are the only states out of the nineteen in this study group that make provisions for a garage in their standards.

None of these states has included a teachers' dormitory in its standards.

Table No. XVIII contains a list of these standards listed alphabetically by states.

SUMMARY

A teacherage is given credit on the score cards of Oklahoma, Washington, and Wyoming, plus Vermont gives credit for suitable living accommodations. Oklahoma and Wyoming

give garages credit on their score cards. Teachers' dormitories are not included in the standards of any of the states in this study.

TABLE NO. XVIII
ACCOMMODATIONS FOR TEACHERS

| States | Teacherage | Garage | Teachers' Dormitory |
|--------|------------|--------|---------------------|
| Ala. | No | No | No |
| Fla. | No | No | No |
| Ga. | No | No | No |
| Iowa | No | No | No |
| Kans. | No | No | No |
| La. | No | No | No |
| Miss. | No | No | No |
| Mo. | No | No | No |
| Nebr. | No | No | No |
| N. D. | No | No | No |
| N. Y. | No | No | No |
| Ohio | No | No | No |
| Okla. | Yes | Yes | No |
| Oreg. | No | No | No |
| Tenn. | No | No | No |
| Vt. | Yes | No | No |
| Wash. | Yes | No | No |
| Wyo. | Yes | Yes | No |
| W. Va. | No | No | No |

CHAPTER XX

THE SCHOOL YARD

This chapter is devoted to a study of eight phases of rural school grounds, showing whether or not nineteen states have included these particular phases in their rural and elementary school standards. The eight phases of the study, given in Table No. XIX are: Location, size, drainage, trees, flowers, shrubs, flag pole, and walks.

It will be observed that Alabama has a standard for location, size, drainage, trees, and shrubs, but none for flowers, flag pole, or walks. Alabama wants a satisfactory location. There must be at least two acres for one and two teacher schools, and five acres for more than a two-teacher school. The grounds must be attractive, lacking in ugly spots, well drained, and have trees and shrubs.

Florida's standards include location, size, trees, shrubs, and walks, but none for drainage, flowers, or flag pole. Florida says the school ground must be accessible to all children who are served by the school. One hundred square feet of ground is recommended (for each pupil). The grounds should have trees, shrubs, and walks.

Georgia has standards on location, size, trees, shrubs, and flag pole, but none on drainage, flowers, or walks. Georgia is not definite in this respect, however, because the only requirement shown on the Georgia score card is that out of twenty-five points devoted to school ground five

TABLE NO. XIX
PHASES OF THE RURAL SCHOOL GROUND

| States | Location | Size | Drainage | Trees | Flowers | Shrubs | Flag Pole | Walks |
|--------|----------|------|----------|-------|---------|--------|-----------|-------|
| Ala. | Yes | Yes | Yes | Yes | No | Yes | No | No |
| Fla. | Yes | Yes | No | Yes | No | Yes | No | Yes |
| Ga. | Yes | Yes | No | Yes | No | Yes | Yes | No |
| Iowa | Yes | No | No | Yes | Yes | Yes | Yes | Yes |
| Kans. | No | Yes | Yes | Yes | No | Yes | Yes | Yes |
| La. | Yes | Yes | Yes | Yes | No | Yes | Yes | No |
| Miss. | No | Yes | Yes | Yes | No | Yes | No | No |
| Mo. | No | Yes | No | Yes | No | No | Yes | Yes |
| Nebr. | No | Yes | Yes | Yes | No | Yes | Yes | Yes |
| N. D. | No | Yes | No | Yes | No | No | Yes | No |
| N. Y. | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| Ohio | Yes | Yes | Yes | No | No | No | No | No |
| Okla. | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Oreg. | Yes | Yes | No | No | No | No | Yes | Yes |
| Tenn. | No | Yes | No | Yes | Yes | Yes | Yes | No |
| Vt. | No | No | No | Yes | No | No | Yes | Yes |
| Wash. | No | Yes | No | Yes | No | No | No | No |
| Wyo. | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| W. Va. | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |

points are to be reserved for size, accessibility, and location. Georgia makes a specific request for trees, shrubs, and flag pole.

Iowa's score card asks for a well located school ground, and for trees, flowers, shrubs, flag pole, and walks. Flowers and shrubbery must be attractively placed. Iowa says nothing about the size of the school yard or drainage.

Kansas includes such items as size, drainage, trees, shrubs, flag pole, and walks. The location of the yard and flowers are not mentioned. Kansas wants one acre or more of ground and there should be walks to the well and out-buildings.

Louisiana's standards include six of the eight items. Location, size, trees, drainage, shrubs, and flag pole are included in Louisiana's standards; flowers and walks are not included. Louisiana asks for ample space and for a convenient location.

Mississippi's standards include size, drainage, trees, and shrubs. Mississippi does not ask for flowers, location, flag pole, or walks. The rural school ground should have about one acre per teacher according to Mississippi.

Missouri's standards include size, trees, flag pole, and walks. No mention is made of location, drainage, flowers, or shrubs. Missouri asks for one to two acres of usable ground..

Nebraska's score card asks for size, drainage, trees, shrubs, flag pole, and walks. Nothing is said about location

or flowers. One or more acres are recommended.

North Dakota makes standards out of such items as size, trees, and flag poles. Nothing is said about such items as location, drainage, flowers, shrubs, and walks. North Dakota says the grounds must be ample and well kept. There must be at least five acres for graded and consolidated schools and two acres for all rural schools. Tree planting is required by law in North Dakota.

Everything, with the exception of flowers, is mentioned in the standards of New York. New York says the school ground should have approximately one hundred and sixty square rods, and under all circumstances the ground should be large enough to provide an adequate site for the building. There should be a small lawn with trees and shrubbery, flag pole, and walks. The school ground should be located as near the center of the district as possible and it should be near the best roads.

Three items, location, size and drainage, are included in the Ohio standards. The building must be located on high, well drained grounds. These grounds should be located away from obstructing buildings, railroad crossings, and loud noises. Ample is the word used by Ohio to describe the size.

Oklahoma includes all of the items in this chapter in its standards. Oklahoma considers a plot of ground from five to twenty-five acres the desirable size. This site must be well drained. Trees, flowers, shrubs, flag pole,

and walks are given a place on the Oklahoma score card.

Oregon says the school ground should be at least one acre in size. The school ground should be easily accessible. Walks and a flag pole should be provided. Oregon says nothing about drainage, trees, flowers, or shrubs.

Tennessee gives a minimum of two acres regarding the size of a rural school ground. Tennessee asks for trees, flowers, shrubs, and a flag pole. Nothing is said about walks or location. Vermont asks for tree covered walkways to out-buildings, and a flag pole. Vermont says nothing about such items as size, location, drainage, flowers, or shrubs.

Washington asks for a minimum size of one acre and trees. Location, drainage, flowers, shrubs, flag pole, and walks are not mentioned.

Wyoming's score card has included all but one of the eight items pertaining to school grounds. Nothing is said about flowers. Wyoming asks for at least one acre, and the ground must be so located that it will be convenient to the largest number of children.

West Virginia has included seven of these items in its standards. Nothing is said about flowers. West Virginia says the ground must be suitably located for health, safety, and light. It must contain at least one-half acre of well drained, usable playground.

Taking the states as a whole, it will be observed that eleven states have some kind of a standard which refers to

the location of a rural school ground (Alabama, Florida, Georgia, Iowa, Louisiana, New York, Ohio, Oklahoma, Oregon, Wyoming and West Virginia). The states not having this particular standard are Kansas, Mississippi, Missouri, Nebraska, North Dakota, Tennessee, Vermont, and Washington.

Out of these nineteen states, only two do not have some kind of a standard which refers to the size of rural school grounds (Iowa and Vermont).

Ten states consider drainage a part of their standards. These states are Alabama, Kansas, Louisiana, Mississippi, Nebraska, New York, Ohio, Oklahoma, Wyoming, and West Virginia.

Only Ohio and Oregon do not include trees in their standards.

Three states consider flowers a part of their standards (Iowa, Oklahoma, and Tennessee).

Shrubs are a part of the standards of thirteen states, (Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Nebraska, New York, Oklahoma, Tennessee, Wyoming, and West Virginia.) Nothing is said about shrubs on the score cards of Missouri, North Dakota, Ohio, Oregon, Vermont and Washington.

Flag poles are included in the standards of Georgia, Iowa, Kansas, Louisiana, Missouri, Nebraska, North Dakota, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia. Five states, (Alabama, Florida, Mississippi, Ohio, and Washington) make no provision for the

inclusion of flag poles in their standards.

Eleven states, (Florida, Iowa, Kansas, Missouri, Nebraska, New York, Oklahoma, Oregon, Vermont, Wyoming, and West Virginia,) include walks in their standards. Alabama, Georgia, Louisiana, Mississippi, North Dakota, Ohio, Tennessee, and Washington do not include walks in their rural school standards.

SUMMARY

Eleven states have given credit to the location of a rural school ground. They are: Alabama, Florida, Georgia, Iowa, Louisiana, New York, Ohio, Oklahoma, Oregon, Wyoming, and West Virginia.

Two states out of nineteen do not give credit to the size of a rural school ground. They are Iowa, and Vermont.

Drainage is a part of the standards of Alabama, Kansas, Louisiana, Mississippi, Nebraska, New York, Ohio, Oklahoma, Wyoming, and West Virginia.

Out of the nineteen states only Ohio and Oregon do not include trees in their standards.

Flowers are a part of the standards of three of the nineteen states, (Iowa, Oklahoma, and Tennessee.)

Shrubs are included in the standards of Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Nebraska, New York, Oklahoma, Tennessee, Wyoming, and West Virginia. Nothing is said about shrubs on the score cards of Missouri, North Dakota, Ohio, Oregon, Vermont, and Washington.

Flag poles are included in the standards of Georgia,

Iowa, Kansas, Louisiana, Missouri, Nebraska, North Dakota, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia. They are not included in the standards of Alabama, Florida, Mississippi, Ohio, and Washington.

Walks are included in the standards of Florida, Iowa, Kansas, Missouri, Nebraska, New York, Oklahoma, Oregon, Vermont, Wyoming, and West Virginia. They are not included in the standards of Alabama, Georgia, Louisiana, Mississippi, North Dakota, Ohio, Tennessee and Washington.

CHAPTER XXI

MISCELLANEOUS ITEMS

This chapter is concerned with showing whether or not certain miscellaneous items of school plant equipment have been included in the standards of nineteen states. The standards on drinking and washing facilities are presented, together with standards on such miscellaneous equipment as first aid kits, blackboards, clocks, radio, public address system, flags, and care of rubbish.

Table No. XX shows whether or not washing and drinking facilities are a part of the standards of the nineteen states included in this study.

Alabama's standards do not include any particular type of drinking equipment. Alabama asks for an adequate sanitary drinking system, but no particular type is mentioned. Alabama asks for approved facilities for washing and drying hands. Soap is not mentioned unless it is taken to mean that approved facilities for washing hands will include soap. Approved washing facilities will mean that some kind of a lavatory is needed.

Florida asks for drinking fountains, either the bubbler type or cooler with individual cups. The bubbler type is preferred. If fountains are used there should be one for every fifty to seventy-five children. Fountains should never be located in toilet rooms. Florida asks for sanitary facilities for washing hands and face.

TABLE NO. XX

DRINKING FACILITIES AND WASHING FACILITIES

| States | DRINKING FACILITIES | | WASHING FACILITIES | | |
|--------|-----------------------------|-----------------------------------|---|------|----------------------|
| | Bubbler type fountain | Cooler with individual cups | Lavator- ies or some system for washing hands | Soap | Individual towels |
| Ala. | No | No | Yes | No | Yes |
| Fla. | Yes | Yes | Yes | No | Yes |
| Ga. | Yes | No | Yes | Yes | Yes |
| Iowa | Yes | Yes | Yes | Yes | Yes |
| Kans. | No | No | Yes | Yes | Yes |
| La. | No | No | No | No | No |
| Miss. | Yes | Yes | Yes | No | Yes |
| Mo. | No | No | Yes | No | No |
| Nebr. | Yes | Yes | Yes | Yes | Yes |
| N. D. | Yes | No | Yes | Yes | Yes |
| N. Y. | Yes | Yes | Yes | Yes | Yes |
| Ohio | Yes | No | Yes | No | No |
| Okla. | No | No | Yes | No | Yes |
| Oreg. | Yes | Yes | Yes | Yes | Yes |
| Tenn. | No | No | Yes | No | No |
| Vt. | Yes | Yes | Yes | Yes | Yes |
| Wash. | Yes | Yes | No | No | Yes |
| Wyo. | Yes | Yes | Yes | No | Yes |
| W. Va. | Yes | Yes | Yes | Yes | Yes |

Georgia asks for all of these items. Georgia wants sanitary fountains, flowing water facilities for washing hands, and soap.

Iowa wants drinking fountains. The bubbler type is preferred. Iowa asks for washing facilities, lavatory, soap, and towels.

Kansas does not make a specific requirement for any certain type of drinking equipment, but makes the statement that drinking facilities should be clean and sufficient. Washing facilities should be clean and sufficient, with soap and individual towels provided.

Louisiana asks for an adequate supply of pure drinking water. Louisiana refers to drinking facilities in no other way. Nothing is said about washing facilities.

Mississippi asks for drinking fountains, preferring the bubbler type. Washing facilities, lavatory and individual towels, are required. Soap is not mentioned.

Missouri's only requirement is this, that there is to be a satisfactory water supply and hand washing facilities.

North Dakota prefers the bubbler type fountain. Complete washing facilities are requested.

New York asks for drinking fountains. The bubbler type is preferred. Complete washing facilities, lavatory, soap, and individual towels, are included in New York's standards.

Ohio's only reference to drinking and washing facilities is contained in this one question: Are drinking fountains

and lavatories provided?

Oklahoma wants an approved drinking system. No definite type is mentioned. Credit is given to washstands, basins, and towels. Soap is not mentioned.

Oregon prefers the bubbler type fountain or the cooler with individual cups. Lavatories, soap, and individual towels are a part of Oregon's standards.

Tennessee's standards which refer to drinking and washing facilities are not definite. Tennessee asks for sanitary drinking facilities, and adequate and sanitary hand bathing facilities.

Vermont includes drinking fountains, lavatories, soap, and individual towels in its standards.

Wyoming includes fountains, lavatories, and individual towels in its standards.

Washington's score card asks for drinking fountains and individual towels.

West Virginia makes drinking fountains, lavatories, soap, and individual towels, a part of its standards.

Some reference to drinking water is made by all of these nineteen states. All but six of them make a request for a specific type of drinking equipment, and these six states ask for approved, sanitary drinking equipment (Alabama, Kansas, Missouri, Oklahoma, Tennessee, Louisiana).

Louisiana is the only state that refers to washing facilities in no way.

Table No. XXI shows that two states do not include blackboards in their rural school standards. The Alabama score card and the Ohio bulletin contain nothing which refers to blackboards. Most of the other states are rather definite about the type or size of the blackboard they prefer.

Florida says the blackboard should be placed at the front of the room and to the right. There must be at least thirty linear feet of slate or composition blackboard. From grades one to three the board should be twenty-eight inches wide. From grades four to five the board should be thirty-two inches wide. From grades six to eight the board should be thirty-six inches wide. From grades one to two the height of the chalk rail should be twenty-four inches, from grades three to four it should be twenty-six inches, and from grades five to six it should be twenty-eight inches.

Georgia asks for twenty or thirty linear feet of blackboard space. The blackboards must not be shiney.

Iowa asks for an approved blackboard. Nethin is said about the size.

Kansas prefers a slate blackboard, but a composition board is accepted. There must be enough blackboard space for the needs of the school. Part of it must be low enough for small children (twenty-six inches given).

Louisiana asks for at least sixty square feet of blackboard in each room. Nothing is said about the type of blackboard preferred.

TABLE NO. XXI

SEVEN MISCELLANEOUS PROVISIONS IN THE RURAL SCHOOL STANDARDS

| State | BLACKBOARDS | | First Aid | Clocks | Radio | Flags | Care of Rubbish | |
|--------|-----------------------|------|-----------|--------|-------|-------|-----------------|------|
| | Included in standards | Type | | | | | | Size |
| Ala. | No | *** | *** | No | No | No | No | No |
| Fla. | Yes | Yes | Yes | Yes | No | Yes | Yes | No |
| Ga. | Yes | Yes | Yes | Yes | No | No | No | No |
| Iowa | Yes | No | No | Yes | No | No | Yes | No |
| Kans. | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No |
| La. | Yes | No | Yes | Yes | No | No | Yes | Yes |
| Miss. | Yes | Yes | Yes | No | No | No | Yes | No |
| Mo. | Yes | Yes | Yes | Yes | No | No | Yes | Yes |
| Nebr. | Yes | No | Yes | No | No | No | Yes | No |
| N. D. | Yes | No | Yes | No | No | No | Yes | No |
| N. Y. | Yes | Yes | Yes | Yes | Yes | No | Yes | No |
| Ohio | No | *** | *** | No | No | No | No | No |
| Okla. | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| Oreg. | Yes | No | Yes | Yes | Yes | No | Yes | No |
| Tenn. | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |
| Vt. | Yes | No | Yes | Yes | Yes | No | Yes | No |
| Wash. | Yes | No | Yes | No | No | No | Yes | No |
| Wyo. | Yes | No | No | Yes | Yes | No | Yes | No |
| W. Va. | Yes | Yes | Yes | Yes | No | Yes | Yes | No |

Mississippi wants at least thirty lineal feet for each room. Slate or composition boards are preferred. For the primary the chalk rail should be twenty-four inches high. For the fourth grade the chalk rail should be twenty-eight inches high, and for the eighth grade it should be thirty-two inches high.

Missouri wants blackboards of slate or composition sufficient for the needs of the school.

Nebraska asks for at least twenty lineal feet of good blackboard, some of which can be reached by small pupils.

North Dakota asks for at least one hundred square feet of blackboard space in each room. The heights of the boards must be proper.

New York prefers slate boards. New York asks for a minimum of twenty linear feet in a school with fifteen or more pupils. Ten linear feet in the minimum for schools with fewer than fifteen pupils. There should be no boards on the window wall. The boards should be two heights from the floor, twenty-six inches and thirty-two inches.

Oklahoma asks for at least twenty-five feet of blackboard. Slate or composition is the type preferred. The primary board should be the right size.

Oregon wants at least twenty linear feet of blackboard. All boards must be the proper height.

The only consideration given blackboards by Tennessee is found in this question: Does each room have sufficient blackboard space of proper width and height?

Vermont asks for at least sixteen linear feet of blackboard not less than three feet wide with one or more sections not more than twenty-six inches from the floor.

Washington's only requirement in this respect is that there be at least twenty linear feet of blackboard in each room.

Wyoming says there must be at least twenty linear feet of blackboard set from twenty-six to thirty inches from the floor.

West Virginia says there should be not less than eighteen linear feet of blackboard in each room. Standard slate is recommended. The boards in the primary room should be forty-two inches wide and twenty-six inches from the floor. In the other rooms the board should be thirty-six inches wide and thirty-four inches from the floor.

Thirteen states have included first aid kits in their standards, (Florida, Georgia, Iowa, Kansas, Louisiana, Missouri, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia). First aid kits are not included in the standards of Alabama, Mississippi, Nebraska, North Dakota, Ohio, and Washington.

Clocks are given credit on the score cards of six states, (Kansas, New York, Oklahoma, Oregon, Tennessee, Vermont, and Wyoming).

Radio is given credit on the score cards of five states, (Florida, Kansas, Oklahoma, Tennessee, and West

Virginia.) Iowa, Florida, Kansas, Oregon, and Vermont have included talking machines or phonographs in their standards.

All but three states ask for flags in the class room. This requirement is made by all except Alabama, Georgia, and Ohio.

Louisiana says the entire school should be free of rubbish. Nothing definite is said about the disposal of rubbish. Oklahoma asks for a safe incinerator. Tennessee's score card wants to know if the ground is neat and clean, and if waste paper receptacles are placed on the school ground. Missouri asks for a clean, sanitary condition existing throughout the school.

Two states, Alabama and Ohio, did not include even one of the items listed as standards in this chapter in their score cards.

SUMMARY

All of the nineteen states refer to drinking water in their standards, and all but six states make a request for a definite type of equipment (Alabama, Kansas, Missouri, Oklahoma, Tennessee, and Louisiana).

With the exception of Louisiana all of the states refer to washing facilities, and make a standard out of either lavatories, soap, and individual towels or a standard of all of them.

Ohio and Alabama say nothing about blackboards in their standards. All of the other seventeen states include black-

boards in their standards.

Thirteen states include first aid kits in their standards (Florida, Georgia, Iowa, Kansas, Louisiana, Missouri, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia.)

Clocks are a part of the standards of Kansas, New York, Oklahoma, Oregon, Tennessee, Vermont, and Wyoming.

Radios are a part of the standards of Florida, Kansas, Oklahoma, Tennessee, and West Virginia.

Alabama, Georgia, and Ohio say nothing about class room flags.

Oklahoma is the only state that makes a definite place on its score card for an incinerator.

Alabama and Ohio did not include in their score cards any of the items listed in this chapter.

CHAPTER XXII

SUMMARY AND CONCLUSIONS

This chapter is devoted to a summary of the items which have been included in the standards of the nineteen states considered in this study.

Table No. XXII lists the various phases of the rural school plant which have been considered in this study. In the columns running perpendicularly under the states listed in alphabetical order the sign of the asterisk (*) denotes the fact that this particular standard on the rural school plant has been accepted. A blank space means that this standard has not been accepted.

One hundred items are covered in this summary. Oklahoma asks for more of these items in its rural school standards than any of the other eighteen states. Listing the states according to the number of items (out of the list of one hundred) that have been made a part of their score cards, the following results are obtained:

1. Oklahoma leads with sixty-one items out of a total of one hundred.
2. New York is second with fifty-four items.
3. West Virginia is third with fifty-three items.
4. Vermont has fifty-two items.
5. Georgia has fifty-two items.
6. Iowa has fifty-one items.
7. Wyoming has fifty items.

8. Florida has forty-eight items.
9. Tennessee has forty-seven items.
10. Nebraska has forty-five items.
11. Mississippi has forty-four items.
12. Oregon has forty-three items.
13. Kansas has thirty-nine items.
14. Louisiana has thirty-eight items.
15. Missouri has thirty-seven items.
16. Alabama has thirty-five items.
17. Washington has thirty items.
18. North Dakota has twenty-six items.
19. Ohio has twenty items.

It will be observed that Oklahoma, in first place, has included exactly three times as many items as Ohio, the state in last place, in its rural school standards.

Studying each item listed in Table No. XXII, the following observations are obtained:

1. A definite building plan is not suggested by any of the nineteen states.
2. Building materials are mentioned in the standards of fifteen states (Alabama, Florida, Georgia, Iowa, Louisiana, Mississippi, Nebraska, New York, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming, and West Virginia).
3. The location of the building on the school ground was not mentioned by any of the nineteen states.
4. A minimum cost for a rural school building is not

- mentioned by any of the nineteen states.
5. The size of a class room is mentioned in the standards of eighteen states. Only Ohio omitted this item.
 6. The shape of a class room is mentioned in concise terms by one state, New York. New York states specifically that the room must be rectangular.
 7. The location of rooms is not mentioned by any of the nineteen states.
 8. Window placement is mentioned in the standards of seventeen states. Alabama and Ohio omit this item.
 9. The size of an acceptable window is included in the standards of eighteen states. Ohio omits this item.
 10. Shades are included in the standards of eighteen states. Ohio omits this item.
 11. Artificial light is mentioned by seven states (Iowa, New York, Ohio, Oklahoma, Oregon, Vermont, and West Virginia).
 12. Heating plants are mentioned in the standards of seventeen states. Louisiana and Washington omit this item.
 13. The location of heating equipment is mentioned by Nebraska.
 14. Thermometers are included in the standards of thirteen states (Georgia, Iowa, Kansas, Louisiana, Mississippi, New York, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming and West Virginia).
 15. Stove jackets are a part of the standards of ten states (Georgia, Kansas, Mississippi, Nebraska, New

- York, Oklahoma, Vermont, Tennessee, Wyoming, and West Virginia).
16. Fuel rooms are mentioned by eleven states (Iowa, Missouri, Nebraska, New York, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming, and West Virginia).
 17. The number of desks a rural school room should have is mentioned by sixteen states. Missouri, Ohio, and Tennessee omit this item.
 18. Desk sizes are mentioned in the standards of all of the nineteen states.
 19. Desk types are mentioned in the standards of seventeen states. Missouri and Ohio omit this item.
 20. The condition of desks and seats is mentioned by North Dakota, New York, Ohio, and Oklahoma.
 21. Tables and chairs are recommended for the lower grades by eleven states. They are: Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Nebraska, Oklahoma, Vermont, Tennessee, and Wyoming.
 22. A minimum aisle width is mentioned by New York, Vermont, and West Virginia.
 23. A desk for teachers is mentioned by Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, New York, Oklahoma, Vermont, Washington, Wyoming, and West Virginia.

24. Lockers are included in the standards of Georgia, Louisiana, Oklahoma, and Tennessee.
25. Storage cupboards are included in the standards of Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Vermont, Tennessee, and Wyoming.
26. Bulletin boards are included in the standards of thirteen states. These states are: Florida, Georgia, Iowa, Kansas, Louisiana, Missouri, Nebraska, Nebraska, New York, Oklahoma, Vermont, Tennessee, Washington, and West Virginia.
27. Book shelves are mentioned in the standards of fourteen states. These states are: Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Oregon, Vermont, Tennessee, and West Virginia.
28. Waste baskets are included in the standards of twelve states. These states are Florida, Georgia, Kansas, Louisiana, Mississippi, Oklahoma, Oregon, Vermont, Tennessee, Wyoming, and West Virginia.
29. Pencil sharpeners are included in the standards of eleven states. These states are: Georgia, Iowa, Kansas, Louisiana, Mississippi, Nebraska, Oklahoma, Oregon, Vermont, Tennessee, and Wyoming.
30. The size of a rural school library room is not mentioned in the standards of any of these nineteen

- states.
31. The number of books a rural school library should contain is mentioned in the standards of fourteen states. These states are: Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Missouri, North Dakota, New York, Oklahoma, Oregon, Vermont, Tennessee, and West Virginia.
 32. Replacement is mentioned in the standards of five states. These states are Iowa, Kansas, North Dakota, Oklahoma, and Vermont.
 33. Shelving is mentioned in the standards of fourteen states. These states are: Alabama, Florida, Iowa, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming, and West Virginia.
 34. Library floors are not mentioned in the standards of any of the nineteen states included in this study.
 35. The location of the library is mentioned by New York.
 36. Library equipment is mentioned by ten states. These states are: Alabama, Georgia, Iowa, Kansas, Missouri, New York, Oklahoma, Vermont, Washington, and West Virginia.
 37. Book cases are mentioned in the standards of fifteen states. These states are Alabama, Florida, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Oregon, Vermont, Tennessee, Washington, Wyoming,

- and West Virginia.
38. Cabinets are mentioned in the standards of Alabama, Georgia, Iowa, Kansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, Vermont, Tennessee, and Wyoming.
 39. Office chairs are mentioned in the standards of one state, (Georgia).
 40. Office desks are mentioned in the standards of one state, (Georgia).
 41. Duplicators are mentioned in the standards of six states. These states are: Florida, Georgia, Louisiana, Missouri, Oklahoma, and Tennessee.
 42. Filing cabinets are included in the standards of two states (Georgia and Oklahoma).
 43. Typewriters are included in the standards of two states (Georgia and Louisiana).
 44. Telephones are included in the standards of one state (New York).
 45. Mail boxes are included in the standards of one state (New York).
 46. Gymnasiums are included in the standards of one state (North Dakota).
 47. Lunch rooms are included in the standards of Iowa and Wyoming.
 48. Hot lunch equipment is mentioned in the standards of Iowa and Tennessee.
 49. Auditoriums are included in the standards of

- Florida, Georgia, Ohio, Tennessee, and Wyoming.
50. Maps are included in the standards of seventeen states. New York and Ohio omit this item.
 51. Charts are included in the standards of seven states. These states are: Florida, Georgia, Kansas, Nebraska, Oklahoma, Wyoming, and West Virginia.
 52. Globes are included in the standards of seventeen states. New York and Ohio omit this item.
 53. Motion picture equipment is not mentioned by any of the nineteen states.
 54. Still picture equipment is mentioned by one state (Florida).
 55. Burlaps and display boards are mentioned in the standards of five states (Florida, Mississippi, Oklahoma, Oregon, and West Virginia).
 56. Museums are not mentioned by any of these states.
 57. A definite size for a toilet is not mentioned.
 58. The location of toilets is mentioned by seven states. These states are: Iowa, Mississippi, Nebraska, New York, Vermont, Wyoming, and West Virginia.
 59. The number of toilets a rural school should have is mentioned by ten states (Florida, Georgia, Iowa, Nebraska, New York, Oregon, Tennessee, Vermont, Washington, and Wyoming).
 60. Care of toilets is mentioned by sixteen states. North Dakota, Ohio, and Oklahoma omit this particular

item.

61. The type of toilets a rural school should have is referred to in some manner by every one of the nineteen states.
62. The size of a rural school playground is mentioned by eight states (Alabama, Florida, Louisiana, Mississippi, Ohio, Washington, Wyoming, and West Virginia.)
63. The location of the playground is mentioned by one state (Alabama).
64. Drainage is mentioned by ten states. These states are: Alabama, Kansas, Louisiana, Mississippi, Nebraska, New York, Ohio, Oklahoma, Wyoming, and West Virginia.
65. Seventeen states mention play equipment. Alabama and Georgia omit this item.
66. Corridors are mentioned in the Ohio bulletin.
67. Fire alarms are mentioned in the Ohio bulletin.
68. Fire extinguishers are included in the standards of New York and Ohio.
69. Stairways are mentioned in the Ohio bulletin.
70. Foundations are mentioned in the standards of Georgia, Iowa, Mississippi, New York, Oklahoma, Oregon, Vermont, and West Virginia.
71. Storm eaves are mentioned in the standards of Nebraska and Wyoming.
72. Fire escapes are mentioned by Florida and Georgia.
73. Color schemes for class room walls are mentioned

by fourteen states. They are: Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Missouri, Nebraska, New York, Oklahoma, Oregon, Tennessee, Vermont, and West Virginia.

74. Colors for class room ceilings are mentioned by thirteen states. They are: Alabama, Florida, Georgia, Iowa, Kansas, Mississippi, Missouri, Nebraska, New York, Oklahoma, Tennessee, Vermont, and West Virginia.
75. Decorations are referred to in some way by seventeen states. Missouri and North Dakota omit this item.
76. Teacherages are mentioned by four states (Oklahoma, Washington, Wyoming, and Vermont).
77. Garages are included in the standards of Oklahoma and Wyoming.
78. Dormitories for teachers are not mentioned by any of these states.
79. The location of the school grounds is mentioned by eleven states. They are: Alabama, Florida, Georgia, Iowa, Louisiana, New York, Ohio, Oklahoma, Oregon, Wyoming, and West Virginia.
80. The size of the school ground is mentioned by seventeen states. Iowa and Vermont omit this item.
81. Drainage of the school ground is mentioned by ten states. They are: Alabama, Kansas, Louisiana, Mississippi, New York, Ohio, Oklahoma, Wyoming, and West Virginia.

82. Trees are included in the standards of seventeen states. Ohio and Tennessee omit this item.
83. Flowers are included in the standards of Iowa, Oklahoma, and Tennessee.
84. Shrubs are included in the standards of thirteen states. They are: Alabama, Florida, Georgia, Florida, Iowa, Kansas, Louisiana, Mississippi, Nebraska, New York, Oklahoma, Tennessee, Wyoming, and West Virginia.
85. Flag poles are included in the standards of fourteen states. These states are Georgia, Kansas, Iowa, Louisiana, Missouri, Nebraska, North Dakota, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia.
86. Walks are included in the standards of eleven states (Florida, Iowa, Kansas, Missouri, Nebraska, New York, Oklahoma, Oregon, Vermont, Wyoming, and West Virginia).
87. Drinking fountains are included in the standards of thirteen states. These states are: Florida, Georgia, Iowa, Mississippi, Nebraska, North Dakota, New York, Ohio, Oregon, Vermont, Washington, Wyoming, and West Virginia.
88. Coolers with individual cups are mentioned in the standards of ten states (Florida, Iowa, Mississippi, Nebraska, New York, Oregon, Vermont, Washington, Wyoming, and West Virginia).
89. Lavatories are included in the standards of seventeen

- states. Louisiana and Washington omit this item.
90. Soap is included in the standards of Georgia, Iowa, Kansas, Nebraska, North Dakota, New York, Oregon, Vermont, and West Virginia.
91. Individual towels are mentioned by fifteen states. Louisiana, Ohio, Missouri, and Tennessee say nothing about towels.
92. Types of blackboards are mentioned in the standards of Florida, Georgia, Kansas, Mississippi, Missouri, New York, Oklahoma, and West Virginia.
93. The size of blackboard space is mentioned in the standards of Florida, Georgia, Kansas, Mississippi, Missouri, Nebraska, North Dakota, New York, Oklahoma, Oregon, Tennessee, Vermont, Washington, and West Virginia.
94. First aid kits are mentioned in the standards of Florida, Georgia Iowa, Kansas, Louisiana, Missouri, New York, Oklahoma, Oregon, Tennessee, Vermont, Wyoming, and West Virginia.
95. Clocks are included in the standards of Kansas, New York, Oregon, Tennessee, Vermont, and Wyoming.
96. Radios are included in the standards of Florida, Kansas, Oregon, Tennessee, and West Virginia.
97. Flags are included in the standards of sixteen states. Alabama, Georgia, and Ohio omit this item.
98. Care of rubbish is mentioned by Louisiana, Missouri, Oklahoma, and Tennessee.

99. Incinerators are asked for by one state. Oklahoma is this state.
100. Talking machines are included in the standards of Alabama, Florida, Iowa, Kansas, Missouri, North Dakota, Oklahoma, Oregon, Tennessee, Vermont, and West Virginia.

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