

1961

Planning library quarters for the Rockville Schools

Marie Asbury Collings
Indiana State University

Follow this and additional works at: <https://scholars.indianastate.edu/etds>

Recommended Citation

Collings, Marie Asbury, "Planning library quarters for the Rockville Schools" (1961). *All-Inclusive List of Electronic Theses and Dissertations*. 2794.
<https://scholars.indianastate.edu/etds/2794>

This Thesis is brought to you for free and open access by Sycamore Scholars. It has been accepted for inclusion in All-Inclusive List of Electronic Theses and Dissertations by an authorized administrator of Sycamore Scholars. For more information, please contact dana.swinford@indstate.edu.

PLANNING LIBRARY QUARTERS FOR
THE ROCKVILLE SCHOOLS

A Thesis
Presented to
the Graduate Division
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Library Science

by
Marie Asbury Collings

May 1961

UNIVERSITY OF MICHIGAN LIBRARY

The thesis of Marie Asbury Collings,
Contribution of the Graduate Division, Indiana State Teachers
College, Series I, Number 807, under the title Planning Library Quarters for the Rockville Schools

is hereby approved as counting toward completion of the
Master's Degree in the amount of 5 hours credit.

Committee on thesis:

Elmer J. Clark

Elizabeth Weller

Wille McCalla, Chairman

Director of Graduate Division

Elmer J. Clark

Date of Acceptance

May 2, 1961

50098

PREFACE

The development of this study has been unusual in at least two respects. First, the problem was chosen to meet a specific, current need, and as plans for quarters and equipment have been developed, current building plans have moved along at somewhat the same pace. Thus, it has been possible to observe the extent to which the findings and recommendations have been useful, and it can be reported with assurance that the Rockville Elementary Library and the Rockville High School Library will be built and equipped as the plans in this study show them.

Next, as building plans progressed, it has been most rewarding to see many of the suggestions made in early planning conferences incorporated into the finished plans.

For the completion of this study much credit is due those who served on my thesis committee. I am truly indebted to Miss Nelle McCalla and Miss Elizabeth Weller for the quality of instruction that has made it possible for me to attempt such a study. Their encouragement is deeply appreciated, and it is sincerely hoped that they will feel that the libraries at Rockville represent an outgrowth of their teaching and will be able to look at them with some degree of pride.

I am deeply grateful to Dr. Elmer Clark, who has given

help and encouragement in Education '501 and in this study, also. His understanding guidance throughout my graduate work has been an inspiration at all times.

To all three, it might be said with all sincerity:

In the dictionary I could search,
In the encyclopedia I could dig;
Yet, I never could find words to thank you;
They just don't come that big.

To my husband, Merle D. Collings, who has served as my illustrator, incorporating my ideas for quarters into scaled drawings, I owe sincere thanks.

As this study brings my graduate work to a close, it brings renewed appreciation and gratitude to all who have made it such a pleasant experience.

M.A.C.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM, IMPORTANCE OF THE STUDY, METHOD, AND SCOPE	1
The Problem	1
Statement of the problem	1
Importance of the study	1
Method	3
Scope	3
II. HISTORY OF SCHOOL LIBRARIES	5
Early Development of School Libraries	5
Characteristics of Early School Libraries	8
Location	8
Collection	9
Philosophy	9
Educational Trends Affecting Libraries	10
Curriculum changes	10
Trends in teaching procedures	11
Surveys and views of educators	11
Current Philosophy of Library Service	13
III. LIBRARY QUARTERS FOR THE ROCKVILLE SCHOOLS	15
Planning the School Libraries	15
The role of the administrator	16
The role of the librarian	16
The architect's contribution	17

CHAPTER	PAGE
Locating the Library	17
Noise Control	18
Outside noises	18
Building noises	19
Service noises	19
Future Expansion	19
Library Design	20
Lighting and Sun Control	21
Interior Decoration	22
Walls and ceiling	23
Window treatment	23
Floor covering	23
Understanding the Term Standards	26
Implementing Standards for Quarters	27
Main reading rooms	27
Workrooms and offices	29
Conference rooms	31
Professional areas	32
Story-hour area in the elementary library	33
Audio-visual	34
Listening areas	34
IV. IMPLEMENTING STANDARDS FOR EQUIPMENT	37
Making the Order List for Equipment	38
Main Reading Room	39

CHAPTER	PAGE
Charging desks and chairs	39
Tables and chairs	41
Shelving	42
Bulletin boards	44
Picture book shelving	45
The card catalog	47
Vertical files	47
Dictionary stands	48
Atlas case	48
Equipment for the Story-Hour Area	48
Equipment for the Professional Areas	50
Audio-Visual	51
Conference Rooms	52
Workrooms and Offices	52
Desk, chair and vertical file	53
Typewriter, typing table and chair	53
Cabinet and counter area	53
Work table	54
Wardrobes	54
Electrical outlets	55
Shelf list file	55
Shelving	55
V. SUMMARY AND CONCLUSIONS	57
Summary	57

CHAPTER	PAGE
Conclusions	60
BIBLIOGRAPHY	62
APPENDIX	67

LIST OF FIGURES

FIGURE	PAGE
1. Picture Book Shelving	46
2. Slope-Top Table	49
3. Rockville High School Library Floor Plan	68
4. Rockville Grade School Library Floor Plan	73

CHAPTER I

THE PROBLEM, IMPORTANCE OF THE STUDY, METHOD, AND SCOPE

Providing library service for the Rockville Schools has called for loyalty and dedication to a purpose almost above and beyond the call of duty. However, from the beginning the situation has been challenging and interesting. The attempt to develop a library program for the school has presented a two-fold problem--that of stimulating the use of the present facilities and planning for the future when adequate quarters, staff, and materials will merit the name "library."

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to plan library quarters for the Rockville Schools. Included in the study are: (1) a history of school libraries; (2) library quarters for the Rockville Schools; (3) implementing standards for equipment; and (4) summary and conclusions.

Importance of the study. To meet the challenge of stimulating the use of the present facilities was not too difficult. By following a philosophy that stressed service and consideration for pupil and teacher needs, the demand

for materials became greater. Courteous service by popular student assistants has helped, also. As demands for materials and instruction increased, a growing respect for library service and standard library practices was noted quite soon. While these improvements were gratifying and seemed to be the normal outgrowth of offering the proper "library atmosphere" to the users, efforts must continue in this area.

As to the second problem--planning for the future when quarters will be adequate--"wishful thinking" was the only line of approach for some time.

Not being able to expand in any direction, one limitation led to another until the situation offered a serious handicap in developing a library program that could truly be called an area of instruction or that contributed to the total educational aims of the school.

This was the situation when the school administrators renewed their efforts to continue a building program, which had been started five years earlier and later discontinued. In this new proposed building program, two new libraries were under consideration. The administrators asked for aid in planning them. The timing was now perfect for presenting all of the problems of library service that should be met satisfactorily, if the new libraries were to meet the present educational challenges for "quality" education. The immediate

need for the findings of the study has added to its importance.

Method. In order to collect information pertinent to planning school libraries, this study followed two types of research. The first was to visit other libraries and talk with librarians to get viewpoints from those more experienced in the field. The second was to read widely about planning school libraries and the philosophy of school library service.

Since the findings of this study are to be used currently and may either result in satisfactory quarters and equipment or mistakes that could be constant reminders of false thinking, too much stress cannot be placed upon the importance of research, analysis, and evaluation of the literature of the field before submitting plans for the libraries.

Pertinent information found in research will furnish the authority for making recommendations that may cost thousands of dollars. It will also furnish information on quality library standards, whenever group planning with administrators, architects, and building consultants make it possible to report such findings.

Scope. While many books have been written on each phase of this study, it must be the aim to develop each area

more briefly. However, the scope, both in reading and planning will be as inclusive as necessary for the findings to serve as a real aid in the current cooperative planning.

CHAPTER II

HISTORY OF SCHOOL LIBRARIES

Since the purpose of this study was to plan library quarters and equipment for the Rockville High School and the Rockville Elementary School, it seemed that a brief glance into the early history of school libraries might foster appreciation for past efforts in the field and at the same time reveal some of the weaknesses of early school libraries that should be avoided in this planning. As an aid in the present planning, as well as for appreciation, such background material should include information about: (1) early development of school libraries; (2) characteristics of early school libraries; and (3) educational trends affecting the development of school libraries.

I. EARLY DEVELOPMENT OF SCHOOL LIBRARIES

While the development of libraries closely parallels man's earliest efforts to record his thoughts and deeds in a form suitable for preservation and can be traced to the clay tablet of the ancient Babylonians of 5000 B.C., the school library is credited as a development of the twentieth century. As such, it is considered young as far as educational institutions go.

Specialists in the field are agreed on the twentieth

century as one of greatest development for school libraries, yet they are truly indebted to the recommendations of Governor DeWitt Clinton in 1827 that a small library of books be placed in every school. As early as 1839 legislation was passed in New York for aid in this project. By 1876 nineteen states had passed legislation to promote the development of school libraries.¹ These school libraries were soon absorbed by public libraries, but the effort was by no means in vain. Educators had been made aware of a need for literary and factual reading in the classroom. The year 1900 brought a significant development--the appointment of the first full-time trained school librarian.² With this appointment, it became easy to start stressing service, as well as materials. Slowly and surely this concept developed, and gradually the need for over-all library service in the school became apparent. However, more than a quarter of a century passed before the modern school library began to have general acceptance.

The major growth in school libraries has been since 1930. This may be attributed to at least two developments

¹Mary Peacock Douglas, "Elementary and Secondary School Libraries," The Encyclopedia Americana (New York: Americana Corporation, 1959), p. 415.

²Ibid., p. 416.

before 1930 and two after that date. These developments are: (1) the functions of school libraries have been stated at regular intervals since 1915, the latest being Standards for School Library Programs, published in 1960; (2) the formation of the School Libraries section of the American Library Association in 1915; (3) in 1936 the School and Children's Library Division was established at the American Library Association headquarters; and (4) in 1938 the Library Division of the Office of the Federal Security Agency was established. The specialist on the staff was charged with establishing school library service. Thus, the development after the 1930 date was the result of the joint efforts of specialists working toward a common goal--that of developing libraries that would give service and meet the needs of the modern educational system.

While the progress has been steady, it cannot be said to have been fast. The elementary schools have made slower progress than the secondary. According to the United States Office of Education in 1953-54,

. . . about 47 per cent of the schools in the United States received service from classroom collections only; about 37 per cent received service from centralized collections; 11 per cent received service designated as 'any other type service;' and only 5 per cent reported no library service at all.³

³U.S. Department of Health, Education, and Welfare, Office of Education, "Statistics of Public School Libraries, 1953-54," Biennial Survey of Education in the United States, 1952-54 (Washington D.C.: Government Printing Office, 1957), pp. 19-20.

This brings the developmental statistics to a fairly recent date--1954. It might reasonably be assumed that if progress continued at the same rate, it would, indeed, be a long time before satisfactory goals were reached. However, world affairs and public demand for quality education have in turn stimulated a demand for more and improved library service. The current situation was covered quite well by Professor Carolyn Whitenack of Purdue University, in an address to the Marion County Librarians' Study Group, March, 1960, when she said, "A bright day is dawning in the field of library service."⁴

II. CHARACTERISTICS OF EARLY SCHOOL LIBRARIES

To meet the challenge of planning functional libraries and to have some measure of comparison, when implementing the standards, it seemed wise to learn a few characteristics of early school libraries such as: (1) where the library was located; (2) type and size of the collection; and (3) the philosophy of the librarians.

Location. With very few exceptions the early school libraries were placed in classrooms, and they were referred to as classroom collections. In the less frequent cases of

⁴Carolyn Whitenack, Purdue University, in an address to the Marion County Librarians' Study Group, March, 1960.

a special room, the design was cold and formal with straight rows of tables at which children were seated in straight, uncomfortable chairs. The duty of charging and discharging books took precedence over any other activity. Too often, the room served only as a storage place for books.

Collection. The number of volumes in a collection was, of course, limited. Often the selection was made mostly for English, thereby limiting the child's range of reading. Such collections lacked the appeal necessary to foster special interest or factual reading, and students missed the experience of learning to select from an organized collection. The better students soon read all of interest, and slow readers were not supplied with reading of their grade level.

Philosophy. Early school libraries represented little in the way of sound philosophy. For library philosophy to be sound, it must be planned to meet the needs of the entire school, including all age groups and all levels of ability. Such collections fell far short of the present day goal of having the right book for the right child at the right time. In fact, the term often used to define the early school library--a place to keep books--was even reflected in the following quotation from the Old Librarians' Almanac:

Keep your books behind stout Gratings and in no
Wise let any person come at them from the shelf

except yourself. Have in mind the Counsel of Master Enoch (that most Worthy Librarian) who says: 'It were better that no person enter the Library (save the Librarian Himself) and that the books be kept in safety, than one Book be lost, or others Misplaced.' Guard well your Books--this is your foremost duty So far as your Authority will permit it, exercise great discrimination as to which persons shall be admitted to the use of the Library. For the Treasure House of Literature is no more to be thrown open to the ravages of the Mob, than is a fair garden to be laid unprotected at the Mercy of a Swarm of Beasts.⁵

III. EDUCATIONAL TRENDS AFFECTING LIBRARIES

Many developments in the field of education have contributed to the acceptance of school libraries as an integral part of the school and the demand for extended library service. Among these could be listed: (1) curriculum changes; (2) educational trends; and (3) surveys and reports of educators.

Curriculum changes. There was a time when only fundamentals were considered necessary, leaving much time for drill and rote. However, as the curriculum passed through various phases of development, such as the broad fields curriculum, with correlation bringing about a relationship between subjects, the subject matter was no longer necessarily textbook based. The trend was away from rote

⁵Lucille F. Fargo, "Training the High-School Student to Use the Library," Journal of Proceedings and Addresses of the National Education Association, LI (July, 1913), 756.

learning of textbook information and toward greater emphasis on the searching type of learning with students gathering, sifting, and evaluating information. For this type of study many supplementary materials became a necessity. Coincident with this trend and as a direct result of it, there was a tremendous development of resource materials.⁶

Trends in teaching procedures. Modern schools recognize the need for more active student participation, for learning experiences that involve group participation, and for problem solving and project work. The subject matter may be presented as a unit of instruction covering several weeks and end with critical evaluation. Such methods presuppose that the development of critical, inquiring minds is more important than mere acquisition of facts.⁷ Such activities require a wide range of reading and audio-visual materials.

Surveys and views of educators. Today's schools are under severe criticism and even before Sputnik serious study and evaluation were in progress. Leading educators appear to be united, however, in the belief that our educational

⁶John E. Hansen, "Designing School Libraries," American School and University, 1952-53, XXIV (January, 1952), 275.

⁷Ibid., p. 276.

systems must be organized in such a manner that respect for the individual is maintained.⁸

In his address at the Centennial Convention of the National Education Association in Philadelphia, William C. Carr, the Executive Secretary, said:

Education's frontier for the next twenty years is quality. As quantity was our primary goal for the first part of the century, so quality becomes our goal for the second. We have been concerned that every child get into school. Now we must ask how much each child gets out of school.⁹

Conant warned that children were not getting a satisfactory education at the critical level of growing up and says that a well-stocked library, staffed by a trained librarian is a necessity to a reading program.¹⁰

Speck, an educational consultant of the Indiana School Construction Corporation, made the statement that the larger part of the responsibility for scholastic excellence in the school program is dependent on the function of the school

⁸James D. Logdson, "Quality Education Demands Good Libraries," School Activities and the Library, Pamphlet of the American Association of School Librarians (Chicago: American Library Association, 1960), p. 1.

⁹William C. Carr, "The Past Is Prologue," Addresses and Proceedings of the 95th Meeting of the National Education Association, LCV (Washington D.C.: The Association, 1957), 73.

¹⁰James Conant, "Our Children's Crucial Age," Look, XXIV (April, 1960), 42.

library.¹¹ Such reports lend authority and support when requests for quarters and equipment are made and may well become guiding factors in school library planning.

IV. CURRENT PHILOSOPHY OF LIBRARY SERVICE

The present trend of thought is that every school should have a library with a trained staff to run it. The scope of knowledge has become too broad to be covered within the boundaries of classroom instruction, superior though that instruction may be.¹² The abundance of materials, both printed and audio-visual, which will be in a well-planned library has made it possible to extend classroom boundaries in all areas of knowledge and into areas of special interest activities.

In the present day teaching procedures, the school library has established itself as an essential, vital, and justified instrument of education.¹³ A library is no longer

¹¹Al Speck, "Planning the School Library Quarters," Hoosier School Board Journal, VI (December, 1960), 17.

¹²American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 4.

¹³Sidney P. Marland, Jr., "The School Librarian as a Resource for the Gifted Student," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 165.

just a place, but rather a recognized area of the curriculum and an aid in self-education.

The enlightened and enlarged library philosophy has among its many goals: (1) that the trained librarian be a teacher; thus, the library may become a teaching agency, which strives to serve every department in the school; (2) that the library be a service agency; (3) that the library should serve as a materials center, housing all printed and audio-visual materials; (4) that the library should encourage both student and teacher use of these materials; (5) that the library serve as a reading center, with space enough to seat an entire class, striving to encourage good reading habits and to develop good tastes in literature; (6) that the staff should endeavor to aid in the realization of the over-all educational objectives of the school; (7) that space should be provided for professional reading materials for the faculty; and (8) the library should be planned so it can make use of all commonly used media of communications.

To implement these goals, the alert librarian is expected to take the initiative and promote the use of these materials, as well as the room itself. Thus, guided by these goals, the library may well become the "hub of the school" around which learning revolves and aid in placing a "magic carpet" under every classroom.

CHAPTER III

LIBRARY QUARTERS FOR THE ROCKVILLE SCHOOLS

The usefulness of the school library as a part of the school's curriculum is determined to a great degree by the knowledge of what constitutes a good library program and what will be necessary in the way of quarters and equipment to implement such a program.

I. PLANNING THE SCHOOL LIBRARIES

Planning and designing a school library should be based on a broad general knowledge and understanding of the modern educational program, the specific objectives of the school it is to serve, as well as the kind and size of the school population to be served. In the past persons involved directly in the planning process have all too often been limited to the architect and the administrator. Today, experience points to the fact that if more people take part in the planning, better libraries may result. Faculty members, school patrons, building consultants, and school board members may all make valuable contributions.

Ideally, today's planning group should never consist of less than three members: (1) the school administrator; (2) the school librarian; and (3) the architect. Each should be expected to make important contributions in his own field

of specialization. Only by mutual and pleasant agreement within this planning group can a functional library be planned to the satisfaction of all.

The role of the administrator. The role of the administrator is one of coordinator and his attitude should be one of concern and interest in all stages of the planning from locating the room to the completion and furnishing. Plans for financing the building will fall within his area of specialization, while his concern should reach to the effect that suitable reading environment will have on the final development of good character and citizenship habits of those under his jurisdiction. The success of his guidance will depend on his own knowledge of the standards for school libraries and his willingness to meet such standards.

The role of the librarian. The librarian's role is one in which she will need to make use of all the facts of human psychology with which she is familiar. The librarian must be well ahead of the other members of the planning team in her thinking and developmental planning to forestall errors that could well be made because their visualization of a total library program may be less keen than the one most vitally concerned. The librarian can contribute to the planning by stating her needs clearly. Accurate information included should be: (1) proposed programing in the school;

(2) space needed in different areas; (3) shelving needed for different kinds of materials; (4) furnishings needed; and (5) exhibit space needed. It should be urged that good standards for space and equipment be met; however, the librarian should never be so completely bound by the function of the library as to hinder the architect in using his imagination and design ability.¹⁴ Only by mutual and pleasant agreement can a functional library be planned to the satisfaction of all.

The architect's contribution. The architect can contribute greatly by giving the library a central location in the school, while keeping in mind the quiet zones. It is the architect who incorporates the ideas of others into functional design, giving the room character, beauty, and usefulness. He should present a complete layout of the school library and its equipment before the preliminary floor plan for the building is completed.

II. LOCATING THE LIBRARY

Recent surveys suggest placing library quarters near main traffic areas from which students will be using the library most.¹⁵ Quarters located adjacent to the study hall

¹⁴J. R. Wilkerson, "An Architect Speaks," Junior Libraries, LXXX (May 15, 1955), 6.

¹⁵Lucille F. Fargo, The Library in the School (Chicago: American Library Association, 1947), p. 205.

in the high school and as close as possible to the upper grade classes in the elementary school may contribute to maximum use of the library resources. Attractive approaches or entrances, hall display cases, and glass shelves around the entrance aid in creating an atmosphere that is inviting, as well as colorful and informal. Its accessibility should increase its usefulness; its atmosphere should tempt users to return.

III. NOISE CONTROL

Difficulty in concentrating, which may lead to serious behavior problems and poor study habits, may be the result of continuous and unpleasant noises. Therefore, the library should be placed in a quiet area of the plant. The problem of noise falls into three classes: (1) outside noises; (2) building noises; and (3) service noises.¹⁶ Each should be understood for greatest success in planning.

Outside noises. There is little the librarian can do about noises from the playground or from street traffic. These are very hard to control. Only by special construction, so that the windows are never opened, can this type noise be

¹⁶ Illinois Library Association Planning Board. Subcommittee on Library Service to Schools. Planning School Library Quarters (Chicago: American Library Association, 1950), p. 38.

eliminated.¹⁷ It is advisable to locate the quarters as far from such noises as possible.

Building noises. The library should be located as far as possible from the school shop, cafeterias, and music rooms. These all represent noise areas from within the building.

Service noises. Service noises result from library service itself. It cannot be eliminated entirely, but may be lessened considerably by wise choice of floor covering, window treatment, and correct use of acoustical materials on walls and ceiling. The latter is the architect's responsibility, but the other two may come by recommendations of the librarian. Rubber tile or vinyl tile are satisfactory materials for sound control.¹⁸ Window draperies deaden sound, and if they do not exclude too much light, may be used for this purpose, as well as for decoration.

IV. FUTURE EXPANSION

Future needs for expansion should be given consideration during initial planning. Such expansion may be provided

¹⁷ Ibid.

¹⁸ Florida State Department of Education, "Materials Center," Bulletin of the State Department of Education, No. 220 (Tallahassee: State Department of Education), p. 2.

by locating the library next to a classroom from which a wall may be removed to extend the library when the need becomes great or to set the standards for quarters high enough in initial planning to take care of higher enrollment anticipated in the future. In this planning use was made of each method.

V. LIBRARY DESIGN

Most students, both elementary and secondary, respond to their surroundings, a fact that makes careful planning of interior design and equipment of special importance. Extra effort in this phase of the planning may aid in creating correct "library atmosphere," which invites users to return.

The main reading room should offer a change in design from the conventional classroom and study hall. Informality should be the keynote for planning, and part of this quality may be secured by furniture arrangement, treatment of entrances, and informal display. The room should possess a quality called flexibility; thus, movable units that can be grouped for special occasions become desirable. Shapes of libraries may vary with the space available, but much of the design appeal rests upon the ability of those planning to use the space wisely. When completed, attractiveness, simplicity, flexibility, and good taste should blend into a well-proportioned, functional, and aesthetic room.

VI. LIGHTING AND SUN CONTROL

While some specialists in library planning advocate high windows to avoid glare and provide extra shelf space, longer windows are still used a great deal and are considered to add charm. As in classroom design, it is essential to provide optimum natural lighting conditions including: (1) an adequate level of illumination; (2) an even distribution of natural light; (3) minimum glare or brightness control; and (4) complete, positive sun control.¹⁹ In the proposed elementary plan windows predominate the east wall, with an additional window on the north; in the plan for the high school windows predominate the entire southwest wall. The window clearance in both libraries is to be 44 inches.

Efficient fixtures should be circuited and switched to permit partial use of artificial light to supplement the natural lighting in large areas.²⁰ The ceiling fixtures should provide light in accordance with standards set by illuminating engineers. It is their problem to specify the proper amount and distribution of light to avoid glare and furnish steady lighting. For general reading rooms 20-35

¹⁹Ibid., p. 1.

²⁰Ibid.

foot-candle light on working levels is recommended.²¹ The type of fixture is also an accepted part of the architectural planning. When this is really done by engineering principles, minor control with shades and draperies may be rather easily accomplished.

VII. INTERIOR DECORATION

Color may be used to advantage in the library. Whatever the choice, there should be a harmonious relationship of various tones used in the furniture, walls and ceiling, and floors. Some reading pointed to pastels as the ideal choice; however, there was a diversity of opinion, and it seemed safe to conclude that one need not be confined to the delicate pastels that were once considered as the only colors suitable for library quarters. Muted shades of strong color often produce interesting and satisfying surroundings.²² Avoid the use of the same color in all the library rooms. Such a monotone color scheme would prove monotonous. However, when the doors are open, the general

²¹Illinois Library Association Planning Board. Subcommittee on Library Service to Schools. Planning School Library Quarters (Chicago: American Library Association, 1950), p. 40.

²²Florida State Board of Education, op. cit., p. 2.

view should be harmonious and pleasing.²³ Light colors will make the room appear larger; dark colors will make it appear smaller. Basic art principles applicable to interior decoration should be kept in mind at all times.

Walls and ceiling. Walls should be covered with non glossy paints having a reflection of 60 per cent in all except the previewing room, where the darkness required will change the needs. Ceilings should have a reflectance factor of 80 per cent, which means a flat-white paint.²⁴

Window treatment. Curtains or draperies, whenever used, should harmonize with the design of the room and other furnishings. Draperies give softness to a reading room. They let in soft light, while excluding strong sunlight. Plastic draperies are finding favor in some school libraries. Many examples of these were found in the Marion County Schools. Whether cloth or plastic, they can contribute much to the general decorative scheme.

Floor covering. When planning the floor covering, considerations should be: (1) sound absorption qualities;

²³Illinois Library Association Planning Board, op. cit., p. 46.

²⁴Margaret Rufsvold, "School Library Design," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 106.

(2) which will appear better in the room--block tile or linoleum; (3) moisture resistance; (4) resiliency; (5) wearing qualities; and (6) ease of cleaning.

Choosing the floor covering may prove confusing because of the great variety of floor covering from which to select. Each product has certain characteristics that are good and others less desirable. To become familiar with the various floor coverings, their cost, attributes and limitations, one can find no aid more recent or complete than Guidelines for Library Planners.

This aid listed thirteen floor coverings with a good evaluation of each. Attributes of each were listed, as well as their limitations. Initial and long-range costs were compared. Space and time limited the discussion of this list to a few of special appeal.

The least expensive was asphalt tile which can be applied directly to concrete with little probability of moisture problems. However, the ease with which it dents and its lack of resistance to oil and grease are counts against it. But all things considered, asphalt tile gives a lot of floor for the money, and it is considered a good economical buy.²⁵

²⁵Library Administration Division of the American Library Association. Buildings and Equipment Section. Guidelines for Library Planners (Chicago: American Library Association, 1960), p. 17.

It was interesting to note that linoleum is still used extensively, and due to the fact that it resists indentation and grease well, is easy to clean, and is more resilient than asphalt, it is considered an economical buy. With the many new and more glamorous types of floor covering as competitors, the old reliable, 1/8" linoleum still rates good.

Cork tile was recommended for general use in libraries. It is quiet, durable, and has good indentation resistance. Its outstanding limitation was due to its porous nature; it retains dirt more readily. However, if it was not used near an outside entrance, it could still prove very satisfactory.

Rubber tile was listed as superior to cork in quietness and resiliency. Rubber tile is superior in indentation resistance with eight times the resistance of asphalt tile.²⁶ It was listed as very durable, but more difficult to maintain.

Of the several vinyl products listed, linotile was recommended highly for library use. It has the best ease of maintenance record; is the longest wearing; and is also tops in indentation resistance. We would rate it as outstanding for library use.²⁷ Regardless of the type of floor covering

²⁶Ibid., p. 18.

²⁷Ibid.

chosen, the color should harmonize with the rest of the furnishings. Marbleized design makes a good choice.

VIII. UNDERSTANDING THE TERM STANDARDS

The standards issued regularly since 1915, including the 1960 Standards for School Library Programs, are not the views of librarians alone, but represent the views of twenty educational organizations.²⁸ The term "standards" should not confuse anyone. The seamstress uses a pattern, when making a dress; the architect a blueprint for building a house; so, the librarian looks to a set of standards or goals as guides when setting up satisfactory school library programs.

In Standards for School Library Programs major emphasis is on the definition and description of a functional school library program, its policies and practices, and, then, on what it takes in the way of staff, materials, budget, quarters, and equipment to implement such a program.²⁹ These standards apply to all types of schools, and unless otherwise noted in the text, to all levels of elementary and secondary education.³⁰

²⁸Ruth Erstes, "Standards for School Library Programs," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 5.

²⁹Ibid.

³⁰American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 6.

IX. IMPLEMENTING STANDARDS FOR QUARTERS

Those concerned with implementing the standards will be faced with special area planning for different grade levels; however, many of the problems will be common to all libraries. A trained staff can reach goals only if quarters are planned to take care of the school population. Enough space must be included for the different activities within the library and for housing adequate equipment. Areas to be considered in the planning should be: (1) main reading rooms; (2) workrooms and offices; (3) conference rooms; (4) professional areas; (5) story-hour area in the elementary library; (6) audio-visual; and (7) listening areas.

Main reading rooms. The magnitude of activities and purposes for a reading room may include; (1) reading and browsing; (2) charging and discharging; (3) housing for all materials, except those allocated to the workroom storage space; (4) displays and exhibits; (5) teaching the use of the library; (6) storytelling and listening for groups; and (7) listening as a study activity.

National standards recommend 30-35 square feet of floor space per reader.³¹ The same standards recommend accommodating 10 per cent of the enrollment in schools having

³¹Ibid., p. 119.

551 or more students, and 45-55 students in schools having 200-550 students.³²

State standards still approve plans allowing 25 square feet of floor space per reader.³³

When the building program is completed the Rockville Consolidated Schools will have two buildings. The elementary will house grades 1-6, with eighteen rooms housing an anticipated enrollment of 540. The space allocation in the main section of the reading room is 36'6"x31'4" and the library extension, which has been planned to serve many purposes, is 13'3"x9'4". This came to a total of 1391 square feet. Plans for seating 50 students in the main area were made, this arrangement accommodating the largest anticipated class plus 15-20 extra. These figures allocate approximately 26 square feet per reader, a margin slightly above state minimum standards quoted above. It seemed to the writer that with the varied sizes of the elementary students that this margin could be a great deal more comfortable than mere figures indicated.

This was accomplished, while still observing the

³²Ibid.

³³Indiana State Department of Public Instruction, "Summary of Minimum State Library Standards" (Indianapolis: State Department of Public Instruction), p. 1. (Mimeographed.)

recommendation that there should be 5' between tables and 5' between tables and shelving.³⁴

When considering the reading room for the high school library, it was kept in mind that an enrollment of 600 students may be anticipated in grades 7-12. Dimensions of 55'9"x42', or approximately 2341 square feet were allocated for the high school library. Again, it should be noted that the recommended distance has been left between tables and shelving. The allocation here figures approximately 39 square feet per reader. It should also be noted that seating for five in the professional area has not been included in seating totals for the high school, where plans were made to seat 60 students.

Workrooms and offices. In the proposed elementary library plan, the workroom must also serve as an office. Douglas' observation about office space for the librarian was quite fitting. She felt that among other uses, the office furnished the ideal place for the librarian to collect her thoughts for the job to be done.³⁵

However, in this planning the office space was sacrificed for the professional and conference spaces to be

³⁴American Association of School Librarians, op. cit., p. 119.

³⁵Mary Peacock Douglas, The Teacher-Librarian Handbook (Chicago: American Library Association, 1949), p. 135.

discussed later, because they seemed to add more to the overall functional effectiveness of the plan. It has not been considered a hardship to combine the two areas.

Workrooms are very important and should be located near the charging desk. It is in the workroom that materials are received, classified, and processed. Damaged books are repaired or made ready for the bindery. It is here that orders are made and other clerical duties completed. Adequate space should be allocated for all of these routine procedures. A workroom is a librarian's necessity.³⁶

State minimum standards recommend 150-200 square feet for a workroom.³⁷ In schools with enrollments up to 500 Standards for School Library Programs recommends 400 square feet, when one workroom and storage area serves for both printed and audio-visual storage.³⁸

Since the plans for both buildings have included enough adjacent storage space for large audio-visual equipment such as projectors, filmstrip projectors, record players, tape recorders, opaque and slide projectors, and radios,

³⁶Jewel Gardiner, Library Service in the Elementary School (Chicago: American Library Association, 1954), p. 43.

³⁷Indiana State Department of Public Instruction, loc. cit.

³⁸American Association of School Librarians, op. cit., p. 120.

planning for storage space for them could be eliminated from this study. The library's role with the audio-visual program has been defined as ordering, cataloging and storing, and charging materials to be used with the large equipment.

The plan for the high school workroom and office allocates 22'6" x 13'6" or 309 square feet. Without the large equipment storage, the gap between actual allotment and standards seemed to disappear.

In the elementary workroom and office 164 square feet have been allocated, a figure slightly above the minimum state standards for a workroom; therefore, the challenge became one of planning for maximum efficiency with the space available.

The quality of flexibility was employed to develop this area into a functional space. The arrangement of the desk blocks traffic from the work center, yet there is ready access to the stored audio-visual materials, which will be charged from this room. The door from the hall may be considered as an aid in reducing the audio-visual traffic through the main reading room. Paneled glass partitions between the two rooms add to its functional quality.

Conference rooms. On the proposed plan for the high school library approximately 240 square feet have been allocated for conference rooms. A folding partition makes it

possible to divide this space into two rooms of 120 square feet, thus meeting minimum national standards in both rooms.³⁹ Since the proposed plan for the entire building has conference rooms in other areas, it has been proposed that one of these should serve as a listening area.

In the proposed elementary plan the extension area marked professional and conference again must serve a dual purpose. By appointment the room may well serve part of the time as a conference room and may be closed from the main reading room by a folding partition. This will no doubt lead to this being a much used area, but such use would be meeting one of the goals of library service--maximum use of the library quarters.

Professional areas. All reading indicated the need and trend for the library to accept the responsibility for providing books and magazines for the faculty and space where these materials could be used. Such facilities should make an important contribution to the in-service training of teachers.

Having been told in the initial planning that the space allotment for an elementary library must be kept very nearly within minimum state standards, it became apparent

³⁹ Ibid., p. 121.

immediately that certain areas so important to a functional library program must either be eliminated or be made to serve a dual purpose. The extension of the main reading room marked professional and conference has been planned for professional use, also. Sufficient shelves will be reserved for professional materials. A few comfortable chairs should make it inviting for professional use. As suggested, when using this space for conference, the folding partition could furnish privacy.

On the proposed plan for the high school library, an area for the faculty was indicated by a natural division that followed the use of double-faced shelving. The resulting nook has been furnished with comfortable chairs for five and professional materials can be housed on the nook side of the shelving. Entrance to this area may be made through the back of the library, and a student assistant at the study desk near could add to the service.

As the Rockville situation has been observed for several years, few teachers are free at the same time. Therefore, while the seating capacity for these areas is small in each plan, it seemed to the writer to be entirely adequate.

Story-hour area in the elementary library. Perhaps, there is no activity that can stimulate interest in good

literature more than the story-hour. No particular space allocation was made, but the furnishings should be fluid enough for quick rearrangement to give the needed space for seating larger groups. Bright hassocks and low benches add an informal note. Picture book shelving and sloping-top tables, located in this area add to the homelike atmosphere so appealing to children.

Audio-visual. In both buildings the library's role has been defined as ordering, cataloging and storing, and charging materials for use with the larger equipment. In both buildings plans have been included for housing these various sized materials. Different widths of shelving to accommodate records and magazines have been included. By window treatment with dim-out draperies, the main reading rooms may be used to project films or filmstrips at any time it seemed desirable. Thus, plans for using such materials within the library and for providing materials for use in the classrooms have been given consideration.

Listening areas. The current planning in this building program has included adequate wiring for an entire language laboratory, which will be given early consideration, as well as wiring for the use of the Midwest Program on Airbourne Television Instruction, if it seems desirable after the experimental period. Therefore, in this study

plans for listening have been more limited than if no other provision for listening had been made. These plans include two listening posts, where the gifted student may pursue his special interests with materials that have been recorded and taped. Marland feels that in a high school of 500 students, ten may be in this category.⁴⁰

It should not be forgotten that listening to this type material may serve as an aid to the slow student, also. The student who has been absent may have the opportunity to listen to a taped classroom activity. Thus, with the two listening posts, radios, and the possibility of airborne television within the classroom, resources for listening have been given due consideration. This area has glass partitions dividing it from the main reading room.

In the elementary library listening activities pursued for study may be carried on in the conference or professional area, while the librarian may use any of these devices in the main reading rooms of each library as teaching plans and special occasions create the need.

Thus, the standards for the quarters have been reviewed, making every effort to overcome certain space

⁴⁰ Sidney P. Marland, Jr., "The School Librarian As a Resource for the Gifted Student," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 167.

limitations by careful planning for efficiency and for functional areas.

CHAPTER IV

IMPLEMENTING STANDARDS FOR EQUIPMENT

Furnishings for the school library should mean more than objects to fill space. Efficiency of library service may well depend on such small details as the selection of the units for the charging desk, height of tables and shelving, and arrangement of working units in the workroom. No detail that will contribute to working comfort is too small to receive consideration.

Much of the literature of the field pointed out that present day standards for furniture indicated that it should be simple in design, light in color, and made of durable wood. It must be of sturdy enough construction to withstand hard use during school hours and in spite of hard use still retain its attractive appearance.

While very attractive and functional libraries may result from such furnishings, the library planner should recall that one misconception regarding durability is that weight and durability are synonymous with strength.⁴¹ Today's technologies, materials, and construction systems

⁴¹Building and Equipment Section. Library Administration Division of the American Library Association. Guidelines for Library Planners (Chicago: American Library Association, 1960), p. 14.

permit light-weight forms and shapes, which are stronger than anything dreamed of a generation ago.⁴²

Keeping these points in mind, the planner may wish to consider some of the lighter weight, colorful designs in library furnishings, as well as formica and resilyte tops for the wood furnishings.

Furnishings for each area, if chosen wisely, should add to the working pleasure and efficiency in that area. Areas in which furnishings should be considered as a unit are: (1) reading rooms; (2) story-hour area; (3) professional areas; (4) audio-visual; (5) conference rooms; and (6) workrooms and offices.

I. MAKING THE ORDER LIST FOR EQUIPMENT

When making the list of equipment to be ordered, the exact item should be named, and the manufacturer, as well as the catalog number of the item given. While it may be a common practice to follow this with the term, "or equal," herein lies great danger as it opens up avenues for compromise, political shenanigans, and even the possible loss of carefully developed design and construction standards.⁴³ Thus, it is most important to define alternates as carefully

⁴²Ibid.

⁴³Ibid., p. 15.

as the original item. It is just as important to deal with companies handling well known and tested furnishings.

This step in library planning is most important, as well as challenging, because it is from this list that some chosen company will make final specifications for bidding. These specification lists become available for all companies that wish to submit a bid on the furnishings.

II. MAIN READING ROOM

When students enter the room for the first time, the areas as such, make little impression on them. They see a finished room. Since the first impressions are usually permanent, it is desirable that they should be favorable.

Variety in sizes and shapes of tables, shelving, display space, and pleasing colors will help create in the minds of the students a desire to return. It is, then, for the librarian to visualize the room by units, and choose each piece of furniture with a definite purpose in mind. Each piece of furniture should support the usefulness of other pieces in the area.

It should be gratifying to the librarian to achieve such a unified effect that users see the room as a whole, rather than piece by piece, as it was planned and purchased.

Charging desks and chairs. Charging desks are ideally

placed where they command the main entrance. It was possible to follow this rule in this planning. A charging desk should be simple and functional in design with some space provided for filing trays, for book cards, and shelves for returned books.

Library supply houses furnish them with the necessary details for library work. The desk may be counter height or sitting height, the latter being necessary for the elementary library.⁴⁴ Another feature of a functional desk unit is a depressible book truck into which the books drop from a slot into a book return unit.

Corner display units in the desk furnish an excellent place for small displays and add attractiveness to the room. The length of the desk unit should be appropriate for the size of the room and may be 30" for sitting height; and 39" for standing height.⁴⁵ Resilyte or formica tops lessen the cleaning and waxing problems.

High swivel chairs may be provided for standing desks. The design on most of these limited the selection somewhat,

⁴⁴American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 127.

⁴⁵Florida State Department of Education, "Materials Center," Bulletin of the State Department of Education No. 22C (Tallahassee: State Department of Education), p. 2.

but designs for low swivel chairs for sitting desks were more numerous and could be selected in varied designs and upholstered materials to add a greater degree of comfort and beauty. Each type should have some range in height adjustment.

Tables and chairs. In any library monotony should be avoided by a variation in the sizes and shapes of the tables. Even the rectangular ones may vary, however, a more general use of 3'x5' tables will allow for more mobility and informality than larger ones.⁴⁶ Apronless tables are considered more functional than other designs.

To meet national standards chairs and tables should meet the following specifications:⁴⁷

	Tables				Chairs
	Height	Width	Length	Diameter (Round)	Height
Elementary School	25"-28"	3'	5'-6'	48"	14"-17"
Junior High School	27"-30"	3'	5'-6'	48"	16"-18"
Senior High School	29"-30"	3'	5'-6'	48"	18"

The fact that much of the modern school equipment is

⁴⁶American Association of School Librarians, op. cit., p. 126.

⁴⁷Ibid.

adjustable helps in meeting needs for different sizes. Chairs should be equipped with noiseless tips and be of the correct height for the tables chosen.

In this study the various shapes, sizes, and heights have been given due consideration in selection. The variety and placement may be seen in Figure 3 and Figure 4 in the Appendix.

Another type of seating and study space used in this planning was the Carrell study table. These tables placed in different areas of the library furnish added variety in shape and size and provide space for individual students.

Shelving. Shelving varies in height and depth according to its use and placement, but widths remain standard--3 feet. Shelving may be purchased with open or closed backs. The latter has certain advantages, especially during a re-decorating period, when it is possible to move both the shelf and its contents at one time.

However, closed backs are quite an additional expense, so for this study those writing the final specifications were asked to write the specifications so the bidding could be both ways. The total cost will be the determining factor.

Single counter height shelving, 42" high, serves well under windows, back of charging desks, and under glass partitions, while double-faced shelving 42"x20" serves splendidly

as a room divider. Such "islands" of shelving add needed shelf space, also. The tops on double-faced shelving may serve for displays of various kinds, portable bulletin boards, and portable book displayers.

Standard heights for shelving in elementary libraries are 5-6 feet; in the high school it is 6-7 feet; while the thickness should be near 13/16 inch.⁴⁸ In this study and planning 60" shelving was used around the walls of the elementary library and 82" shelving was used wherever possible in the high school library.

When shelving is used for magazines instead of a magazine stand, the depth of shelves, straight across, is 12"; slanting shelves should be 16" deep.⁴⁹ For magazine storage in workrooms 12" shelves are adequate.

Newspaper shelving should also be 12" deep. The total amount of shelving must be determined by the size of the collection and the anticipated growth of the collection. A three-foot shelf, if entirely full, holds thirty average size books; eighteen reference books; or sixty picture books with dividers.⁵⁰

⁴⁸Ibid., p. 25.

⁴⁹Ibid., p. 125.

⁵⁰Ibid., p. 126.

At present the elementary collection has 2550 volumes. Shelving was planned for approximately 6375 volumes. This would furnish slightly more than eleven volumes per child, if the enrollment ever reached the anticipated enrollment of 540. If not, it would furnish considerably more volumes per child.

The high school collection has 2200 volumes at present. Shelving was planned for 6760 in the main reading room and for 1470 in the workroom and office, making a total of 8230. This would furnish approximately thirteen volumes per student if the enrollment ever reached the anticipated 600 pupils.

Phonograph records need 16" shelving with at least 14" between the shelves.⁵¹ Removable upright partitions for both magazines and record storage add to the usefulness of the shelving.

Bulletin boards. Bulletin board inserts are furnished with the shelving, if requested. These inserts come in the same widths as the regular shelving and are 16 inches high. This type bulletin board offers some advantage over the permanently placed one, because display areas can be moved, attention called to different classification areas, and only

⁵¹Ibid.

the space needed is set up for display.

Whenever the standard bulletin board is used, it should be located where it catches the attention of anyone entering the room. Sizes vary, but a size too large may make it hard to build an effective display. Small portable bulletin boards are useful and use has been made of them in this planning to conserve wall space. In an elementary library the bulletin boards should be placed at eye level, if they are of the permanent type.

In this study and planning it was decided to make use of inserts and portable bulletin boards altogether, rather than sacrifice any needed wall space. For a more or less permanent place for displays, the 82" shelving near the entrance to the workroom in the high school plan would be seen by all entering the room; however, the inserts may be used anyplace in the shelving.

Glassed in display cases are attractive and have been planned for both buildings. They need a bulletin board backing, shelves, and glass doors with locks. These not only add to the attractiveness of the approaches, but furnish an excellent place for publicity outside the library proper.

Picture book shelving. The use of some picture book shelving, as shown in Figure 1, adds variety in shape and

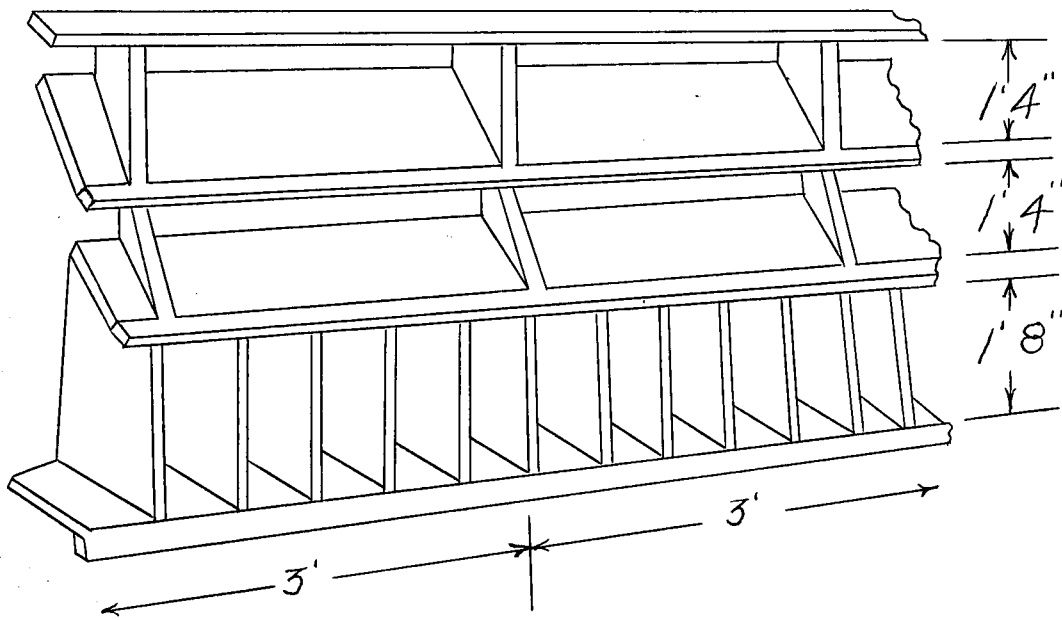


FIGURE 1

PICTURE BOOK SHELVING

size and serves as a pleasing variation for the elementary library. The tall partitioned space at the bottom furnishes excellent storage for oversize picture books that are hard to shelve, while the upper slanting shelves furnishes a place to display picture books.

The card catalog. The card catalog serves as an index to all the books and materials in the library. It should be ordered with the rest of the equipment. The mistake should never be made of choosing one too small. A sectional type is preferable in order that additional drawers may be added as the collection grows. Estimates for card storage are based on one tray section per 1000 cards.⁵²

Vertical files. Not less than two vertical files should be included for pictures, pamphlets, clippings, and other useful material that cannot be arranged on regular shelves. These may be supplied in wood to match other wood furnishings or may be supplied in metal in tones that blend. Either are satisfactory; the latter is considerably less expensive.

Future need for files of this sort will depend greatly upon the type of classroom instruction and the use teachers find for this sort of illustrative material. The files

⁵²Ibid., p. 128.

should be located near the other reference materials, where students have ready access to them.

Dictionary stands. Dictionary stands come in two styles, the revolving and the regular type. The latter type is large enough to place the large dictionary on the top, but lower shelves serve as storage for some of the smaller dictionaries in the collection. In planning for the high school, one stand has been placed near the entrance for that last minute definition on the way to class, another centrally, near study tables, while a revolving dictionary stand has been placed on the large rectangular study table in the reference area. A revolving dictionary stand was placed on the counter height shelving in the elementary library plan.

Atlas case. An atlas offers a storage problem in regular shelving, so this piece of furniture is very important. Several dividers increase the space for these over-size books. One case has been included for each library.

III. EQUIPMENT FOR THE STORY-HOUR AREA

For variety in this area two trapezoidal tables were placed together and use was made of a sloping-top table with benches, as illustrated in Figure 2. This style and design adds an informal touch, and the sloping top makes an ideal

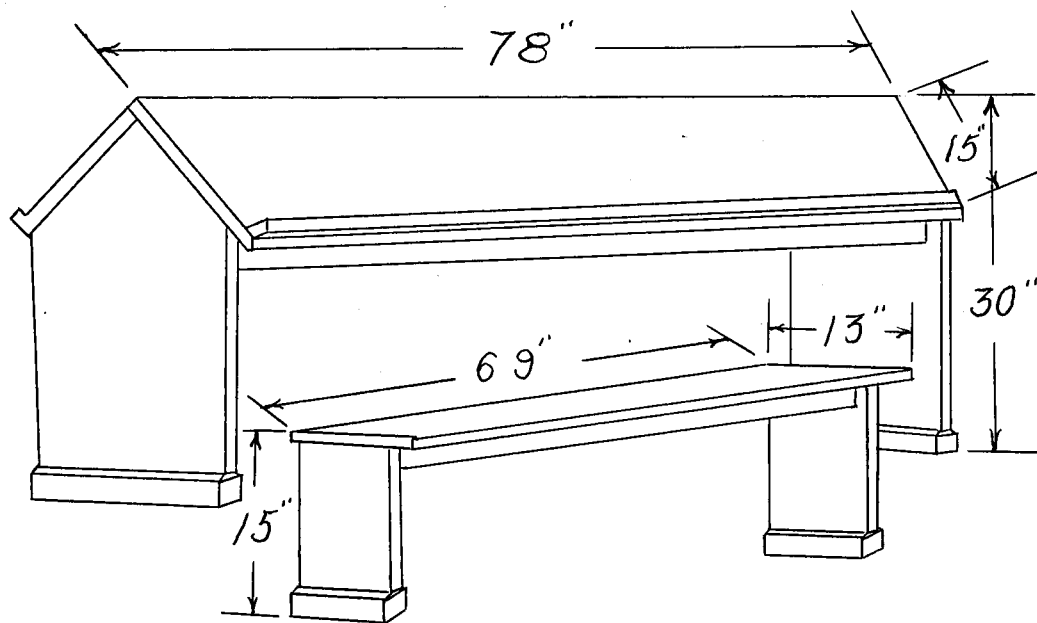


FIGURE 2
SLOPE-TOP TABLE

place for the examination and selection of story books. Colored hassocks add to the air of informality, also. The placement of the picture book shelving in this area furnishes further variety in shapes and sizes of furnishings, so that the entire room has an informal note that sets it off from the rest of the reading room.

IV. EQUIPMENT FOR THE PROFESSIONAL AREAS

In this study and planning, professional areas have been provided, either by folding partitions or by using shelving as an area divider. Every effort has been made to plan adequately for these areas, but it was also the plan to keep the expense for furnishings at a minimum, choose furniture simple in design, and try to avoid anything that could be labeled as show or extravagance.

Five comfortable chairs, a table, and reserved shelving are listed for the high school professional area. In the elementary area four comfortable chairs and a magazine table are included for the professional area. The chairs do not represent luxury, but are definitely comfortable. Comparing these furnishings to the furnishings of a similar area at the North Central High School, Indianapolis, Indiana, the provision made here seemed most generous. Their professional area seats five with an enrollment of 1400.⁵³ This

⁵³Guidelines for Library Planners, op. cit., p. 103.

plan offers seating for five with an anticipated enrollment of 600, and in the elementary seating for four with an anticipated enrollment of 540.

V. AUDIO-VISUAL

In the field of audio-visual in the Rockville Consolidated Schools, the library has been assigned the task of serving as the central agency for ordering, cataloging, processing, housing, and circulating audio-visual materials.

Housing naturally brought up the problem of furnishings. Vertical files in the main reading rooms have provided space for pictures and pamphlets. In the workrooms shelving for films, tapes, and recordings has been planned and a special cabinet has been provided for filmstrips to which units may be added as needed.

For those desiring to listen to records or tapes, a two-disc listening post has been included. This size seemed limited until compared with North Central, where three have been provided for 1400 students.⁵⁴

Drawer space may house posters and other types of display for which space must be provided.

⁵⁴Ibid.

VI. CONFERENCE ROOMS

Furnishings may be limited to a table 3'x5' and six chairs, since such a room is intended for small-group activities. The walls of the conference rooms in the high school plan offer expansion space for shelving when needed. Electrical outlets are included in the wiring plans.

The demand for conference space depends upon teaching methods employed by individual teachers. If the need for the second conference room should become pressing, a portable listening post could be substituted for the one suggested in this planning and the conference room converted to its original status, using furnishings like those listed above.

In the elementary library the librarian must rely upon furnishings in the main reading room to provide tables and chairs for conference work. The light weight furnishings that have been recommended for this library should be helpful in these mobile adjustments.

VII. WORKROOMS AND OFFICES

The planning for these areas has been as nearly identical for both libraries as space permitted, because the same type activity will be carried out in each. The workroom, like the kitchen in the house, should be equipped and

arranged for the most work with the least effort.⁵⁵ Included in these furnishings should be: (1) a desk and chair; (2) a vertical file; (3) typewriter, typing table and chair; (4) cabinet and counter area; (5) work table; (6) wardrobe; (7) card file for shelf list; and (8) shelving.

Desk, chair and vertical file. A desk and chair for the librarian, the vertical file, plus an extra comfortable chair, all grouped compactly near the entrance, place the librarian in privacy for needed conferences, yet furnish a view of the main reading room through the glassed partition. The desk should be sitting height supplied with a comfortable, swivel chair. The desk should be supplied with a lock. The three drawer vertical file has been placed within reach.

Typewriter, typing table and chair. An adjustable height typing table to hold a new typewriter and an adjustable height chair has been provided. Students, then, will not have to work at the librarian's desk, as they would if the typewriter had been housed in the librarian's desk.

Cabinet and counter area. Just as in the kitchen, there should be hot and cold running water in the sink. Toe space for working comfort has been considered. Deep drawer

⁵⁵Mary Peacock Douglas, The Teacher-Librarian Handbook (Chicago: American Library Association, 1949), p. 135.

space in the cabinet has been provided for posters that are too large for other spaces and should be stored flat.

Counter tops are to be of formica.

Wall cabinets above the sink and storage cabinet have been included for storing supplies and for materials that are being processed or mended. They are to be supplied with adjustable shelves.

Work table. A large work table has been included in the equipment list for the high school plan. Its generous size will make it possible to spread materials out for processing, where more than one student may work at a time. Chairs have been provided for three students, one of whom will be in attendance for charging audio-visual materials housed in this room. Limited space in the elementary building ruled out such a table and cabinet tops must serve as the work space. However, since centralized cataloging has been recommended for the entire program, this need not work a real hardship on the elementary librarian.

Wardrobes. Equipment lists for each library include a two-foot checkerette. The checkerettes are substitutions for built-in wardrobes requested in early planning, but not shown on the blueprint. They are wall-hung and have space to hang coats. There are shelves above for hats and other articles.

Electrical outlets. Two electrical outlets have been placed above the cabinet areas and additional outlets are included around the baseboards.

Shelf list file. A twelve-drawer filing cabinet has been listed for the high school for the shelf list cards. The old files in current use were not in good enough condition to consider saving. The elementary library can make use of the card catalog in current use for a shelf list file, when the new fifteen-drawer file is installed in the reading room.

Shelving. Shelving has been placed on all remaining wall space in the workrooms. The 82-inch height has been used. The shelving for audio-visual materials in this area was discussed on page 43.

It has been with a feeling of great responsibility and at times inadequacy that these recommendations for implementing the standards for quarters and furnishings have reached this stage in the planning. A consoling thought for bolstering morale, when problems seemed insolvable, was that very few perfect things have ever been created and that to err is human.

However, since this research was done to meet an immediate planning need, it is rewarding to see the recommendations take form in libraries that meet recommended standards

for quarters and equipment.

The plan for the high school library is shown in Figure 3. The equipment list follows the plan. Figure 4 shows the elementary plan, with the equipment list following. Both are shown in the Appendix.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

As a foundation for planning a functional library for any grade level in any school, the first consideration is to meet the present needs of that school but keep future growth in mind.

A broad, general knowledge of modern educational problems and trends, the educational objectives of the school the library will serve, and the current philosophy of library service will aid in planning. It should be remembered that a library is no longer just a place to store books; it is a materials center that serves, teaches, and circulates all kinds of materials freely.

Planning is not a one-person job. It takes at least three people: (1) the administrator; (2) the architect; and (3) the librarian. Each contributes thinking in his own special field. Too much stress cannot be placed on the importance of this group planning.

Familiarity with state and national standards is necessary. All three should understand them; however, the librarian must be alert to her opportunity to furnish information at any time. These standards serve as a guide in

meeting requirements for space, equipment, collection, and staff.

Knowing these standards, which are geared for the new trend of "quality" education, planning may then take the direction needed to support the type teaching followed in the school. Thus, the room, materials, and equipment will follow as the need develops.

Accessibility is the keynote for locating the school library. If possible, it should be centralized--near the greatest number of users. To avoid noises that come from areas such as cafeterias, playgrounds, music rooms, and shops is best. The engineering specifications of the architect should insure a minimum of noise in situations within his control.

The library design should offer variation in shape and size to the regulation classroom. It should be large enough to comfortably seat the largest class, plus a few extra. The extra rooms, such as audio-visual and conference, should offer privacy, yet must be so integrated by coloring and design that the quarters have the appearance of a unified whole.

The furnishings should be simple in design, light in color, and well built. Each piece should justify its purchase in usefulness and support to other pieces in the unit. Variety in shapes and sizes helps to meet individual needs

for seating and work space. The air of simplicity and informality, desired characteristics, may be achieved by arrangement and skillful use of color. There should be another characteristic developed--flexibility--quick rearrangement possibility, thus, most of the furnishings should be movable.

The general decorative scheme should be attractive, restful, and inviting. Individual tastes help determine color schemes, but general principles of decorating in art and design should serve as a guide.

Lighting, ventilation, heating, and most of the sound control are engineering problems in the field of the architect.

The professional areas, conference rooms, audio-visual room, story-hour area, and informal reading corner in high school are important to a functional library. Perhaps no part of the room will contribute more to the appreciation of books and good literature than the story-hour area in the elementary library or the informal corner in the high school. By furnishings and arrangement each should be outstanding.

The library itself should by its attractive appearance invite users to return and by its standard of service give substantial aid to the school in reaching educational objectives.

All this idealistic approach to library service

through adequate quarters presupposes that the service will be strengthened in other ways such as: (1) providing a balanced collection of materials to enrich all subject matter areas at all grade levels; (2) providing an adequate, well-trained staff; and (3) giving guidance in the use of the library and materials.

It will be by this high quality of service that the Rockville libraries will justify their place in the curriculum, the money spent in providing them, and the faith placed in them by educators, who advocate "quality" libraries for "quality" education.

II. CONCLUSIONS

To evaluate a study of this type perhaps necessitates reviewing the need for such research. It should be recalled that inadequate quarters, equipment, and materials in both libraries made it desirable to plan for the future and was the basis for this study.

In the high school, shelves along one end of a crowded study hall house less than one-third of the titles recommended by the State Department of Public Instruction and offers no storage for magazines or audio-visual materials. Such facilities hinder teaching the use of the library and library-centered research by classes, because the study hall is always crowded. The situation in the present elementary

library is very similar:

By request of the school officials the responsibility of planning new quarters became an immediate goal, and as the result of this research, it has been possible to contribute with confidence to the group planning. These conferences finally resulted in complete acceptance by the planning group of both plans submitted for quarters and both recommended lists for equipment as they appear in the Appendix.

Workrooms, conference rooms, listening posts, informal reading areas, professional areas, and adequate display will all contribute toward making the plans functional and to the pleasure to be derived from working in them.

With the completion of the building program both libraries will meet state and national standards for quarters and equipment and will provide facilities for the use of all types of materials. Meeting the recommended standards for quarters and equipment have made it possible to look forward to making plans for adequate materials and staff.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- American Association of School Librarians. Committee on Planning School Library Quarters. Dear Mr. Architect. Chicago: American Library Association, 1952. 15 pp.
- _____. Standards for School Library Programs. Chicago: American Library Association, 1960. 132 pp.
- Douglas, Mary Peacock. The Teacher-Librarian Handbook. Chicago: American Library Association, 1949. 166 pp.
- Fargo, Lucille F. The Library in the School. Chicago: American Library Association, 1947. 405 pp.
- Gardiner, Jewel. Administering Library Service in the Elementary School. Chicago: American Library Association, 1954. 160 pp.
- Illinois Library Association Planning Board. Association of School Librarians. Subcommittee on Library Services to Schools. Planning School Library Quarters. Chicago: American Library Association, 1950. 52 pp.
- Library Administration Division of the American Library Association. Buildings and Grounds Section. Guidelines for Library Planners. Chicago: American Library Association, 1960. 128 pp.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

- Carr, William C. "The Past Is Prologue," Addresses and Proceedings of the 95th Meeting of the National Education Association, pp. 70-79. LCV. Washington D.C.: The Association, 1957.
- Florida State Department of Education. "Materials Center," Bulletin of the State Department of Education, No. 22C, 122 pp. Tallahassee: State Department of Education.

- Gaver, Mary Virginia. "Every Child Needs a Library," Pamphlet of the National Book Committee and the American Library Association, 15 pp. Chicago: American Library Association, 1958.
- Logston, James D. "Quality Education Demands Good Libraries," School Activities and the Library, Pamphlet of the American Library Association, pp. 1-3. Chicago: American Library Association, 1958.
- U.S. Department of Health, Education, and Welfare, Office of Education, "Statistics of Public School Libraries, 1953-54," Biennial Survey of Education in the United States, 1952-54, pp. 1-73. Washington D.C.: Government Printing Office, 1957.

C. PERIODICALS

- Alexander, Elnora. "New Goals for the School Library," American Library Association Bulletin, (February, 1960), 113-14.
- Allison, Donald. "Acoustics for Modern Interiors," Architectural Forum, CX (April, 1959), 145-49.
- Campion, Richard. "A Library in Its Golden Year," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 170-72.
- Clark, Rheta A. "Minimum Library Facilities for the K-Six School," American School and University, XXIX (February, 1958), 215-22.
- Conant, Dr. James B. "Our Children's Critical Age," Look, XXIV (April, 1960), 41-42.
- Douglas, Mary Peacock. "A Library for Tomorrow," American School and University, 1953-54, XXV (June, 1953), 329-34.
- Erbes, R. G. "Housing the School Library," Nation's Schools, LIII (April, 1954), 63-76.
- Erstes, Ruth. "Standards for School Library Programs," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 5-8.

- Fargo, Lucille F. "Training the High-School Students to Use the Library," Journal of Proceedings and Addresses of the National Education Association, LI (July, 1913), 756-60.
- Gaver, Mary V. "Needed: More and Better Libraries," Journal of the Association of University Women, LIII (January, 1960), 96-100.
- Hansen, John E. "Designing School Libraries," American School and University, 1952-53, XXIV (January, 1952), 275-78.
- Henne, Frances. "On Using Standards for School Library Programs," American Library Association Bulletin, (January, 1960), 124-29.
- Hogue, Mabel W. "Librarians Helped to Build a Dream Library," Junior Libraries, LXXX (May 15, 1955), 3-5.
- Holmes, Doris F. "Standards Are Goals," American Library Association Bulletin, (January, 1960), 119-23.
- Kennon, Mary Frances. "Library Service in the Twelve Grade School," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 43-52.
- Rufsvold, Margaret. "School Library Design," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 100-08.
- _____. "Secondary School Library Personnel and Standards in Indiana," Indiana University, Bulletin of the School of Education, XXXIII (May, 1957), 25-31.
- Marland, Sidney, Jr. "The School Librarian As A Resource for the Gifted Student," The Bulletin of the National Association of Secondary-School Principals, XLIII (November, 1959), 163-69.
- Speck, Al. "Planning the School Library Quarters," Hoosier School Board Journal, VI (December, 1960), 14, 17.
- Wiese, Bernice W. "Standards for School Library Programs," Wilson Library Bulletin, XXXIV (June, 1960), 723-25.
- Wilkerson, F. R. "An Architect Speaks," Junior Libraries, LXXX (May, 1955), 5-6.

D. ENCYCLOPEDIAS

Douglas, Mary Peacock. "Elementary and Secondary School Libraries," Encyclopedia Americana, XVII, 415-16. New York: Americana Corporation, 1959.

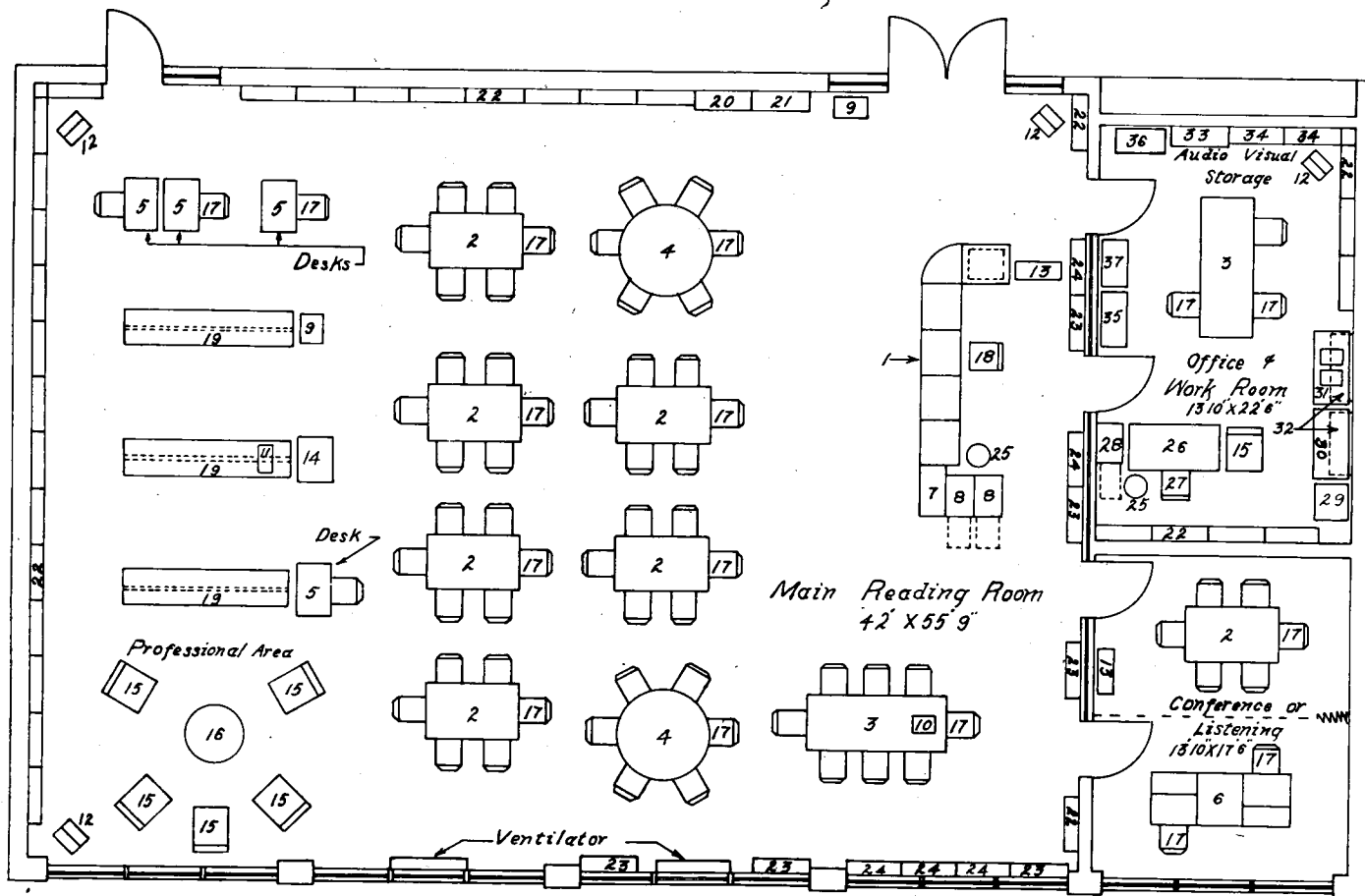
E. UNPUBLISHED MATERIALS

Indiana State Department of Public Instruction. "Summary of Minimum Library Standards." Indianapolis: State Department of Public Instruction. (Mimeographed.)

F. FILMS

Planning a School Library (Film). New York 10, New York: Library Bureau, Remington Rand Corporation, 315 Fourth Avenue. 1957.

APPENDIX



APPENDIX A

Seating Capacity	
Main Room	60
Prof. Area	5
Total	65

Figure 3
 Rockville High School Library Floor Plan
 Planned By M. Collings
 Scale $\frac{1}{4}'' = 1'$

Book Capacity	
Main Room	6760
Office & Work	1470
Total	8230

APPENDIX B

EQUIPMENT LIST

ROCKVILLE HIGH SCHOOL LIBRARY

Made for Mid-Century and Brunswick Furnishings

No. on Plan	Quantity	Items
1	1	94 CD Charging Desk Mid-Century Maple Toffee 94 BRU Book Return Unit 94 COG Plexiglass Display Unit 94 DI Discharge Unit 94 KN Knee Space Unit 94 CF Card File Unit 94 CU Cupboard Unit 94 Descending Platform Booktruck
2	7	Innovator Study Tables Mid-Century Maple Toffee 36"x60"x29"
3	2	Innovator Study Tables Mid-Century Maple Toffee 36"x90"x29"
4	2	Innovator Study Tables Mid-Century Maple Toffee 60" Round 29" Height
5	4	Innovator Study Tables (Carrell) 936SC Maple Toffee 36"x24"x30" Mid-Century
6	1	Mid-Century Audio-Listening Table Maple Toffee
7	0	Card File (Have a new one)
8	2	Vertical Files Mid-Century 33FI 3 Drawer Legal Maple Toffee

No. on Plan	Quantity	Items
9	2	Dictionary Stands Mid-Century 444 DS Maple Toffee
10	1	Revolving Dictionary Stand 42 DS Maple Toffee Mid-Century
11	1	Portable Book Displayer 924 DC Mid-Century Maple Toffee
12	4	Stepstools 1212 S Mid-Century Maple Toffee
13	1	Book Truck (Serves as display) 650 BT/RB Mid-Century Maple Toffee
14	1	Atlas Case 444 A Mid-Century Maple Toffee
15	6	Lounge Chairs 151 Mid-Century Naugahyde covering Colors to be selected
16	1	Innovator Study Table Mid-Century 48" Round 23" Height
17	59	Chairs No. 1-18 Mid-Century Maple Wood 18" Height
	12	Chairs No. 1-18UB Mid-Century Maple wood with upholstered backs Naugahyde upholstering Colors to be chosen
18	1	Charging desk chair Mid-Century No. 5 Maple Toffee Naugahyde back

No. on Plan	Quantity	Item
19	3 6	Double-faced Shelving Mid-Century No. 42A20 Maple Toffee Initial Units Additional Units
20	1	Magazine Shelving Mid-Century 82A12M Maple Toffee Initial Unit
21	1	Newspaper Shelving 82A12P Mid-Century Initial Unit Maple Toffee
22	7 24 6	Book Shelving 82A10 Mid-Century Initial Units Maple Toffee Additional Units " " Bulletin Board Inserts
23	3 2	Book Shelving (Back of Desk) 42A10 Mid-Century Initial Units Maple Toffee Additional Units " "
24	3 3	Book Shelving (Under Windows) 42A10 Mid-Century Initial Units Maple Toffee Additional Units " "
25	2	Wastebaskets 5300 WB Mid-Century
26	1	Desk (Workroom and office) No. 536IF Mid-Century 60"x34" Walnut Wood
27	1	Low Swivel Chair 8317 Allied Naugahyde covered
28	1	Vertical File 313 C 3 Drawer Legal Allied Color to be selected
29	1	Checkerette Wall Rack W2CT 24" Allied

No. on Plan	Quantity	Items
30	1	General Storage Cabinet 2200 Brunswick Series 48"x22"x25"
31	1	Cabinet with Sink CS 1 2200 Brunswick Series 48"x22"x35" Toe-space
32	2	Closed Wall Cabinets 2-Tier Cabinet 1500 Brunswick Series Adjustable shelves
33	1	Record Shelving 82A16-PH Mid-Century Initial Unit Maple Toffee Dividers
34	1 1	Magazine Storage Shelves 82A12M Mid-Century Initial Unit Maple Toffee Additional Units " " Dividers
35	1	Typing Table No. 2228 Allied
36	1 1	Table for Filmstrips No. 220B Mid-Century 20"x20"x26" Maple Toffee Filmstrip Cabinet 360 CD 4 Allied
37	1	Card File for Shelf List Cards 212 CC 12 Trays Mid-Century 220 B Base

The typewriter will be included with the commercial department equipment order.

Bids for plastic draperies will be included with this list, however, local firms will bid on cloth draperies.

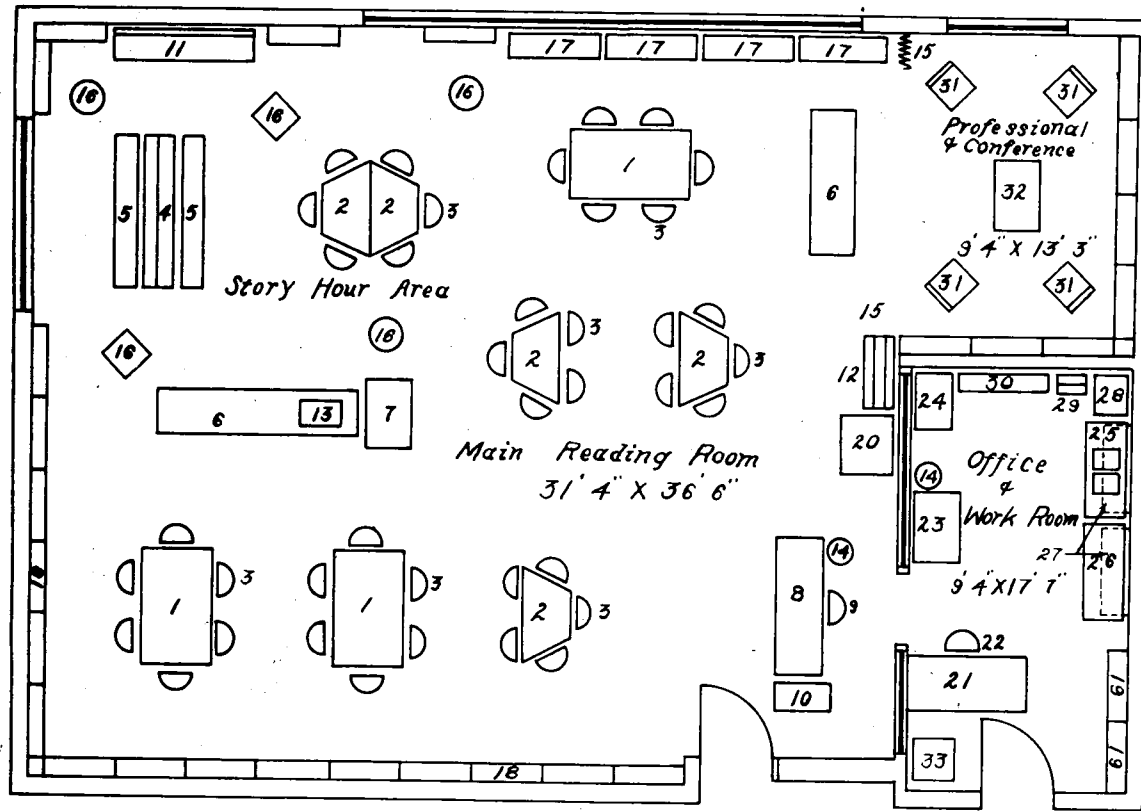


Figure 4

Rockville Grade School Library Floor Plan

Seating Capacity	
Main Room	50
Prof. Area	4
Total	54

Planned By M. Collings
Scale $\frac{1}{4}'' = 1'$

Book Capacity	
Main Room	6000
Office & Work	375
Total	6375

APPENDIX D

EQUIPMENT LIST

ROCKVILLE ELEMENTARY LIBRARY

Made for Allied Incorporated

Furnishings to be Mid-Century and Brunswick

MAIN READING ROOM

No. on Plan	Quantity	Item
1	3	CGT Rectangular Study Tables Brunswick Contemporary Series 30"x60"x29"
2	5	CTRT Trapezoidal Tables Brunswick Contemporary Series 27" Height
3	18 21	Stacking Chairs Brunswick Contemporary Series 17"-18" Height 15"-16" "
4	1	Double-faced Sloping-top Table 978 TDF Mid-Century 78"x15"x30" Maple Toffee
5	2	Benches for 978 TDF 978 B Mid-Century 69"x13"x15" Maple Toffee
6	2 5	Double-faced Shelving 42A20 Initial Units Mid-Century 42A20 Additional Units Continuous one-piece top
7	1	Combination Card & Vertical File 215 T Top 215 CC Card Catalog 15 Drawer 32 Fi Two Drawer Legal 32 B Base All Mid-Century Maple Toffee

No. on Plan	Quantity	Item
8	1	Charging Desk (Sitting height) 76 CD Mid Century 72"x28"x32" Maple Toffee Formica Top
9	1	Chair for Charging Desk 8317 Swivel Chair Allied Naugahyde Covered
10	1	Book Truck (Rubber Bumpers) 650 BT/RB Mid-Century Maple Toffee
11	1	Picture Book Shelving Unit 6' Unit Mid-Century Bottom Space 1'8" Maple Toffee Middle Space 1'4" " " Top Space 1'4" " "
12	1	Magazine Rack 442M Mid-Century 42"x36"x16" Maple Toffee
13	1	Revolving Dictionary Stand 42 DS Mid-Century 21"x15"x5 3/4" Maple Toffee
14	2	Wastebaskets 5300 WB Mid-Century
15		Folding Partitions Part of building construction
16	5	Hassocks Naugahyde colors to be chosen Specification for construction to be offered by Allied.
17	4	Book Truck (Double as storage) BT-1 Brunswick 1500 Series 47 1/2"x15"x29"

No. on Plan	Quantity	Item
18	7 18 2 6	Book Shelving 60A10 Mid-Century Initial Units Maple Toffee Additional Units " " Dummy Corners " " Bulletin Board Inserts
19	1	Phonograph Shelving 82A16 Mid-Century Initial Unit Maple Toffee Dividers
	1	Magazine Shelving 82A12M Mid-Century Initial Unit Maple Toffee Dividers
20	1	Atlas Case 444A Mid-Century Maple Toffee
21	1	Desk Brunswick Double Pedestal 30"x60"
22	1	Desk Chair 8317 Low Swivel Allied Naugahyde Covered
23	Have Have	Typewriter Desk for Typewriter Shelf List File
24	1	Vertical File 313 C 3 Drawer Letter Allied
25	1	Cabinet Sink CS-1 (Toe-space) 2200 Brunswick Series Formica Top 48"x22"x35"
26	1	General Storage Cabinet CS-2 (Toe-space) 2200 Brunswick Series Formica Top 48"x22"x35"

No. on Plan	Quantity	Item
27	2	Closed Wall Cabinets 2-Tier Cabinet 1500 Brunswick Series Adjustable Shelves
28	1	Checkerette Wall Rack W2 CT 24" Allied
29	1	Step Stool 1212 S Mid-Century Maple Toffee
30	1	Book Shelving Model B 1000 Brunswick Series 71"x10"x48"
31	4	Lounge Chairs 151 Mid-Century Naugahyde Covered
32	1	Magazine Table 325M Mid-Century Maple Toffee 18"x30"x21"
33	1	Table for Filmstrip Cabinet 220B Mid-Century Maple Toffee 20"x20"x26"
	1	Filmstrip Cabinet 360D Allied 4 Drawer

A typewriter will be ordered with the equipment for the commercial department. Electric clocks are to be installed as part of the general equipment. Bids will include plastic draperies for the elementary library, but the local firm will be permitted to place a bid for furnishing cloth draperies.