Developing Educational Specifications for Elementary Library Quarters in the Monroe School District

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DEVELOPING EDUCATIONAL SPECIFICATIONS FOR
ELEMENTARY LIBRARY QUARTERS IN THE
MONROE SCHOOL DISTRICT

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION, PROBLEM, METHOD OF STUDY, DEFINITIONS OF TERMS, AND LIMITATIONS OF THE PROBLEM

I. INTRODUCTION

During the past five years, from 1964 to 1969, the Monroe School District has been forced to cope with an increase of 75 percent in school enrollment (39). This heavy rate of increase can be expected to continue in light of the housing boom created by the new Boeing 747 Jumbo Jet plant developed in 1966 in Everett, Washington. The new Everett plant is less than twenty miles from Monroe. The city of Monroe is also centered in the vertex of two limited access highways. In the near future these highways will become freeways to both Everett and Seattle (43:1).

As a result of increased population new schools will be needed. Two elementary schools were proposed, but temporarily halted by the local voters. In spite of this local reaction the need still exists, the growth problem continues and eventually not just two schools, but many will be constructed. As new schools are constructed, new libraries, which are an intricate part of a school plant, will also be needed.
II. THE PROBLEM

Statement of the problem. This study is to assist in the development and construction of library quarters in the elementary schools of the Monroe School District, Monroe, Washington.

III. METHOD OF STUDY

This study shall examine the current literature and educational philosophy behind the elementary curriculum and its organization. Current literature in the instructional materials and library fields will be reviewed; policies of the Monroe School District will be examined; a selected number of instructional materials centers will be visited; and standards by local, state, and national authorities will be considered. These will become the bases for recommendations for the new library quarters.

IV. DEFINITIONS OF TERMS

Library. The term library in this study will be synonymous with instructional materials center.

Media. The term media will refer to charts, films, filmstrips, globes, guides, maps, phonograph records, slides, tape recordings, and other instructional aids as well as print material (books and periodicals). Media
housed in the library will be those materials purchased with the library budget, not the instructional or curriculum budget. It will also include the audio visual budget and may include federal funds designated for both library and instructional use.

**Aides.** The term aides shall apply to non-certificated personnel engaged in library services.

**Elementary school.** The elementary school shall be defined as grades K through 8, which includes; primary K-3, intermediate 4-5, and middle 6-8.


**Abbreviations.** A.L.A. is the abbreviation for the American Library Association and N.E.A. is the abbreviation for the National Education Association.
V. LIMITATIONS OF THE PROGRAM

Although the review of library and elementary education literature will attempt to describe current trends and philosophies, this study is related only to Monroe—not necessarily valid in any other area. Visitation to other instructional materials centers have been reported only in so far as information is valid for the Monroe School District.
CHAPTER II

BACKGROUND AND HISTORICAL DEVELOPMENT

In order to provide a better understanding of the problem, a brief history of school libraries and particularly the Monroe school libraries is in chapter two. This chapter contains a series of subtopics related to library development. They are the early development of school libraries, characteristics of early school libraries, the development of school libraries within the Monroe School District, educational trends affecting school libraries, current philosophy of school library service, educational philosophy of the Monroe School District, instructional program in the Monroe School District, educational specifications, and planning the library quarters.

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.

It was not until after 1900 that school libraries in
the modern sense of the term became fairly general. Before this there was a period of experimentation in the provision of library service for children from the public libraries. In some cases, the public libraries or their branches were located in the vicinity of schools, and opened for school use by children during school hours. In other cases, public libraries simply supplied books to the schools in deposits, either by classrooms or in central collections. In a few cases the public library or a branch was actually located in a school building, serving both school and public from that point (20:340).

By 1900 there was a controversy between those who favored public library service to schools and those who favored independent school libraries. In 1896 the National Education Association formed a Library Section that was interested in bringing library service to school children by some method. In 1898 in its national conference this group was divided, with strong voices raised in favor of both types of library service. By 1899, however, the majority seemed to favor independent school libraries, and particularly there was a demand for classroom libraries selected according to the reading level and interests of each grade. The discussion over the two methods of reaching school children was lively in both school and library circles for another decade, but by 1910 the concept of the
independent school library had become widely adopted. Although in some cities and counties the link between public and school libraries has been successfully maintained, the trend for the most part has been toward separate library systems for the public schools (20:341).

One reason for the trend toward the independent school library as distinct from the public library school deposit can be found in the newer methods of teaching adopted after 1900. As early as the 1880's the idea of learning to read for the pleasure of reading was impressed on the school system, and the importance of having good books available at all times was realized. After 1900, the presence of a central school library was stressed in the newer theories of the child-centered school, where the child was educated not for a profession but for a well-rounded, meaningful life. Such educational programs as the platoon school, which varied the pupil's day into work, play, study routine; or the Winnetka plan, which emphasized the individual abilities of each pupil, called for free and frequent use of library materials, and hence for the permanent independent school library.

These newer methods called for a library in the school, but there was still the question of whether to have a single, central library for the whole school or to have individual classroom libraries. The elementary
schools that had libraries usually preferred the classroom collections, but the secondary schools preferred the central library (20:342).

Credit for the growth in school libraries during the twentieth century belongs to several groups, most important of which were the National Education Association and the American Library Association. Both of these organizations encouraged the development of school libraries, the training of librarians, and the establishment of school library standards. In addition to various N.E.A. divisions and committees concerned with school libraries, the National Council of Teachers of English in 1914 appointed a standing committee on school libraries, and the A.L.A. in the same year established its School Library Section. N.E.A.'s Committee on Library Organization and Equipment in 1920 published its pamphlet on Standard Library Organization and Equipment for Secondary Schools, giving librarians and school administrators a goal toward which they could aim their library development. This report received the endorsement of the American Library Association as well, and provided standards of size and contents for junior and senior high schools of various enrollments. In 1925, the N.E.A. Department of Elementary School Principals followed with its Elementary School Library Standards, also approved and republished by the A.L.A. In addition
to these, state departments of education, state education and library associations, and library schools also made surveys, studies and reports that added to the sum total of information available on school library services and standards (19:169).

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 necessary to portray a few characteristics of early school libraries such as where the library was located, type and size of the collection, and the philosophy of the librarians.

Location. Many of the first school libraries were rotating collections from the public libraries. These collections were stored in classrooms and known as classroom collections. Those that were housed in a single room were usually administered by the public librarian. Too often, the room served only as a storage place for books (20:341).

Collection. School library service for children was very meager before 1900. One explanation for lack of this service was the scarcity of children's books of which
there were very few until the mid-nineteenth century. Learning and reading for children had previously been confined to textbooks or to adult books. Hence, the delay in establishing children's libraries was at least partially due to the lack of children's books (20:339).

By 1875 some twenty states had passed laws providing for some type of library in the schools. Books were chosen with regard to literary and classical value and with little attention to the subject matter of the curriculum (15:12).

**Philosophy.** Early school librarians were apostles of a desirable general culture; they kept books (and pupils) in order; they offered guidance within the limits of the book collection; they came largely from the public library field; they were often employees of the public library rather than of the school; they were not necessarily members of the faculty; and their services were considered to be extracurricular (15:12).

Early school libraries represented little in the way of sound philosophy. For school 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 short of the present day goal of having the right book for the right child at the right time (3:9).
III. DEVELOPMENT OF MONROE SCHOOL LIBRARIES

The characteristics just described of early school libraries are almost identical with the growth of libraries in the Monroe School District.

The first one room school was opened in 1869 and was named "Park Place," School District #2 (28). The record does not mention the word library or the number of books purchased. "Cherry Valley," School District #8 followed in 1874, "Shorts" School District #12 in 1881, "Fern Bluff" School District #20 in 1886, "Woods Creek" School District #40 in 1890, and "Roberts" School District #52 in 1891, and still no mention of a library even though the latter buildings were divided into four rooms housing two grades in each room. In 1909, all of these school districts consolidated to form a union high school district #103.

In an interview with Mr. Charles Taylor, a member of the first senior class to graduate from Monroe Union High School (1912), this writer was told that a library was nonexistent. There were a few books stacked on shelves by the office. He recalled them to be either encyclopedias or almanacs. In 1932, Eva Deitrich was hired as a part time librarian for the Monroe Union High School. In addition to her library assignment, she taught music, English and girls athletics. She was employed with this combination for three
years, then she left the district.

Between 1932 - 1935, a small room was set aside for the library in the union high school. The number of volumes housed is unknown. In 1939, the junior high school was constructed. It was the first building in the district to have a library designated in the blueprint (31).

In 1957, Frank Wagner Elementary, a 10 room elementary school was constructed and occupied. Although a room was designated for a library, it never materialized. The room was used for a classroom and all library type books were kept in classrooms or classroom collections. Not until 1964-65, were these collections united into a central collection and stored in one place, the stage of the multipurpose room. At this writing, the year of 1970, that library is still on the stage of the multipurpose room.

At the junior high school the library has also been temporarily set on the stage of the auditorium. In an elementary school soon to be razed, the library is also housed on the stage of a gym.

In contrast to these archaic, neglected, and relocated libraries the Monroe School District has one of the newest high school learning or resource centers in the state. It was constructed and occupied in 1968. The library is located in the center of three pods, each
containing seven rooms. All twenty-one classrooms are approximately two inches away from the library (the thickness of one door) as each individual classroom opens into the library.

Historically the school library movement has been slow at both the national and local level. The change from the classroom collection to the centralized instructional materials center was a result of educational trends and the current philosophy of library service.

IV. 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. Among these could be listed curriculum changes, educational trends, and surveys and reports of educators.

Curriculum changes. In the nineteenth century and in the first quarter of the twentieth century, the public schools assumed that it was their major responsibility to teach the mastery of the principal cultural tools: reading, writing and arithmetic (13:5). 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 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 (44:100).

Trends in teaching procedures. During the sixties, there were significant technological changes in our society and these have been reflected in our school use of media. Instructional technologists have "engineered" changes; reformed learning and teaching theories; re-analyzed curriculum objectives; "instructional systems"; "individually prescribed instruction"; "ITV" and "VTR"; "flexible scheduling"; "dial access information retrieval"; computer-based instruction"; "team teaching"; "differentiated staffing"; "open-concept school plants" and more. It has been a period of radical change in concept, of re-examination of values, of innovation and implementation. And in all of these developments media serve a significant role (18:2).

Dr. J. Lloyd Trump's, Images of the Future, has brought about in schools the acceptance and implementation
of patterns of individual study and varied group sizes and time schedules. This, in turn, has brought about a revolution in the traditional school library, resulting in the multi-media Instructional Materials Center, around which the whole instructional pattern of the school revolves (35:34).

**Surveys and views of educators.** Public School Library Statistics, 1958-59, a survey by the United States Office of Education, describes the status of school libraries in the United States at that time. The survey was based on a sample selected by the Bureau of the Census and stratified by enrollment, finding that 34.10 percent of the elementary schools and 48.95 percent of the elementary school pupils were served by centralized school libraries. By contrast, 96.67 percent of secondary schools and 98.47 percent of secondary school pupils enjoyed such facilities (17:384). It is obvious that there is considerable room for progress, beginning with the establishment of libraries in the 66 percent of elementary schools and three percent of the secondary schools that do not have such facilities.

Francis B. Keppel, U. S. Commissioner of Education, speaking at a meeting in St. Louis, Missouri, in June, 1964, said:

It is a national disgrace that 60 percent of American schools with ten million of America's children have no school libraries whatsoever. The
evidence is incontrovertible that the ability to learn and study goes hand in hand with the ability to earn and to succeed in our modern society. A school without a library is a crippled school (13:92).

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 (7:73).

The 1961 policy statement of the Council of Chief State School Officers, Responsibilities of State Departments of Education for School Library Services, states:

School library services are a part of instruction.... In both elementary and secondary schools the library should be the center for a rich variety of materials which not only provide for the needs of the instructional program, but stimulate independent study and research by both teachers and pupils. The state department of education should foster the concept of the library as an integrated instructional materials center, including books, periodicals, audiovisual equipment and materials (8:1).

V. CURRENT PHILOSOPHY OF SCHOOL 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 (3:4). 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 instrument of education. A library is no longer just a place, but rather a recognized area of the curriculum and an aid in self-education. In the library, students use microfilmed material to do research and study in depth. They study as easily with tape and disc recordings, and with filmstrips, slides, and motion picture films as with traditional library materials. At individual study carrels, they can assemble and use materials in a variety of media. In facilities provided by the school library, they can produce new materials of their own, such as transparencies, overlays, and slides, for use in reporting in the classroom, or simply to increase their own knowledge. The library provides them with programmed materials, with television programs, and with skillful guidance in the programs, and with skillful guidance in the most effective use of all that is available (9:38).

The American Association of School Librarians believes that the school library should continue its vital work of individual reading guidance and development of the
school curriculum. The library should also serve the school as a center for instructional materials. Instructional materials include books—the literature of children, young people and adults—other printed materials, films, recordings, and newer media developed to aid learning (3:11).

The instructional materials center in the school should be organized to provide the following services to teachers, students, and, in some instances, to the public:

(1) To catalog and inventory all types of teaching and learning materials; e.g., books, pamphlets, films, recordings, models, exhibits, art prints, slides, filmstrips, microfilms, and community resources; (2) To maintain and service all of the teaching tools used in the school; (3) To inform teachers and students about new developments in materials, equipment and teaching technology; (4) To produce materials which are unique to a specific teaching situation; (5) To provide assistance in the locating of needed teaching and learning materials; (6) To assist teachers and students in the use of teaching equipment and materials; (7) To provide space and facilities for students to preview, audition, review, and try out various teaching media; (8) To serve as a comprehensive learning laboratory in which students can learn to use all types of learning materials and equipment; and (9) To provide for continuous evaluation of the program and services (11:111).
Facilities to carry forward these functions and services need to be carefully and thoughtfully worked out, with constant emphasis on ease and simplicity for functional use. People who will use the center are not concerned about administrative responsibilities—they just want effective media services provided with a minimum of effort on their part. To accomplish this in the Monroe School District was the purpose of this study.

VI. EDUCATIONAL PHILOSOPHY OF THE MONROE SCHOOL DISTRICT

Education is the sum total of one's experience. The purpose of education is to equip the individual with experiences, basic skills, and knowledge that will assist him in performing his fair share of work in the world and in appreciating and defending his cultural heritage. It should contribute to the needs of the students in the society to be served and to the development of the character of the individuals to be educated (30:11).

VII. INSTRUCTIONAL PROGRAM IN THE MONROE SCHOOL DISTRICT

The instructional program for the new school will make use of the individually prescribed teaching technique (34:1). This is a newly conceived method which is a direct offshoot of non-graded, packaged learning, team teaching, cooperative planning, and precision teaching. During the
past several years the Monroe School District has received several federal grants to conduct pilot programs in the above mentioned teaching techniques.

In an individualized program each child advances at his own rate of learning. He stays with a skill until he learns it regardless of the fact that other students may be farther along than he is. For the slower student there is no homework or failure and each day's prescription is assigned to him according to where he is when the previous school day ended. He works when, where, and as fast as he wishes, and all of his work is checked at school (5:828).

All students benefit from the fact that certain material is not doggedly repeated to their boring disinterest, that teachers are more like personal tutors, that there is no failure of a course because of a weakness in any skills, and that both learning and motivation come with greater ease (1:82). It allows more time for individual help on particular skills; small group instruction when it becomes apparent that several students are having similar difficulties; and a more precise evaluation when measuring their learning progress (5:829).

As the student follows his daily prescription and works through his assignment, the teacher or teachers move throughout the class checking the student progress and giving assistance as needed. The information gained from
this interaction plus the information gained from the child's successes and difficulties with the prescribed materials are the bases for the next day's prescription. About one-half of the child's time in any one subject is spent on the activities just described. These make up the skills development area of learning (33:947).

The other half of the time spent involves the utilization of skills whenever possible. Here he is involved in applying the skills just learned. Depending upon the child's placement in the skills area he is assigned to a small group. In this group, e.g. reading, he is assigned to a variety of reading sources, discusses with others a mutually read selection, is introduced to classics, is given a chance to do some meaningful oral reading, and has the freedom to choose what he wishes to read. Theoretically, as the child progresses, the amount of time spent in independent activities increases. A controlled amount of both is determined by the teacher in an individualized program (5:828).

VIII. EDUCATIONAL SPECIFICATIONS

A school building should be built with one major purpose: to facilitate the educational program that will be used. Its design and construction should be such that all phases of the program can be put into action to
develop, maintain and improve education (22:463). The planning of new school plants must start with the preparation of an adequate set of educational specifications. The educational specifications are developed to interpret the requirements of the school program to the architect in such a way that the completed facility will serve its function (6:155).

Educational specifications range from very simple documents of one or two pages, which merely state the educational spaces required, to comprehensive and detailed statements. The latter involves expected educational outcomes; interrelationship of spaces; internal and external traffic patterns, visual, thermal, and acoustical needs; kinds and sizes of storage areas; unique requirements; and many other important features. It takes a great deal of time and effort to develop a good set of educational specifications, but the importance to outcomes are immeasurable (38).

There was a joint belief on the part of educators and school board members in Monroe, that a complete set of educational specifications should precede any other part of a construction program. A complete set of educational specifications was the result of a strong cooperative effort (42). In the early stages of planning, interested citizens' groups and all staff members have played an
important part. As the program reached the latter stages of development, the main responsibility for the finished product shifted to the superintendent and the school board. The planning groups of the early stages were consulted from time to time as the need arose, but the final responsibility for approval and necessary modifications rested primarily with the superintendent, the board of education and the architect.

IX. PLANNING THE LIBRARY QUARTERS

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. Recently, the school library has changed to accommodate new materials and services. Its physical facilities have also changed and must continue to change if the school library is to support new instructional methods. Principals and librarians should look closely at their program and work with architects to interpret their needs so that the facilities they plan will be appropriate to dynamic school library services (9:44). 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 (29:49): the school administrator, the school librarian, and 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 include the many library services provided 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 (23:29).

**The function of the librarian.** The function of the librarian in the preliminary planning stage of developing the interior of a modern school library is easy to define. The librarian must call upon his complete knowledge of library administration, his knowledge of modern trends in
architecture, limited as it may be, and his understanding of human nature. He must bring to a final and complete graphic presentation the word description of the interior planning of the library as it is described in the written program. In his deliberations he will keep in mind the need for flexibility, expansibility, simplicity, and variety (32:11).

**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 (4:153).
CHAPTER III

PLANNING SCHOOL LIBRARY QUARTERS

I. PLANNING RECOMMENDATIONS

Ralph E. Ellsworth (13:83) stated that the fundamental factor that will determine the success or failure of a library is planning and "planning starts with a program." This is the preparation of a written program sometimes called "educational specifications." These are a statement of the philosophy, principles, requirements and limitations as prepared by the librarian (16:1). This written statement is used as the basis for collaboration between the architect and the planning committee.

For a school library, this statement most likely will be a part of the educational specifications for the entire building. The first draft of a program is usually prepared by a committee consisting of representatives of the library staff, the teachers, and the school administration. If consultants have been brought in, it is here that they bring their experience to bear. School library standards, as proposed by school librarians will provide helpful quantification data (13:83).

The Committee on Planning School Library Quarters of the American Association of School Librarians has collected blueprints, drawings, pictures and comments on new
and remodeled school libraries and filed them at the American Library Association Headquarters Library so that they may be borrowed and studied by school librarians and school administrators (14:25). Other areas of assistance can be sought from the state school library supervisor and state universities (especially if they have an accredited American Library Association library school).

To act as a coordinator for the school library planning committee, the school librarian should: (1) know the objectives and educational programs of the school or schools, (2) study and analyze with other members of the planning team the curriculum, the teaching methods, and the functions to be performed in each aspect of the school (and library) program, (3) be familiar with helpful publications, films, and filmstrips on planning building libraries, and encourage their study and use by all persons concerned with school planning, (4) collect pictures, blueprints, and equipment catalogs and be acquainted with sources of other similar materials, (5) visit other school libraries and learn from the librarian, teachers, and administrators the good and bad feature of each library, (6) outline ideas of requirements specifications for space, arrangement and equipment, (7) recognize the skill of the architect as he uses his imagination and creative ability to translate the needs of the library into a functional
design, (8) establish channels of communication with administrators, the visiting school building consultant—if one is employed—and the architect so that they realize the librarian can and will assist in determining the essential library facilities, (9) work with the art consultant and the architect in planning the decorations and colors for the library, and (10) suggest items of equipment and include specifications for durability, function and beauty (27:42-44).

The type of information on the library which will need to be included in the educational specifications can be summarized by the following question: What will be done in what way by how many persons from where and what size and in what capacities at any given time, using what type and quantity of supplies, equipment and materials (6:156)? This means that the architect in planning a new library will need to know the answers to such basic questions as:

1. How many items of printed materials of different types will need to be in the library?
2. How many and what types of audio-visual aids will need to be included in the planning?
3. What are the most efficient ways for the materials and audio-visual aids to be utilized?
4. How much and what type of preparation of materials is contemplated?
5. Should the plans incorporate facilities for the maintenance and repair of books, films, and the like?
6. Will a professional library for teachers and other staff members be a part of the school library?
7. Will books, films, projectors, etc. be regularly disbursed from the library to the classrooms?
8. Will conferences with individuals or groups be held in connection with the library program?
9. Is it contemplated that audio-visual aids will be utilized in the library? If so, by individuals? Groups? What size groups?
10. What is the maximum number of books that might be expected to be checked out in one day? Returned in one day?
11. What activities in connection with the library program will require special acoustical treatment? Special lighting treatment?
12. How many and what type of materials will be displayed?
13. What should be the capacity of the space devoted to each activity of the library at a given time?

The above questions are by no means all inclusive. They do illustrate the types of information that should be conveyed to the architect through the staff member in charge of the educational planning of the library (6:156-157).

In planning new library quarters, principals, librarians and architects can design facilities ideal for the program. To do so, however, they must have a clear idea of what the library program is to be, and of the areas required for it (9:38).

In his article "The School Library Quarters," Darling states that the following areas are required in a library (9:38):

Areas for services with printed materials. These areas are no less important in comprehensive instructional materials program than in a more traditional program. Reading rooms and shelving areas remain the largest portion of the school library area.

Shelving and storage of printed materials. Increased emphasis on independent study has created a demand for
larger book collections than have been customary in the past.

Facilities for listening and viewing. Though school libraries continue to issue films, filmstrips and recordings for classroom use, an equally important service—in individualized programs an even more significant one—is the provision of equipment so that students may study independently with these new materials.

Facilities for preparing materials. When the workroom is not needed for cataloging and preparation of books, it can be used as an area for the production of instructional materials by teachers, students, and by the library staff.

Facilities for storing equipment. The instructional materials center requires storage areas designed for large and small projectors, viewers, record players, bioscopes, projection tables, lamps, extension cords and other auxiliary items. (The storage room should have direct access to a corridor as well as to the library, so that equipment may go out without disturbing other library activities.)

The school library has changed to accommodate new materials and services. Its physical facilities have also changed and must continue to change if the school library is to support new instructional methods (9:44).

Planning school library quarters requires three steps; the written program or educational specifications, the preliminary plans, and the working drawings. The development of the written program has been described in this chapter.

Preliminary plans and specifications are developed by the architect as recommended design solutions to the educational specifications previously approved by the
board of education. It is advantageous to have the architect work closely with the planning team in the development and interpretation of the educational specifications. The final preliminary sketches approved by the board of education should include floor plans, elevations and sections, site plans, and the drafting of brief outline specifications upon which tentative cost estimates can be prepared (25:51).

The development of working drawings and specifications follow the approval of preliminary sketches. These drawings and specifications describe the architectural, structural, mechanical, and electrical components of the building in such detail as to enable the competing contractors to prepare their bid estimates and to construct the building as designed by the architect. Detailed layouts should be included. These detailed layouts should be reviewed with the various educational specialists prior to approval by the board. All too frequently a beautiful library is nonfunctional because the building principal, librarian or other competent specialists were not given the opportunity to eliminate the "bugs" in the architect's plans (25:52).

II. LOCAL PLANNING

The writer, as Monroe School District Library and Audiovisual Coordinator, is well informed in elementary
curriculum. Curriculum meetings are held monthly in the Monroe School District and the Library Coordinator, by job description, must attend each meeting, take minutes and distribute these to all members of the faculty.

The library policies contained on pages 56-60, in the Policies and Procedures Handbook, Monroe School District #103, were developed in 1969 by a committee of four appointed by the writer. This committee included the elementary librarian, the high school librarian, an elementary teacher, and the writer.

By job description the writer is in constant contact with the state library supervisor (at Olympia, Washington) as the coordinator of Elementary, Secondary Education Act, Title II funds for the local district. One of the many requirements required by the federal program is to define the local library needs and goals. The writer has received personal assistance from the state library supervisor, Mrs. Jean Badten Wieman (45), regarding school library quarters. Books, pamphlets, and brochures have been sent to the writer from the state supervisor's library. An invitation to review library plans submitted from other school districts in the State of Washington has been offered.

In preparation for the bonds for the two new elementary schools, the writer obtained a sound filmstrip, titled Space is Not Enough: Planning Facilities for Media, and
presented it to the Curriculum Committee and to the Monroe School Board. The writer received permission to present this media to the public as a part of the bond issue campaign.

When it became apparent that the Monroe School District would begin planning for two new schools, the writer was asked to coordinate a library planning committee for the new schools. This committee consisted of three school librarians, a library aide, an elementary teacher, a local citizen, and two elementary principals. The principals were the planning coordinators for each elementary school. The committee met many times. They toured the present libraries in the Monroe School District, and reviewed library goals. They visited libraries in other school districts and discussed school library trends. Each member developed several sketches or library floor plans. These were analyzed and reworked by the committee. Educational specifications were developed for presentation to an architect.

It is obvious that the writer has been involved in the preplanning of the two new elementary libraries. This is due in part by the job description—District Library and Audiovisual Coordinator—and part by the writer's training. While enrolled in the master's program at Central Washington State College, the writer has completed most of the
library science and audiovisual courses offered at that institution including an eight-week workshop on media; its organization and usefulness in an instructional materials center. During this study the writer has become cognizant of current educational and library trends. The writer visited five secondary libraries and eight elementary libraries in addition to the five libraries in the local district. See Appendix B for the list of libraries visited.

Due to the local situation (the absence of financial support by the local school district voters) and the timing of this study, an architect has not been selected, hence preliminary drawings cannot take place, nor can the committee receive guidance from the architect. At the time of this writing there is serious consideration by the Monroe School Board to hire the consulting services of Kochrian, Smith and Brown, of Edmonds, prior to selecting an architect.
CHAPTER IV

LIBRARY QUARTERS FOR THE MONROE ELEMENTARY SCHOOLS

The Monroe School District recognizes the school library as an integral part of the educational program. It is the center of all instructional materials and a room or rooms must be set apart for this purpose exclusively. The quarters must be attractive and they must be functional. While there are standards to serve as guides, the Monroe School District must carefully consider its own situation if it expects to attain desirable library service. The function which the school library is expected to perform should dictate its planning. See Appendix A for a circle drawing showing the interrelationship of spaces.

Therefore, the library specifications for the new libraries reflect the educational specifications of the new elementary schools. They are stated in this chapter to assist the architect in developing his drawings.

I. LOCATING THE LIBRARY

Because the library is so essential for all students, it must occupy an area of maximum accessibility. This means that the school library will be centrally located—not necessarily in the center of the building, but near the center of pupil traffic. The library—to be usable after
school hours, on Saturdays, or during summer vacation—
must be on the ground floor with a separate outside entrance.
It must be away from the gymnasium, the playgrounds, music
quarters, shop and other areas with noisy activities.
There must be a possibility for expansion into adjacent
classrooms or by adding onto the building if necessary.

II. SIZE

The size of the library is determined by the school
enrollment and the nature and extent of the library's col­
lection of materials (40:17). The total area of the library
must be greater than the traditional reading room, because
it includes materials and other related services. The
Maltby Elementary School will be constructed for 500
students and the Monroe Middle School will be constructed
for 520 students. Although the Middle School will be con­
structed for 520 students, (these figures are based on the
amount of matching monies received by the state on a
matching basis) the services of library, gym, and office
spaces will be large enough to accommodate 800 to 900
students. The new 1969 "Standards for School Media Pro­
grams," (37:4213) recommend for a 1,000 student school: a
range of 12,090 square feet (taking the lower figures and
assuming accommodations of 15 percent of the student body
in the reading-viewing areas) to 21,740 square feet (taking
the larger figures and assuming accommodation of 33 percent of the student body).

III. SHAPE

The library may be any shape that is functional. Long narrow library quarters are not desired since they are difficult to administer and are unattractive. Hexagonal, octagonal, and round libraries have aesthetic appeal, but this factor should not be the only determinant of the shape of a school library. Most of the libraries visited were rectangular, either square or approaching a square in shape. One was L-shaped. See Appendix B for a list of schools visited.

IV. AREAS WITH FURNITURE AND EQUIPMENT

To make the library functional it must include one or more areas or spaces for each of the following: (1) a reading area with open shelves for books, including paperbacks and periodicals; (2) space for teachers' professional materials, with accommodations for seating; (3) a conference area or areas; (4) a library classroom or a space for story-telling; (5) a listening and viewing area; (6) storage area for audiovisual materials and equipment; (7) space for preparing instructional materials; (8) librarian's office and work area; and (9) space for textbooks.
Furniture and equipment in a school library must accommodate the program of library service, suit the physical stature of the pupils who are to use the library, and fit the space available. Library furniture should be purchased from a reliable firm specializing in standard library equipment.

The reading area. The size of the reading area is usually based on enrollment, seating 10 to 15 percent of the enrollment in schools having 551 or more pupils; and 45 to 55 pupils in schools with enrollments of 200 to 550 pupils. For effective supervision and service, not more than 100 pupils should be seated in one reading room (3:119). In the educational specifications for the proposed Monroe elementary schools the reading area shall accommodate a minimum of 40 plus 10 percent of the pupil enrollment. A facility of this size would be considered excellent by the standards (21:35). In the new standards (2:40) 40 square feet is required per reader. This dimension allows sufficient space for carrels; tables and chairs for library users; other library furniture such as circulation desk, card catalog and vertical files; and space between items of furniture for shelving and traffic.

The reading area will need shelving for the book collection and special shelving for current magazines,
reference books and picture books. In elementary schools the accepted standard for height of wall shelving is 5 to 6 feet. In regular shelving the width of each section or center should be 3 feet and the depth 8 to 10 inches (10 to 12 inches for oversized books). The thickness of shelves is usually 13/16 of an inch. Planners must provide adjustable shelving for the adaptability to different sizes of books. The depth of slanting shelves for current periodicals should be 16 inches; straight shelves, 12 inches. Shelving for stored issues of periodicals should be 12 to 15 inches deep. For elementary school picture books, the dimensions of shelving should be as follows: depth, 12 inches; space between shelves, 14 to 16 inches; and quarter-inch upright partitions, 7 to 8 inches apart. The capacity of 3-foot shelving, when full provides for the following: average-sized books, 30; reference books, 18; and picture books, 60. For phonograph records, the depth of shelves should be 16 inches; space between shelves, 14 inches; and space between shelves for oversized records, 18 inches. Standard dimensions for filmstrips, slides, transparencies, microfilm, maps, charts, 8mm. film loops, 16mm. canned films, reel tapes, cassettes, and flat pictures have not been established in the Standards (2,3,21). Shelving obtained from the manufacturers of standard library equipment do have standard dimensions for most of these items.
Site acquisitions are the only means of stating the number of students to be housed at the time of this writing. One site will house 500 students, while the other site will house as many as 800 students. The Standards (21:16) recommended 10 to 15 books per student, hence a minimum space for 5,000 and 8,000 books will be needed.

Since the library reading area should be a friendly, informal place with a minimum of distractions for the user, the areas will be identified by using room dividers, such as counter-height shelving, to give the illusion of privacy without being high enough to interfere with supervision. The browsing area will be furnished with comfortable chairs, and all furniture must be scaled to size for its purpose.

Special equipment for a reading area includes the following:

1. 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 oversize books. A commercial atlas stand—44 inches high, 21 inches wide, and 15 inches deep, with a sloping top and shelves below has been recommended for each library.

2. Book trucks. Small movable trucks—equipped with swivel, rubber-tired, 5 inch wheels; 2 or 3 double-faced shelves—are necessary equipment in a library. These are usually located near the charging desk, readily available for transporting books.

3. Bulletin boards and display equipment. Eye-level bulletin boards, light-colored corkboard or pegboard, must be provided for displays. These
may be fitted into space between windows and book cases. Open wall space of cedar or red-wood vertical planking make excellent bulletin areas. Glass wall cases outside of the library room are also useful for display.

4. Card catalog. The card catalog is most important as an index to all printed and audiovisual materials in the library. It must be of the sectional type so that it can be expanded as needed. The number of drawers required is determined by the size of the collection. The number can be estimated by allowing 1,000 cards per drawer. Approximately 5 cards are needed for each book title. The cabinet will be bought from a reliable furniture firm because card stock is precision-cut by centimeter measurement.

5. Charging desk. Standard equipment for libraries includes a flat-top charging desk, placed near the main entrance, which is equipped for filing cards and storing circulation equipment and returned books. A desk of a standing height of 39 inches is recommended for the upper grades and one of a sitting height of 30 to 32 inches for lower grades. The shape, size and finish will vary with the library interior (the space available and the color styling of the other furniture). There will be a comfortable chair of appropriate height for the desk.

6. Carrels. The areas designed for individual study are termed carrels. They need a small desk, 3 feet wide by 2 feet deep with an 8 inch book shelf near the top and a 110-115 volt electrical outlet for the use of viewing and listening with electronic equipment (2:41). The use of carrels will reduce the number of tables required. Carrels placed at intervals near shelves of books and other materials are attractive and conducive to study.

7. 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, and lower shelves serve as storage for some of the
smaller dictionaries in the collection. A revolving dictionary stand will be placed on the counter height shelving.

8. Magazine shelving and newspaper racks. Two or more sections of wall shelving will be adapted for magazines and newspapers. Shelving for magazines will be sloping with molding to hold them in place. Newspaper racks will have notches for holding the files or copies of papers attached to a stick. If it is not possible to incorporate such facilities in the shelving, free standing racks, obtained from a library furniture supply, may be used.

9. Stands for bibliographic tools. Provision will be made in the school library reading area for bibliographic tools, consisting of cumulative index volumes, e.g., *The Readers Guide to Periodical Literature*. They must be on wide slanting shelves with a flat top, sufficiently low to be used as work areas.

10. Tables. A mixture of round and rectangular tables lends an air of informality and makes different arrangements possible in the library reading area. The tables will be of varying heights suitable to the size of the users. Rectangular tables may vary in length from 5 to 6 feet, but the width must remain a constant 36 inches. Round tables will be 4 feet in diameter. The height of the tables will vary between 25 and 30 inches.

11. Chairs. The library must have sturdily constructed chairs, attractively designed for school libraries. The height of the chairs will range from 14 to 18 inches. Gliders, appropriate for carpeting, are necessary.

12. Vertical files. Legal-sized filing cabinets and not letter-sized filing cabinets are needed for information files in school libraries.

*Space for teachers' professional materials.* The area or space for teachers' professional materials will be
attractively appointed with informal furniture. It must have table and chairs, a desk and chair, magazine rack, a pamphlet file and storage space for materials and equipment. The Standards (21:43) recommend 600 to 800 square feet for this area.

**Conference area.** Small groups of pupils or teachers working on projects or reports will need a conference room. It must open off the main reading area and have glass partitions. It must contain one long table, chairs for 8 or 10 persons, a small chalkboard, a bulletin board and one standard shelving unit. It must be equipped for electronic listening and viewing and have adequate light and sound controls for the use of audiovisual equipment. The conference room will be large and equipped with a folding wall. This will allow flexibility in the use of the space; one large area or two smaller areas. Future usage must be allowed for in this planning as group and committee work will need more conference areas. The Standards (21:41) recommend 150 square feet per each conference area, with two conference areas equalling 300 square feet.

**Library classroom area.** This area will be furnished with regular classroom furniture, a chalkboard, bulletin boards, a unit of shelving and facilities for audiovisual
equipment. It must have an entrance into the main reading area. The Standards (21:42) recommend 900 to 1,000 square feet for this area.

Area for storytelling. This area will be furnished with children's small benches, chairs, and risers. 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 area has an informal note that sets it off from the rest of the reading area.

Area for listening and viewing. The library must provide a place for teachers and pupils to view films, sound filmstrips, TV, and video tape. The area must be soundproofed and capable of being darkened. It must be near the audiovisual storage space, and contain enough windows for supervision from the main reading area. Items of equipment for this area are: chairs, video tape equipment, projection screens, projectors, shelving, stands or carts for equipment and a table. The Standards (21:41) recommend 200 square feet for this area.

Storage area for audiovisual materials and equipment. This area must have cabinets for films, filmstrips, tapes, and recordings. It must also house equipment such as
micro readers, controlled readers, projectors, record players, and tape recorders. The libraries will house all of the audiovisual equipment used in the school, therefore, space must be provided for the number of machines needed for instruction. Recessed storage areas allow for efficient use of space. Although the size of the storage area for audiovisual equipment will depend on the amount of audiovisual equipment administered by the library, the Standards (21:43) recommend 400-600 square feet for this area.

**Space for preparing instructional materials.** The school library must include an area for reproduction of printed materials and for the production of transparencies and overlays, slides, models, and other materials not readily available from commercial sources. This area will need a sink with hot and cold running water, electrical outlets, storage cupboards, work counters, duplicating and photographic reproduction machines, dry mounting press, drawing boards or tables, and drawing materials; 800 to 1,000 square feet is recommended for this area (21:42).

**Librarian's office.** The librarian's office need not be large, but must provide space for the librarian's desk and chair, a card catalog unit for shelf list or order file, a vertical file for business records, a typewriter
table, and one unit of shelving. It will have a coat closet. The office is ideally placed near the entrance to the library and near the circulation desk, and will be enclosed in glass to facilitate supervision. If necessary the librarian's office and workroom can be combined, in which case it must contain a work counter and a sink. The Standards (21:42) recommend 300 to 400 square feet for this area.

**Workroom.** A workroom for the technical processing of books and other materials is a part of the basic library area. It must contain a sink with running water which may be built into a long water-resistant counter with storage cabinets underneath. There must be space for water-resistant worktables; a typewriter table and chair; a shelf list cabinet; and an oversized cabinet with drawers, 24 by 36 inches or larger, for storing posters, pictorial maps, and other display materials. All wall space will be used for shelves or cupboards, with at least one double electric outlet in each wall. The recommended space for this area is 300 to 400 square feet (21:42).

**Space for textbooks.** The distribution of all textbooks is a part of the library's function, therefore, a separate room must be provided with shelving to accommodate all the textbooks when not in use. (Three feet of shelving
can accommodate 30 books of average size.) Estimating textbooks at 5 books per student would suggest a textbook collection of 2,500 to 4,000 books. The textbook room will have a counter window or door opening onto a main corridor. It will include a desk equipped to store card records. Although the Standards recommend 400 square feet for this area (21:41) this amount of space will not be adequate. Based on the Standards, the concept of textbook storage in the library will need revision.

**Storage areas for printed materials.** One of the functions of the library is the storage of infrequently used books, duplicate copies, and periodicals. Storage space for supplementary textbooks is also necessary in some school libraries. (Sample textbooks are usually included in teachers' professional collections.) The size of the storage area and the amount of shelving to be provided are determined by the nature and size of the library's collection. This would indicate a need for 800 to 1,300 three foot shelves. The storage area for printed materials should be adjacent to the reading room and the charging desk. The recommended area is 250 to 400 square feet (21:41).
CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to assist the members of the Monroe School Board and the Monroe School District administrators in planning new library quarters for elementary schools. Prior to this study, only one of the four elementary schools had a planned library and that was constructed in 1939. Today there are libraries in every building but they occupy areas of little importance. Only one occupies an existing classroom, while the other three occupy stages in the auditorium, the multipurpose room, and a gym.

A need for new elementary school construction was created, in Monroe, by a student population explosion. Similarly a need for school library quarters developed. Since library planning (quarters) was nonexistent in the Monroe School District prior to this study, the study seemed relevant in relation to timing and need.

Planners of elementary libraries for the Monroe School District need to keep in mind that the content, scope, and methods of education are constantly changing as society changes, as knowledge increases, as technology
advances, and as more is discovered about how learning takes place. The library must, therefore, be planned for present and future educational programs. Instruction, increasingly involving the use of varied materials and complex electronic equipment, must be supported by school library facilities flexible enough to accommodate changes and new emphasis in curriculum.

It is certain that the school facilities designed and constructed in 1970 will be operating well into the twenty-first century. It follows, then, that effective planning for school library services must be geared to a world of change. School facilities built for tomorrow must have the fullest possibilities for adaptability to accommodate possible changes not now foreseen. The needed flexibility in use of space with large or small groups and with individuals supports modular construction in school libraries (26:60). Placing more responsibility on learners for planning their own programs and giving them more freedom as well as responsibility and individual help suggests the necessity for more library space designed for independent study.

This planning cannot be done by one person. It must be the result of cooperation and study done by three persons at least: the school administrator, the librarian, and the architect. The administrator sees the library as
a part of the entire picture of the school, its place in the curriculum, as well as its financial share of the school budget. The librarian knows the actual working needs of the library in a given school—the mechanics needed to fit the library into the entire program of the school. It is the architect who interprets these needs into actual rooms with windows, doors, electrical outlets, lighting, etc. Too much stress cannot be placed on this cooperation because it takes these three specialists working together to produce a library to fit the needs of the school—not just any school, but the particular one for which it is planned. It must be planned in terms of the developing program of that school.

Dr. Harold Cramer, School Plant Planning Consultant in the Florida State Department of Education, writes the following (24:63):

The chief responsibility for writing educational specifications is allocated to the instructional staff, who are most closely related to the program. It is assumed that specialists on this staff, such as the librarian, will assume responsibility for writing specifications for their areas. The architect should not be expected to assume responsibilities for educational planning, but should advise on matters for which his experience and training qualify him.

As to content of specifications, it is recommended that a statement be provided of the philosophy which directs the program, followed by a description of the nature of the
program and the activities expected to take place in its operation. Highly desirable is a description of the spaces in the school plant, showing relationships to the functions which they must serve. In relation to these spaces, a detailed statement of needed furniture and equipment for each area should be given with number, size, and function. Schematic diagrams such as circle drawings (see Appendix A) are considered helpful in showing relationships of areas.

This study has followed the above described procedure in planning elementary library quarters for the Monroe School District.

II. RECOMMENDATIONS FOR FURTHER STUDY

Construction of instructional materials centers in schools is an accelerating trend at present. The philosophy of unified service is almost universal in library literature. The American Library Association in its new standards supports the centralization of all materials (41:11).

However, as stated by Delchambre (12:68), there is little actual research upon which to base scholarly analyses of the effect of the learning resources concept upon both learning and teaching. Ellsworth (13:2) in the course of writing a report on the architectural aspects of the school library could not find an existing school library in the
United States good enough to serve as an architectural model for the future.

An instructional materials center is a new concept for the elementary schools in Monroe. As a result it is recommended that further study include the following:

It is recommended that the school board members employ the services of an educational consulting firm in planning the elementary library quarters in Monroe.

It is recommended that the philosophy of the elementary libraries as related to the educational trends in Monroe be revised to evaluate the effect of the quarters on learning and teaching.

Finally, it is recommended that evaluation of services rendered, traffic patterns, space utilization, furniture, media, audiovisual equipment and environmental conditions be made after the facilities are in use.
BIBLIOGRAPHY


APPENDIX
APPENDIX A

THE SCHOOL LIBRARY MATERIALS CENTER (13:96)

- Book Storage
- Work Area
- Audio-Visual Work Area
- Office
- Reference
- Individual Study
- Charge
- Reading
- Browsing
- Conference Display
- Professional Library
- Audio-Visual Library Classroom
# APPENDIX B

## SCHOOL LIBRARIES VISITED (EXAMINED)

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