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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

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by

Earl LeRoy Harding Jr.

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APPROVED FOR THE GRADUATE FACULTY

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Helen Dorsey Patton, COMMITTEE CHAIRMAN

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Charles William Wright

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William D. Floyd

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TABLE OF CONTENTS

CHAPTER

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.

Standards. Only school library and media services standards of state and national recognition will be used. Specifically, Washington State, Standards for Integrating School Library and Media Services, 1968; American Library Association, Standards for School Library Programs, 1960; and the 1969 American Association of School Librarians - Department of Audio Visual Instruction, Standards for School Media Programs.

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 particu-
larly 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 provi-
sion 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 reach-
ing 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 prefered the classroom
collections, but the secondary schools prefered 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 organ-
izations encouraged the development of school libraries,
the training of librarians, and the establishment of school
library standards. In addition to various N. E. A. divi-
sions 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 Organi-
zation and Equipment for Secondary Schools, giving librar-
ians 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 fol-
lowed 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 librar-
ies 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 class-
room 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 con-
fined 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 non-
existent. 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 elemen-
tary 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 col-
lection and stored in one place, the stage of the multi-
purpose 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 re-
located libraries the Monroe School District has one of
the newest high school learning or resrouce 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 neces-
sity. 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 cur-
riculum 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 revolu-
tion in the traditional school library, resulting in the mul-
ti-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 librar-
ies 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 Depart-

ments of Education for School Library Services, states:

School library services are a part of instruc-
tion.... 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 inde-
pendent 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 be-
lieves 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 disin-
terest, 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 util-
ization 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. Theoreti-
cally, 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 prepara-
tion 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 out-
comes; 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 immeas-
urable (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 archi-
tects 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 adminis-
trator, 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 funda-
mental 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 state-
ment 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 adminis-
tration. 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 col-
lected 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 pub-
lications, films, and filmstrips on planning building
libraries, and encourage their study and use by all persons
concerned with school planning, (4) collect pictures, blue-
prints, 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 admin-
istrators, 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 mater-
ials and audio-visual aids to be utilized?
4. How much and what type of preparation of mater-
ials 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 archi-
tect work closely with the planning team in the development
and interpretation of the educational specifications. The
final preliminary sketches approved by the board of educa-
tion 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 specifica-
tions 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 con-
tractors 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 re-
viewed 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 Dis-
trict 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 Washing-
ton 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 com-
mittee 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. Hex-
agonal, 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 paper-
backs and periodicals; (2) space for teachers' professional
materials, with accommodations for seating; (3) a confer-
ence 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 adjust-
able shelving for the adaptability to different sizes of
books. The depth of slanting shelves for current periodi-
cals 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 equip-
ment 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 furni-
   ture 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 slop-
   ing 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 avail-
   able 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 be-
   cause card stock is precision-cut by centi-
   meter measurement.

5. Charging desk. Standard equipment for libraries
   includes a flat-top charging desk, placed near
   the main entrance, which is equipped for fil-
   ing 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 elec-
   trical 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 cumu-
lative index volumes, e.g., The Readers Guide
to Periodical Literature. They must be on
wide slanting shelves with a flat top, suffi-
ciently 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 con-
stant 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 con-
structed 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 con-
ference 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 place-
ment 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 equip-
ment, 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 effi-
cient 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 en-
closed 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-resis-
tant 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 text-
books 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 text-
books at 5 books per student would suggest a textbook col-
lection 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 in-
cluded in teachers' professional collections.) The size
of the storage area and the amount of shelving to be pro-
vided 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 elemen-
tary 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 be-
cause 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 archi-
> tect should not be expected to assume responsibili-
> ties 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 architectual 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.

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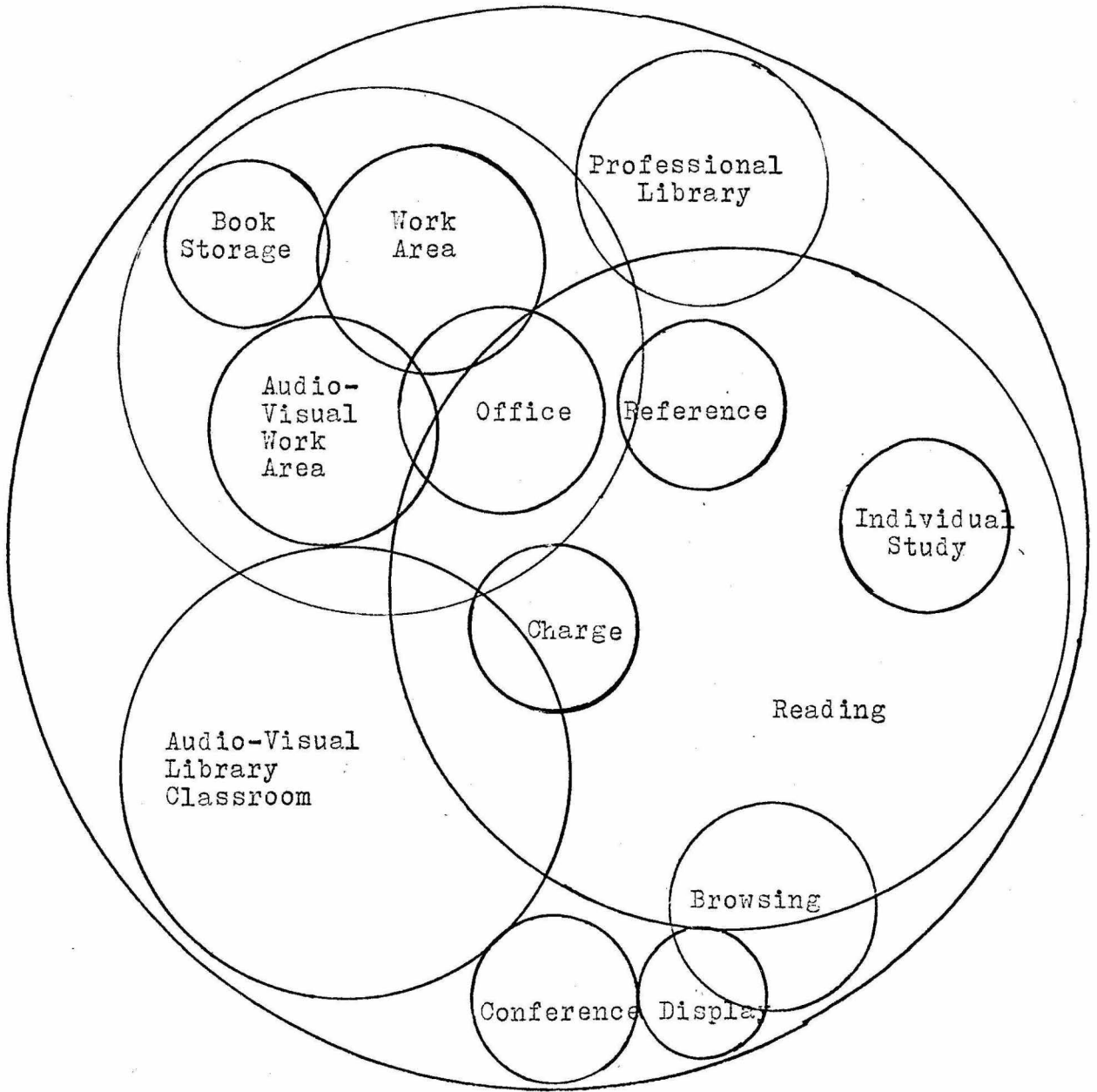
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APPENDIX

THE SCHOOL LIBRARY MATERIALS CENTER (13:96)

Professional
Library

Book
Storage

Work
Area

Audio-
Visual
Work
Area

Office

Reference

Individual
Study

Charge

Reading

Audio-Visual
Library
Classroom

Browsing

Conference Display

APPENDIX B

SCHOOL LIBRARIES VISITED (EXAMINED)

Monroe School District #103

Central Elementary School	Monroe, Washington
Frank Wagner Elementary	Monroe, Washington
Maltby Elementary	Monroe, Washington
Middle School	Monroe, Washington
Monroe High School	Monroe, Washington

Elementary Libraries

Cashmere Elementary	Cashmere, Washington
College Place Elementary	Lynnwood, Washington
Echo Glenn Elementary	Maple Valley, Washington
Helen Keller Elementary	Bothell, Washington
Mt. Stewart Elementary	Ellensburg, Washington
Sequim Elementary	Sequim, Washington
Sunnyside Elementary	Marysville, Washington

Secondary Libraries

Burlington-Edison High School	Burlington, Washington
Canyon Park Junior High School	Bothell, Washington
College Place Junior High School	Lynnwood, Washington
Kentridge High School	Kent, Washington
Port Angeles Junior High School	Port Angeles, Washington
Roosevelt High School (Knapp Proj.)	Portland, Oregon
Selah High School	Selah, Washington
Sequim High School	Sequim, Washington