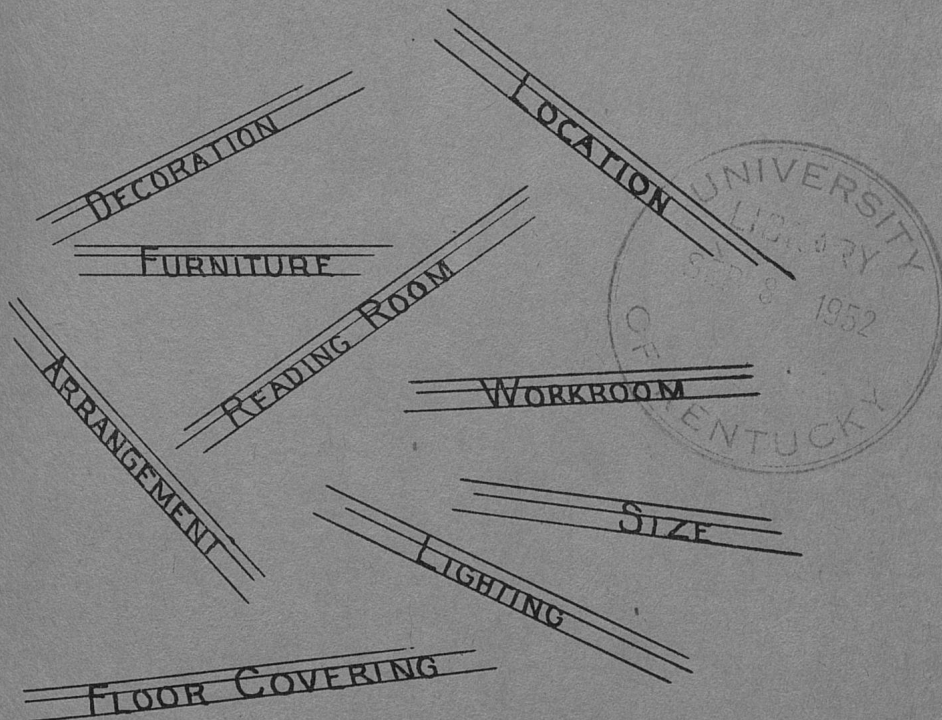


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

FUNCTIONAL SCHOOL LIBRARIES:
QUARTERS AND EQUIPMENT



Published by
DEPARTMENT OF EDUCATION
Wendell P. Butler
Superintendent of Public Instruction

ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at
Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. XX

July, 1952

No. 5



FOREWORD

Careful appraisal of library facilities and service in Kentucky schools has resulted in growing evidence of the need for a guide which will assist boards of education, school administrators, and architects in planning satisfactory quarters and equipment for school libraries. In developing this publication the efforts of the librarians and others have been directed towards defining and citing, in a useful manner, minimum essentials necessary to the provision of adequate physical facilities for library quarters in elementary schools, twelve-grade schools and high schools.

The true value of the material presented in this guide lies in the extent to which it is used by all who have responsibility for designing school library quarters and equipping them for effective use in the school program.

Wendell P. Butler
Superintendent of Public Instruction

June 2, 1952

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FUNCTIONAL SCHOOL LIBRARIES: QUARTERS AND EQUIPMENT

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INTRODUCTION

WHY was this Guide developed?

To supply the need for specific information concerning the essential considerations involved in planning and equipping functional libraries in Kentucky schools.

FOR WHOM is the Guide intended?

School administrators, librarians, and architects . . . all have expressed the desire for a guide that would give specific and detailed recommendations concerning the location, area of space, equipment and its arrangement for libraries designed as a part of new school buildings, or for these facilities in re-modeled libraries in Kentucky schools.

WHO prepared the Guide?

In addition to a committee of school librarians who developed the material, representative school administrators and architects examined it in the formative stage. Their constructive criticisms caused changes to be made in the content that, undoubtedly, have clarified and strengthened its practical application.

Committee Members:

Mrs. Sarah M. Noland, Estill County High School, Irvine
Mrs. Zada Parsley, Bracken County High School, Brooks-
ville

Mrs. Harry Wood Paxton, Shelbyville High School
Mrs. Beatrice Powell, Russell Springs High School
Miss Thelma Sloan, duPont Manual High School, Louisville
Miss Louise Galloway, State Department of Education

Constructive criticisms of the library floor plans and the illustrations of furniture and equipment were made by the following members of the Department of Education:

Mr. Gordie Young, Assistant Superintendent of Public In-
struction

Mr. Paul W. Thurman, Director, Division of School Build-
ings and Grounds

Mr. William C. Bryant, Assistant Director, Division of
School Buildings and Grounds

All sketches were drawn by Mr. Bryant. Because of the accuracy and detail, these drawings will be an effective aid to those who are planning new or remodeled library facilities.

Special recognition is due Miss Arline Young, Primary Supervisor, Covington City Schools, for permitting the use of her design of the work table. Appreciation is expressed to Miss Virginia McJenkin, Library Director, Fulton County Schools, Atlanta, Georgia, for allowing the use of her design of a cabinet for recordings.

1. A school library is one facet of the entire school program. Its aims and objectives are identical with those of the school of which it is a part. Therefore, quarters and equipment for a school library should be planned by administrators, architects, local librarians, and teachers in terms of the needs of the individual school.
2. Opinions may differ about some details in school library planning. However, the basic essentials that have proved tenable and are generally accepted by experienced school librarians should be followed.

QUARTERS IMPLEMENT SCHOOL'S OBJECTIVES

- I. It is important that the superintendent, the principal, and the librarian arrive at a unified concept of the place and importance of the library in the particular school program.
- II. No other department of the school endeavors to serve the entire school population. Therefore, the allotment of space and financial support should be generous.
- III. Building plans should include both present and foreseeable future needs and provide for further flexibility.
 - A. The functions of the school library are expanding rapidly and school enrollments generally are increasing.
 - B. The library is not only a service agency and a center for all types of non-text instructional materials, but it is also a teaching agency and a reading center.

In planning, emphasis must be placed upon the **desirable use** to be made of the library facilities.

If the school library is to serve its purpose as a vital force in the total educational program, the quarters must be attractive and functional.

MAJOR CONSIDERATIONS IN HOUSING THE LIBRARY

In planning the school library, the first consideration should be the **nature of the use** that is to be made of the library and its resources, now and in the future.

Who will use the library?

What will be the general pattern of use?

Will it serve as a center for all instructional materials?

Will these materials be used entirely in the library?

The functions of the library in the individual school will be determined by carefully answering these questions. The library that is planned in terms of these specific functions will serve effectively the needs of the school.

I. Location

The library should be located where the facilities can be used with maximum ease by the greatest number of the group that is to be served. Farsighted planning will anticipate prospective library expansion and select a location where expansion is possible. The library should be located where there is a minimum of noise.

II. Size

As the central agency for instructional materials, the library is used at some time by the entire school population. Adequate space is essential if this function is to be fulfilled.

It is generally recommended that the reading room or rooms should be large enough to accommodate at least 15% of the enrollment in junior and senior high schools and the largest class plus 20 in elementary schools, allowing 25 square feet per person. Additional space should be allocated for such other functions as are performed in a school and for which space is needed; that is, work room, audio-visual rooms, library classroom, storage room, conference rooms, librarian's office. Suggested space allocations for these areas are given in the recommendations for the specific situations.

III. **Lighting**

Because of the nature of the use of a library, provision should be made for the best possible natural and artificial lighting. The tops of windows should be placed as near the ceiling as possible. Location of the windows should be determined with wall space and book shelving in mind.

Artificial lighting that produces a minimum of glare is highly desirable. Each row of luminaries should be on a separate switch, and should run parallel to the outside wall.

IV. **Window Treatment**

Window shades are usually needed for light control. If roller type shades are used, they should be light in color and there should be two for each window, one operating upward and one downward.

V. **Floor Covering**

A noiseless floor covering of a pattern and color that harmonizes with the room furnishings is very desirable. Suitable materials are rubber tile, cork tile, asphalt tile, linotile, and linoleum.

VI. **Sound**

The location of the library and the type of floor covering influence the degree of noise. An acoustical ceiling is very desirable.

VII. **Decoration**

Decoration of the library is an individual problem.

Walls may be of any soft, pale color. Ceilings should be white or lighter in color, in the same tone, as the walls.

If draperies are used they should be hung where the natural light is not obscured.

VIII. **Possible Services the Library May Render**

The special needs and characteristics of the individual school will largely determine the functions that are incorporated in the library program. However, once these have been determined, it is imperative that every school, when planning the quarters and equipment, have its library include the facilities necessary to perform the services. If essential facilities are not included in the planning, the only alternative is a curtailment of services.

A. Study Hall

The library can not fulfill to the maximum its essential functions if it is required to serve as the study hall. A separate room, directly accessible to the library, should be provided.

If a separate library and study hall are impossible, additional space should be provided for this combination of functions. In **School Libraries For Today And Tomorrow** (American Library Association, 1945), this statement is made: "When library space is also used as study space, at least double the number of rooms and double seating capacity, as well as additional professional library personnel, are essential."

B. Audio-Visual Service

The library is the logical center for audio-visual materials which need to be housed and administered from a central location.

A separate room of classroom size, adjoining the library, is needed to provide adequate storage and ease of service. The materials to be serviced may include films, film strips, stereographs, slides, recordings, models, maps, posters, and pictures.

C. Supplementary Sets of Books

If supplementary sets of books are housed in the library, it is necessary to provide an adjoining room that can serve as a storage space. It is essential that the room be equipped with the maximum amount of shelving.

D. Service to the Community

The school library that also serves the community should be provided with adequate space for both school and public library patrons. Since each group will engage in different activities, separate reading rooms should be provided.

The reading room for the public should be easily accessible to the outside and should be designed so that it may be operated as a separate unit when school is not in session.

REMODELING

Any school considering the remodeling of its library should study carefully the recommendations outlined in plans for adequate facilities in new buildings for the same type school.

If remodeling is planned, the goal should be the achievement of these basic essentials.

LIBRARIES IN TWELVE-GRADE SCHOOLS

I. Location

- A. Centrally located in respect to high school classrooms and accessible to elementary classes
- B. Where there is a minimum of noise
- C. In a room which can be used exclusively for library activities every period of the school day
- D. Adjacent to an area that will allow expansion in the future
- E. In an area wider than the average classroom (when building plans permit)
- F. Only one entrance, double or single door, along side wall in order to conserve wall space and facilitate supervision

II. Size

- A. Reading room
Large enough to accommodate 15 per cent of the high school enrollment and, for the elementary school, the largest class (35) plus 20, allowing 25 square feet per person
- B. Combination workroom, storage room, librarian's office
220 to 300 square feet

Workroom should be located adjacent to reading room with single door entrance opening between the two. To facilitate supervision, the wall separating these two rooms should be glass from 3' above floor level to at least a height of 6'.

III. Furniture and Equipment

A. Reading room

1. Shelving

All types of shelving may be built in as part of construction, purchased from a dealer, or made locally. For satisfactory results, **exact** specifications should be followed.

In locating shelves, divide each wall space into equal parts . . . as near three foot sections as possible. Treat each wall space as one continuous unit.

a. Regular book shelving

(1) Dimensions

Length of section between
uprights

3'

Height

5' for elementary
6'-7' for high school

Depth

8''-10''

There should be at least
3 three-foot sections
with a depth of 10'', in
order to house reference
and other oversized
books.

4''-6'' base to protect
books on bottom
shelves from excessive
dust.

Allow approximately 10''
between each shelf.

- (2) Double-faced counter height shelving (dimension: 3' between uprights, 16'' deep, 39'' high) in sufficient quantity to define area used by elementary pupils from that used by high school pupils

(3) Open-faced, adjustable, and constructed of
of hard wood

(4) Plain in construction . . . **no trim**

(5) Number of sections of shelving needed

Allow approximately 112 books to each
section and a minimum of 10 books per
child enrolled

b. Easy and picture book shelving

(1) Length of each section 3'

Plywood partitions for shelving books up-
right

Approximately four divisions to each
section

(2) Other measurements to correspond to regu-
lar book shelving

(3) Approximately 1/3 of shelving for elemen-
tary school books should be of this type

c. Magazine shelving (for secondary school)

(1) Dimensions

Length of section between uprights 3'

Height 7'

Depth of case . . . straight across 12"

4 slanting shelves to each section . . .
length of shelf 16"

Flat shelf below each slanting shelf to
accommodate several back issues

(2) Number of sections of shelving needed

Each section of magazine shelving accom-
modates approximately 12 magazines

Provide sufficient number of **continuous**
sections to house 10 magazines for first
100 pupils enrolled, and 5 additional mag-
azines for every added 100 pupils

2. Newspaper rack

a. One newspaper stick for each paper received
Purchase from library supply house

b. Wooden holder to house newspaper sticks
Can be purchased from library supply house
or constructed locally

3. Tables and chairs

a. Design

Wooden

Sturdy construction

Without footrests or drawers

Chairs equipped with noiseless tips

If library serves junior and senior high school pupils, varied heights of tables and chairs should be provided

Mixture of round and rectangular tables lends informality

b. Dimensions

Height Width Length Diameter
(round table)

For elementary school pupils:

Tables 24" 3' 5' 3'-4'

Chairs 14"

Tables 26" 3' 5' 3'-4'

Chairs 16"

For junior high pupils:

Tables 27"-28" 3' 5' 4'-5'

Chairs 17"

For senior high school pupils:

Tables 30" 3' 5' 4'-5'

Chairs 18"

4. Charging desk and chair

a. Regular office desk, providing top drawer is deep enough to accommodate 3"x5" book cards arrange with depth of 5"

b. Standard, straight-back chair, appropriate in height to desk

5. Vertical file

a. Dimensions for four-drawer file, preferably legal size

Each drawer

Height 10"

Width 15"

Depth 24"

- b. Number of files needed
 - (1) At least one is necessary in every library
 - (2) Type of classroom instruction in individual school will determine number of additional files necessary
- 6. Card catalog cabinet
 - a. **Essential** that this equipment be purchased from a **library supply house**
 - b. Purchase in five-drawer units, in order that additional units can be added as collection of materials expands
 - c. Number of units needed
 - (1) At least one five-drawer unit in each library
 - (2) Additional five-drawer units necessary can be determined on basis of estimate that cards for 1,000 books can be housed in one five-drawer unit
- 7. Bulletin boards
 - a. At least one in every library (Minimum width 3')
 - b. Cork backing most satisfactory
 - c. Plain frame . . . no trim
 - d. Hang at eye level
 - e. **Do not** take wall space that could be used for shelving
- 8. Charging tray
 - a. Double charging tray, equipped with appropriate guide cards
 - b. Purchase from library supply house
- 9. Dictionary stand
 - Revolving table model preferable to floor type
- 10. Electrical outlets
 - Double outlet on each wall of reading room
- B. Workroom
 - 1. Work table area
 - a. Dimensions
 - Depth of work counter 30"-36"
 - Height of counter from floor 26"-30"
 - Length—fit into convenient wall space

- b. Sink with hot and cold water supply
- c. Knee space below work space sufficient to accommodate two people
- d. Shallow drawer for scissors and other tools
- e. Closed cabinets below (and above, if possible)
- f. Texolite, formica or masonite top
- g. Double electrical outlet placed slightly above table top

2. Storage cabinet for recordings

Dimensions

Width	3'
Depth	15"
Height	7'

Each section with approximately 12 divisions
 Plywood divisions in $\frac{1}{4}$ ", **grove to be removable**
 . . . no molding on front edge

3. Storage cabinet for audio-visual **equipment** (record players, screens, movie projectors, etc.)

a. Dimensions

Width	3'
Depth	18"-20"
Height	7'

b. Single door equipped with lock

4. Typewriter, table, and chair

5. Shelving for housing back issues of magazines, books in process, etc.

a. Dimensions

Length of section between uprights	3'
Height	7'
Depth	12"

b. Construction details same as those given for regular book shelving

IV. Lighting, Window Treatment, Floor Covering, Sound, and Decoration

Follow recommendations outlined in "Major Considerations in Housing the Library"

CENTRALIZED LIBRARIES IN ELEMENTARY SCHOOLS

I. Location

- A. Located near upper grade classrooms
- B. Where there is a minimum of noise
- C. In a room which can be used exclusively for library activities every period of the school day
- D. Adjacent to an area that will allow expansion in the future
- E. In an area wider than the average classroom (when building plans permit)
- F. Only one entrance, double or single door, along side wall in order to conserve wall space and facilitate supervision

II. Size

- A. Reading room
Large enough to accommodate the largest class group (about 35) plus 20, allowing 25 square feet per person
- B. Combination workroom, storage room, librarian's office
220 to 300 square feet

Workroom should be located adjacent to reading room with single door entrance opening between the two. To facilitate supervision, the wall separating these two rooms should be glass from 3' above floor level to at least a height of 6'.

III. Furniture and Equipment

- A. Reading room
 1. Shelving

All types of shelving may be built in as part of construction, purchased from a dealer, or made locally. For satisfactory results, **exact** specifications recommended should be followed. In locating shelving, divide each wall space into equal parts . . . as near 3 foot sections as possible. Treat each wall space as one continuous unit.

a Regular book shelving

(1) Dimensions

Length of section between uprights 3'

Height 5'

Depth 10"

4" to 6" base to protect books on bottom shelf from excessive dust

Allow approximately 10" between each shelf

(2) Open-faced, adjustable, and constructed of hard wood

(3) Plain in construction . . . **no trim**

(4) Number of sections of shelving needed

Allow approximately 112 books to each section and a minimum of 10 books per pupil enrolled.

b. Easy and picture book shelving

(1) Length of each section 3'

Plywood partitions for shelving books upright

Approximately four divisions to each section

(2) Other measurements to correspond to regular book shelving

(3) Approximately 1/3 of shelving for books should be of this type

c. Magazine shelving

(1) Dimensions

Length of section between uprights 3'

Height 5'

3 slanting shelves to each section—
length of shelf 16"

Depth of case—straight across 12"

Flat shelf below each slanting shelf to accommodate several back issues—
4" between flat shelf and bottom edge of slanting shelf

(2) Number of sections of shelving needed

Each section can accommodate approximately 9 magazines. One section of this shelving is sufficient for most elementary schools serving only the first six grades.

Elementary schools that also serve the junior high school should have a sufficient number of sections to provide 10 magazines for the first 100 pupils enrolled in the school and 5 additional magazines for every added 100 pupils

2. Newspaper rack

a. One newspaper stick for each paper received

Purchase from library supply house

b. Wooden holder (providing library subscribes to several newspapers)

Can be purchased from library supply house or constructed locally

3. Tables and chairs

a. Design

Wooden

Sturdy construction

Without footrests or drawers

Chairs equipped with noiseless tips

Height should vary to accommodate primary and intermediate pupils (and junior high school, if library serves them)

Mixture of round and rectangular tables lends informality

b. Dimensions

Height Width Length Diameter

(round table)

For elementary school pupils:

Tables 24" 3' 5' 3'-4'

Chairs 14"

Tables 26" 3' 5' 3'-4'

Chairs 16"

For junior high school pupils:

Tables 27" 3' 5' 4'-5'

Chairs 17"

4. Charging desk and chair
 - a. Regular office desk, providing top drawer is deep enough to accommodate 3"x5" book cards arranged with depth of 5"
 - b. Standard, straight-back chair, appropriate in height to desk

5. Vertical file
 - a. Dimensions for 4-drawer file, legal size (preferably)

Each drawer	
Height	10"
Width	15"
Depth	24"
 - b. Number of files needed

At least one is necessary in every library
Type of classroom instruction in particular school will determine number of additional files necessary

6. Card catalog cabinet
 - a. Essential that this equipment be purchased from a library supply house
 - b. Number of five-drawer units needed

Purchase in five-drawer units in order that additional units can be added as collection of materials expands
At least one five-drawer unit for each school
Additional five-drawer units necessary can be determined on basis of estimate that cards for 1,000 books can be housed in one five-drawer unit

7. Bulletin boards
 - a. At least one necessary in every library (minimum width 3')
 - b. Cork backing most satisfactory
 - c. Hang at eye level
 - d. **Do not** take wall space that might be used for shelving
 - e. Plain frame . . . no trim

8. Charging tray

- a. Double charging tray, equipped with appropriate guide cards
- b. Purchase from library supply house

9. Dictionary stand

Revolving table model preferable to floor type

10. Electrical outlets

Double outlet on each wall of reading room

B. Workroom

1. Work table area

a. Dimensions

Depth of work counter 30"-36"

Height of counter from floor 26"-30"

Length—fit into convenient wall space

b. Sink, with hot and cold water supply

c. Knee space below work area sufficient to accommodate two people

d. Shallow drawer for scissors and other tools

e. Closed cabinets below (and above, if possible)

f. Texolite, formica or masonite top

g. Double electrical outlet placed slightly above table top

2. Storage cabinet for recordings

Dimensions

Width 3'

Depth 15"

Height 7'

Each section with approximately 12 divisions

Plywood divisions in $\frac{1}{4}$ " groove to be removable

—no molding on front edge

3. Storage cabinet for audio-visual equipment

(record players, screens, movie projectors, etc.)

a. Dimensions

Width 3'

Depth 18"-20"

Height 7'

b. Single door equipped with lock

4. Typewriter, table, and chair

5. Shelving for housing back issues of magazines, books in process, etc.

a. Dimensions

Length of section between uprights 3'

Height 7'

Depth 12''

b. Construction details same as those given for regular book shelving

IV. Lighting, Window Treatment, Floor Covering, Sound, and Decoration

Follow recommendations outlined in "Major Considerations in Housing the Library"

LIBRARIES IN HIGH SCHOOLS WITH ENROLLMENTS FROM 301-750

I. Location

A. Centrally located in respect to classrooms and study halls

B. Where there is a minimum of disconcerting noise

C. In a room which can be used exclusively for library activities every period of the school day

D. Adjacent to an area that will allow expansion in the future

E. In an area wider than an average classroom (when building plans permit)

F. Only one entrance, double or single door, along one side wall in order to conserve wall space and facilitate supervision

II. Size

A. Reading room

Large enough to accommodate 15 per cent of the enrollment, allowing 25 square feet per person

B. Combination workroom, storage room, librarian's office
220 to 300 square feet

Workroom should be located adjacent to reading room with single door entrance opening between the two. To make possible constant supervision, the wall separating these two rooms should be glass from 3' above floor level to at least a height of 6'.

III. Furniture and Equipment

A. Reading room

1. Shelving

All types of shelving may be built in as part of construction, purchased from a dealer, or made locally. For satisfactory results, **exact** specifications should be followed.

In locating shelves, divide each wall space into equal parts . . . as near three foot sections as possible. Treat each wall space as one continuous unit.

a. Book shelving

(1) Dimensions

Length of section between uprights	3'
Height	6'-7'
Depth	8''-10''

There should be at least 3 three-foot sections with a depth of ten inches, in order to house reference and other oversized books

4''-6'' base to protect books on bottom shelf from excessive dust

Allow approximately 10'' between each shelf

(2) Open-faced, adjustable, and constructed of hard wood

(3) Plain in construction . . . **no trim**

(4) Number of sections of shelving needed

Allow approximately 112 books to each section and a minimum of 10 books per child enrolled

b. Magazine shelving

(1) Dimensions

Length of section between uprights	3'
Height	7'
Depth of case . . . straight across	12''
4 slanting shelves to each section	
. . . length of shelf	16''

Flat shelf below each slanting shelf to accommodate several back issues

(2) Number of sections of shelving needed

Each section of magazine shelving accommodates approximately 12 magazines
Provide sufficient number of **continuous** sections to house 10 magazines for first 100 pupils enrolled, and 5 additional magazines for every added 100 pupils

2. Newspaper rack

- a. One newspaper stick for each paper received
Purchase from library supply house
- b. Wooden holder to house newspaper sticks
Can be purchased from library supply house or constructed locally

3. Tables and chairs

a. Design

Wooden

Sturdy construction

Without footrests or drawers

Chairs equipped with noiseless tips

If library serves junior and senior high school pupils, varied heights of tables and chairs should be provided

Mixture of round and rectangular tables lends informality

b. Dimensions

	Height	Width	Length	Diameter
--	--------	-------	--------	----------

(round table)

For junior high school pupils:

Tables	27"-28"	3'	5'	4'-5'
Chairs	17"			

For senior high school pupils:

Tables	30"	3'	5'	4'-5'
Chairs	18"			

Charging desk and chair

- a. Regular office desk, providing top drawer is deep enough to accommodate 3"x5" book cards arranged with depth of 5"
- b. Standard, straight-back chair, appropriate in height to desk

5. Vertical file
 - a. Dimensions for four-drawer file, preferably legal size

Each drawer	
Height	10"
Width	15"
Depth	24"
 - b. Number of files needed
 - (1) At least one is necessary in every library
 - (2) Type of classroom instruction in individual school will determine number of additional files necessary
6. Card catalog cabinet
 - a. **Essential** that this equipment be purchased from a **library supply house**
 - b. Purchase in five-drawer units, in order that additional units can be added as collection of materials expands
 - c. Number of units needed
 - (1) At least one five-drawer unit in each library
 - (2) Additional five-drawer units necessary can be determined on basis of estimate that cards for 1,000 books can be housed in one five-drawer unit
7. Bulletin boards
 - a. At least one in every library (Minimum width 3')
 - b. Cork backing most satisfactory
 - c. Plain frame . . . no trim
 - d. Hang at eye level
 - e. **Do not** take wall space that could be used for shelving
8. Charging tray
 - a. Double charging tray, equipped with appropriate guide cards
 - b. Purchase from library supply house
9. Dictionary stand

Revolving table model preferable to floor type
10. Electrical outlets

Double outlet on each wall of reading room

B. Workroom

1. Work table area
 - a. Dimensions

Depth of work counter	30"-36"
Height of counter from floor	26"-30"
Length—fit into convenient wall space	
 - b. Sink with hot and cold water supply
 - c. Knee space below work space sufficient to accommodate two people
 - d. Shallow drawer for scissors and other tools
 - e. Closed cabinets below (and above, if possible)
 - f. Texolite, formica or masonite top
 - g. Double electrical outlet placed slightly above table top
2. Storage cabinet for recordings

Dimensions	
Width	3'
Depth	15"
Height	7'
Each section with approximately 12 divisions	
Plywood divisions in $\frac{1}{4}$ ", groove to be removable —no molding on front edge	
3. Storage cabinet for audio-visual **equipment** (record players, screens, movie projectors, etc.)
 - a. Dimensions

Width	3'
Depth	18"-20"
Height	7'
 - b. Single door equipped with lock
4. Typewriter, table, and chair
5. Shelving for housing back issues of magazines, books in process, etc.
 - a. Dimensions

Length of section between uprights	3'
Height	7'
Depth	12"
 - b. Construction details same as those given for regular book shelving

IV. **Lighting, Window Treatment, Floor Covering, Sound and Decoration**

Follow recommendations outlined in "Major Considerations in Housing the Library"

LIBRARIES IN HIGH SCHOOLS WITH ENROLLMENTS ABOVE 750

I. **Location**

- A. Located near English and social studies departments and adjacent to the study hall
- B. Where there is a minimum of noise
- C. In a room or rooms that can be used exclusively for library activities every period of the school day
- D. Adjacent to an area that will allow expansion in the future
- E. In an area wider than the average classroom (when building plans permit)
- F. In each reading room, only one entrance, double or single door, along one side wall in order to conserve wall space and facilitate supervision

II. **Size**

- A. Reading Room
 - 1. Should accommodate 15 per cent of the enrollment, allowing 25 square feet per person
 - 2. Two connecting reading rooms in school with enrollment over 1,000
- B. Workroom
 - 1. Adjacent to reading center, minimum of 150 square feet
 - 2. If workroom is to include storage space, it should be larger
- C. Conference Room or Rooms
 - 1. Adjacent to reading room, minimum 120 square feet
 - 2. Larger schools need more than one—number will depend upon type of teaching done in the individual school
- D. Office
 - 1. An office is advisable if staff numbers more than one, otherwise office and workroom may be combined

2. Adjacent to reading room, minimum 120 square feet
3. Glass partitions 3' above floor level to at least a height of 6' for walls separating workroom, conference room, and office

E. Storage Room

Near library, minimum 200 square feet

F. Audio-visual Room and Classroom

Standard classroom size 23'x36'

III. Furniture and Equipment

A. Reading room

1. Shelving

All types of shelving may be built in as part of construction, purchased from a dealer, or made locally. For satisfactory results, **exact** specifications should be followed.

In locating shelves, divide each wall space into equal parts . . . as near three feet sections as possible. Treat each wall space as one **continuous** unit.

a. Book shelving

(1) Dimensions

Length of section between uprights	3'
Height	6'-7'
Depth	8"-10"

There should be at least 3 three-foot sections with a depth of 10" in order to house reference and oversized books

4"-6" base to protect books on bottom shelf from excessive dust

Allow approximately 10" between each shelf

(2) Open-faced, adjustable, and constructed of hard wood

(3) Plain in construction . . . **no trim**

(4) Number of sections of shelving needed

Allow approximately 112 books to each section and a minimum of ten books per child enrolled

b. Magazine shelving

(1) Dimensions

- Length of section between uprights 3'
- Height 7'
- Depth of case . . . straight across 12"
- 4 slanting shelves to each section . . .
length of shelf 16"
- Flat shelf below each slanting shelf
to accommodate several back issues

(2) Number of sections of shelving needed

Each section of magazine shelving accommodates approximately 12 magazines
Provide sufficient number of **continuous** sections to house 10 magazines for first 100 pupils enrolled, and 5 additional magazines for every added 100 pupils

2. Newspaper rack

- a. One newspaper stick for each paper received
Purchase from library supply house
- b. Wooden holder to house newspaper sticks
Can be purchased from library supply house or
constructed locally

3. Tables and chairs

a. Design

Wooden
Sturdy construction
Without footrests or drawers
Chairs equipped with noiseless tips
If library serves junior and senior high school pupils, varied heights of tables and chairs should be provided
Mixture of round and rectangular tables lends informality

b. Dimensions

	Height	Width	Length	Diameter
				(round table)

For junior high school pupils:

Tables	27"-28"	3'	5'	4'-5'
Chairs	17"			

For senior high school pupils:

Tables	30"	3'	5'	4'-5'
Chairs	18"			

4. Charging desk and chair
 - a. Straight or L shaped charging desk equipped with charging trays (only **one** charging desk is needed)

Should be purchased from library supply house
 - b. Dimensions

Desk	
Length—appropriate to size of room	
Height	39"
Chair (Straight back swivel)	
Height	32½"
5. Vertical file
 - a. Dimensions for four-drawer file, preferably legal size

Each drawer	
Height	10"
Width	15"
Depth	24"
 - b. Number of files needed
 - (1) At least two are essential
 - (2) Type of classroom instruction in individual school will determine number of additional files necessary
6. Card catalog cabinet
 - a. **Essential** that this equipment be purchased from a **library supply house**
 - b. Purchase in five-drawer units, in order that additional units can be added as collection of materials expands
 - c. Number of units needed
 - (1) At least 10 five-drawer units
 - (2) Additional five-drawer units necessary can be determined on basis of estimate that cards for 1,000 books can be housed in one five-drawer unit

7. Bulletin boards

- a. At least two (Minimum width of each—3')
- b. Cork backing most satisfactory
- c. Plain frame . . . no trim
- d. Hang at eye level
- e. **Do not** take wall space that could be used for shelving

8. Atlas and dictionary stand

This equipment may be useful if the library is not crowded

Revolving table model dictionary holder may be preferable

9. Electrical outlets

Double outlet on each wall of reading room

B. Workroom

1. Work table area

a. Dimensions

Depth of work counter 30"-36"

Height of counter from floor 26"-30"

Length—fit into convenient wall space

b. Sink with hot and cold running water

c. Knee space below work space sufficient to accommodate two people

d. Shallow drawer for scissors and other tools

e. Closed cabinets below (and above, if possible)

f. Texolite, formica or masonite top

g. Double electrical outlet placed slightly above table top

2. Typewriter, table, and chair

3. Remaining wall space should be equipped with regular book shelving to house books in process, ones needing mending, etc.

a. Dimensions

Length of section between uprights 3'

Height 7'

Depth 12"

b. Construction details same as those given for regular book shelving

4. Card catalog cabinet to house shelf-list record
At least 12 drawers necessary
Purchase from library supply house

5. 3'x5' work table and four chairs

C. Storage room

Shelving

1. Dimensions

Length of section between uprights	3'
Height	7'
Depth	12"
4"-6" base to protect materials on bottom shelf from excessive dust	
Allow approximately 10" between each shelf	

2. All available wall space should be utilized with shelving
3. Additional shelving can be provided by placing a row of double-faced shelving down center of room, about $\frac{2}{3}$ the length of the room

D. Conference room or rooms

1. 3'x5' table and 6 chairs

2. Book shelving

a. Dimensions

Length of section between uprights	3'
Height	7'
Depth	8"

4"-6" base to protect materials on bottom shelf from excessive dust

Allow approximately 10" between each shelf

- b. Sufficient number of sections to fill at least one wall space

E. Librarian's office

1. Desk and chair
2. One four-drawer, legal size file
See specifications given under "Vertical File"

3. Counter height shelving under glass partition

Dimensions

Length of section between uprights	3'
Height	39"
Depth	8"

4"-6" base to protect materials on bottom shelf from excessive dust

Allow approximately 10" between each shelf

F. Audio-visual and classroom

1. Amount and kind of equipment will depend upon size and kind of collection. Consult State Supervisor of School Libraries for individual help.
2. Room may be equipped with arm chairs to accommodate class use of other library materials and instruction in use of the library to class groups.
3. 3'x5' table and 6 chairs.

IV. **Lighting, Window Treatment, Floor Covering, Sound, and Decoration**

Follow recommendations outlined in "Major Considerations in Housing and Library"

PARTIAL LIST OF LIBRARY SUPPLY HOUSES

Demco Library Supplies
Madison 1, Wisconsin

Gaylord Bros., Inc.
155 Gifford Street
Syracuse, New York

Library Bureau Division
Remington Rand, Inc.
850 South Third Street
Louisville, Kentucky

E. W. A. Rowles, Co.
Arlington Heights, Illinois

John E. Sjostrom Co.
1717 North Tenth Street
Philadelphia 22, Pennsylvania

Southern Desk Co.
Hickory, North Carolina

SOURCES OF ADDITIONAL HELP

SUPERVISOR OF SCHOOL LIBRARIES

Department of Education
Frankfort, Kentucky

DIRECTOR

DIVISION OF SCHOOL BUILDINGS AND GROUNDS

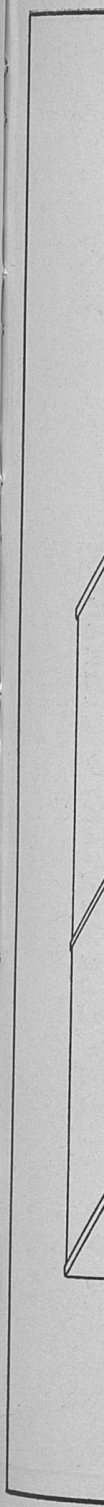
Department of Education
Frankfort, Kentucky

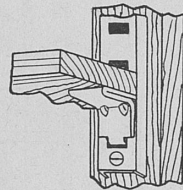
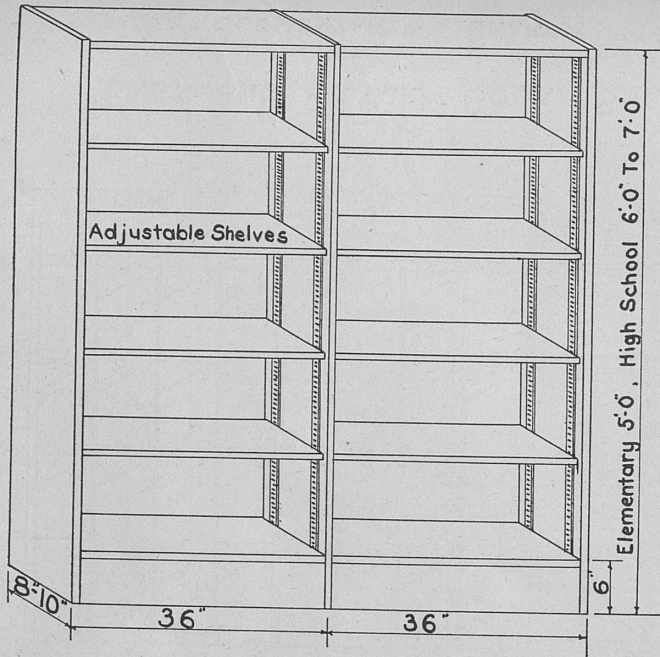
DEAR MR. ARCHITECT; rev. ed. American Library Association,
50 East Huron Street, Chicago 11, Illinois. (Tentative publica-
tion date: Fall 1952)

PLANNING AND EQUIPPING THE SCHOOL LIBRARY. State
Department of Public Instruction, Raleigh, North Carolina, 1949.
Publication No. 257. \$.25

PLANNING SCHOOL LIBRARY QUARTERS. American Library
Association, 50 East Huron Street, Chicago 11, Illinois, 1950. \$1.50

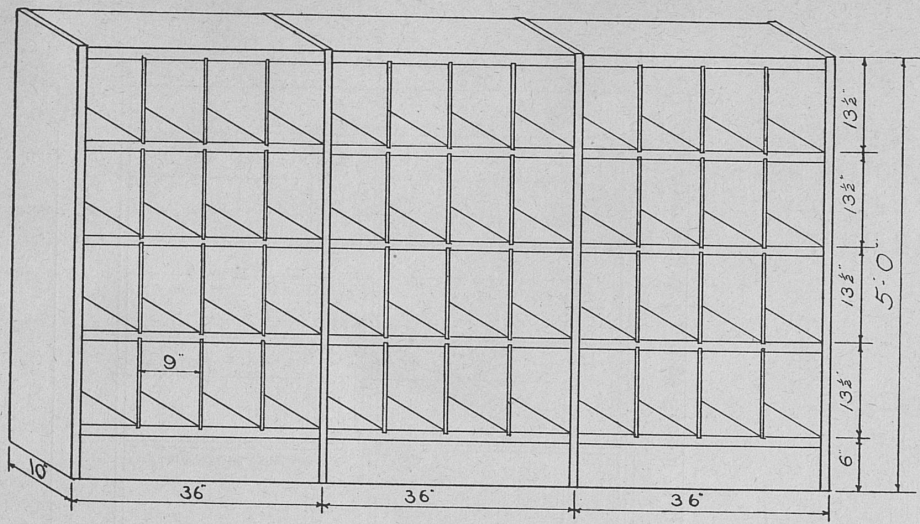
SKETCHES





Metal Strip
And Bracket
For Adjustable
Shelves

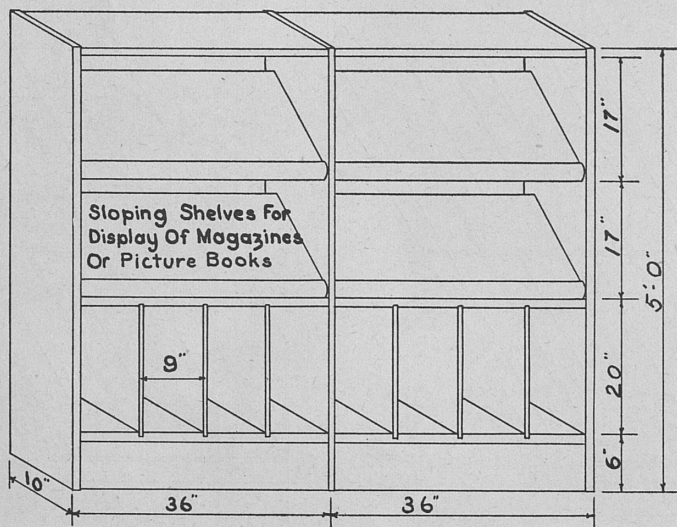
REGULAR BOOK SHELVING



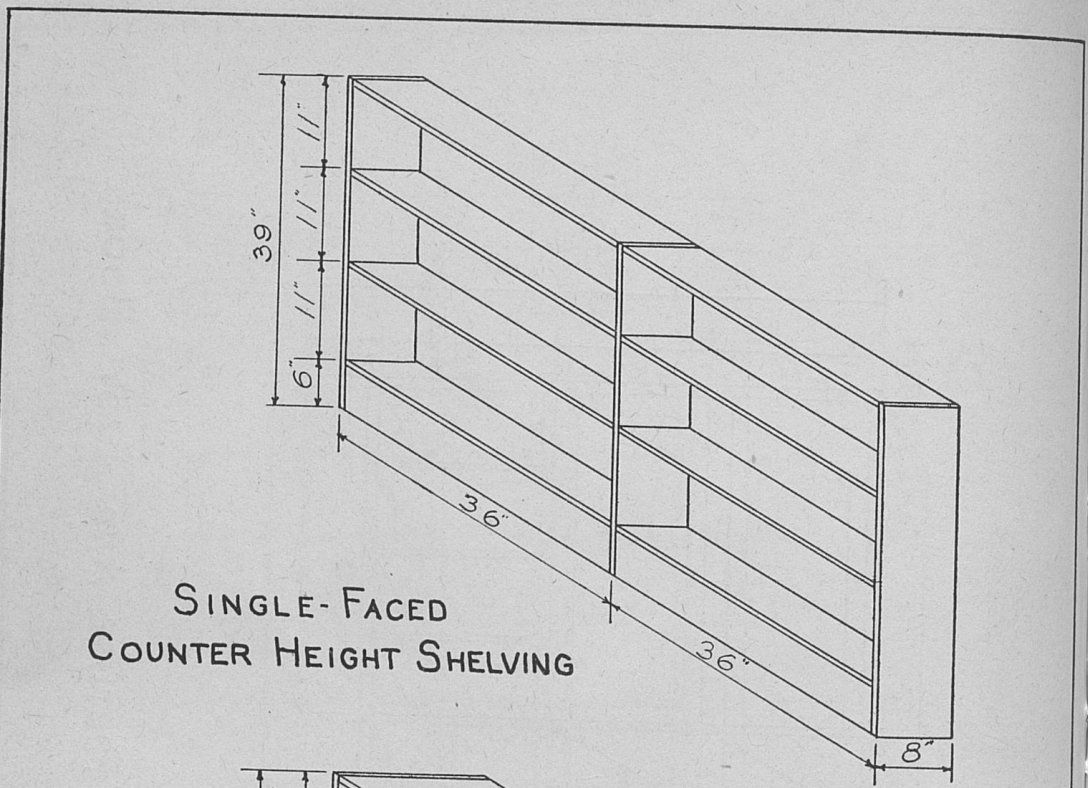
EASY AND PICTURE BOOK SHELVING
FOR
ELEMENTARY LIBRARIES

EASY AND PICTURE BOOK SHELVING
FOR
ELEMENTARY LIBRARIES

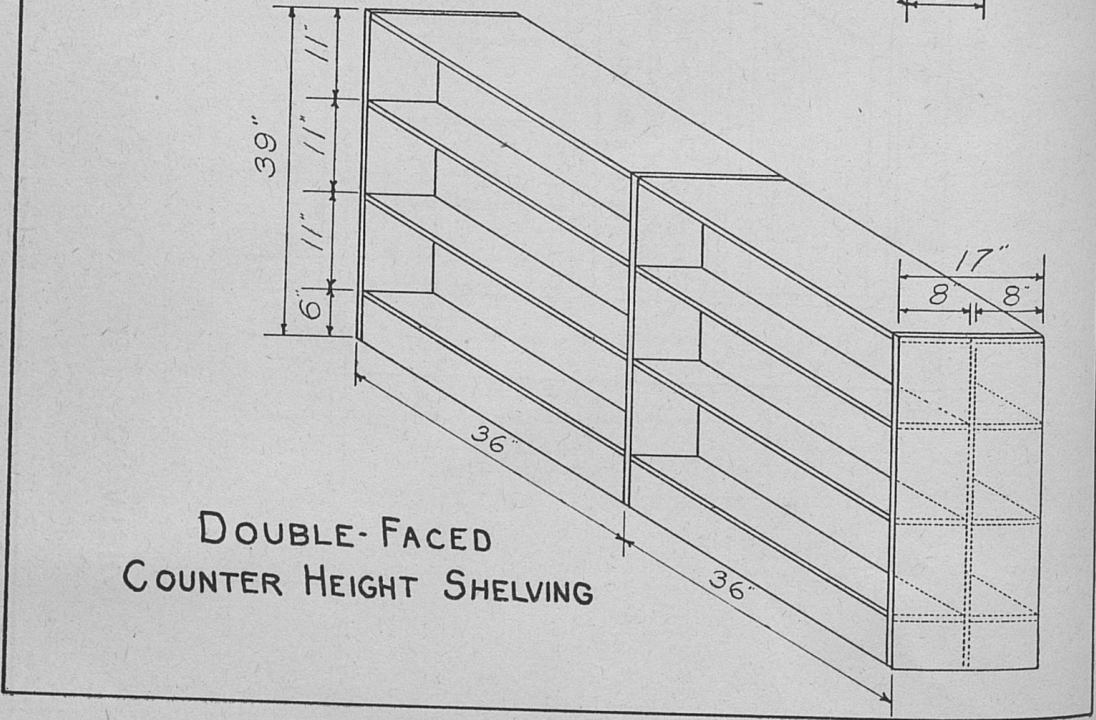
283



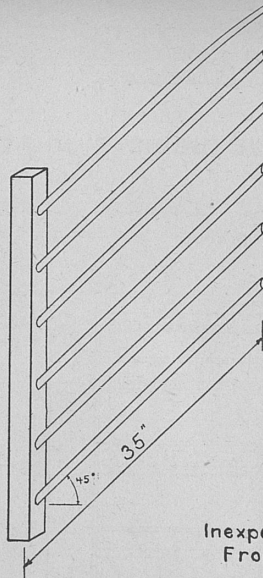
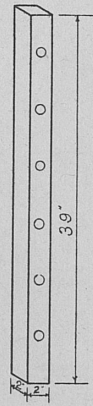
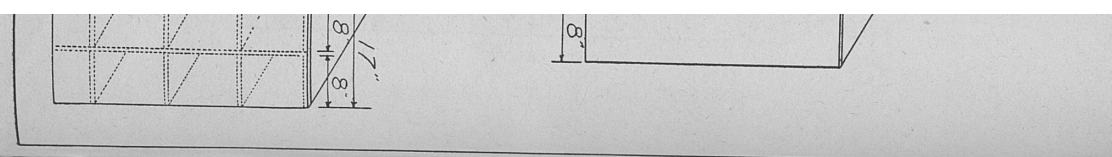
SHELVING FOR OVERSIZED PICTURE AND EASY BOOKS



SINGLE-FACED
COUNTER HEIGHT SHELVING

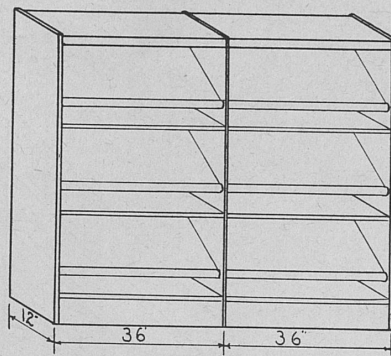
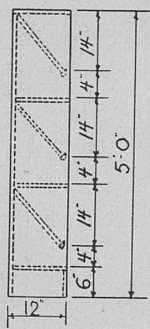


DOUBLE-FACED
COUNTER HEIGHT SHELVING



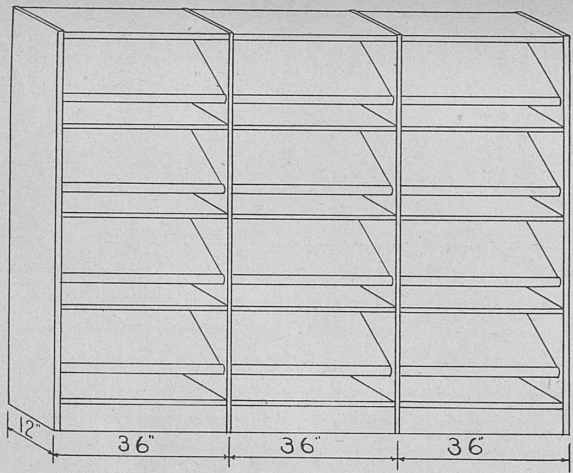
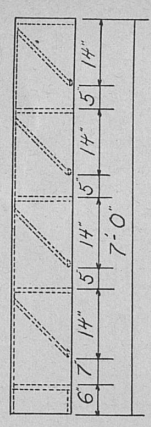
Inexpensive Equipment Available
From Library Supply House

NEWSPAPER STICK HOLDER



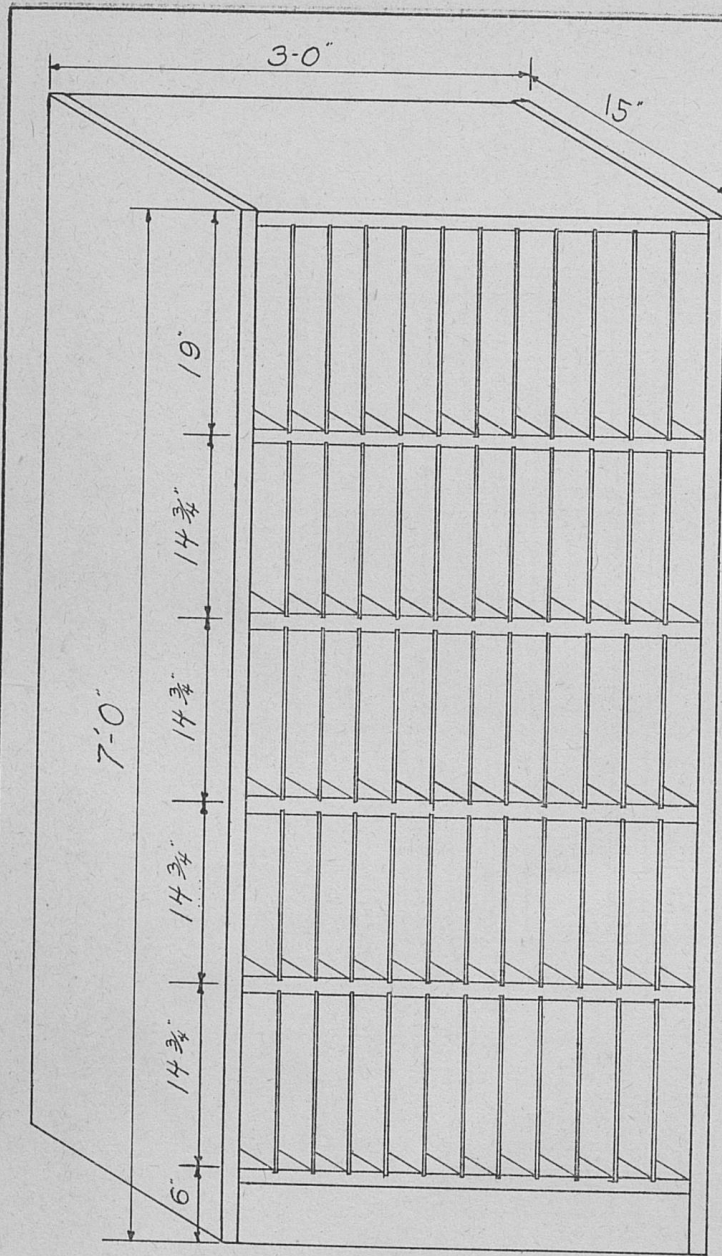
Magazine Shelving For Elementary Schools

287



Three To Four Current Magazines
Can Be Displayed On Each Slanting
Shelf Older Copies Will Be Kept
On Level Shelves Underneath.

MAGAZINE SHELVING FOR HIGH SCHOOLS



Top Section Is For
Oversized Recordings

Each Shelf To Be Divided
Into 12 Spaces By 1/4"
Removable Tempered
Presdwood Divisions

3/4" Sides
1/4" Plywood Back

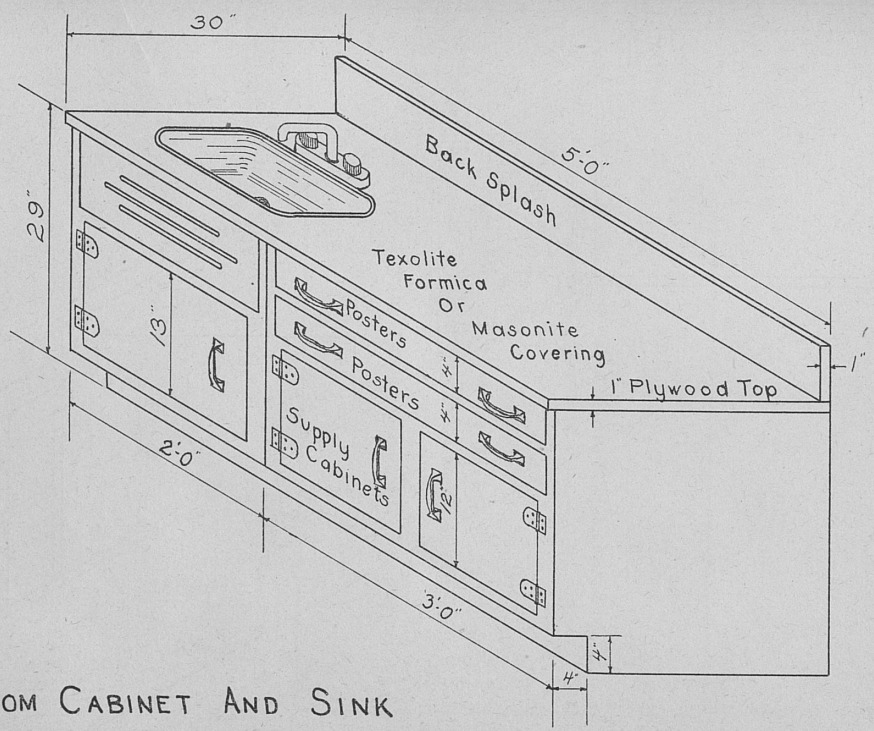
1/8" Shelves Grooved
Out 1/4" On Each Side
To Permit The Removal
Of Divisions

Capacity: 500 Records

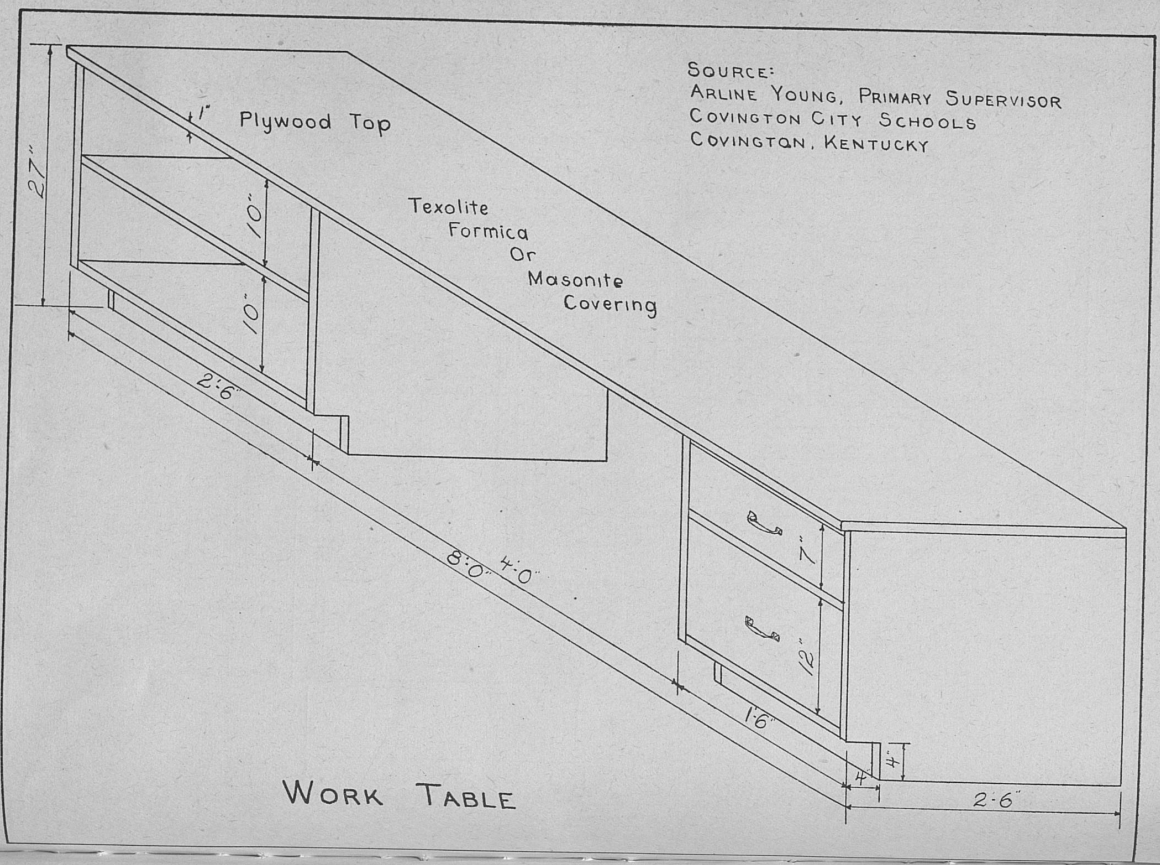
RECORD CABINET

Source: Virginia M^cJenkin, Library Director
Fulton County Board Of Education
Atlanta, Georgia

action Is For
 ed Recordings
 elf To Be Divided
 paces By $\frac{1}{4}$ "
 ple Tempered
 d Divisions
 od Back
 s Grooved
 Each Side
 t The Removal
 ons
 500 Records
 for
 ication



WORKROOM CABINET AND SINK



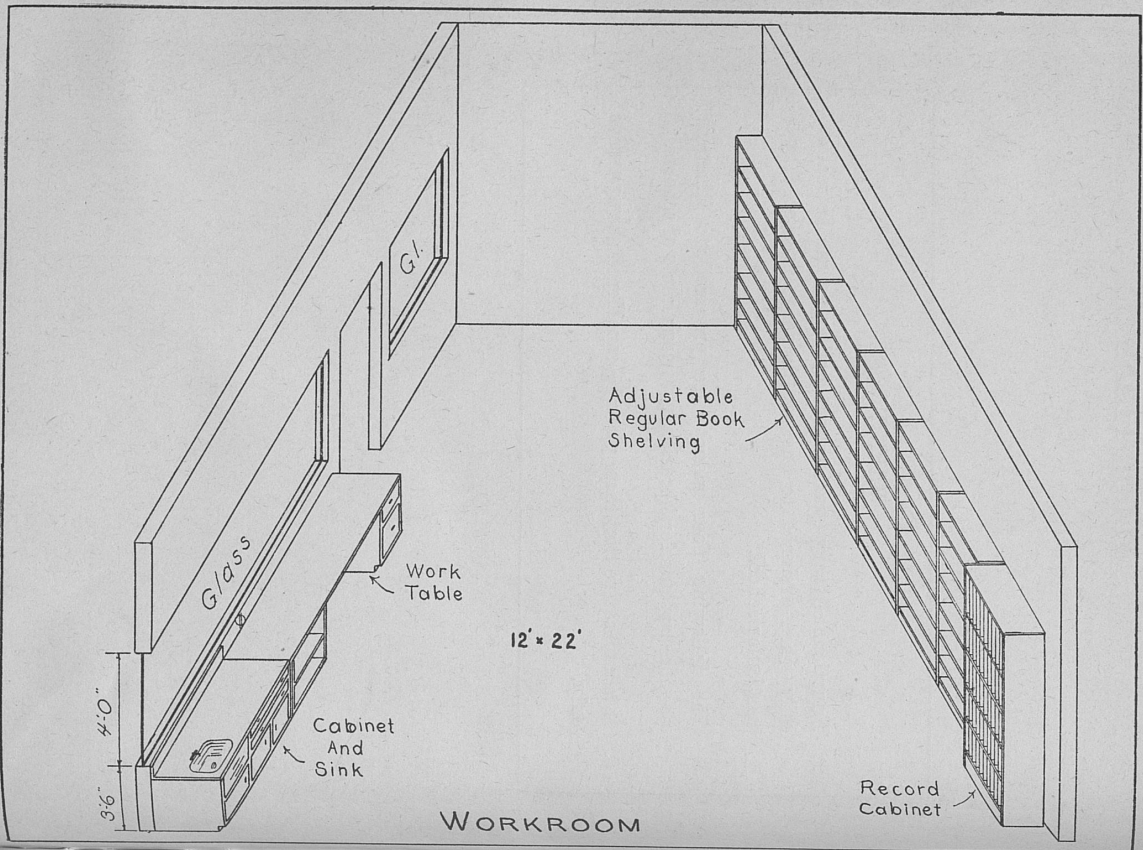
SOURCE:
ARLINE YOUNG, PRIMARY SUPERVISOR
COVINGTON CITY SCHOOLS
COVINGTON, KENTUCKY

WORK TABLE

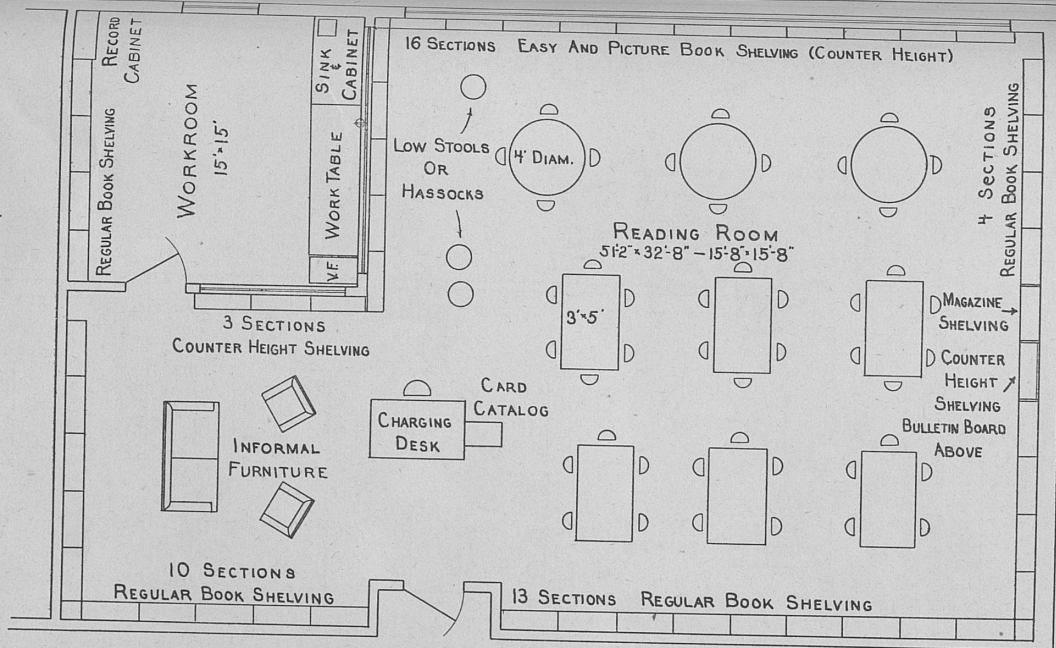
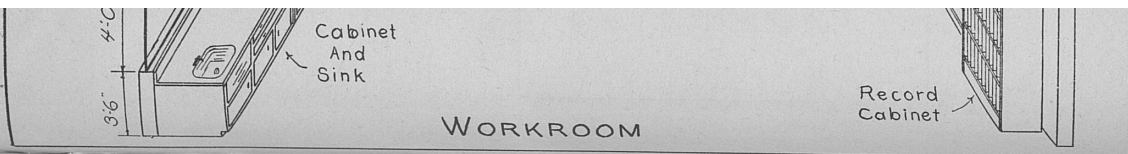
FLOOR PLANS

WARNING:

1. Functional library quarters and equipment can be realized **only** when designed to answer the needs presented by a particular school.
2. The following floor plans were prepared to illustrate possible lay-outs for libraries in various kinds of schools.
3. It is imperative that these plans be considered as **suggestive only**.

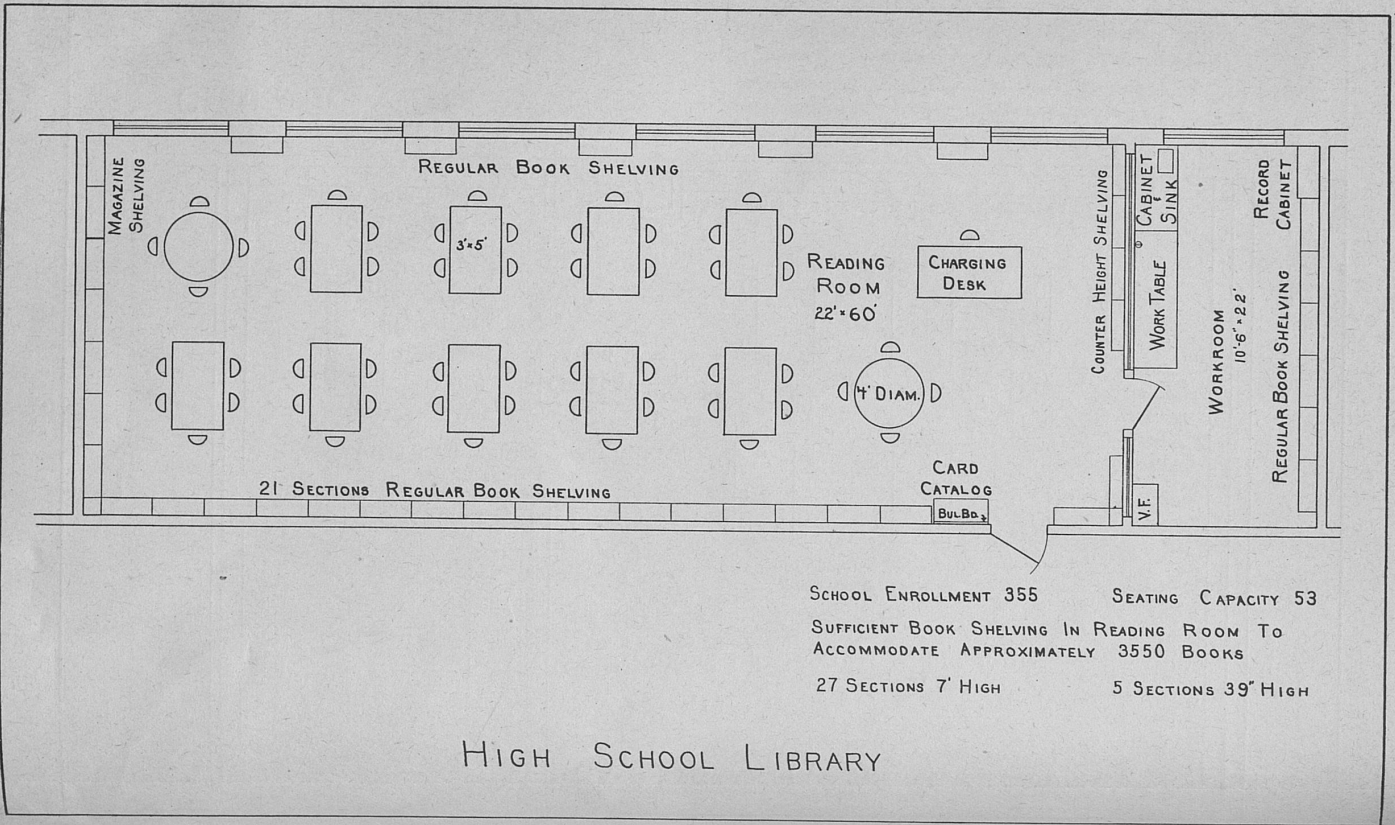


RECORD CABINET
NK & CABINET
16 SECTIONS EASY AND PICTURE BOOK SHELVING (COUNTER HEIGHT)



CENTRALIZED ELEMENTARY SCHOOL
LIBRARY
(GRADES 1-8)

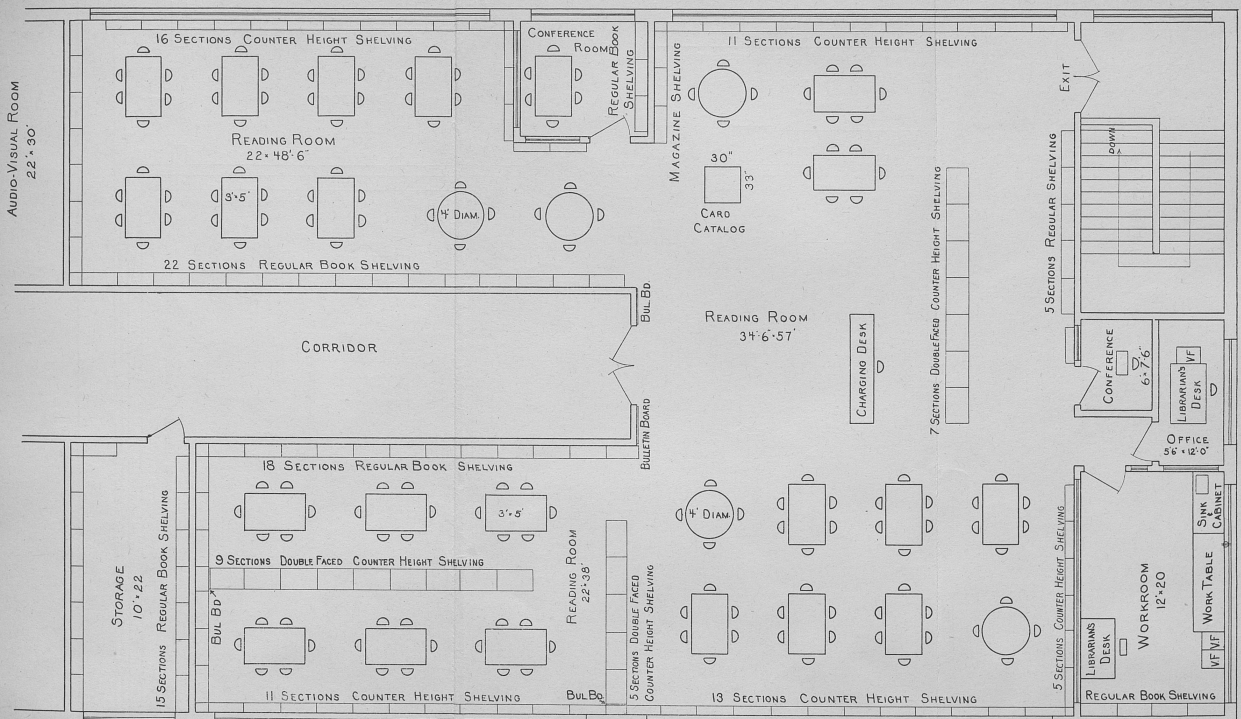
SCHOOL ENROLLMENT 400 SEATING CAPACITY 55
SUFFICIENT BOOK SHELVING IN READING ROOM TO
ACCOMMODATE APPROXIMATELY 4,000 BOOKS
REGULAR BOOK SHELVING: 27 SECTIONS 5' HIGH, 4 SECTIONS 39' HIGH
EASY AND PICTURE BOOK SHELVING 16 SECTIONS 39' HIGH



AUDIO-VISUAL ROOM
 22' x 20'

5 SECTIONS 39' HIGH
27 SECTIONS 7' HIGH

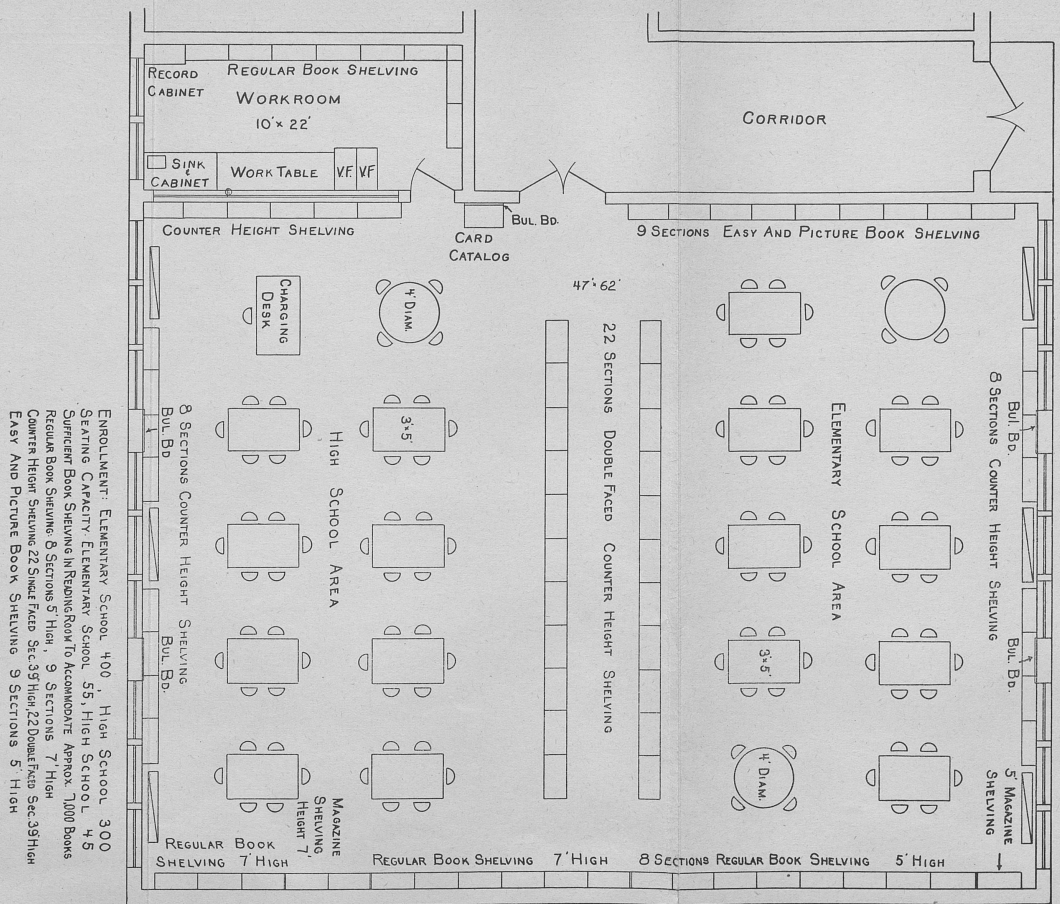
HIGH SCHOOL LIBRARY



SCHOOL ENROLLMENT 1000 SEATING CAPACITY 150
 SUFFICIENT BOOK SHELVING IN READING ROOMS TO ACCOMMODATE 10,000 BOOKS
 45 SECTIONS 7' HIGH 99 SECTIONS 39' HIGH

HIGH SCHOOL LIBRARY

LIBRARY IN A TWELVE-GRADE SCHOOL



ENROLLMENT: ELEMENTARY SCHOOL 400, HIGH SCHOOL 300
 SEATING CAPACITY: ELEMENTARY SCHOOL 55, HIGH SCHOOL 45
 SURFACED BOOK SHELVING IN READING ROW TO ACCOMMODATE APPROX. 7000 BOOKS
 REGULAR BOOK SHELVING 8 SECTIONS 5' HIGH, 9 SECTIONS 7' HIGH
 COUNTER HEIGHT SHELVING 22 SECTIONS 7' HIGH, 22 DOUBLE FACED SEC. 39 HIGH
 EASY AND PICTURE BOOK SHELVING 9 SECTIONS 5' HIGH

