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Indiana Architect

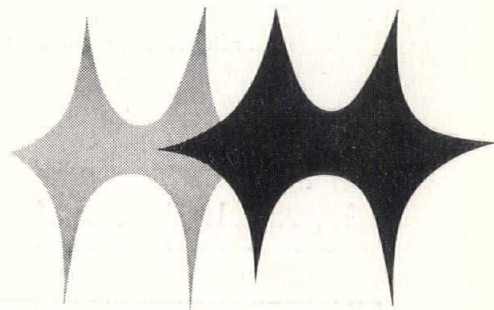
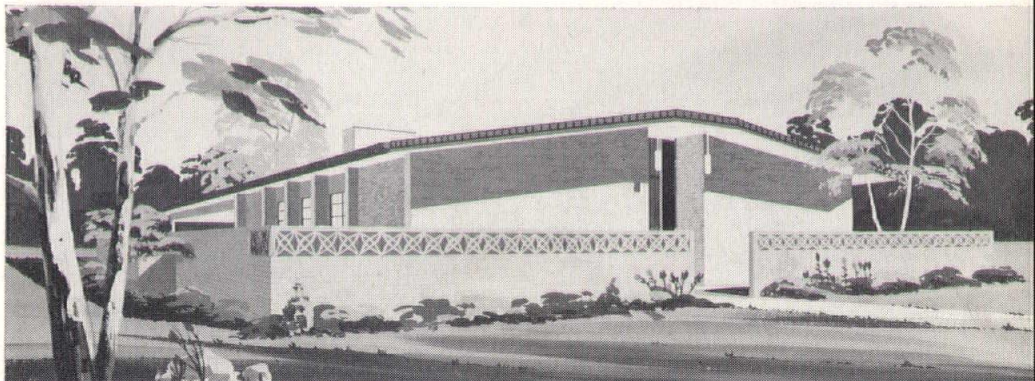


September
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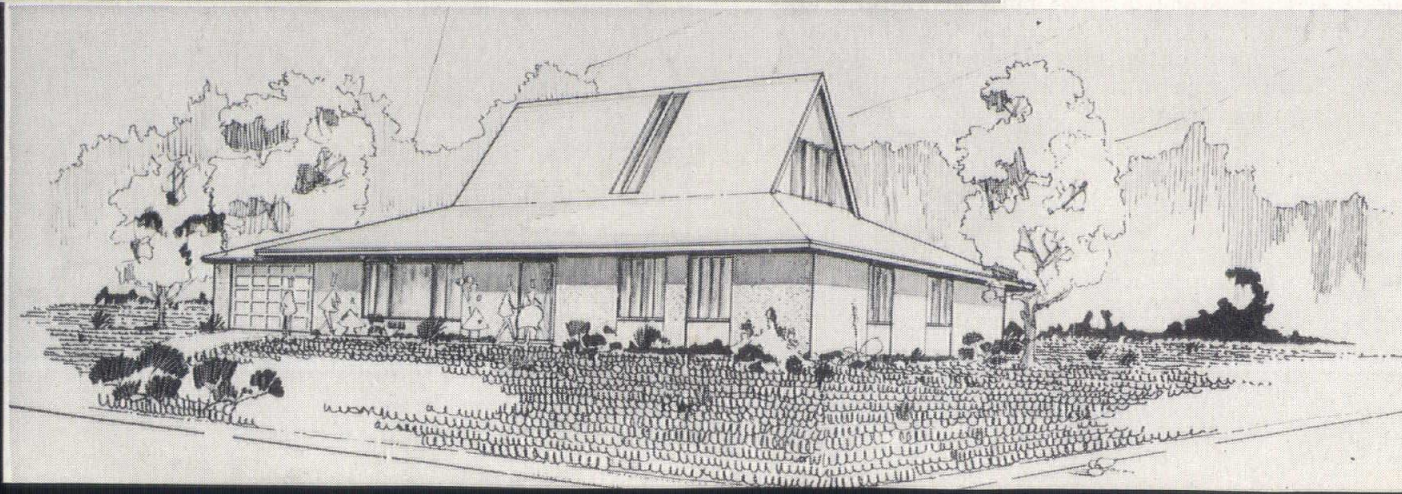
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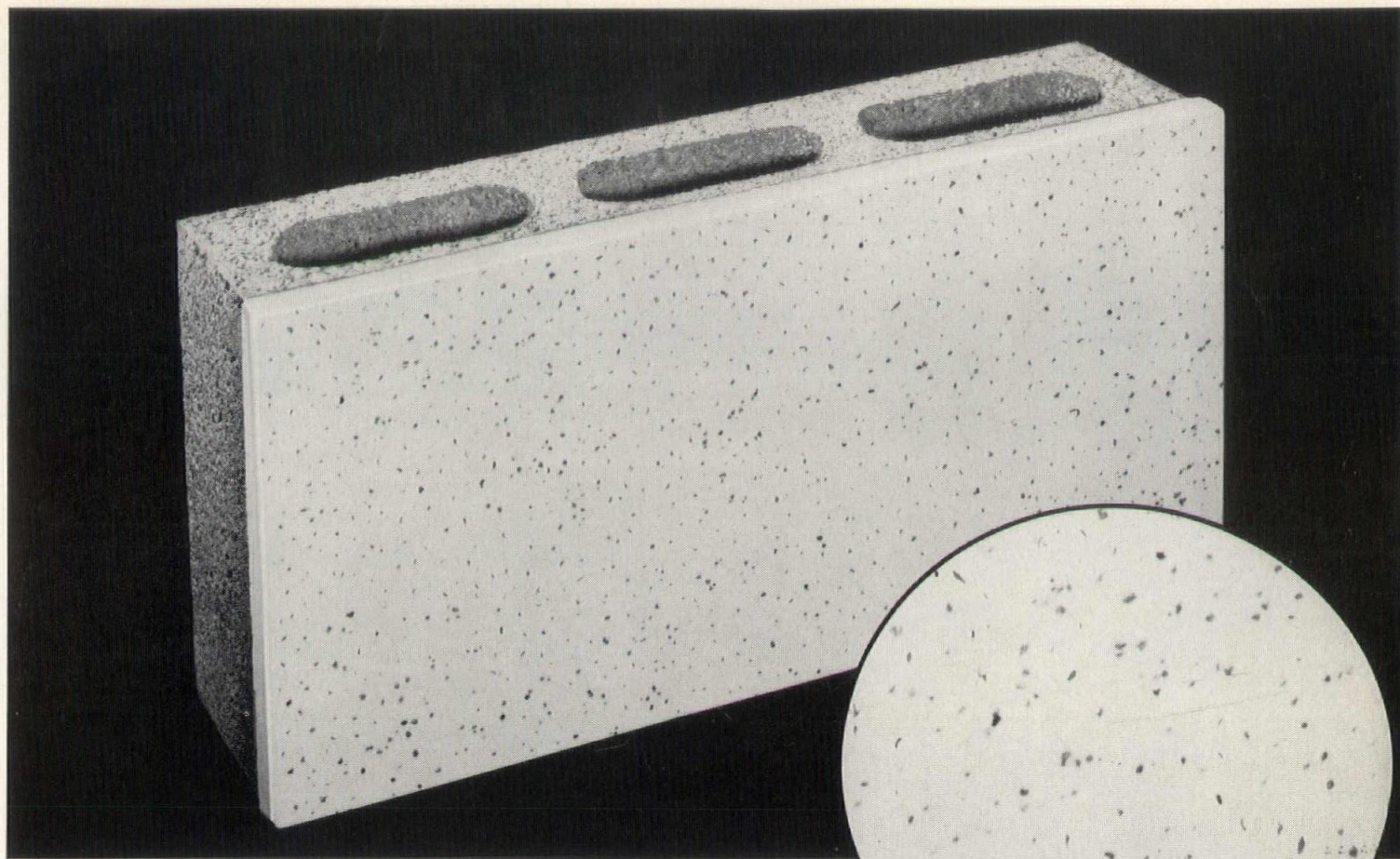
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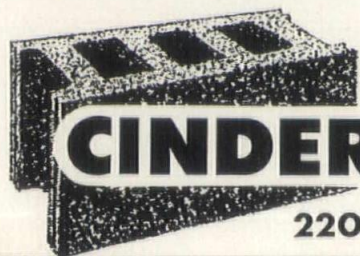
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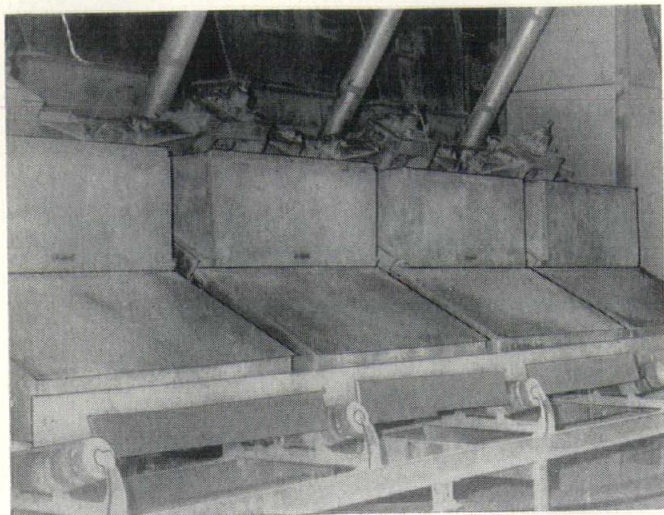
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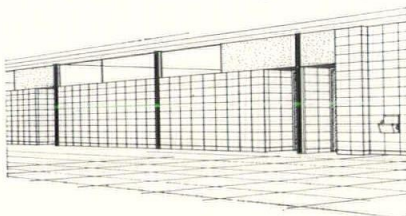
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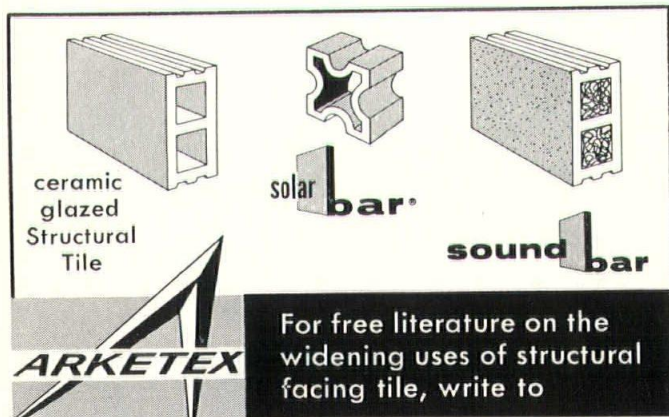
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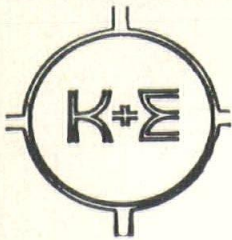
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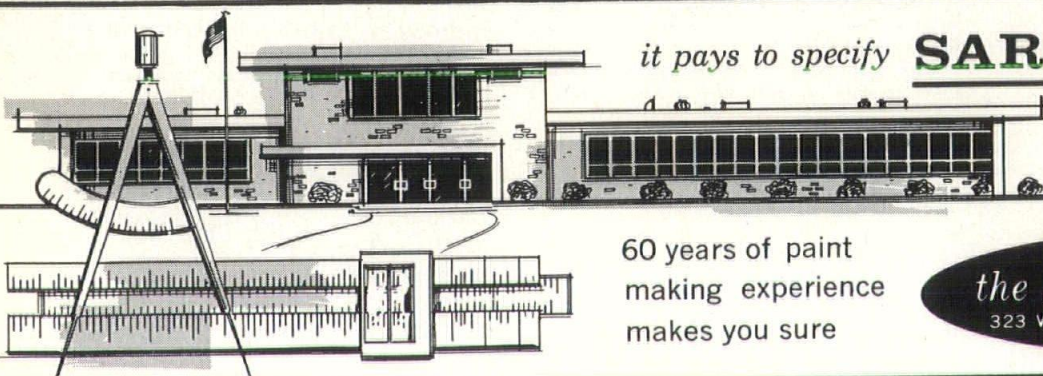
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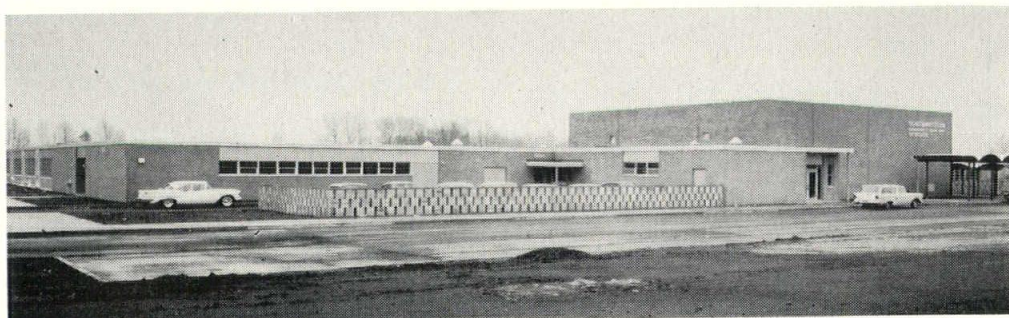
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The Library Today

By **GEORGIA R. COLE**
*Director, Division of School
Libraries and Teaching Materials,
Indiana Department of Public
Instruction*

A common characteristic of all the recent proposals for improving instruction is the recommendation that pupils spend more time—up to 40% of the school day—in individual work. As these recommendations are put into effect, use of libraries doubles, triples, and explodes. The materials and services which school libraries have been offering no longer are adequate, and the long, narrow, two-classroom size library of the past is as out-of-date as the Model-T.

The planning of library quarters for new schools thus is of great importance. It should involve administrators, teachers, librarians, the architect, outside consultants, and interested parents. Each library will be tailored to the needs of the educational program of the school. Thus each school library will be distinctive. Yet certain standards for school library quarters must apply in every library if the quarters are to be functional. This article is concerned with these requirements, which architects should keep in mind in planning library quarters.

FUNCTION OF THE LIBRARY

The modern school library is an instructional materials center. It includes in its collection audiovisual materials of all kinds as well as printed materials and makes it possible for students and teachers to use all these materials. It is thus a laboratory for all classes in the school. In new school buildings, libraries are planned to house all instructional materials, but the quarters are planned in such a way that the instructional materials program may be administered by one person having responsibility for all materials or by more than one person with a division of responsibility by type of materials.

LOCATION OF THE LIBRARY

If the library is to be easily accessible to every student and teacher, it must be centrally located. It is likely to be near the administrative, guidance, and health offices which also need to be central, and it should be close to the academic area. Although silence is not the first requisite for libraries today, it is wise to keep the library some distance from such noisy areas as shops, cafeteria, music rooms, and gymnasiums. The location of the library should allow for future expansion.

School libraries are remaining open at night, on Saturdays, and during the summer. For this reason, the library should be near an outside entrance and located in such a way that it can be shut off from other areas of the building.

READING ROOMS

The main library room still is called the reading room although many other activities in addition to reading

are carried on there. This is usually a large room — or rooms — where much of the reference work, research, browsing and study take place. Here students come for individual and group reference work and for instruction in the use of the library. Using earphones, boys and girls listen to recordings and tapes and with previewers study filmstrips and slides. They borrow materials here and return them. Here are kept on open shelves most of the collection of printed and audiovisual materials (some libraries prefer to house film and recorded materials in a storage area). Here are arranged displays and exhibits that prick curiosities. The library room or rooms should be planned to provide space, furniture, equipment, materials, and climate for these activities.

A single reading room should be planned to seat no more than eighty students. In large schools, two or more reading rooms are needed if a dynamic library program is to be possible.

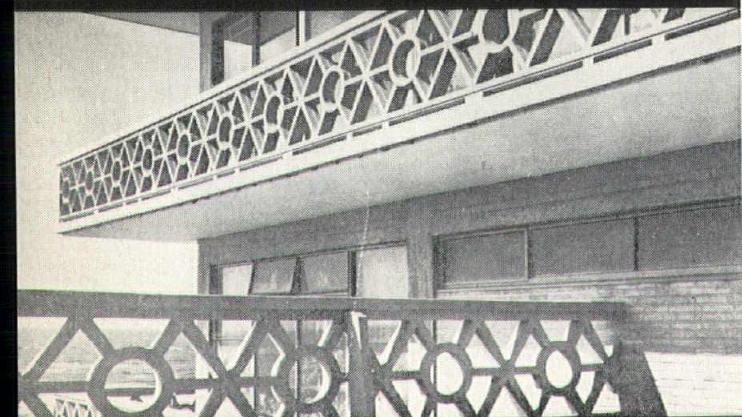
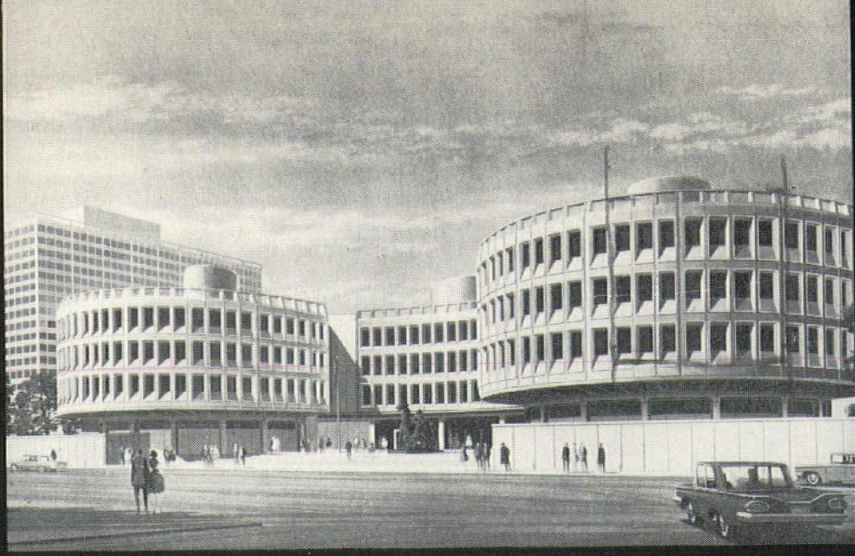
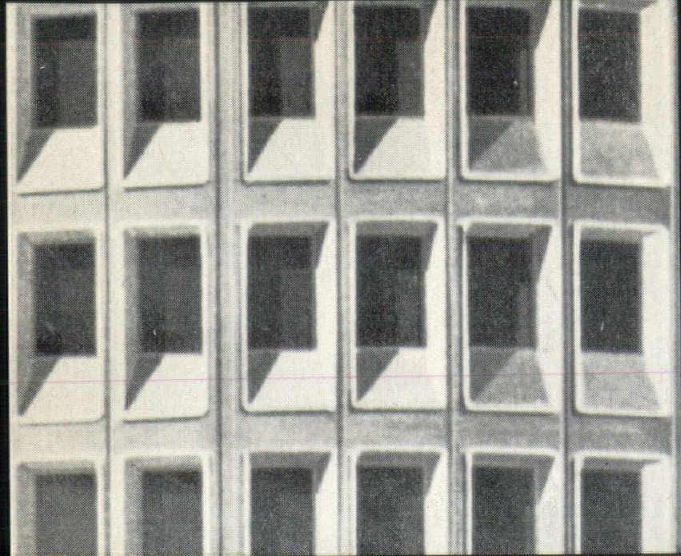
ADDITIONAL AREAS

Space is required in the library for work, storage, office, and conference areas. The size of the school and the kind of library program will determine the number and types of areas which will be needed. Libraries in some large schools include separate areas for office, workroom, audiovisual storage, magazine storage, preview room, conference room, library classroom, professional library, and teachers' work area.

For small schools, combinations of the various areas can be effected. The resulting areas, if carefully planned, can be very functional. Office, work, and storage areas frequently are combined in one room; conference rooms double as listening and preview rooms or as professional libraries or magazine storage areas. However, the smallest library should have at least one room for the "behind the scenes" activities of the library staff, where work can be left undisturbed, and a second area where small groups can work together without disturbing those who are using the reading room.

A library classroom is an essential part of the library suite. Here a teacher may bring a class for research and for instruction in the use of the library, or for other library activities. In some schools, conference rooms and work and storage areas are separated by folding doors which open up to reveal an area of classroom size which may be used as such as the need arises. Whatever arrangements may be made, a library classroom is essential in the truly functional library.

(to Page 9)



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The Library Today

(Continued from Page 7)

RELATED AREAS

Certain areas in the school profit from being located adjacent to or near to the library. In some schools, the guidance suite adjoins the library and has a connecting door which opens directly into the library's guidance corner. Thus, the guidance department and the library share materials at no inconvenience to either of them.

Locating the faculty lounge near the library seems to result in better use of the library by teachers. One very fine school plan places the faculty lounge next to the library suite with a door opening into a teachers' workroom, which in turn opens into the professional library.

ARRANGEMENT

By planning reading rooms which are wider than classrooms, architects have created libraries which lend themselves to a variety of functional arrangements. The additional width makes it possible to use low shelving and other dividers for a setting off special areas for browsing, reference, and other activities.

In planning libraries, there sometimes is a tendency to put a great many centers of activity in the same area. Thus work, office, conference and storage areas, reference and browsing areas, the entrance, circulation desk, card catalog, magazines, and information files are likely to be grouped together as closely as possible. The resulting room invites traffic congestion.

Planning for such a central arrangement has been based on the theory that the librarian sits at her desk in the office and supervises the library through the glass partition which separates the office from the reading room. The good librarian will spend a very small part of the school day at her desk unless she has professional assistance. She will move about over the library while the circulation desk is operated by student or clerical assistants, and she will be in classrooms and conference rooms and at other points in the building. Thus "areas of activity" in the library can be decentralized. The magazine and browsing areas can very well be located at the opposite end of the library from the circulation desk. Some schools have found it very satisfactory to locate vertical files at some point near the middle of the library — at times forming an island in the middle of the floor. The card catalog does need to be near the office and/or workroom since it is used by the librarian in cataloging and technical processing.

Providing enough shelving space for collections of books of 6,000 volumes and up is not always easy. All available wall space should be used for shelving, and care should be taken to locate ventilators, thermometers, light switches, radiators, and other such necessary equipment so that wall space is not wasted. Low, island shelving used at various places in the reading room can provide additional space and at the same time serve as room dividers.

There is considerable disagreement regarding the window area which a library should have. This is a matter which must be decided by those involved in planning each

building. Those who prefer great expanses of glass should bear in mind that draperies will be needed to control glare and that additional floor space will be required for a stack area in order to provide adequate shelving. When a minimum of outside glass is planned, architects will need to make skillful use of plants and various building materials—wood, brick, stone, glass brick, plastics, etc.—to alleviate the dullness which might result in a room with few or no windows. Regardless of the decision on outside windows, it is a good idea to plan a wide entrance of ceiling to floor glass through which the attractive interior can be seen from the corridor.

ATMOSPHERE

Of great importance to the library program is the general appearance of the area. It should be attractive and inviting. In many libraries, glass opens into corridors, thus presenting the attractive picture within to passersby. The use of subdued and attractive colors for walls and even floors, planters, comfortable furniture in browsing areas, tasteful pictures, and other decorative items, indirect lighting, and light woods in furniture have resulted in libraries which provide a living room-like atmosphere for browsing and study.

Proper lighting contributes to a pleasant atmosphere. Moreover, it is important from the standpoint of teacher and student health. Whether or not natural lighting is provided, the architect should plan for adequate artificial lighting in all areas of the library suite. Draperies, preferably of diffusion cloth, or blinds are required for windows.

Effective heating is an obvious requirement. Special care should be taken to provide for temperature control in the work, storage, and conference areas which often are too hot or too cold. Many schools, particularly those in which the library is to be open in the summer will want to provide for air conditioning.

Acoustical treatment of the library is necessary to keep out noises from other areas and to soften noises within the area. Acoustical tiling for the ceiling and noise-reducing materials for the floors are essential in conference and work areas as well as in the main reading room.

These suggestions and specifications have been put down in the hope that they will be of some help to Indiana architects who are designing school plants. This certainly is not a complete guide to planning school libraries, and no one should attempt to follow these suggestions to the last detail. More important, no one should be limited by them.

Those involved in planning libraries are urged to seek assistance from library science faculties at each of the state colleges and universities and from the Division of School Libraries and Teaching Materials in the Department of Public Instruction. Also, the following sources are useful.

Erbes, Ray. "Housing the School Library," *Nation's Schools*, April, 1954.

Rufsvold, Margaret. "School Library Design," *NASSP Bulletin*, November, 1959.

Standards for School Library Programs. Chicago: American Library Association, 1960.

(Continued on Page 27)



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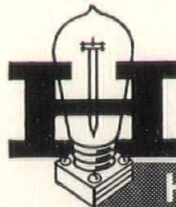
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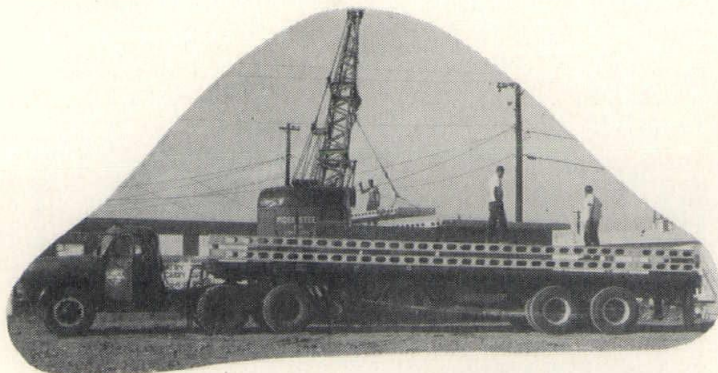
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Planning a College Library

Before World War II, college library buildings tended to be stereotyped in design. There were some that were different but, as a general rule, they had multi-tier, closed bookstacks, were painted in dull, institutional colors, and had much unnecessary, unusable space in the form of large entrance lobbies and high ceilings. During the past fifteen years many changes have come about through the use of more exterior glass, brighter interior colors, contemporary and colorful furniture, more efficient use of available space, and open bookstacks with free-standing shelves. The interiors of postwar college libraries have generally been built on the modular plan which, through the elimination of many of the interior bearing walls used in pre-World War II library buildings, permits maximum flexibility through easy shifting of space utilization.

The first order of business in planning a new college library building is the establishment of a building committee to work with the librarian. This committee, usually appointed by the President, should represent various college groups, such as the faculty, administration, library staff, and possibly the student body. It is often desirable to include one or more members of the Board of Trustees. The duties of this committee are to help select the site, help plan the general style and layout of the building, help decide the functions and activities to be included, and help with many other things, such as the selection of furniture and equipment.

The most important procedure in the early stages of planning is to write a concise and clear program. This should include the place and the objectives of the library in the total campus program, the uses of the new building, the services it is to render, and the essential relationships and space requirements of the various rooms and services. There are many things to be considered but those listed below are perhaps most important and will serve as guides.

1. The site of the building should be carefully chosen.

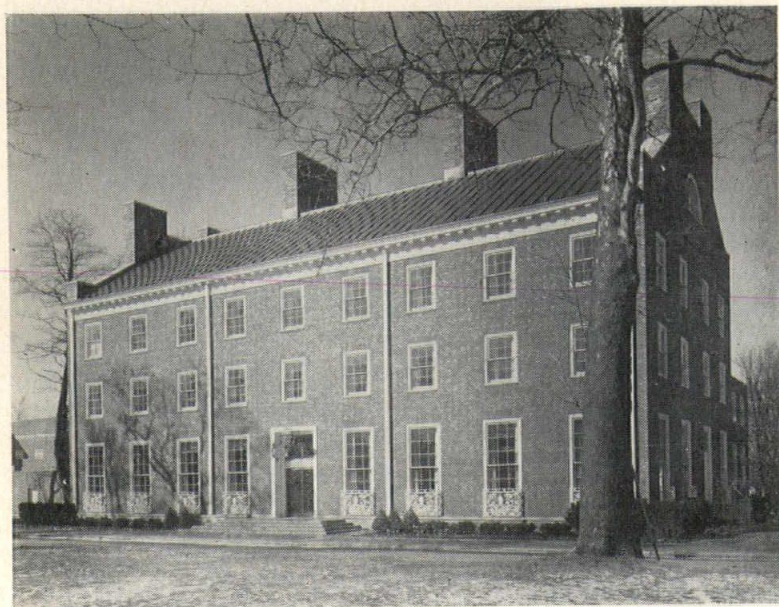
It should be near the center of classrooms and campus housing, accessible to other college functions, and in as quiet a place as possible. It should provide space for future expansion.

2. The present status and future plans of the college should be studied with a view to future library policy. All policy-making groups and individuals, such as the Board of Trustees, President, Deans, and Department Heads, should be questioned regarding any possible changes in the educational plans of the college, such as the establishment of graduate instruction, new fields of study, or new methods of instruction.

It should also be determined whether any college function such as audio-visual facilities is to be placed under library jurisdiction.

3. Although many differing statements have been made about seating capacities in college libraries, it is generally agreed that the college library should seat a minimum of thirty per cent of the student body but that forty per cent is a more desirable figure. In planning for the future, the building committee should obtain from the administration a projection of enrollment for the next ten to twenty years. The amount of floor space needed for readers will depend on the number and types of study facilities and the arrangement of the study areas. It has been estimated that a reader seated at a table or carrel needs twenty-five square feet of floor space and that as much as forty square feet may be needed for informal furniture. In locating reading areas some factors that must be considered are the availability of natural light and the amount of supervision needed.
4. Shelving capacity for books and periodicals will be different in each institution and will depend on local policies and conditions. It is desirable, however, to plan for at least double the present capacity, and more if possible. Factors to be considered are the present and projected annual growth in terms of numbers of volumes added and discarded, whether or not any departmental or divisional libraries are to be consolidated into the new building, and whether bookstacks are to be open or closed. It has been estimated that research libraries grow approximately four per cent per year and double their holdings every sixteen years. Studies have shown that college library collections double every thirteen to twenty-two years. Estimates have been made to allow fifteen to eighteen books per square foot of floor space in the bookstack area or two books per cubic foot. A more accurate measurement is to lay out the bookstacks on a preliminary sketch. Standard double-faced bookstacks section with fourteen shelves will hold 20-24 books per shelf or 280-336 books. In a new library, however, these shelves should be filled only one-half to two-thirds capacity at the start. The aisles between the rows of shelves should be 3-ft. 6-in. wide and main aisles a minimum of 5-ft. wide.
5. The interior space should be laid out as efficiently as possible. The most used and important functions and services should be

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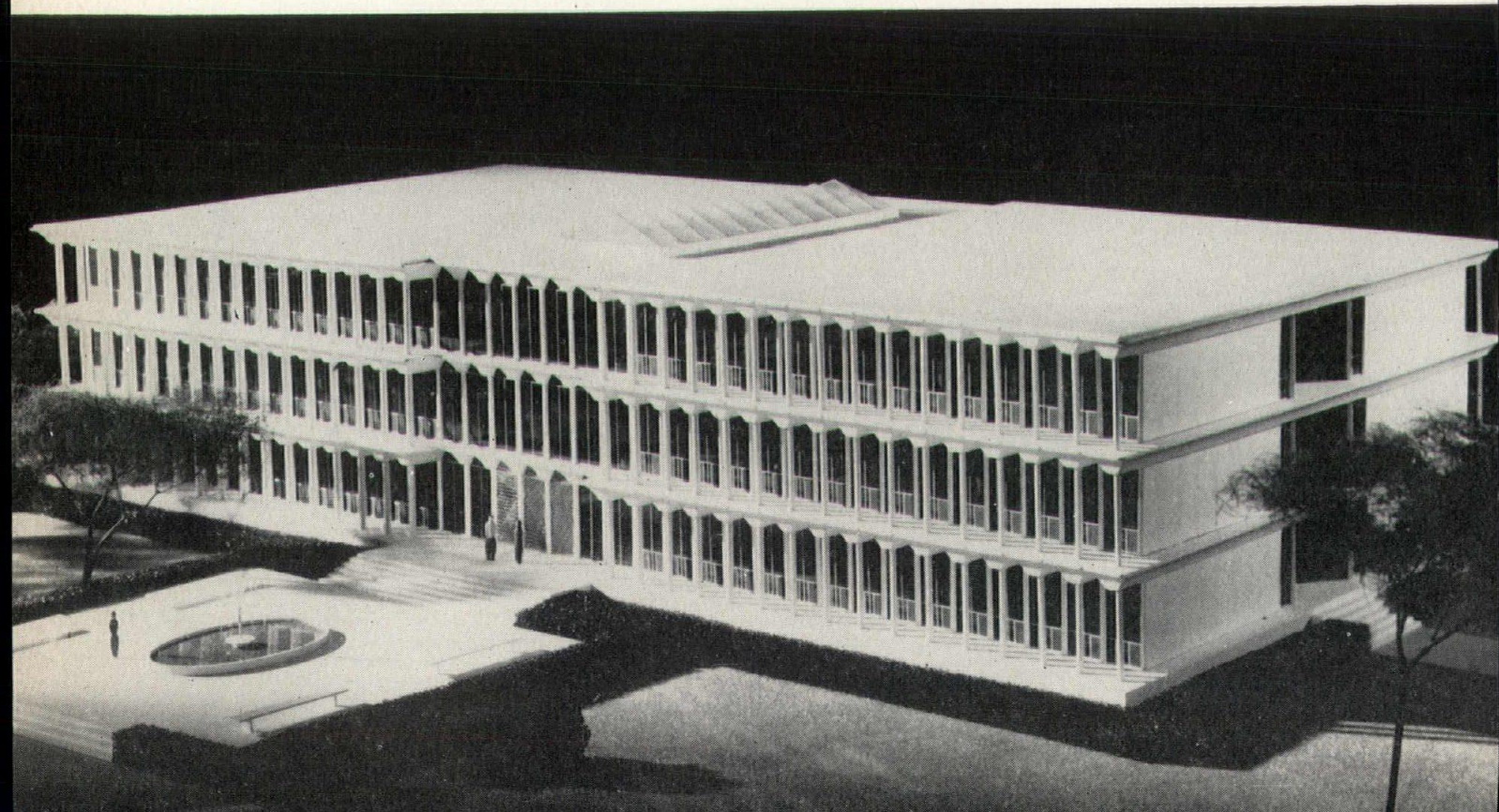


*Lilly Library, Wabash College, Crawfordsville, Indiana
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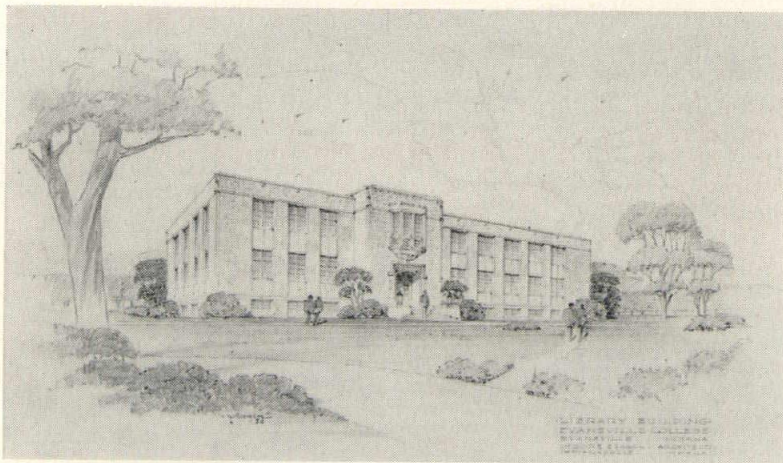
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"The Spirit of the Land Grant College"
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Architect — Minoru Yamasaki, Birmingham, Michigan
Contractor — Carl M. Geupel, Indianapolis, Indiana*





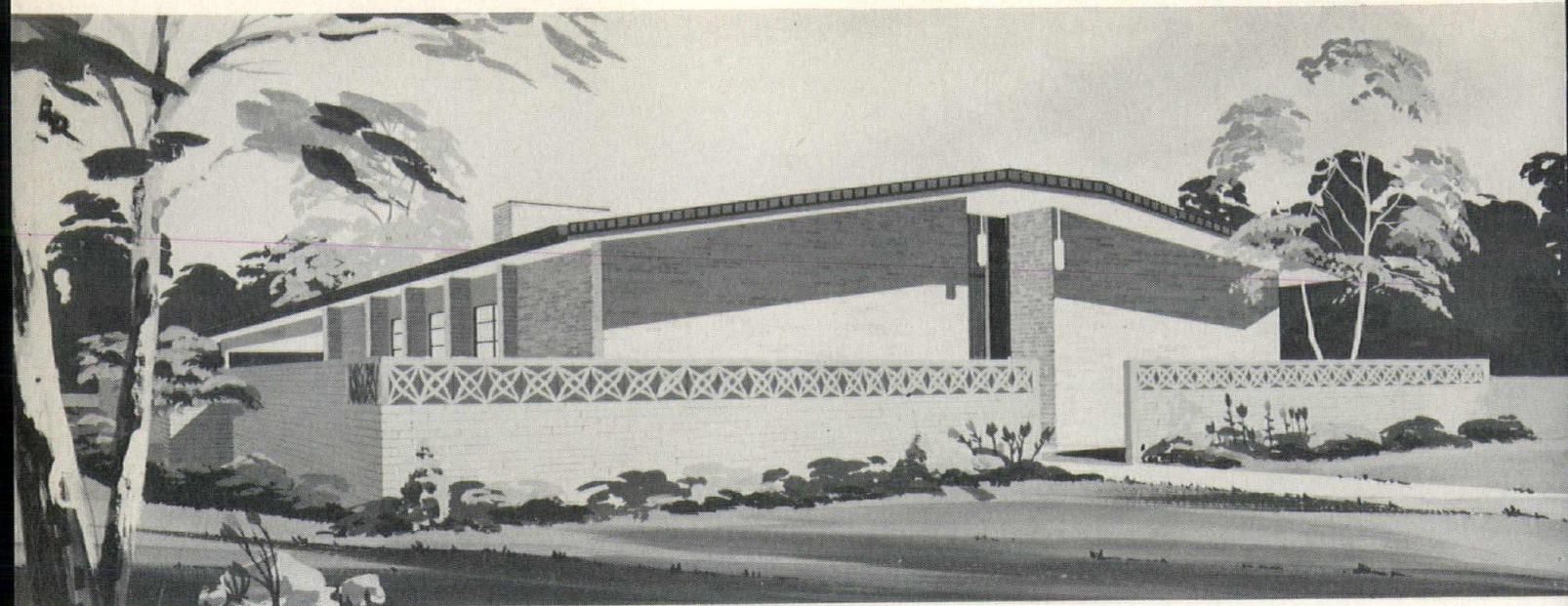
*Lilly Library Building, Indiana University, Bloomington, Indiana
Architect — A. M. Strauss, Fort Wayne, Indiana
Contractor — Huber, Hunt & Nichols, Inc., Indianapolis, Indiana*



*Library Building, Evansville College, Evansville, Indiana
Architect — McGuire & Shook, Compton, Richey
& Associates, Indianapolis, Indiana*

*The Oakland City College, Oakland City, Indiana
Architect — Lester W. Routt & Associates,
Vincennes, Indiana*





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Builder:

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The concrete industries' Horizon Homes program is a national effort for promoting ownership of new homes featuring good design, good materials, and good construction. The first merchandising program of its kind introduced by the industry, Horizon Homes is jointly sponsored by the National Concrete Masonry Association, the National Ready-Mixed Concrete Association, and the Portland Cement Association. Cooperating organizations include the National Association of Home Builders and the American Institute of Architects.

In each community where the Horizon Homes program is underway, there are local participants and sponsors. Architect-builder teams have combined their talents in the presentation to the public of a custom-designed, custom-built home. Local sponsorship by the concrete industry is provided by at least one concrete masonry and one ready-mixed concrete firm cooperating with the Portland Cement district office.

A series of awards have been established for the architect and builder participants who make the greatest contribution



Architect Courtney Robinson and builder Don Shive review plans for the Fort Wayne Horizon Home.



Builder George Knopp and architect Tony Wilson examine conditions for the Muncie Horizon Home presentation.

in creative design and merchandising techniques. The national award-winning architect and builder (and their wives) will receive an all-expense paid vacation anywhere in the world.

Three Horizon Homes have been designed and constructed in Indiana.

FORT WAYNE

The Fort Wayne Horizon Home was designed by Fort Wayne architect Courtney E. Robinson, AIA, of Robinson and Fair, and constructed by Fort Wayne builder Don Shive. Snow white split-face concrete masonry units have been used on the exterior of the total electric, Gold Medallion home, which is surrounded by a decorative concrete masonry wall. An attractive drive area of concrete with sawed joints provides the approach to the home, and doubles as an outdoor recreational area. Exposed aggregate and tooled designs in poured concrete were used by the architect to create unique patios and walks around the home.

The home is located in Maplewood Park Addition on Fort Wayne's north side. Concrete masonry materials were furnished by General Dredging Company of Fort Wayne, and Old Fort Supply Company provided the ready-mixed concrete.

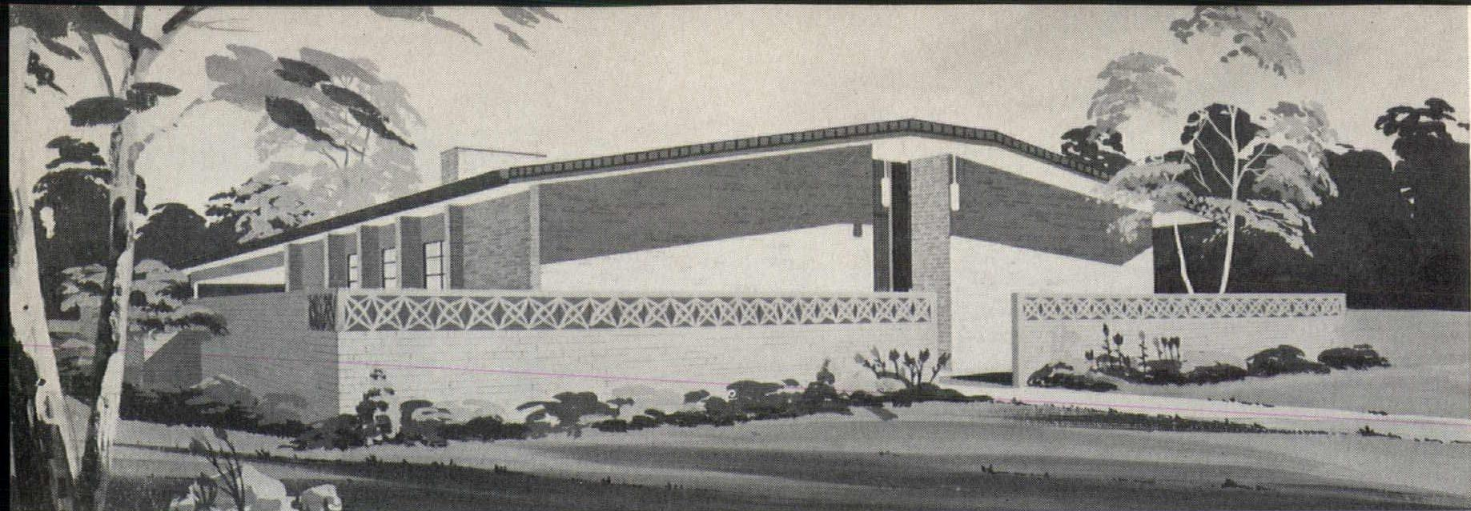
MUNCIE

In Muncie, architect Carlton C. Wilson, AIA, of Wilson and Terwilliger, Richmond and Muncie architects, designed a striking story-and-a-half Horizon Home. Containing a full basement and five bedrooms, the home's construction includes block backup and split-block veneer.

A three-story high shadow block wall soars from the basement to the second floor, and provides a focal point for the home's stairwell. The home is approached via a concrete



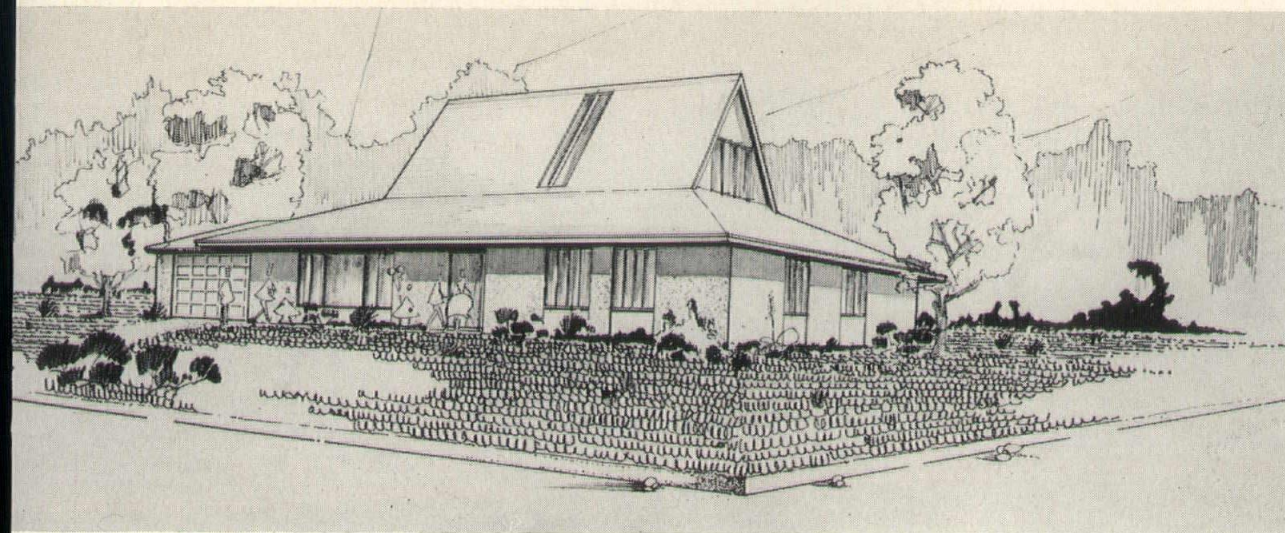
Architect Charles Totten, Jr., and Columbus Horizon Home builder Charles Gelfius discuss construction details.



*Ft. Wayne — Architect, Courtney E. Robinson, A.I.A.
Robinson & Fair
Builder, Don Shive,
Ft. Wayne, Indiana*



*Columbus — Architect, Charles A. Totten, Jr., A.I.A.
Builder, Charles Gelfius,
Columbus, Indiana*



*Muncie — Architect, Tony Wilson, A.I.A.
Wilson & Terwilliger
Richmond & Muncie, Indiana
Builder, George Knopp, Muncie Indiana*

driveway, and its spacious concrete patio area is surrounded by a decorative masonry wall.

Builder George Knopp, of Muncie, constructed this Horizon Home in the Beverly Hills subdivision of Muncie. Local concrete industry sponsors include all ready-mix and concrete masonry suppliers in the city; ready-mixed concrete was supplied by Builders' Concrete and Irving Concrete, and masonry materials were furnished by M. L. Dague and Dura-Crete Products.

COLUMBUS

The Columbus Horizon Home was designed by Columbus architect Charles Totten, Jr., and constructed by builder Charles Gelfius, also of Columbus.

Located in exclusive North Forest Park addition, this tri-level Horizon Home is finished in white concrete brick. The outdoor living area, located at the rear of the home, contains two cast-in-place patios on separate elevations, a shuffleboard court and a barbecue area. A concrete drive and exposed aggregate walks furnish access to the home.

A balcony from the upstairs center hall overlooks the two-story high family room and a lower balcony opens into this area from the kitchen. Terrazo floors were used in the family room area.

One unique feature of this home is the inclusion of a concrete masonry family fallout shelter in the basement area of the home. The shelter was constructed in accordance with civil defense recommendations.

Cooperating sponsors of this Horizon Home included N. C. Devening & Son, masonry supplier, and Burnside Central Mix Concrete Company, ready-mix producer, both of Columbus.



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The following is a check-list which considers some of the basic essentials needed for an effective audiovisual program.

Yes No

A. Classrooms

1. Each classroom can be adequately darkened for projection purposes.

(a) For opaque projection — total darkness. — —

(b) For films, filmstrips, and slides—the student forms a dim silhouette. — —

(c) For overhead projection and educational television—the student is easily recognized. — —

2. The natural light can be controlled in each classroom for ordinary use. — —

3. Audiovisual shades, drapes or full closure blinds are used. — —

4. Provisions are made for adequate electrical power in each classroom.

(a) Double outlets are found on each side of the room. — —

(b) Each double outlet is fused for 20 amperes. — —

(Continued on page 23)

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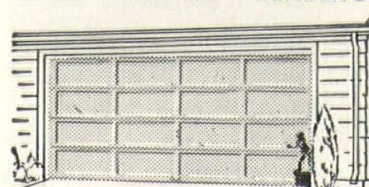
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- (c) A light switch is found in the front and back of each room. — —
5. A speaker jack is located in the front and back of the room. — —
6. Television jacks are provided for reception of broadcast television and for transmission and reception of closed-circuit television. — —
7. Each classroom is equipped with a minimum sized 60" x 60" screen. The screen is so placed that each person can have an unobstructed view of the screen. — —
8. Each room is acoustically treated for best sound reproduction and sound separation from other areas. — —
9. Adequate display cases for three dimensional materials are provided. — —
10. A minimum of 16 lineal feet of tackboard is installed in each classroom. Adequate chalkboard, depending on the function of the room, is provided. — —
11. Either permanent or portable storage facilities are provided for a variety of instructional materials. — —
- B. Auditorium or Area for Large Group Instruction.
1. The requirements for the regular classroom are met. — —
- In Addition:
2. A projection booth or a projection island is provided. — —
3. A system of intercommunication between the stage and projection booth and/or island is provided. — —
4. Adequate provisions for voice amplification are made. — —
- C. Audiovisual Headquarters
1. Provisions are made to house the audio-

visual program.

- (a) Central location. — —
- (b) Near to or combined with the library. — —
- (c) Total area equal to regular classroom. — —
- (d) Adequate storage space for equipment and materials. — —
- (e) Space for repair and maintenance of equipment and materials. — —
- (f) A combination area which may be used for previewing and/or recording. — —
- (g) Facilities for local production of visual materials. — —
- (1) Adequate counter space. — —
- (2) Adequate storage for flat materials. — —
- (3) A sink with hot and cold running water. — —
- (4) Dark room of at least 6 ft. x 8 ft. — —
- (5) Several tables for work areas. — —
- (h) Adequate electrical power is provided to carry on the functions of the audiovisual center. — —
- (i) The audiovisual center is either windowless or is provided with adequate light control facilities. — —
2. If broadcast educational television is used, a room to house the distribution equipment is provided. This may be associated with the central sound system. — —

D. Library

1. The library meets the same standards of light control, electrical power, and acoustical treatment as the regular classroom. — —
2. Listening and viewing tables or booths for use by individual students or small groups are provided. — —
3. All audiovisual materials are shown in the card catalog. — —

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Masonry Short Course

The Indianapolis Chapter, Construction Specifications Institute, will present a Masonry Short Course each Thursday evening in October. The sessions will be held at the Purdue University Center, 38th Street and Coliseum Avenue, Indianapolis, and will start each evening at 6:00 P.M., and end promptly at 7:15 P.M.

The Short Course is presented with the cooperation of the Unit Masonry Association; Region V, Structural Clay Products Institute; and the Portland Cement Association. Architects, engineers, local general and masonry contractors, and all CSI members are being invited to attend. There is no admission charge, but attendance will be by advance reservation only.

Lecturers for the course will include Colin Munro, Regional Director, SCPI; Carl Roth, Regional Engineer, SCPI; G. L. Stepanek, Regional Motar Specialist, PCA; and Robert McKean, Concrete Masonry Engineer, PCA. Charles Weaver, UMA Executive Secretary, is general chairman.

The curriculum is as follows:

October 5th

Concrete Masonry:

- A. "The Concrete Masonry Story"
- B. Description of lightweight aggregates used in concrete block
- C. ASTM Specifications for Concrete Block
- D. Physical Properties of Concrete Block

- E. Relative stability of various wall patterns
- F. Patterns and examples
- G. Questions and answers

October 12th

Brick and Tile:

- A. Manufacture of brick and tile
- B. ASTM Specifications for brick and tile
- C. Physical properties of brick and tile
- D. "Man and Masonry"
- E. Questions and answers

October 19th

Masonry Construction:

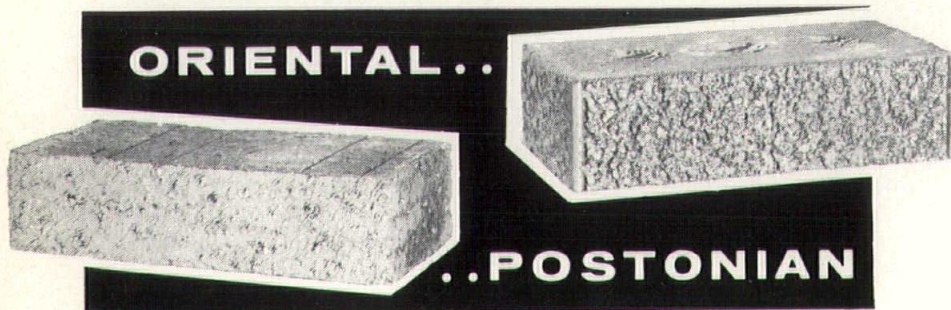
- A. Flexible Anchorage
- B. Control Joints
- C. Mortar
- D. Cold weather construction
- E. Watertight construction practices
- F. Questions and answers

October 26th

Plain and Reinforced Masonry Design:

- A. Review of American Standard Building Code Requirements for Masonry
- B. Review of Building Code Requirements for Reinforced Masonry
- C. Cavity Wall Construction
- D. Questions and answers

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College Library

(from page 13) located in the most accessible place in the building and near the main entrance. These include the card catalog, circulation desk, most used books, and staff offices. If there is presently a small library staff and this situation seems likely to continue, the public service areas should be closely grouped or combined. A minimum of 100 square feet of floor space should be provided for each present and possible future staff member. Space should be provided for all facilities that will be needed, such as areas or rooms for reserve books, periodicals, or reference books, conference rooms, seminars, bowing rooms, photoduplication and audio-visual facilities, staff lounge, exhibit space, shipping room, auditorium, archives and rare book room, and storage for uncataloged books. Some areas, like the auditorium or reserve book room, may necessitate separate entrances. All areas with related functions should be planned for maximum efficiency and location. For example, the technical services (cataloging, periodicals checking, and book ordering), shipping room, and storage for uncataloged books should be in the same general area; the same is true for the reference department, circulation desk, and card catalog.

6. Several other things for which decisions will need to be made are amounts and types of furniture and equipment, cooling systems (whether the building is to be air-cooled or air-conditioned), the type of lighting, the exterior design, building materials and floor coverings, and the location of service facilities, such as machine rooms, janitor's quarters and supply closets, and rest rooms.

The architect should be selected before the writing of the program is completed and, in many cases, he should attend the meetings of the building committee to get the benefit of its thinking. If the librarian is not adequately

prepared to handle all of the details of a new building, a library consultant should be retained. It is the architect's job to translate the program into the preliminary plans for the building by the use of preliminary sketches which will show a tentative layout of the building in floor plans and elevation. There should be full and free discussion between, the architect, librarian, and building committee with regard to details. At every stage of planning suggestions should be sought from various campus personnel, such as the superintendent of buildings, faculty, students, and library staff members. This may necessitate several sets of preliminary sketches. It is essential that there be complete understanding between the architect and the college before the final plan is adopted, but the final decisions should be those of the college.

After the building has been started, more careful thought should be given to furnishings and equipment. It is often desirable to secure the services of an interior decorator to help with this. Some library equipment manufacturers will supply information on a non-cost basis and their advice can be extremely helpful.

Because of constantly changing conditions, it is difficult to state that a new college library should be planned for a given number of years. However, the expense involved dictates that the building will be used for many decades and provision should be made for future expansion and adaptation. With the ever-increasing functions of libraries, it is essential that the space be planned for maximum maneuverability and use. This can be accomplished by the use of the modular plan which, as indicated above, requires a minimum of interior bearing walls. One of the most important factors is that all people concerned with the building—architect, librarian, faculty, students, building, administration, and board of trustees—agree on what is to be accomplished and have the opportunity to voice their opinions. It is only in this way that a good final product will be obtained.



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The Elementary School Library

The library should be the prettiest, friendliest room in the elementary school because it is, or should be, the very heart of the school.

Some school board members, some educators, and perhaps some architects, feel that the elementary school library must justify its existence, that it is a luxury rather than a necessity. A library in any school is no more a luxury than a blueprint is in your profession. If a child does not learn to like to read and to want to read in the elementary school, it is not likely that he will suddenly do so in high school. The fact should be all the "justification" we need for the elementary school library.

The library program in the elementary school is designed to meet the needs of the pupil and the teacher, the curriculum and the community. The library should be a friendly place because it serves the boys and girls in a very personal way. It tries to help all of them improve their skills in reading, broaden and enrich their learning experiences, develop wholesome reading tastes and acquire a love for books that will last throughout their lives. It is only through extensive reading that children learn to form their own judgments about books and develop standards of taste and appreciation. Probably at no other time are children so curious about a number of things as they are during the elementary school years. The school library must have a very wide range of materials on all grade levels to satisfy these inquiring minds and to stimulate them to further curiosity and interest.

The elementary school library is the place where fact and fancy meet—Florence Nightingale and Sleeping Beauty are side by side and Abraham Lincoln and Jack the Giant Killer are not far away. Dinosaurs may be lurking in the corners or pirates from the seven seas. Here is truly a place where the architect can use imagination and originality in his planning.

The elementary library must be flexible—we may want to show a film to a group of children, or demonstrate the making of a kite, or play some records. And don't forget the story hour. Wouldn't it be wonderful around a fireplace, or in a special corner designed just for that?

We hope you will use lots of color in our elementary school libraries. Reading is such fun and so exciting that the library should be a gay place. It should be so attractive that the children will want to come back again and again. It should reflect the excitement, adventure and wonder to be found in books.

A children's library needs furniture scaled to children's sizes and needs. The shelving should be low, with some special bin-type shelving for picture books. Tables of various shapes and at least three different sizes of tables and chairs would be attractive and useful. At least one sloped table would be appreciated by the little children for

By MRS. PAULINE HOUCK,
Librarian, McClelland Elementary
School, Wayne Township
Schools, Marion County

their big picture books which are sometimes awkward to handle.

Like the high school library, the elementary school library today is a materials center, so there must be room for picture files, record cabinets, projectors, etc. Many elementary libraries also house the supplementary readers used by the various grades, and space must be provided for these as well as the collection of professional books and materials used by the teachers.

We cannot plan too carefully for our elementary school libraries; they will provide the readers for our high school and college libraries. Let's make them so attractive and friendly that all children will want to read.

The Library Today

(Continued from Page 9)

Trump, J. Lloyd. "Images of the Future for School Libraries," ALA Bulletin, February, 1961.

No effort has been made in these paragraphs to suggest school library design for the future. Yet, without question, library design in the next few years will be quite different from what it has been in the past and is now in most cases. Dr. J. Lloyd Trump has described briefly the facilities for the library program he deems necessary in the school for the future.

"Several different kinds of spaces will be used for independent study. The largest will be the library reading room, furnished with enough tables and chairs to seat 60 students. Adjacent to the library will be a listening room and also a viewing room, each to seat 40 persons, and 10 conference rooms, each big enough for five persons. Also in or near the library will be five soundproof booths for study with electronic devices and a 1200-square-foot room for automatic instructing devices (teaching machines).

A total of 300 study cubicles, each with 24 square feet of space, will be constructed near the library. These cubicles will be simple in design, separated by five-foot partitions on three sides and containing a two-by-four-foot flat desk top with four storage drawers under it. A school will need one of these cubicles for each four students enrolled. This does not mean that all students will use the cubicles or that each student will use them one-fourth of the time."

Different? Yes. But the library which Dr. Trump describes is a part of a school which is also quite different from the traditional school we know. Schools must change in this age, and as they do change, new design in school libraries will be needed to reflect these changes. Dr. Trump's description of the library of the future is an indication of the direction these changes are likely to take.

* Trump, J. Lloyd and Dorsey Baynham. *Guide to Better Schools*. Chicago: Rand McNally, 1960.



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WHOLESALEERS OF FINE FURNITURE 27

The New Look In Public Libraries

By **ROGER B. FRANCIS**,
Director, South Bend Public
Library

Man into space and travel at super-sonic speeds, missiles and satellites and other fantastic developments in astronautics are dramatic evidence of some of the amazing changes which have taken place in one area of our modern world.

We cannot boast of any such spectacular evolution in public libraries. However, when compared with Carnegie-financed structures of five or six decades earlier, new public library buildings of the mid-century show that significant changes have taken place in their design, planning and use.

"Time was when the public library in nearly every community was thought of as an imposing piece of civic architecture within which genteel ladies permitted the properly qualified elite to borrow books . . . its responsibility was to act as a passive symbol of the cultural life of the community . . . Times have changed, however; today's library is no longer merely a quiet retreat for sedentary reading and study. Today's library is a beehive of activity, a busy market place of ideas." Thus wrote the late director of the Enoch Pratt Free Library in Baltimore in 1958 for the first observance of National Library Week.*

These are fundamental changes which an architect involved in building a new public library should understand. Unless he has been a frequent and wide library user or as a visitor has seen some of the many new library buildings which have been constructed in the past fifteen years, he may have an out-of-date mental picture of what he will be working on. Public libraries built in recent years have slight resemblance to those domed mausoleums built forty or fifty years ago, with their imposing steps, ponderous walls and decorative columns which were typical of Carnegie libraries and made them easily recognizable.

On the contrary, the exterior of modern public libraries generally have simple lines and are at grade level, as near

the sidewalk as possible with no landscaped set-back and no monumental steps to climb. From the sidewalk there is an unobstructed view inside the building so a passer-by can see books and magazines displayed, colorful and comfortable furniture and many people making use of library materials. All of this is carefully planned with the prime purpose of tempting people to come inside and to counteract the forbidding and awe-inspiring atmosphere which characterized older library buildings.

The present-day librarian also shows this change in spirit. He is less concerned with enforcing dignified silence within the building for the benefit of a privileged few than he is with making his library an inviting, alive, comfortable and useful place. Often librarians liken their buildings to a department store or a super-market; libraries have a wide variety of services and materials to offer, as will be made clear in following paragraphs; libraries are designed to operate like a retail establishment with easy accessibility to all its wares; there are as few interior walls as possible to permit flexibility in the utilization of space as needs demand. The chief difference is that libraries have information and ideas to disseminate with no on-the-spot charge for service.

With these basic ideas in mind the architect should plan to design and detail the construction of a building which is to be used by many people, a building which will contain much more than just books and tables and chairs to accommodate scholarly readers, a building which will be alive with activity and whose function will be much more than just a museum for the storage of books.

Some of the other materials which many modern libraries contain are microfilm files of books, newspapers and magazines; phonograph records, motion picture films, film strips, tape recordings and circulating reproductions of paintings. These items will not

(to Page 30)

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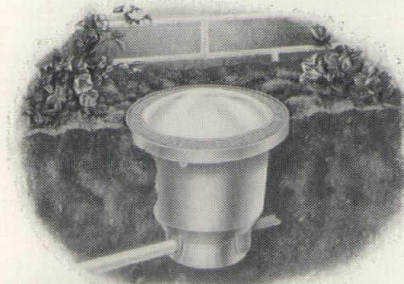
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The New Look

(from Page 28) be of major concern for the architect in his work but they are mentioned to show how much libraries have broadened their service.

Other special facilities, however, may be desired in whole or in part by the librarian which will involve the architect. These might be an auditorium and meeting rooms for library programs or meetings of community organizations, smoking area, typing room, record listening facilities, public telephone and coin-operated checking lockers, staff quarters and staff work areas, display or exhibit arrangements, elevators, book lifts, interior communication system and air conditioning.

The architect should plan construction details with the idea always in mind that the library's function is to serve a wide variety of people. They will be of both sexes and of all ages: mothers with pre-school children, hard-working business and professional men, information-seeking students from elementary through college years, feeble or infirm retired citizens. All will come to use the veritable treasure of facts, information, inspiration and ideas contained within the library.

The librarian with whom the architect will form a team to realize the new building should, of course, prepare a building program statement which will reflect the underlying philosophy of a modern library and detail the specific facilities, functions and services the new building should provide. Professionally trained librarians have a knowledge of the literature of library building planning and know from experience how libraries operate.

For the librarian, the organization and management of a modern library is a business operation which is financed by the expenditure of public tax funds. Therefore the building should be designed and planned to achieve functional efficiency in the use of staff and equipment just as a business establishment would be planned with attention to the flow of work or the traffic pattern of the movement of ma-

terial, employees and customers. Together the librarian and architect should visit some new buildings to see for themselves how well others have accomplished the purpose of a program statement. On these visits they may undoubtedly be told or see for themselves some mistakes to be avoided.

Reading the references listed at the end of this article will be helpful to any architect who is looking forward to his first public library project. There are only a few selected readings suggested but the literature of library buildings is plentiful and should not be overlooked.

From visits to other public libraries, reading books and articles on library buildings and services and from mutual exchange of ideas in conferences during the planning of construction, design and specifications, the architect and librarian can each carry out his distinctive role. The experience can be personally satisfying and worthwhile for both in having erected a vital, enriching community service.

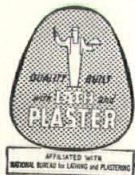
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LIBRARY REQUIREMENTS

These requirements are for library quarters for the school which desires a dynamic library program.

Furniture and equipment requirements and specifications are included here because many architects now include these in their plans.

READING ROOM

AREA

30-35 square feet per reader to seat 10-15% of the student body or a minimum of 50 pupils
Wider than a classroom—should be about 35-40 ft. wide

LIGHTING

50 foot candles at desk level

FURNITURE and EQUIPMENT

(see also capacity estimates and furniture specifications)

Tables—to seat 10-15% of enrollment
should be various shapes and sizes

Chairs—to seat 10-15% of enrollment

Listening Table—(some schools may prefer a listening room or listening booths; also listening table may be located in conference room)

Carrels

Circulation Desk—modest size

Card Catalog Case and Stand—to house cards for minimum collection of 6,000 volumes or 10 books per child

Filing Cabinets—legal size—at least two; add more on librarian's recommendation

Book Truck—at least one

Atlas Stand—at least one in junior and senior high schools

Newspaper Rack—to display at least six newspapers

Dictionary Stand and/or Revolving Dictionary Holders—at least one, additional holders for large schools

Bulletin Boards—at least one 3' high and 6' wide (16 linear feet)

Table for Readers Guide to Periodical Literature and other bibliographic tools

Informal Furniture for Browsing Area

Outside Display Case—opening in corridor

Filmstrip Cabinet—to house one or two filmstrips per student

Phonograph Record Storage Cabinet—to house at least one or two recordings per child

Cabinet for Slides

Book Shelving—to shelve 6,000 volumes or 10 books per child, whichever is the greater number

Magazine Shelving to Shelve—

Elementary Schol—50 magazines

Junior High Schol—75 magazines

Senior High School—120 magazines

Sloping Top Table—one each elementary school library

Picture Book Shelving—(bin type)—to shelve approximately one-fourth collection in elementary school library

Electrical Outlets—at least one on each wall

OFFICE

A separate office is necessary only if there is to be more than one person on the library staff.

AREA

150 square feet minimum

Adjacent to and separated from the reading room by half-glass partition

Door opening into reading room

LIGHTING

50 foot candles at desk level

FURNITURE and EQUIPMENT

Desks—one for each professional librarian and paid clerk on the staff

Chairs—one for each staff member—at least two for visitors

Telephone and Intercommunication Speaker

Vertical File—legal size—at least one

Book Truck

Shelving—10 inches deep, 7 feet high—cover all available wall space

Electrical Outlets—at least one per desk

A place for staff to put coats and hats

LIBRARY WORKROOM

AREA

Minimum of 200 square feet

Adjacent to and separated from reading room by half-glass partitions

Doors opening into reading room and corridor

LIGHTING

50 foot candles at desk level

FURNITURE and EQUIPMENT

Sink with Hot and Cold Water

Storage and work cabinets with vinyl or formica top with open shelves above work table

Shelving—10 inches deep—to cover all available wall space

Map Cases

Electrical Outlet—at least one over cabinets—fused—20 amps

Card Catalog Cabinet to House Shelf List—number of drawers depends on size of book collection

Book Truck

Step Stool

Counter Height Stool

Paper Towel Dispenser

STORAGE AREA

AREA

100 square feet minimum. Size will be determined by kinds and quantities of materials to be stored

LIBRARY CLASSROOM

AREA

Classroom size

Door opening into hall and into reading room

LIGHTING

Same as for other classrooms

FURNITURE and EQUIPMENT

Individual tables and chairs for 35 students

Teacher's desk and chair

Movable—hinged chalkboard—2 sections

Bulletin Board—to total 16 linear feet

Display space for large maps and charts

One Book Truck

Shelving, Adjustable—7 shelves high, 10 inches deep

Electrical Outlets for audiovisual equipment—2 circuits, 20 amp each

Blinds or drapes to provide light control for use of audiovisual materials

Screen

(Continued on Page 32)

Library Requirements

(Continued from Page 31)

CONFERENCE ROOM

At least one conference room is needed in every school library. Larger schools will need two or more conference rooms.

AREA

120 square feet minimum

Adjacent to reading room and separated by half-glass partition

Door opening into reading room

LIGHTING

50 foot candles at desk level

FURNITURE AND EQUIPMENT

Table

Chairs—at least six

Shelving, 8 inches deep—at least one section

Electrical Outlets—on one wall

DESIRABLE

Chalk board

Small bulletin board

FACULTY READING ROOM

AREA

120 square feet minimum

Door opening into reading room

LIGHTING

50 foot candles at desk level

FURNITURE and EQUIPMENT

Shelving—

Book—8 inches deep—to cover available wall space

Magazine, Sloping—at least two 3-foot sections

Easy Chairs

Table and Chairs

Floor and/or Table Lamps

Electrical Outlets—one on each wall

DESIRABLE

Adjacent to faculty lounge or faculty workroom but a part of library suite

AUDIOVISUAL AREA

AREA

At least size of classroom

Door opening into outside corridor; door opening into library suite

1. General Office.

A general area for distribution of equipment and

materials, a general reception area, a resource library area and general administration should be provided. It is recommended that this space be a minimum of 400 square feet.

2. Equipment Storage.

A minimum of 80 square feet should be provided. In schools of 500 or more students this space should be enlarged to a minimum of 300 square feet.

3. Preview and Conferences.

A space of not less than 100 square feet should be provided for the previewing of both projected and audio teaching materials. This room can also be used by smaller group conferences involving the audiovisual coordinator and teachers and/or students.

4. Production. (Teachers' workroom)

A minimum space of 400 square feet should be provided so that teachers can carry on a variety of production activities. Within this area a dark-room, not smaller than 6 feet by 8 feet, should be supplied.

5. In those schools where radio and television production activities are carried on the following minimum space requirements should be provided:

| | |
|--------------------------------|-----------------|
| Television studio | 600 square feet |
| Television control | 70 square feet |
| Property storage | 400 square feet |
| Planning and Conferences | 150 square feet |
| Radio studio | 400 square feet |
| Radio control | 70 square feet |

FURNITURE and EQUIPMENT

Office furnishings same as for library office

In addition a storage cabinet for supplies

Storage space adequate to house these different kinds of audiovisual equipment

| | |
|---|------------------------|
| 16mm motion picture projector .. | 1/300 students |
| Combination 2 x 2, filmstrip projector .. | 1/200 students |
| Opaque projector | 1/building |
| Overhead projector (7 x 7 or larger) | 1/building |
| 3 1/4 x 4 projector | 1/building |
| Projection stands; a variety of heights, 1/pce. of equip. | |
| Screens (not less than 60 x 60) | 1/classroom |
| 72 x 72 portable | 1/building |
| Record players—3 speed | 1/classroom-elementary |
| | 1/300 students-H.S. |
| Tape recorder—2 speed | 1/300 students |

(Continued on Page 34)

32



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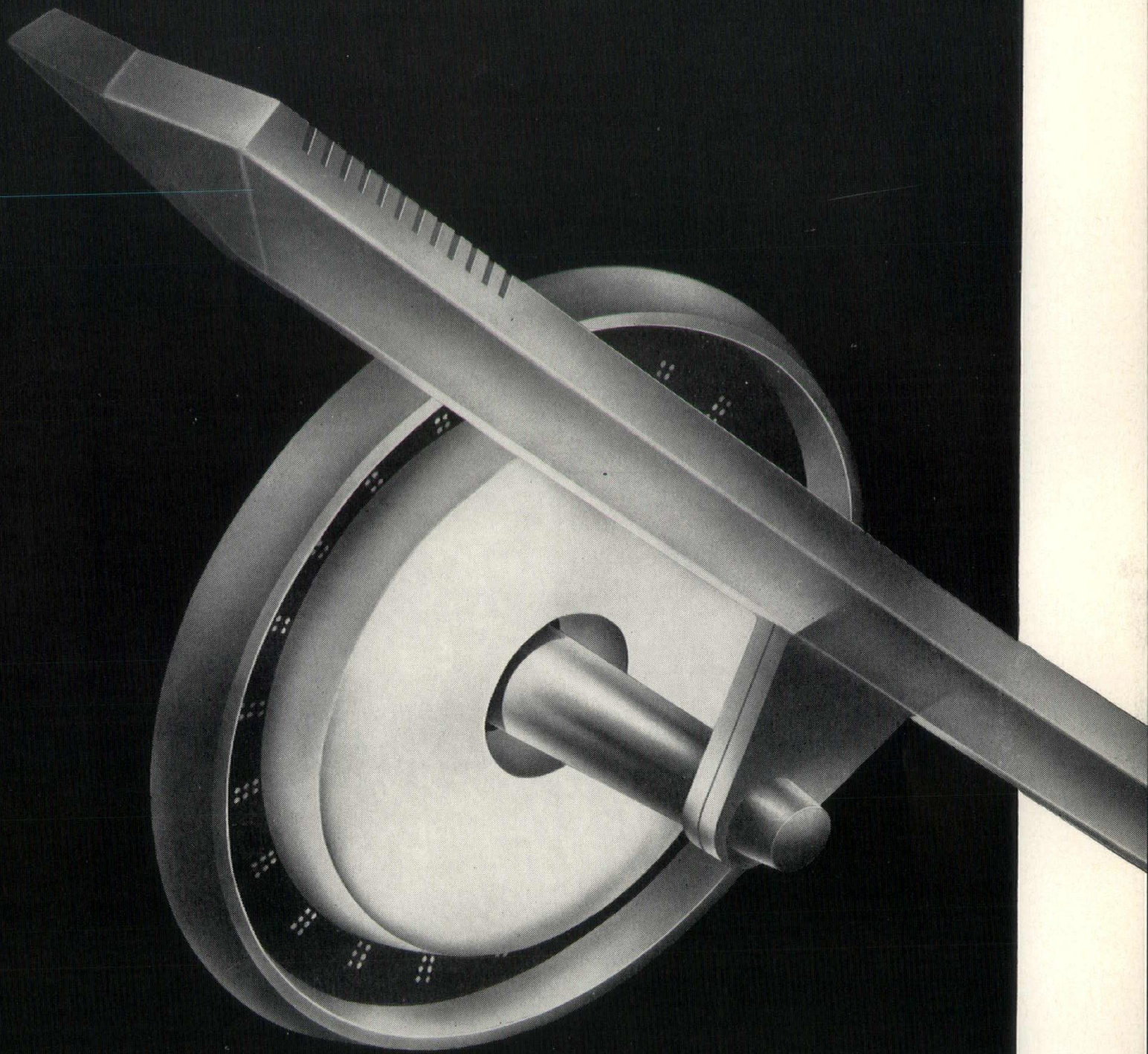
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PARKING

Library Requirements

(Continued from Page 32)

| | |
|---|------------------------------|
| Radio—AM—FM | 1/2 classroom-elementary |
| | 1/300 H.S. |
| | through central sound system |
| Central sound system | 1/building |
| Dry mount press | 1/building |
| Rewinds & splicer | 1/building |
| Lettering equipment such as Wrico, LeRoy, Letterguide | 1 set/building |
| Duplicator | 1/building |

DESIRABLE ADDITIONS

| | |
|--|-------------------------------|
| Automatic 2 x 2 projector with remote control | 1/building |
| Sound filmstrip projector | 1/building |
| Language laboratory | 1/building |
| Public address system, portable, with 2 speakers, and 1 microphone | 1/building |
| 21" Television set | 1/25 students |
| TV distribution system | 1/bldg. when there are 5 sets |
| Microprojector | 1/building |
| 35mm camera | 1/building |
| 4 x 5 camera | 1/building |

FURNITURE SPECIFICATIONS

SHELVING

| | |
|--|---------------------|
| Length of shelves between uprights | 3 feet |
| Depth of shelves: | |
| Standard | 8 inches |
| For reference books | 10-12 inches |
| For oversized and picture books | 10-12 inches |
| Slanting for current magazines | 16 inches |
| For back issues of magazines | 12-15 inches |
| For phonograph records | 16 inches |
| Thickness of shelves and uprights | 7/8 or 13/16 inches |
| Base | 4-6 inches |
| Cornice | 2 inches |
| Over-all height for: | |
| Elementary school | 5-6 feet |
| Junior High School | 6 feet |
| Senior High School | 7 feet |
| Space in the clear between shelves | |
| For books | 10 inches |
| For phonograph record | 14 inches |
| For oversized and picture books | 14-16 inches |
| This is an average. Adjustable feature takes care of variations. | |

TABLES AND CHAIRS

Rectangular tables 3 feet x 5 feet to seat 4-6 pupils
Round tables 4 feet diameter

Tables heights:

| | |
|--------------------------|-------------------|
| Elementary School | 23, 25, 27 inches |
| Junior High School | 28 & 30 inches |
| Senior High School | 30 inches |

Chair heights:

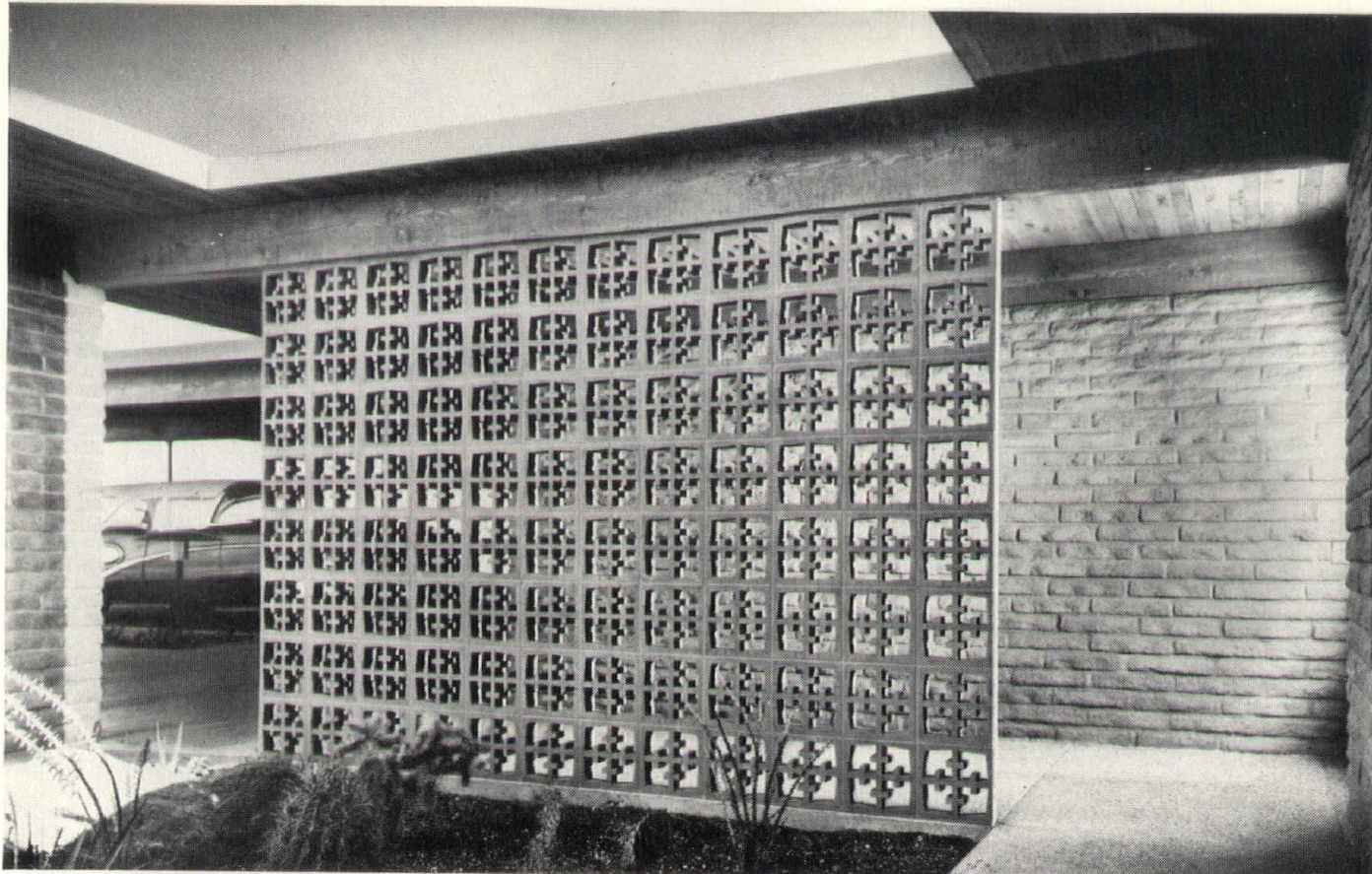
| | |
|------------------------------------|-------------------|
| Elementary School | 13, 15, 16 inches |
| Junior & Senior High Schools | 17 inches |

Minimum aisle space between tables & shelves 3½ ft.

Aisle space between tables with chairs back to back

CAPACITY ESTIMATES

| | |
|--------------------------------------|----|
| Number of books per shelf-foot | |
| Average | 8 |
| Primary books average | 12 |
| Reference books average | 6 |
| Card Catalog—1 drawer each 200 books | |
| Shelf list—1 drawer each 1000 books | |



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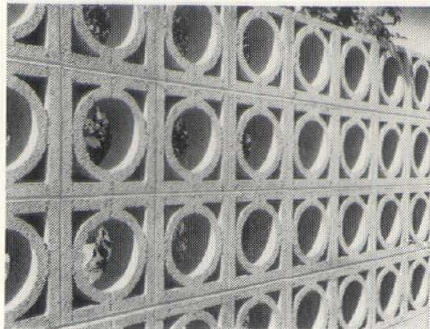
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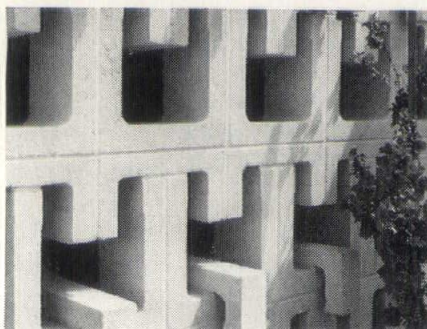
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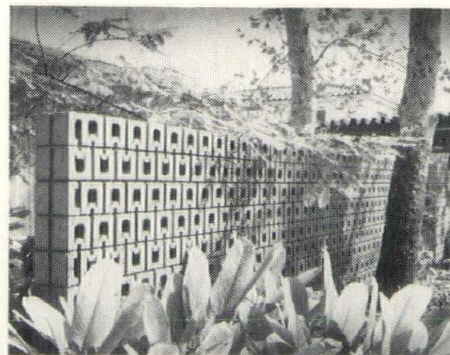
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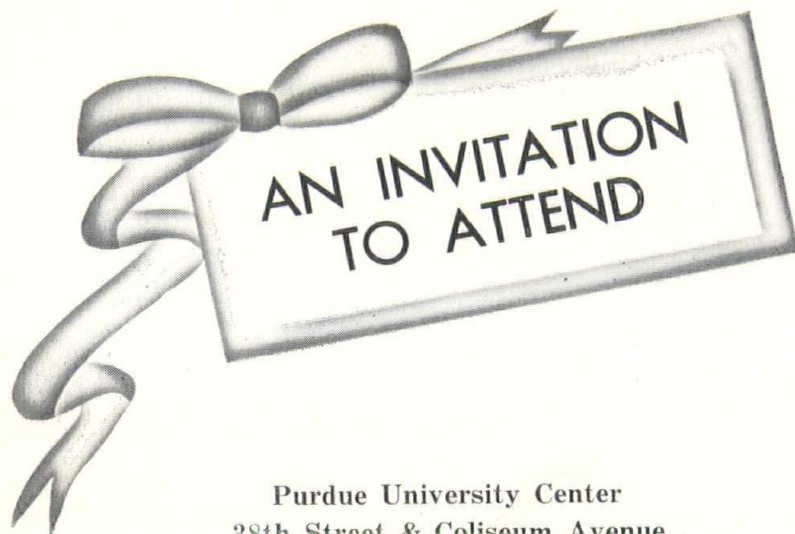
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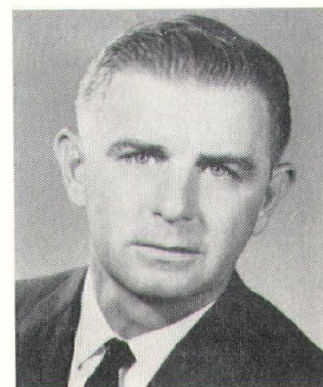
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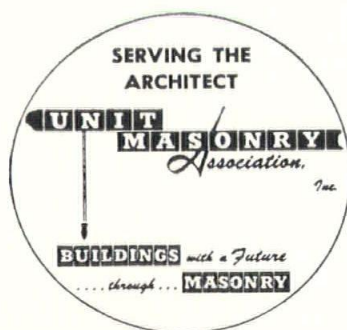
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