Concepts Affecting the Overall Design Strategy
Small Library in a System
THE SMALL PUBLIC LIBRARY IN A SYSTEM

Issues:
Formation of library systems will help change the scope and field of operations for small member libraries in:

- cost
- material availability
- reader services (non-reader services)
- staff requirements
- space requirements

Discussion:
In the past couple decades many states have worked to organize public libraries into networks with cooperative services, centralized ordering, processing, distribution of materials, film collections, traveling exhibits, art print and recording collections, and union catalogs. Further, member libraries have cooperated to provide expanded services for all residents of geographical areas not cohesive enough to have a central library by use of bookmobiles, telephone and mail service. In some states these systems are also starting to draw in school, academic and special libraries, thus expanding the use any citizen can make of library collections and services.

This formal coordination has vastly improved the informal cooperation which usually existed among member libraries previously. Because of volume ordering all libraries save on material costs and processing costs. Further cost savings are realized by cooperative purchasing and sharing of expensive reference works, audio-visual materials and equipment, and special collections. Computer time and costs can also be shared as needed.

Collection of the "coping" information needed by patrons - about which more will be said later - can more easily be accomplished and organized by libraries cooperating and sharing sources.

To patrons of small public libraries, belonging to a system offers numerous services, materials and programs their own library could not afford.
Building Implications:

- Rotating collections of new materials will require prominent display and shelving space.

- Use of rotating collections will reduce the amount of growth space ordinarily projected.

- Flexible, temporary storage must be provided for films, recordings, toys, art prints, etc. in house at any given time.

- System libraries will hopefully have some form of union catalog so that each library will know what all the others have.

- Ordering and processing centrally will save money, staff time and space. Workrooms and in-process storage can be reduced.

- Libraries may cooperatively build subject specialties, that is, each small library will work toward an excellent grouping of materials in one subject only, with basic collections in other subjects. This collection should be housed and indicated in a special and prominent way.

- Bookmobiles require sheltered loading and unloading space and interior storage space for preparation.
Location
LOCATION

Issues:
Distance for the majority of the population served to travel to the library.
Size of site to accommodate parking, expansion, bookmobile parking, materials loading, etc.
Location of other people attractors such as shops, schools, parks, entertainment, etc.
Location of public transportation routes and stops.
Primary movement patterns, especially auto and pedestrian.
Parking availability in the area.
Utilities availability.
Quality of the surrounding natural and built environment.

Discussion:
Which of these factors are most important to the people the library serves? Many surveys have been done which attempt to discover the effect location has on actual use of library facilities. The Gallup poll conducted in 16 states, including Wisconsin, in 1976 found that 57% of library users live within 2.5 miles of their local public library. Of public library users 70% never use another library, which means that most users never travel more than 2.5 miles to get to the library.

Among those who don't use public libraries the reason "too far away" ranked third as a major reason for not using the library. However, of these non-users only 18% thought they would use the library more if it were closer. This ties in with a Pennsylvania study (Monat 1967) which found that distance to the library was not a large factor in determining use. Once people get in the car to come, an extra mile or two seemed a small consideration. While a study in Ohio (A.L.A. 1972) found that there was a 76% correlation between distance and user complaints about site, another study (Zweizig 1977) concluded that regular users and non-users were not really affected much by
distance, but that moderate users (margin-
al users) might be. So that even though
many people might be less satisfied with
the location of the library, it doesn't
seem to affect the amount they use it.

One truism which librarians have accepted
about location is that libraries must
be located in or very near shopping
districts. The rationale is that people
doing other shopping will also find
the library convenient. The same Ohio
study quoted above, also found that only
26% of library users came to the library
in conjunction with any other trip or
errand. The majority of users come
directly from home and return directly there.
Further, they found that land use around
had no bearing on user satisfaction with
the site. Jack Chitwood (A.L.A. 1965)
recommends that as long as the library
is someplace where a large number of
people can't miss seeing it regularly,
where the literally "stumble over it",
that surrounding land use is less important.

The availability of parking was found in
the Ohio study (A.L.A. 1972) to be the
second leading cause of location dissat-
sisfaction among library users. Other
sources all agree that sufficient parking
is extremely important, but less impor-
tant than the prominence of the site.
Example after example is cited by li-
brarians concerned with use of libraries
of good libraries, well-designed, which
received much less use because of hid-
den sites than poorer libraries in
prominent sites.

Distance, land use and parking must
all be evaluated in different terms for
rural and urban areas. Since we are
concerned with small public libraries
the likelihood of rural or very small
town sites is greater. Rural people
will likely care less about distance
than about easy routes to take, less
about any kind of public transporta-
tion and more about parking.

The American Library Association stan-
dards for public libraries published
in 1966 says:
"The site for a public library
building should be where the
largest percentage of all the
people to be served have access
to the library frequently in the
normal pursuit of their activities.
The site should have heavy pedestrian
traffic; be convenient to public
transportation; and have conven-
iently available automobile parking
in public, commercial or library
parking lots."
Building Implications:

- Distance from home is most important if many people can walk or take public transportation to the library.
- Libraries must be where people are. In towns this will be the central business district. In some areas this will be the firehouse, the community center or simply a major road leading from housing areas to work areas.
- Sufficient parking on site (1/4 to 1/3 of the number of seats in the library), especially in libraries serving small towns or rural areas where public transportation is limited is essential.

Since children, students and women who work in the home are the heaviest library users (Gallup 1976 and others) it would be sensible to be within walking or biking distance for as many of these users as possible.
SIZE AND FUTURE PLANNING

Issues:
Most libraries currently being built will, in the foreseeable future find existing spaces inadequate:

Many are built in areas of expanding population.

Some are too small from the first because restricted budget didn't permit building adequate space immediately.

New media, technology and uses may attract larger and heavier use.

Discussion:
The first chart is taken from the A.L.A. Interim Standards for Small Public Libraries (1962). The second chart is from Myller (1967) and is a tabulation of standards published in earlier sources. The most recent International Federation of Library Association standards (1973) do not give overall size requirements, only square footage for individual spaces. Comparing the requirements with the size of libraries currently being built will convince planners that there is, in fact, a need to consider future additions.

In planning for staged development, a library will have to establish priorities and decide which services are most important to the individual community involved and emphasize those at the expense of others.

A core will be established which will facilitate additions. These additions must maintain image, scale, indoor-outdoor relationships, clear organization, obvious entry, etc. All the good things planned for the original building.

The site must be chosen and designed to accommodate not only additional building space, but also the expanded parking added services will generate. This may mean building up, putting parking under. It may mean planning to acquire adjacent property in the foreseeable future, etc. In rural areas and small towns where small public libraries are likely to be this will be less of a problem than in truly urban areas.

All of the utilities should be planned with the finished building in mind - e.g. electrical services, HVAC, plumbing.
## GUIDELINES FOR DETERMINING MINIMUM SPACE REQUIREMENTS

<table>
<thead>
<tr>
<th>POPULATION SERVED</th>
<th>SIZE OF BOOK COLLECTION</th>
<th>LINEAR FEET OF SHELVING (b)</th>
<th>AMOUNT OF FLOOR SPACE</th>
<th>READER SPACE</th>
<th>STAFF WORK SPACE</th>
<th>ESTIMATED ADDITIONAL SPACE NEEDED (c)</th>
<th>TOTAL FLOOR SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 2,499</td>
<td>10,000 vol.</td>
<td>1,300 linear ft.</td>
<td>1,000 sq. ft.</td>
<td>Min. 400 sq. ft. for 13 seats, at 30 sq. ft. per reader space</td>
<td>300 sq. ft.</td>
<td>300 sq. ft.</td>
<td>2,000 sq. ft.</td>
</tr>
<tr>
<td>2,500-4,999</td>
<td>10,000 vol plus 3 books per capita for pop. over 3,500</td>
<td>1,300 linear ft. Add 1 ft. of shelving for every 8 bks. over 10,000</td>
<td>1,000 sq. ft. Add 1 sq. ft. for every 10 bks. over 10,000</td>
<td>Min. 500 sq. ft. for 16 seats. Add 5 seats per M. over 3,500 pop. served, at 30 sq. ft. per reader space</td>
<td>300 sq. ft.</td>
<td>700 sq. ft.</td>
<td>2,500 sq. ft. or 0.7 sq. ft. per capita, whichever is greater</td>
</tr>
<tr>
<td>5,000-9,999</td>
<td>15,000 vol plus 2 books per capita for pop. over 5,000</td>
<td>1,875 linear ft. Add 1 ft. of shelving for every 8 bks. over 15,000</td>
<td>1,500 sq. ft. Add 1 sq. ft. for every 10 bks. over 15,000</td>
<td>Min. 700 sq. ft. for 23 seats. Add 4 seats per M. over 5,000 pop. served, at 30 sq. ft. per reader space</td>
<td>500 sq. ft. Add 150 sq. ft. for each full time staff member over 3</td>
<td>1,000 sq. ft.</td>
<td>3,500 sq. ft. or 0.7 sq. ft. per capita, whichever is greater</td>
</tr>
<tr>
<td>10,000-24,999</td>
<td>20,000 vol plus 2 books per capita for pop. over 10,000</td>
<td>2,500 linear ft. Add 1 ft. of shelving for every 8 bks. over 20,000</td>
<td>2,000 sq. ft. Add 1 sq. ft. for every 10 bks. over 20,000</td>
<td>Min. 1,200 sq. ft. for 40 seats. Add 4 seats per M. over 10,000 pop. served, at 30 sq. ft. per reader space</td>
<td>1,000 sq. ft. Add 150 sq. ft. for each full time staff member over 7</td>
<td>1,800 sq. ft.</td>
<td>7,000 sq. ft. or 0.7 sq. ft. per capita, whichever is greater</td>
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<tr>
<td>25,000-49,999</td>
<td>50,000 vol plus 2 books per capita for pop. over 25,000</td>
<td>6,300 linear ft. Add 1 ft. of shelving for every 8 bks. over 50,000</td>
<td>5,000 sq. ft. Add 1 sq. ft. for every 10 bks. over 50,000</td>
<td>Min. 2,250 sq. ft. for 75 seats. Add 3 seats per M. over 25,000 pop. served, at 30 sq. ft. per reader space</td>
<td>1,500 sq. ft. Add 150 sq. ft. for each full time staff member over 13</td>
<td>5,250 sq. ft.</td>
<td>15,000 sq. ft. or 0.6 sq. ft. per capita, whichever is greater</td>
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</tbody>
</table>

(a) See Section III-G. Libraries in systems need only to provide shelving for basic collection plus number of books on loan from resource center at ANY ONE TIME.
(b) A standard library shelf equals 3 linear feet.
(c) Space for circulation desk, heating and cooling equipment, multipurpose room, stairways, janitors' supplies, toilets, etc., as required by community needs and the program of library services.

PUBLIC LIBRARY ASSOCIATION (1962)
# Interpolated & Tabulated Formulas

The figures give a general range of space requirements in round numbers.

<table>
<thead>
<tr>
<th>Population</th>
<th>Books</th>
<th>Readers</th>
<th>Staff</th>
<th>Miscellaneous</th>
<th>Total Area</th>
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<tr>
<td></td>
<td>Tabulated from A.L.A. Guidelines @ 10 VOL./SQ. FT.</td>
<td>Tabulated from A.L.A. Guidelines @ 10 VOL./SQ. FT.</td>
<td>Tabulated from A.L.A. Guidelines @ 10 VOL./SQ. FT.</td>
<td>N.Y.S.L.E. Recommendations @ 10 VOL./SQ. FT.</td>
<td>Rule-of-Thumb: 15 to 20% of Total Area (Formula Graphs)</td>
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<td>1000</td>
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<td>1500</td>
<td>1700</td>
<td>2100</td>
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<td>670</td>
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<td>(Minimum)</td>
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<td>1200</td>
<td>1350</td>
<td>1700</td>
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</table>

### Sources
- A.L.A. The Small Public Library: No. 13 "The Small Library Building" by J. L. Wheeler
- N.Y.S. Library Extension Division
- Wheeler, J. L., The American Public Library Building, 1941

### Notes
1(d): 28 sq. ft./seat is an average, obtained as follows:
- Children: 50% @ 25 sq. ft./seat
- Adults: 50% @ 30 sq. ft./seat
- Young Adults: 33% @ 30 sq. ft./seat

### Recommendation

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<tr>
<th>Population</th>
<th>Professional</th>
<th>College Grad</th>
<th>Clerical</th>
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<td>1½-1</td>
<td>1½-1</td>
<td>1½-1</td>
<td>4 to 7</td>
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</table>

Myler (1967)
Building Implications:

- Use population projections for 20 years in planning (Myller, 1967)
- Base planning on priorities developed for the individual community.
- Plan for additions which will maintain clear circulation, indoor-outdoor relationships, image, scale, obvious entry (competing entries deemphasized or concealed), avoid sprawl.
- Provide for parking increases in some manner.
ZONING

Because the core building for a small public library will often be too small to accommodate all the areas covered in the space designation section, spaces will need to borrow from each other and in many cases to double-function.

In each case, a library must determine which spaces are most used and useful to its own public and what its communities priorities are.

The following chart will help indicate which spaces can benefit by physical proximity, visual proximity and which can benefit through space sharing by actual adjacency.

Since the section on Size and Future Planning recommends planning additions along with the initial building, space subdivisions, while necessary, should be accomplished by easily changable means, remembering that too much openness is confusing and too much flexibility may also confuse.
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<td>Washrooms/Coats/Phone</td>
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</table>
THE IMAGE IS SERVICE:

Issues:
Most potential users of libraries see them as irrelevant to their lives:

They may see them as educational institutions which they have already suffered through.

They may see them as imposing municipal authoritarian institutions.

The ones who need information most are totally unaware of the library as a source.

Discussion:
The surveys taken who that of the potential library users 20% (Zweizig 1977) to about 28% (Gallup, 1976) can actually be called regular users - i.e. one use per month or more. Surveys further show that education is the strongest predictor of all library use (Zweizig 1976, Albright, 1976). People with some education beyond high school make up the majority of regular library users (Monat 1967). Those with high school diplomas or more make up an overwhelming majority (Gallup 1976). Because education, income, "class", etc. are so inter-related, Reid (1972) found that the middle class uses the library far more than lower income "working class" people.

Bundy (1967) agrees and feels that this has to do with the class affinities of most librarians and library boards:

"...the bias of the library as reflected in its collections, which mirror the personal orientation, value commitments and intellectual posture of public library staffs, effectively negates the interests of a high proportion of the population for whom the traditional library collection has only marginal appeal." (p. 382)

Bundy's conclusion is that small public libraries best serve browsers and those who read for entertainment.

A survey of attitudes in Colorado (A Survey. . 1973) libraries showed that people have an image of libraries in that state as more concerned with books than with people. They did not think of the library as a source for entertainment or for information.

That public libraries, particularly small public libraries are ignored as an information source is generally recognized. Zweizig and Dervin (1977) found that only 5% of the general population see the library as a source for everyday "coping" information. Parr (n.d.) also reported that users don't see the public library as part of a larger information network. The group that is truly shortchanged by a library that serves browsers and does not project the image of being an information source are the poor and uneducated.
In a report analyzing data from a North Carolina survey the conclusion was that the poor don't get their money's worth from public libraries even though their tax dollars help support them. (Carpenter 1979)

In The Information-Poor in America Childers (1975) found that poorer people are actually isolated from information which could improve their lives. The reasons involved:
- poor reading skills
- lack of "common knowledge" held by the middle class
- subculture as a closed system
- T.V. as a primary information source
The electronic media, T.V. and radio have more "end" information, while print sources have more "means" information. The type of information which Childers identified as missing to poor people included health, nutrition, family planning, drug and alcohol abuse, mental health, welfare, housing, consumer affairs, law, etc.

Two other surveys (Williamson, n.d. Hays 1977) showed that people saw a need for a centralized information source and that people would like to get health emergency and social service information from the public library.

In order to achieve this immediacy in the public mind the image of the public library must change from what Progressive Architecture called "the preservation of wisdom in great stone tablets, not in books and people." (July 1978. p. 62).

Hjelmquist (1973) said of experiments to improve library use in Sweden that the library must be integrated into a larger context of services. Reid (1972) concludes that library services must be projected into the community.

How can a library accomplish this more active image in terms of the building?

First, Chitwood (in ALA 1965) suggests that a library be put far forward on a site to confront the street, and that entry and windows be directly on level. That is, no plinth or pedestal should set the building apart from passers-by.
A special "information center" (Orr 1972 suggests a communications center) may be needed. If potential users could see this center, video-tape viewing equipment or other audio-visual equipment through windows it would help change the impression of the library as a bastion of books only.

Third, if the site is to be one which people must pass, appropriate signage could include some way of giving pertinent facts without forcing the patron to actually enter the building. Lighting of areas which face the street or road and signage even when the library is closed would also help project the image of involvement.

The form of the building will also drastically affect whether people feel welcome and comfortable entering. No research is available on what people want libraries to look like, but a study (Groat and Canter 1979) which asked groups of architects and accountants to rate various buildings showed that the accountants were most comfortable with buildings which recalled the built environment with which they were already familiar. That is, post modern buildings which included elements from the past.

Thompson (1977) suggests that scale will have a great deal to do with the comfort of people with a building. A scale appropriate to other buildings people use frequently - which should be nearby - and which can include their homes, should be studied and adapted.

Because the library is needed as an information source by so many people not currently using it, and because the image in the past has usually been either monumental or institutional (or both) the image of the library must change.
Building Implications:

- Project an active, information-rich image by setting building close to street or road
- Windows easy to see into – what's going on
- Use information services as a focal point, a way of emphasizing services to passers-by.

- No plinth - entry at sidewalk level
- Lighting to emphasize functions
- Signage very clear – information available outside building if possible
- Use appropriate scales and images from the locale with which people are already familiar and comfortable.

Michigan City, Indiana library built in an area of factories uses factory-like building components.
Indoor - Outdoor Relationships
INDOOR-OUTDOOR RELATIONSHIPS

Issues:
A number of relationships exist between the interior of a library building and its surroundings:
Between those driving or walking by and what they can see inside.

Between those wishing to enter the building and the entry sequence.

What those inside can see outside.

Whether outdoor reading space is available and how easy it is to reach and use.

What effect sun, rain, wind and other weather have on people in both indoor and outdoor spaces.

Discussion:
Again empirical data is not available but expert opinion is.

Most writers on library buildings agree that especially for public libraries, window displays which indicate what is inside are important (Brawne 1970). Further, views of actual activities inside are considered a draw for potential users (A.L.A. 1967, Orr 1972). Thus, the more public functions which are closest to the entry (see Privacy Gradient) would also be likely to have windows which would attract passers-by.
For those wishing to enter the building how can potential barriers be eliminated? First, users must recognize the entry easily. Most libraries have only one entry for patrons because of security. This entry must therefore be obvious to first time library users.

Secondly, unless automobile and pedestrian traffic are coming from different directions, some distinction must be provided between the two - particularly in areas with no sidewalks.

Thirdly, in most climates some protection at entry would be helpful. If the library is near other attractions and if many users come by car (likely for rural areas) users will often be dropped off at the library while drivers do other errands, etc. Some protection from drop-off point to door will not only save patrons but also returning library materials a wetting. This cover will also provide space for bikes, strollers, etc. near the entry (Orr 1972). Further, it will lessen distance between parking area and shelter if planned well.

Fourth, people with full hands coming or going will appreciate doors which are easy to open.

The question of readers and the out-of-doors, including both windows and outdoor reading areas is difficult. Thompson (1977) finds that large glass areas are inappropriate to libraries because of glare, heat gain/loss, and sun damage to materials. But in some new libraries designed with almost no windows, architects were forced to return after occupancy because librarians found it difficult to work in a small library no matter how pleasant with no views out (Ward 1974, 1976). A survey done among students (Cooper 1969) found that they felt atmosphere was most important to a library - that it be bright. This suggests at least some windows with carefully planned views and orientation be provided, but that huge areas of glass be avoided. Cohen and Cohen (1979) suggest that people spaces not book spaces have windows.

But research has consistently shown that window views can distract from serious concentration (remember the windowless schools built in the 1960's?). This suggests a further restriction of window views to casual reading areas and public use areas. The non-fiction alcoves where presumably more concentration will be required can be windowless.

Outdoor reading areas are recommended by Mehrabian (1976) but outdoor reading areas have been experimented with on only a limited basis (Brawne 1970), limited mainly because of security. Common sense dictates that outdoor reading areas be an extension of indoor reading areas and be accessible from them. But fear of book loss prevents most librarians from embracing an otherwise attractive idea. Once the user is outdoors, why come back in to return or check-out materials? As a
result, most outdoor reading areas have been planned adjacent to entry/exit and have been little used. People on the way out are headed elsewhere.

Brawne (1970) gives examples of outdoor reading areas which could get around this problem. They are courtyard schemes and small fenced areas with exits only back into the library.

If outdoor reading or craft areas are going to be planned, there should be "degrees of shelter" (Moore, Cohen, 1979). That is, outdoor areas nearest the building should be most sheltered from sun, wind, precipitation, and as users move away from the building shelter decreases allowing readers to select the sun/shade/wind mixture they prefer.

In the siting of any building the architect will try to work with climate and particular site microclimate in controlling sun and wind to help the building to be as energy efficient as possible. Of particular interest to libraries are entry wind and precipitation conditions, interior glare conditions, and wind/sun conditions for any outdoor activity spaces.
Building Implications:

- Passers-by should be able to see into activity spaces - especially to see innovations.

- Those entering should be able to see the entry clearly from the street.

- Pedestrian and vehicular traffic should be separated on site.

- Those entering should have wind and precipitation shelter near the building.

- Doors should be easy to use even for people with full hands.

- Windows to see out of should be restricted to casual reading areas and more public areas.

- Both readers and materials should be protected from direct sunlight.

- If outdoor reading or activity areas are used they should adjoin indoor reading areas.

- Outdoor use areas should only exit into the building.

- Outdoor use areas should have degrees of shelter.
PRIVACY GRADIENT

Issues:
In libraries many activities will occur which require varying degrees of social interaction.

Group meetings may be as formal as a scheduled lecture or committee meeting or as informal as several friends meeting while children attend a story hour.

Small groups of 2-3 may meet to check a disputed sports fact, students meet to study together, older children or parents may read to or play a game with a child, etc.

Individuals may come to look at the paper, listen to music, study, read, watch a videotape, etc.

Discussion:
Most findings have to do with various spatial arrangements and their effects on social interaction.

First, Blake, Rhead, Wedge and Mouton (1956) found that walls decrease social interaction with those outside the walls and increase it among those within the walls. This has implications for small enclosures within libraries. Coss (1973) added to this with findings that a sensory overload was common when one is close to too many other people and that distraction graphics and screening devices could help reduce discomfort from too much eye contact.

Sommer (1965) showed that people sitting at tables in libraries avoided making eye contact then they weren't conversing. Further he found that people sitting at an empty table would usually move if another person sat at the same table. Mahoney (1974) found that "space invasion" caused freezing of the subject - that is, cessation of natural comfortable posture and motion - rather than departure. Either way, it appears that an individual wishing to work without conversation is uncomfortable when confronted with another person. Personal observation has shown that no matter how large library tables are or how distributed only one person (or two persons coming in together) will sit at one table at a time if any tables remain empty. This particular finding is only true for adults.
Sommers also found that there was a decided preference for chairs as far from the door as possible in a university library where concentration was especially important. By their nature, spaces closest to entry will receive most traffic, most movement, and will be most appropriate for meetings, lounging, conversation. The private, individual spaces should be most separate from the entry with a choice of in-between situations.

Cohen and Cohen (1979) quote studies which show that round tables and facing chairs encourage conversation while chairs facing in different directions or in a row discourage conversation. If a library is to accommodate the range of social interaction necessary, then, there must be physical arrangements which correspond to the social arrangements anticipated in a particular space.

Posture appears to be unrelated to pursuit. Sommers also found that most students in dorm rooms ignored the desks provided and studied on their beds. This indicates that posture and privacy gradient are not related. Carrels are not necessarily the best choices for the most private spaces.
Building Implications:

→ Create a privacy gradient from most public spaces nearest the entry to most private spaces farthest from the entry.

→ In public areas facing seats, low round tables and sense of enclosure will encourage relaxation and conversation.

→ In more private areas, seats facing away from each other, and individual writing surfaces are more appropriate.

→ Smaller enclosed spaces will discourage interaction with more than one or two other people.

→ For children, individual spaces may be very small indeed - e.g. the size of a cardboard carton a child can crawl into.

[Diagram of a space layout with areas labeled as Least Public, Most Quiet, Less Public, Quieter, Most Public, Noisiest, Groups Meet, 2-3 Person Groups, Casual, Solitary, Absorbed, Facing Seats, Low Tables, Enclosure, Opposing Seats, Separate Writing Surfaces]
BUILDING CIRCULATION

Issues:
The way people move through a building will shape their perception of what the building is really like.

Entry is the part of circulation that people are aware of first.

Circulation may mean the places inbetween spaces.

Circulation may mean pathways to spaces.

Circulation may mean the way people move through a process.

Circulation may be a space and experience in itself.

Discussion:
The circulation within the library building will be directly related to the organization of materials as discussed in "Ways of Finding Materials" and "Material Storage for Use". As has been previously stated, a large proportion of the population does not know how to use a library. The Gallup Poll (1976) found that most people didn't even know the library had services other than book loans. So that getting people to enter the library is only a first step. Once they enter, they must immediately be able to see clearly the range of services, areas and options which are available (Orr 1972).

Cohen and Cohen (1979) suggest that the services and areas most in demand in a particular community be closest to the entry. In a very small public library it is likely that all patron areas could be seen in their entirety from the entry.
Cohen and Cohen also discuss the height of interior divisions which will allow unobstructed views to standing adults, while providing privacy and enclosure to seated adults. They suggest that shelving, etc. used as dividers of space be 4.5' or less. Eye height for average females is about 5'0". Children will require lower dividers ranging from 30" to 48".

Because the library will actively try to serve all people regardless of reading skills, "Ways of Finding Materials" which will depend to some extent on signage will require that some very clear nonverbal symbols be included. These symbols and signs must be clearly visible and understandable at entry and follow through circulation if circulation is seen as a pathway.

Seeing circulation as a movement through a process should automatically follow a thoughtful development of "Ways of finding materials." But making circulation an experience will be more difficult. It may be partially accomplished by being able to see activities as one moves toward them. Another possibility is mini-experiences along the way. That is, displays which help explain what choices people have in using the library and how to take advantage of them.

There is evidence that people actually feel a need for instruction in library use (Wood 1970). It seems natural that this could be accomplished as part of circulation, as people can see exactly what they are hearing/reading about. Further, this will relate the instruction directly to what people want to know at the time (e.g. how to use a microfilm reader).
Building Implications:

- All user areas or parts of all user areas should be easy to see and identify from the entry.

- Circulation should coordinate with "Ways of Finding Materials" and "Material Storage for Use".

- Library instruction (information) should be integrated with circulation and use areas involved.

- Interior dividers should not exceed 54" for adults and 30" to 48" for children.

- Most used areas should be closest to the entry, particularly in larger small libraries.
DISPLAY

Issues:
To entice and inform readers libraries use a variety of methods:
- Displays of new materials, best sellers, etc.
- Displays of materials about current topics of interest.
- Posters, prints, sculpture, plants, etc.
- Informational displays, schedules, maps, etc.
- Instructional displays - "how to. . ." 
- Paperback exchanges, book sales, etc.
- Continuous running audio-visual programs, etc.
- And others.

Discussion:
In "Building Circulation" we find the recommendation that moving through the building become a space and experience in itself and that instruction and enticement be part of this experience.

In "Privacy Gradient" we find that the most public areas be developed closest to entry and circulation and the private be farthest from entry and circulation.

Since displays are very public - libraries want everyone to see them - their conjunction with circulation seems natural. A layering is being suggested with display being the transition layer between circulation and any user area. The displays would, of course, by those appropriate to the user area involved. For example, someone entering the non-fiction area may encounter a display of materials on doing simple home repairs, a demonstration of how to use a filmstrip viewer, and a map of the proposed new highway extension.
Building Implications:

Integrate displays, circulation and specific user areas to create a zone of appropriate display between entry/circulation and the area.

Display areas will need to accommodate:
- Flat display of books, pictures, objects, etc.
- Shelves/bins for auxiliary items.
- Tackboard surfaces for signs, maps, posters, pictures.
- Seating.
- Electrical equipment - must have outlets.

Displays used as areas in themselves e.g. paperback exchange, book sales, new books, best sellers, etc. should be closest to the entry.
A V Materials & Equipment
AUDIO-VISUAL MATERIALS & EQUIPMENT

Issues:

Materials requiring viewing and/or listening equipment may be both print (e.g. microforms) and non-print (e.g. films).

Non-print information sources are desperately needed by non-readers.

AV materials may be handled directly by patrons or broadcast centrally by staff.

AV materials require special provisions for storage.

AV materials require particular equipment.

AV materials and equipment require some provisions for repair and maintenance.

Discussion:

AV materials are multiplying rapidly, and although not as prevalent in public libraries as in school libraries are still affecting and will affect even more public library service. Given the public proclivity for TV, radio and other non-print media and the rising rate of functional illiteracy, libraries must realize and exploit the AV materials available.

The materials now in use by many public libraries include art prints and sculpture, films - 16mm and super8mm., record-}

ings, some 35mm filmstrips, slides, videotapes, cassettes and discs, various microforms and computers. Most public libraries do not supply teaching machines such as are found in school media centers.

Some libraries also provide production services. In one interesting experiment in Wheaton, Ill., a school library supervisor got funds for a pilot project community audio-visual center. Any citizen could use dry mount presses, printing equipment, dark rooms, duplication services, camera and videotaping equipment, audio-taping equipment, a staff including a layout artist, and a viewing room. These services were free except for consumables. The center was operated in conjunction with the public library and was well received.

A survey done in Delaware (Wilson 1973) showed that non-users said they would use typewriters (40%), photocopy machines (60%) and calculators (33%) if they were provided by the public library. So some production equipment would help induce non-users to become users.

Small public libraries may not be able to afford computer use at other than systems level where they are frequently used for bookkeeping tasks such as ordering, cataloging, etc. Eventually, however, computer terminals may be installed for direct patron use in libraries. A successful mid-western example of the type of
computer use referred to is the PLATO system operating out of the University of Illinois, Champaign Urbana. This computer contains many educational programs to which anyone with a terminal can have access at a reasonable time cost rate. It is used by departments in the university, local nursing schools, junior colleges and even public school districts. The potential for adult education programs in public libraries seems tremendous. Dial access means that by using telephones to get into the system, a user with a terminal can program and retrieve programs whenever time on the computer is scheduled. A list of programs is updated regularly. High school equivalency preparation for dropouts, remedial reading, English as a second language, other languages, all would be very useful for adults in an area where formal adult education is likely to be very limited.

Even more conventional forms of media tend to be expensive, and so are often purchased by systems rather than individual libraries. This is true for films, slides, filmstrips, video-tapes, art prints, sculpture, etc. The individual libraries can then request the audio-visuals needed by their patrons from system catalogs.

This is less true for recordings. One reason for the popularity of recordings is the fairly low initial cost plus the fact that with one cassette tape duplicator the library can loan several copies of the same recording without ever risking damage to the original.

A major decision for any library with regard to media is whether or not to allow users to handle the forms directly or only by remote control. Equipment exists which allow different recordings to be broadcast over several channels with dials on wireless headsets so users can tune into the recording requested ("Your South American folksongs will be on channel 3 in a minute"). Videoforms can also be played in a control room and received on monitors elsewhere.
Other forms such as films, filmstrips, etc. are more difficult to broadcast, but may be placed in cassettes or cartridges to protect them.

The recommendation in "Material Storage for Use" that all materials on a subject be stored together regardless of form, might be accomplished either way - by storing the actual AV materials with the books and pamphlets, or by providing the pick-up equipment in the subject alcove along with some way of telling the user what's available and some way of requesting that the desired item be played for pickup. The most practical method may be a combination of the two.

Planning for future installations - wiring, antennae, control space - initially will allow these additions to fit logically into the overall scheme.

Equipment for using AV materials may be built into wall, table, carrel, or shelf surfaces or may be portable. Built-in equipment is less flexible but also less droppable, stealable, etc. Portable equipment must be plugged in repeatedly but is flexible and can be checked out if the library is able to provide this service. Repair of portable equipment is also easier (i.e. less expensive).

In most libraries microforms are being used to reduce the amount of storage space print materials take. This is especially true of back issues of periodicals, rare books, etc. There is likely to come a time when space, particularly heated/air conditioned space is at such a premium that microforms will be used more extensively to replace bulky print works. Microform readers can be relatively compact, but larger readers are easier for patrons to use comfortably. A reader/printer will also be necessary so that users can make copies of significant pages.
Building Implications:

- Different types of storage for non-book media and equipment (discussed in "Material Storage for use)

- Repair facilities for media and equipment necessary only if this isn't provided at systems headquarters.

- Some media production facilities may be provided by systems. Libraries should have at least a copy machine, & a typewriter for patron use.

- Videoforms are most efficiently used when played in a central control space and broadcast to monitors.
  - A space of 100 square feet will house 2-3 players plus several hundred tapes, cassettes, discs.
  - Monitors will require wall or table space of approximately 12" cubed.
  - Ideally one monitor per non-fiction alcove plus one per fiction section should be provided.

- Recordings may be either broadcast or used directly by patrons in cassette form.
  - Central control will require playing equipment, tape duplicator and storage for master recordings - 50-75 square feet.
  - Headsets may be wired or wireless, wired requires plug in jacks.

Mounted cassette players need about 6" by 12" surface area.

![Diagram showing setup of monitors and cassette players.](attachment:diagram.png)

**Separate**

**System**

Any monitor can view any program playing.
Equipment kept in user areas may be mounted, loose in carrels, on tables, etc. or may be kept in movable carts which may be moved from area to area as needed. Only one plug-in is required (the cart) and all equipment is plugged directly into the cart. Carts are lockable if desired.

- Size approximately 24" by 24" by 30"

- Equipment can be apportioned as needed in each particular alcove by the materials stored there.

Use of microforms will vary with library. Microform cabinets also vary with type of form (spools, fiche, etc.). Generally, a reader will fit in a standard size carrel. Reader-printers are slightly larger and need approximately 9 square feet of surface area.
Material Storage for Use
MATERIAL STORAGE FOR USE:

Issues:
Decisions about material storage will affect the form of the library:

- Stack area/reading area arrangement or integration of storage and use areas.
- Materials of different kinds interfiled by subject or separated by type.
- Subject collections separated physically or a numerical sequence only.
- Separation of adult/child materials or integration.
- Reference collection as a separate entity or interfiled.
- And less importantly:
  Fixed vs. movable shelves
  Wall vs. island shelving

Discussion:
Very little research by experiment or observation has been done in or about libraries. Most has been done by surveys which tend to be repetitious. While isolated experiments with all above mentioned storage alternatives have been tried in various individual libraries no measurement system of user satisfaction has been devised and even subjective evaluations by individual librarians are lacking.

Taylor and Johnson (1973) report that some British libraries are experimenting with combined child-adult collections but give no results. Since Albright (1976) found that a child in the family was the strongest predictor of library use, and Zweizig (1977) found that family togetherness relates positively to library use, this combining may have some behavioral base. Further, children's librarians frequently find that children have information wants which go beyond that contained in books for children. And adults needing information may be reading at a 3rd or 4th grade level. So for informational needs, i.e. non-fiction, this combining may be very useful. It will probably not be useful for fiction where subject matter and vocabulary are more related to age/interest groups.

Taylor and Johnson also report that some libraries are combining reference and lending collections. A survey of telephone reference questions (Vickers, n.d.) showed that most concerned history and biography and that the card catalog and the circulating collection were used more than the reference collection to answer them. For users it would seem sensible that looking in one place to find all materials on a particular subject would be easier than having to look several places.
his applies also to the interfiling of books and non-book media. Most of the libraries which have so far tried this have been school media centers. While it can create shelving problems for staff, in small libraries these problems are less important than convenience to users. Another problem is the housing of the equipment. This is discussed in "Audio-visual materials and equipment."

With the massing together of all materials on a particular subject, book, non-book, reference, lending, children's, adults', etc. the idea of subject area collections becomes more appealing. Orr (1972) reports that in British public libraries subject collections are generally agreed upon as most useful. This also will be most convenient for the majority of users who come in looking for only a subject rather than a particular book (Simmons 1974, McDonough, n.d.).

Many sources (e.g. Lushington, 1979) recommend bookstack arrangements as being the most economical way to store a large number of books. While this is true, this particular consideration will be much less important in a small library. Since most people currently browse for recreational reading in smaller libraries (Bundy 1967), the functionality of stacks is questionable. Browsing behavior involves opening, glancing through, reading small portions. The browser generally collects several books at a time. In a stack area there is no place to sit but on the floor. A browsing area should provide both places to set books and seating.
Another consideration is what happens often in libraries with bookstack areas. The reading areas are larger and frequently undifferentiated. Spangenberg (1976) found that in offices performance decreases as room size increases. Distractions multiply in larger spaces. It seems more useful to integrate reading and storage areas, particularly in smaller libraries. This will give needed enclosure to smaller seating areas as well as being more convenient in distance between material and seat for the user.

A small public library has a unique opportunity to experiment with storage possibilities since the collection is not so large as to be unwieldy. While there is no real empirical data available which makes specific recommendations as to material storage foolproof, a combination of experience, common sense and what data exists suggests the following.
Building Implications:

- Provide a fiction browsing area for each age group, adults, young adults and children, with appropriate seating places to set books, acoustical protection.

- A series of non-fiction subject alcoves which will include everything on a particular subject available in the library - adults', children's, book, non-book, and reference.

- Use material storage as dividers since collection growth and change will occur. This storage must be able to be moved, so change will not involve moving walls.

- Provide for individual and small group use within or adjacent to the alcoves. If student use is heavy, provide some enclosed small group (2-4) space nearby.

**ALCOVES INCLUDE:**

- At least 1 seat
- Writing surface
- Electrical equipment
- Shelving
- Lateral files
- Alcove catalog
- VTR monitor

- The alcoves must have electrical outlets - ways of using equipment.
WAYS OF FINDING MATERIALS

Issues:
The normal ways of finding library material in small public libraries currently include:

- Book or card catalog which gives a number which directs a patron to a specific place on a shelf or in a cabinet.
- Small signs placed on shelves or shelf ends as guides.
- Some indices such as Reader’s Guide, Books in Print, etc. Index to catalog to shelf sequence.
- Color coding may be used to designate print, non-print, etc.
- Reference or reader’s advisor librarian. In a really small library there may well be only one librarian to perform all the services.

These locating methods presuppose a certain skill level is common to all patrons, or that the librarian will always be free to help, or that the puzzled user will be willing to ask for help.

Discussion:

There is a discrepancy between what people say about locating library materials and what they actually do. The Gallup Poll (1976) asked people what they found difficult about using a library. Only 5% of users said books were difficult to locate, and only 2% said that the card catalog was difficult to use. Among non-users only 18% thought the book locating system was confusing, but 42% said they didn’t know if it was confusing.

In the Colorado study (ED089705, 1973) people did state that they felt inadequate in terms of knowledge of how to use a library. Non-users also thought of library procedures as a barrier - saw the process as slow, time-consuming, a hassle.

An observational/interview study (Simmons 1974) found that although 50% of public library patrons said they use the card catalog regularly, of those observed to use it, 37% failed to find what they were looking for, and of those 67% gave up immediately and only 33% asked for help. These observers also found that most patrons using the catalog lacked skill at:

- Turning one card at a time
- Alphabetization
- Filing conventions of libraries

and that patrons felt it was a handicap to only be able to see one item at a time. Further, they found that a majority used only subject headings (a finding confirmed by McDonough n.d.) and that most only look at call numbers and ignore the rest of the information given.
study by Adams (n.d.) among public
school students found that browsing and
asking for help were the most used loca-
ting devices.

A survey of user studies, including many
studies of special research libraries used
by highly skilled and sophisticated pro-
fessionals (Wood 1971) found that these
people rarely ever use bibliographic
tools or library catalogs. "Even when
searching for information rather than a
specific document they seem to prefer to
search the shelves, hoping that they will
come across a book which meets their
requirements." Citing a university study,
this report ways that even among those
who failed to find the information they
wanted, 65% of the undergrads and 58% of
the graduates did not consult the cata-
logs, published bibliographies or a
librarian. Wood's conclusion: "Ease of
use is more important criterion than
potential value when (a user) selects
an information source." (p. 19)

While the aforementioned survey showed
a reluctance on the part of university
students to consult a librarian the Bundy
(1967) study elicited overwhelmingly
favorable comments from users on the
helpfulness of librarians in public lib-
raries. An experiment done by Kroll (1977)
showed that librarians, when approached,
were very helpful whether the asker wore
"conventional" clothes or clothes indica-
tive of a "deviant" lifestyle. So the
problem appears to be getting people to
use the librarian.

Adding it up, since of the 50% of cur-
rent users of public libraries who do
use the card catalog, most use only
subject headings, there are probably much
easier ways to direct these people than
forcing them to use the card catalog. These
people interested in non-fiction subjects
could be routed in a branching manner -
from entry to subject alcove to sub-heading
to specific subject without ever using
the card catalog.

For the current majority who use small
general reading
public libraries for general reading
(Johnstone 1973, Gallup 1976) and will
use browsing as a finding method, setting
up special ways of zeroing in on favor-
ite types of reading materials should
be experimented with. For example, best
sellers near the entry placed in special
displays, most popular fiction subjects
(e.g. mysteries, westerns, romance)
highlighted as special collections, or
as many libraries already do, with
colored stickers, etc.
Building Implications:

- A directory at entry which would lead to subject alcoves which are more specifically labeled.

- For librarians and others who still use a catalog, a specific spatial relationship between catalog and shelf must exist. Subject catalogs within alcoves would be helpful.

- Like bookstore displays, fiction and popular culture (i.e. best sellers) should be near entry and clearly labeled.

- Clear sightlines from librarian's work stations to user areas (& vice versa) are essential.

- Librarian must be able to see entry to greet newcomers and offer immediate help to any who seem confused.

- At least parts of all user areas should be seen from entry.

- Non-verbal signage is useful - pictures, color, etc.
Multi-Choice Postures
MULTI-CHOICE POSTURES

Issues:
In libraries seating alternatives have often been limited to tables, straight chairs (molded, wooden, padded) carrels and chairs and a few lounge pieces. These must accommodate a variety of behaviors:
Casual reading
Group discussion/conversations
Game playing
Audio-visual listening/viewing
Intensive study
Writing
Sleeping/daydreaming
Etc.
so that one often sees patrons trying to readjust furniture - e.g. an extra chair becomes a footrest.

Discussion:
The already cited Sommers (1965) study showing that students prefer beds to desks for schoolwork should be a first clue to types of furnishings needed. Cohen and Cohen (1979) cite a grouping of chairs at Columbia University Library which are almost always occupied even when all other seats are empty. These are wing chairs (enclosure) placed facing out around a column. Each chair has a footstool, a small table beside it and a pivoting lamp which can be adjusted at will.

Research shows that rarely will more than two people sit on a three-seat library lounge (Cohen and Cohen 1979). Even with carrel dividers, crowding is an issue. Library carrels placed too close together in large groupings will not be used.
And carrels placed against a wall with chair backs exposed will also be unpopular. They make the user feel exposed.

Personal experience and experiences of other librarians show that if floors are carpeted and/or floor cushions are provided children and young people will seldom sit in chairs. They will find niches behind shelves or box themselves in with the unused chairs and spend most of the time on the floor. If writing surfaces usable by floor sitters are provided, tables are also deserted.

Cohen and Cohen (1979) and others suggest that for older users comfort must be balanced by the question "can I get back out of that chair once I sit in it?" They recommend some well padded straight chairs are best for elderly users.

Any librarian will agree that patrons don't always use furniture in the fixed relationships drawn by designers. Users will drag the furniture they prefer to the place they prefer. At the University of California Library at Irvine the stack master's duties include a weekly roundup of chairs students have moved to places where they felt comfortable. (Cohen and Cohen, 1979). Robert Propst (in Novak, 1975) applauds this user tendency to manipulate the environment: "This new user-influenced environment will not result in less discipline or less agreement with the orderly process of the organization. It is, in fact, a new level of agreement permitting the individual to implement a broader spectrum of changes at his discretion." (p.141).
Building Implications:

- Provide a wide variety of posture options including ordinary chair & writing surface combinations, floor seating, cushions, movable writing surfaces, lounges, windowseats, "fun" furniture, even swings to entice users.

- In children's areas tables and chairs are superfluous. An old bathtub filled with pillows would be much more appropriate. Small places to curl up in, carpeted steps to sprawl on, etc. are needed.

- Almost all floor space will be usable as seating if it is carpeted.

- Gatherings of movable furnishings (e.g. stackable stools/writing surfaces) should be placed around the area for users to move as they will.

- Furnishings which cannot be easily moved by one person should be either avoided entirely or minimized.
Material Returns
MATERIALS RETURN:

Issues:
Situations in which people will return library materials include:

Incidental to coming to use the library again.

Driving or walking by at odd times when the library is/is not open.

Replacing materials used in the library, not checked out.

Discussion:
The method of returning materials will depend to some extent on the policies of the particular library. These policies will state:
loan period
fine/no fine
hours of operation
which items circulate

The loan period may vary from overnight to one week to two weeks to one month to indefinite (return it when you're done). Typically, AV materials and heavily used reference works have the shortest loan periods and the regular circulating collection of books the longest. Convenience drop-off for items with the shortest loan periods is the most important.

The hours of operation will affect how many people find it convenient to come when the library is open, and how many will drop off items on the way to or from work, etc., when the library is closed.

Particularly in a rural area the distance to the library becomes a factor in determining whether a patron wishes to make extra trips to a site he or she must pass daily at times the library is closed. In this situation the convenience of a drive-by/walk-by return is especially important.
The fine policy will determine whether "overdue" items must be returned inside the library to pay the fine, or may be returned via a materials drop. Many libraries have eliminated fines as being too time-consuming for staff and having little if any effect on the return of materials.

The items which circulate may include materials which could be damaged by ordinary book drops. Disc recordings, art prints, etc. cannot be returned through ordinary slots, bins, etc. and must be provided for otherwise.

People using these outside drops may be driving or walking by, or may be approaching the library with full hands, wishing to free themselves before going through the two sets of doors required as an airlock. For these people a return very near the door would be most convenient.

Lushington (1979) finds that in most systems about 50% of material usage occurs within the library. Most librarians prefer that patrons not reshelve materials themselves. (Some children's librarians teach children to use colored markers on the shelves to mark their place while deciding whether they want a particular book or not.) Providing convenient places for in-library materials return will help prevent mis-shelving and stacks of materials left haphazardly around a library.
Building Implications:

- Provide a materials drop which is convenient for both drive-by and walk-by returners.

- Provide a walk-up drop on the way from sidewalk/parking to entry. (May be the same drop.)

- Provide for all materials allowed to circulate by the library. This is especially important for materials with short loan periods.

- A materials drop which is slotted directly into the building would be more convenient for staff to collect from. (Some library planners feel this is a security problem. Myller 1967.)

- A free-standing materials drop should be located so that staff can reach it, empty it, and return with materials to the library while being protected from precipitation.

- Provide materials returns near all shelving/reading areas for return of materials within the library. For a small library one bin, truck, etc. per division is sufficient.

- Provide materials return in conjunction with circulation control if fines are charged by the library. Otherwise this is librarian's choice.