

of items/information sources that must exist to cover the diverse subject areas, formats, reading levels, reference and leisure needs of a comprehensive, developmentally-appropriate educational program. It also should include a professional collection for teachers and administrators.

Neither quantity nor quality can be considered in isolation from the other. Quality collections are:

- Adequate in size, currency, breadth, depth and diversity of format to enable students to complete classroom assignments and explore areas of personal interest;
- Selected and weeded in accordance with a districtwide, comprehensive selection policy;
- Developed with input from students, teachers and administrators;
 - Rich in materials that support multicultural awareness;
 - Representative of a wide range of opinions and perspectives;
- Responsive to the general educational and specific curriculum philosophies, goals and objectives established by the local board of education;
- Appropriate to the ages and/or grade levels of the students in the school, for specials needs students and for the gifted and talented;
 - Varied in presentation format to provide for students with diverse learning styles;
 - Listed in a centralized union catalog (although they may be distributed electronically);
 - Easily accessible; and,
 - Evaluated on a regular basis.

5.4.1 Print Resources

Print materials are still a substantial and essential component of a school's information resources. Reading is a fundamental literacy and life skill. Good reading skills and comprehension also are critical for using most technological resources well. Reading competency is nurtured and developed when students have easy and frequent access to a learning environment rich in reading materials. Research demonstrates that students who engage in extensive free voluntary reading (reading what you want to, for fun) gain academic benefits as well. "In-school" free reading studies and "out of school" self-reported free voluntary reading studies show that more reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development." (Krashen, 1993). A large part of maintaining a language rich environment in a school is to create and sustain a library media center collection that is sufficient in quantity and scope to allow and encourage extensive reading by all students and which can supplement classroom activities. As a basic guideline one would expect to find 25 volumes per student or 6,000 volumes, whichever is greater.

Other important print materials are periodicals. The number of periodical subscriptions necessary will depend on the school population and curriculum requirements. Internet-based databases are rapidly becoming a cost-effective way to expand the scope of periodic literature available to teachers and students. Each district must determine the appropriate balance between electronic and hard copy periodicals, basing the decision on

the sources that will best address the curriculum and student interests. The following recommendations include duplicate subscriptions and professional periodicals.

Size of School	Number of Periodicals Suggested
Elementary School (K-6)	
Under 250 students	25
Over 250 students	25-50
Elementary School (K-8)	
Under 250 students	40
Over 250 students	40-60
Middle School/Junior High	
Under 400 students	50-75
Over 400 students	75-100
High School	
Under 500 students	75-100
500 – 1,000 students	100 – 125
Over 1,000 students	125+

5.4.2 Nonprint and Electronic Resources

The availability of nonprint and electronic resources is constantly increasing and specific-number recommendations for particular formats are impractical. The most critical factor in developing nonprint and electronic collections is that the range of formats meets the learning styles and preferences of student teachers. A variety of media formats should be represented in the collection within the school and through resource-sharing.

Nonprint and electronic formats include, but are not limited to:

- Videotapes
- Software
- CD-ROM
- Laserdiscs
- On-line resources
- Disc or tape recordings
- Art and study prints
- Kits
- Toys or puppets
- Games
- Maps
- Models
- Other tangible items (realia)

RECOMMENDED MINIMUM SPACE GUIDELINES

	Recommended Maximum Number of Pupils	Recommended Range Sq. Ft./Pupil Station	Recommended Range Net Total Square Feet
ELEMENTARY			
Library Media Center	Varied, dependent on program needs	40-55 x one-fifth of the school enrollment	2,800 minimum
Computer Lab	24 pupils	32-40	768-960
SECONDARY			
Library Media Center	Varied, dependent on program needs	70-100 x one-fifth of the school enrollment	3,500 minimum
Computer Lab	20	35-48	700-960
Television Studio	12	50-60	600-720
TECHNOLOGY EDUCATION			
Middle School Classroom/Lab(s) (Includes storage and teacher space)	22-24	85-100	2,200-2,800
High School Laboratory – System Focus, e.g., communications, transportation, manufacturing research, design and development (Includes storage and teacher space)	20	140-180	2,800-3,600
*High School Laboratory – Specific Focus; e.g., electronics, CAD (Includes storage and teacher space)	20	100-140	2,000-2,800
*A technology education lab designed for a single focus will not require the same capacity for reconfiguration as would a systems lab, where frequent changes in configuration are required to address desired curriculum outcomes.			