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The utilization of the multipurpose room in the elementary schools in Virginia

Henry Dillard Ward

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**THE UTILIZATION OF THE MULTIPURPOSE ROOM
IN THE ELEMENTARY SCHOOLS IN VIRGINIA**



**A Thesis
Presented to
the Graduate Faculty of
The University of Richmond**



**In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education**



**by
Henry Dillard Ward
July 14, 1960**

APPROVAL SHEET

The undersigned, appointed by the Department of Education, have examined this thesis by

HENRY DILLARD WARD, B. S.,

candidate for the degree of Master of Science in Education, and hereby certify their approval and acceptance of it.

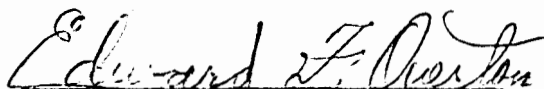


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CHAPTER I

INTRODUCTION

There is a wide variation in the utilization being made of the room included in many elementary schools, which was designed by architects for use as a cafeteria, auditorium, gymnasium, or any combination of these, commonly known as a multipurpose room. Available research failed to reveal any study in Virginia to determine how well the facilities meet the need or what type of equipment is best suited for meeting the requirements of the educational program.

I. THE PROBLEM

The purpose of this study is to investigate the utilization, organization, efficiency of operation and value of the multipurpose room as a part of the elementary school buildings in the Commonwealth of Virginia and to determine the value of this facility in meeting the needs of the students enrolled in schools which include a multipurpose room.

This study includes an analysis of the activities and facilities which are currently provided in the schools in the Commonwealth of Virginia and indicates the use that is being made of these facilities at various schools. This is an attempt to show what use can be made with the facilities provided, what facilities and equipment are best for meeting the educational needs of the students, and how it can best be utilized.

II. PROCEDURE

The sources of information were interviews with principals and superintendents and a questionnaire which was sent out to all elementary school principals in the state whose school building plans were approved by the State Department of Education during the years 1954 through 1958, if such plans included a multipurpose room. The final list was made by checking approved plans as listed in the Educational Directory of the State Board of Education for the school year 1958-59. Other sources of material included magazine articles, material from the United States Office of Health, Education and Welfare, state departments of education, school equipment supply houses, architectural firms, and visits to schools which according to the answers on their questionnaire indicated they had a well developed program in the multipurpose room.

There was a total of seventy-nine questionnaires sent out to the principals of elementary schools which had multipurpose rooms. These schools were selected from the architects' plans which had been approved as indicated in the reports of the Superintendent of Public Instruction for the years 1954-55, 1955-56, 1956-57, 1957-58. This list was then checked against the Educational Directory of the State Board of Education for the school year 1958-59. This procedure provided a list of all the public elementary schools which had been built during this period, were in operation as of the school year 1958-59, and had multipurpose rooms. Of the seventy-nine questionnaires sent out sixty-five

were returned completed. Five principals reported they had no multipurpose room and ten did not return the questionnaire.

The questionnaires were divided according to the size of the student body enrollment as follows: fewer than 300, from 300 to 499, 500 to 700, and more than 700. This means of division was used for convenience in determining whether or not there was a school of the size for which the multipurpose room more adequately fulfilled the educational needs of the students. The distribution of schools built during this period with multipurpose rooms included all areas of the state. There were more and larger schools in those areas around the more thickly populated places such as Norfolk, Richmond, and the northern part of the State. This is what was to be expected. The distribution did indicate that all areas of the state tended to include such a room in their elementary schools. The accompanying map on page 4 shows the distribution of schools reporting. The legend used was as follows: black indicates schools with enrollment of fewer than three hundred, blue indicates schools with enrollment from three hundred to four hundred ninety-nine, green indicates schools with enrollment from five hundred to seven hundred, red indicates schools with an enrollment of more than seven hundred.

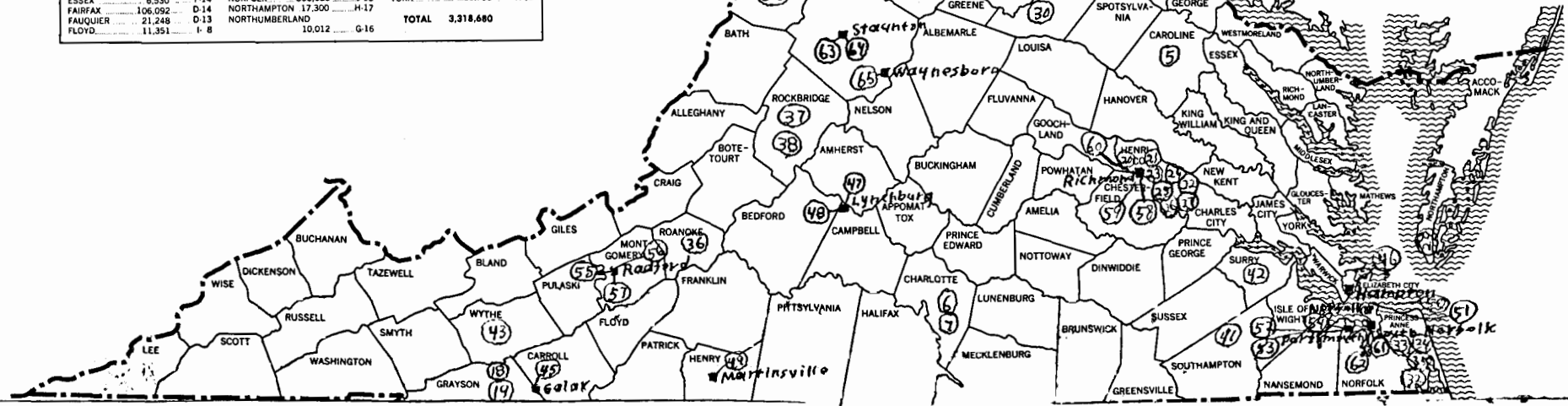
The questionnaire was made up and sent out in a pilot study to six schools in Henrico County. The effectiveness of the questionnaire was discussed with the principals of those six schools. As a result of their evaluation and the result of suggestions made by members of the Thesis

Size by Enrollment

Fewer than 300
 300 to 499
 500 to 700
 More than 700

Color
 Black
 Blue
 Green
 Red
 Indicates
 Cities

COUNTIES (100 Counties)			FLUVANNA 7,121 G-12		NOTTOWAY 15,479 I-12	
Name of County	Population	Location on Map	FRANKLIN 24,560 I-8		ORANGE 12,755 F-13	
ACCOMACK	33,832	G-17	FREDERICK 31,378 C-12		PAGE 15,152 E-11	
ALBEMARLE	52,631	F-11	GILES 18,956 H-7		PATRICK 15,642 J-8	
ALLEGHANY	28,934	G-8	GLOUCESTER 10,343 H-15		PITTSYLVANIA 101,162 I-10	
AMELIA	7,908	H-12	GOOCHLAND 8,934 G-12		POWHATAN 5,556 H-13	
AMHERST	20,332	G-10	GRAYSON 21,379 J-6		PRINCE EDWARD 15,398 H-11	
APPOMATOX	8,764	H-11	GREENE 4,745 F-11		PRINCE GEORGE 29,998 I-14	
ARLINGTON	197,236	D-14	GREENSVILLE 16,219 J-13		PRINCESS ANNE 42,277 D-13	
AUGUSTA	66,438	F-10	HALIFAX 41,442 I-10		PRINCE WILLIAM 22,612 J-16	
BATH	6,296	F-9	HANOVER 21,985 G-13		PULASKI 27,758 I-7	
BEDFORD	29,627	H-9	HENRICO 287,650 G-13		RAPPAHANNOCK 6,112 D-12	
BLAND	6,436	I-6	HENRY 48,470 J-9		ROANOK 133,407 H-8	
BOTETOURT	15,766	G-9	HIGHLAND 4,069 E-9		ROCKBRIDGE 28,513 G-10	
BRUNSWICK	20,136	J-13	ISLE OF WIGHT 14,906 I-15		ROCKINGHAM 45,989 E-11	
BUCHANAN	35,748	H-4	JAMES CITY 13,052 H-15		ROUSSEL 26,788 I-4	
BUCKINGHAM	12,288	H-11	KING AND QUEEN 6,299 G-15		SCOTT 27,640 J-3	
CAMPBELL	76,604	H-10	KING GEORGE 6,710 F-14		SHENANDOAH 21,169 D-11	
CAROLINE	12,471	F-14	KING WILLIAM 7,589 G-14		SMYTH 30,187 J-5	
CARROLL	26,695	J-7	LANCASTER 8,640 G-16		SOUTHAMPTON 26,522 I-14	
CHARLES CITY	4,676	H-14	LEE 12,147 C-13		SPOTSYLVANIA 24,078 F-13	
CHARLOTTE	14,057	I-11	LOUISA 12,826 F-12		STAFFORD 11,902 E-14	
CHESTERFIELD	46,477	H-13	LUNENBURG 14,116 I-12		STAFFORD 6,220 I-15	
CLARKE	7,074	C-12	MADISON 8,273 E-12		SUSSEX 12,789 I-14	
CRAIG	3,452	H-8	MATHESW 7,148 H-16		TAZEWELL 47,512 I-5	
CULPEPER	13,242	E-12	MECKLENBURG 33,497 J-12		WARREN 14,801 D-12	
CUMBERLAND	7,252	H-12	MIDDLESEX 6,715 G-15		WARWICK 82,233 I-16	
DICKENSON	23,353	I-4	MONTGOMERY 38,206 J-8		WASHINGTON 53,490 J-4	
DINWIDDIE	53,893	I-13	NANSEMOND 37,577 J-15		WESTMORELAND 10,148 F-15	
ELIZABETH CITY	60,994	I-16	NELSON 14,042 G-10		WISE 56,336 I-3	
ESSEX	6,530	F-14	NEW KENT 3,995 H-14		WYTHE 23,327 I-6	
FAIRFAX	106,092	D-14	NORFOLK 303,986 J-16		YORK 11,750 H-15	
FAUQUIER	21,248	D-13	NORTHAMPTON 17,300 H-17		TOTAL 3,318,680	
FLOYD	11,351	I-8	NORTHUMBERLAND 10,012 G-16			



- ARLINGTON**
 1. Ashlawn
 2. Glencarlyn
 3. Jamestown
 4. Lee
CAROLINE
 5. Dawn
CHARLOTTE
 6. Charlotte
 7. Phenix
FAIRFAX
 8. Flint Hill
 9. Glen Forest
 10. Jermantown
 11. Lillian Carey
 12. Lynbrook
 13. North Springfield
 14. Rose Hill
 15. Timber Lane
 16. Wakefield Forest

- FREDERICK**
 17. Robinson Memorial
GRAYSON
 18. Elk Creek
 19. Fairview
HENRICO
 20. Baker
 21. Bethlehem
 22. Crestview
 23. Dumbarton
 24. Ratcliffe
 25. Maude Trevvett
 26. Maybeury
 27. Skipwith
HIGHLAND
 28. Blue Grass
NORTHAMPTON
 29. Hare Valley
ORANGE
 30. Orange

- PRINCE WILLIAM**
 31. Yorkshire
PRINCESS ANNE
 32. Aragona
 33. Linkhorn Park
 34. Seaboard
 35. Woodstock
ROANOKE
 36. Oak Grove
ROCKBRIDGE
 37. Central
 38. Highland Belle
ROCKINGHAM
 39. Bergton
SOUTHAMPTON
 40. Ottobine
SURRY
 41. Newsoms
 42. Lebanon

- WYTHE**
 43. Wytheville
FALLS CHURCH CITY
 44. Mt. Daniel
GALAX CITY
 45. Rosenwald-Felts
HAMPTON CITY
 46. Bethel
LYNCHBURG CITY
 47. Bedford Hills
 48. Perrymont Avenue
MARTINSVILLE CITY
 49. Clearview
NORFOLK CITY
 50. Lansdale
 51. Oceanair
PORTSMOUTH CITY
 52. Douglas Park
 53. Mount Hermon
 54. Port Norfolk

- RADFORD CITY**
 55. Belle Heth
 56. Kuhn Barnett
 57. McHarg
RICHMOND CITY
 58. Fairfield Court
 59. Maymont
 60. Whitcomb Court
SOUTH NORFOLK CITY
 61. South Hill
 62. Waterford
STAUNTON CITY
 63. Northside
 64. Westside
WAYNESBORO CITY
 65. Westwood Hills

Seminar, the questionnaire was revised before it was sent to the schools throughout the state. The replies to the questionnaire indicated that it was fairly well understood. Some replies indicated that the person filling out the questionnaire did not read the explanatory statements concerning the questionnaire very closely.

The questionnaire was divided into two sections. Section I dealt with general information which gave a picture of the school reporting; such as, the type of community served, grades taught, enrollment of the school, number of classrooms, and the number of multipurpose rooms in the school.

Section II dealt with specific information concerning the multipurpose room. Through this section information was gathered to determine whether the general trend of the use of the multipurpose room is towards expansion; what type of furniture is being used; how well the furniture fills the needs of the schools; and where it is stored. Next, the questionnaire deals with the activities being held in the multipurpose room. This is an attempt to determine how the multipurpose room is used; what provision is being made to facilitate the use of the multipurpose room; how much time is required for making the changes necessary to provide for these various uses; what labor is needed to make these changes; and how the school people, who are in the best position to know, feel about the overall operation of this facility in the elementary school.

The questionnaire next deals with the use of the multipurpose room by community groups. This part is designed to determine what community

groups are making use of the multipurpose room; whether or not they are making use of the kitchen facilities; and, if so, how much use is being made of the multipurpose room and kitchen facilities by these groups. The use that is being made of the multipurpose room in the summer is then determined. These questions are so designed as to determine the use being made by children and others; whether it is being used in the daytime or evenings, or both; and the amount of time involved in this use. The regulations by which the use of the multipurpose room is controlled are also determined.

The final questions in the questionnaire are designed to determine the local administrative control of the use of the multipurpose room and how the administrators feel about the value of the multipurpose room; whether or not the location in their building restricts its use, whether they would include a multipurpose room in a new facility if they were planning one; and the types of information the administrator would suggest be included in this thesis that would be helpful to superintendents, principals, and teachers.

Thus, the method is that of studying all available material, interviewing all available resource people, and observing in other schools with a view to recording facts that will present an accurate account of what utilization is being made of the multipurpose room in the elementary schools in the Commonwealth of Virginia.

III. DEFINITIONS OF TERMS USED

Multipurpose Room. This is the room in a school building which was designed for more than one use, a combination of any or all of the following: gymnasium, auditorium or cafeteria.

Educational Needs. Educational needs are those things the school attempts to provide for meeting the requirements for optimum development of the pupil--intellectual, physical, moral, emotional, and social--both in his interest, abilities, and level of achievement and in relation to the probable future demands of the individual and of society.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

The information gathered from the United States Office of Health, Education and Welfare, state departments of education, school equipment supply houses and architectural firms, is incorporated in Chapter II under the heading, "Background Survey of the Multipurpose Room."

Section I of the questionnaire is not dealt with except that this information is used as a means of determining the organization of tables and whether there is anything which stands out as pertinent in the analysis of the use which is being made of the multipurpose room.

Information gathered in Section II of the questionnaire is used in developing Chapters III and IV of the thesis, entitled, "Program in the Multipurpose Room" and "Adaptability of the Multipurpose Room to the School Program," respectively.

The material in this section is dealt with in Chapter III as to the activities which take place in the multipurpose room, and what activities could be better provided for by having separate facilities. The material was also used to determine what schools to visit in order to study their program. The purpose of these visits was to observe how well the furniture and facilities served the program. The results of these studies are included in Chapter III.

The questions concerning student activities in Section II of the questionnaire are again dealt with in Chapter IV. Here they are treated with respect to how well the facilities serve the activity engaged in by pupils.

The questions dealing with how well the recipients of the questionnaire think the multipurpose facilities serve to meet the educational needs of the pupils and those questions dealing with community activities are also incorporated in this chapter.

CHAPTER II

BACKGROUND SURVEY OF THE MULTIPURPOSE ROOM

I. SURVEY OF THE LITERATURE

In 1954 the Office of Education of the Department of Health, Education and Welfare made a national survey of the multipurpose room. Out of this survey came a publication entitled Planning and Designing the Multipurpose Room in Elementary Schools from which the following paragraph is taken.

Planning school buildings is a challenge to the best thinking of educators, lay leaders, and architects. Planners today are more concerned with functional and economical measures than ever before in the history of this country. The increased cost of construction and the changing curriculum demand that instructional space be emphasized and that ornamental "gingerbread" be de-emphasized.¹

If this is taken to reflect the thinking of the school plant planners of today, it seems that the inclusion of multipurpose rooms in the elementary school is here to stay. There has been a very limited amount of literature written on the utilization of the multipurpose room. As a whole, the articles which have been written were favorable towards the use being made of the multipurpose room. Some of them were unfavorable. The major criticisms were voiced about the physical education program in the multipurpose room and the combination of library

¹Taylor, James L. Planning and Designing the Multipurpose Room in Elementary Schools. U. S. Office of Education (Washington: Government Printing Office, 1954).

facilities with these other facilities. In an article in School Management entitled "The Truth About Multipurpose Rooms," the editor cites the case of an elementary school in New York State in which he states:

The school was occupied in early 1957. Since that time, except in very mild weather, the children have averaged less than one period a week of physical education--although the state mandates four.²

This was a case in which there was not enough room in the multipurpose room to provide for all the children in a proper physical education program. The failure of the program was admittedly the result of poor planning but served to illustrate the fact that the multipurpose room is not the answer to all problems.

In an article by A. Wofford in American School Board Journal, the writer is not in the least sympathetic with the idea of combining the cafeteria and the school library. She says they have nothing in common with the exception that they both have tables. The time element is in conflict.³

Some articles cited substantial savings by the inclusion of a multipurpose room rather than separate facilities. For example, an article in the December, 1959, issue of the American School Board Journal entitled "Well-Planned Cafeteria Seating Equipment," dealt with

²"The Truth About Multipurpose Rooms," School Management (April, 1958), 40-44.

³Azile Wofford, "Concerning the Library-Cafeteria Room," American School Board Journal, CXXXIV (April, 1957), 76.

this facet of the problem. This article is about Kina School in Scottsdale School District in Arizona. Kina School has an enrollment of 800 pupils. The multipurpose room which is 50' by 75' provided seating capacity for 240 students. This article includes the following statement which illustrates this point.

To accommodate this same number of students with equipment used in the older buildings, Mr. Merrill figures it would take forty tables and two hundred and forty folding chairs.

This is where the annual savings of approximately \$800.00 is realized, for with fewer pieces of equipment and the folding portability of the table-bench units the cafeteria can be cleaned and straightened after a lunch period in about an hour, less than half the time it takes with the other equipment which is still used in the older schools.⁴

This is the type of thinking which is predominant throughout the country concerning the use of the multipurpose room. In the final analysis, whether to include such facilities in a school building should be determined by how well it meets the educational needs of the students.

II. SURVEY OF SCHOOL EQUIPMENT SUPPLY FIRMS

Of the letters sent to fifteen school equipment suppliers replies were received from six.⁵ None of the six who replied had done any research to establish the time involved in making changes from one type of

⁴"Well-Planned Cafeteria Seating Equipment," American School Board Journal, CXXIX (December, 1959), 37.

⁵Appendix A, p. 57.

arrangement to another. The material which was sent covered a wide variety and types of furniture. That which was designed as especially suitable for the multipurpose room fell into three general categories. First was the folding table and chair combination, either a folding-chair or stacking-chair. Second was the combination table and bench designed for folding into the wall and third was the table and bench combination which is designed to permit a portion of the apparatus to be adjusted to serve as a table top or as the back of a bench. There were some variations to each of these. In the first category some of these tables were designed so as to not use chairs but had an accompanying bench which folded up along with the table. The tables and benches in the second category were all the same but were designed so they could be fully recessed into the wall, partially recessed, or not recessed at all. In the third category the table and bench was of only one principal design. This does not fold up for easy compact storage but lends itself to easy conversion from auditorium to cafeteria or vice versa.

Table I shows the use distribution of the various types of equipment in the multipurpose rooms in Virginia. The column "Other" was used where a school did not make a report as to a specific type of furniture.

III. SURVEY OF STATE DEPARTMENTS OF EDUCATION

Of the thirty-four letters sent to state superintendents of public instruction twenty-two replies were received.⁶ Of these twenty-two

⁶Appendix B, p. 58.

TABLE I

TYPE OF FURNITURE USED IN THE MULTIPURPOSE ROOM AS REPORTED
BY ELEMENTARY SCHOOL PRINCIPALS

Size by Enrollment	Number of Schools Reporting	Table and Chairs	Combination Table and Bench	Other
Fewer than 300	12	11	1	1
300 - 499	15	9	2	4
500 - 700	24	19	5	1*
Over 700	14	5	6	3
TOTALS	65	43	14	9

*One school reported it used folding chairs in addition to tables and benches.

replies thirteen stated that the multipurpose room was considered satisfactory in their state. Five made statements indicating the school people in their state would prefer separate facilities. Two made no comment as to its acceptability. Only American Samoa, one of the places studied, did not have any multipurpose room. One referred the letter to someone else who never answered.

The general idea conveyed by these persons was that the multipurpose room meets the requirements of the program in the elementary school and they try to include one in each new school building. In the letter sent to the state superintendents of public instruction they were asked for their reaction to three questions concerning the multipurpose room. These three questions were as follows:

1. What use is being made of this room?
2. How does your school personnel think it compares with separate facilities?
3. What is the reaction of both school personnel and the lay public as to its value as part of the elementary school building?

In order to convey the reaction obtained from the replies to these questions the following quotations are submitted as representing most nearly a general answer to each of these questions.

Question Number One

Perhaps the greatest use of this facility is for cafeteria purposes. This limited use cannot be justified. The nature of the cafeteria equipment and the ease with which it can be removed

usually dictates the amount of use the multipurpose room receives for assemblies, rhythmic, games and the like.⁷

Question Number Two

We do not have direct sources on which to base our answer to the question: how do school personnel feel about its use compared to that of separate facilities?, but general impressions will be given. School staff members are very sympathetic toward the problem of providing adequate facilities for the influxed school population. Even though converting a lunchroom into an assembly consumes time and effort, causing delay and interruptions in the organized activities of the school day, they think the combination of these activity spaces to be a wise solution.

Question Number Three

We have received no adverse reaction to the use of these rooms by either the school personnel or the lay public, and most of the new buildings are designed to include such a room if school finances will permit it.⁸

IV. SURVEY OF ARCHITECTURAL FIRMS

Of the twenty-four architects or architectural firms to which letters were sent, replies were received from fifteen.¹⁰ In this letter the following questions were asked, (1) Can you give me any ideas as to

⁷Letter from Mr. James S. Tresslar, Director, Bureau of School Buildings, Department of Public Instruction, Harrisburg, Pennsylvania, dated April 7, 1960.

⁸Letter from Mr. Leon R. Graham, Assistant Commissioner for Administration, Texas Education Agency, Austin, Texas, dated April 7, 1960.

⁹Letter from Mr. James C. Schooler, Consultant, School Buildings Department of Public Instruction, Pierre, South Dakota, dated April 6, 1960.

¹⁰Appendix C, p. 59.

the origin of the idea of the multipurpose room? (2) What stimulated this idea? (3) Did the idea originate with architects or with school people? (4) What are the major criteria for determining whether a building will include a multipurpose room or separate facilities?

There were varied answers to all of these questions as to the origin of the idea of the multipurpose room and what stimulated the idea. There were no statements which indicated that any of them knew. In answer to question number three most architects thought the desire for economy stimulated the outgrowth of the multipurpose room as a joint solution between architects and school people.

There were more definite answers to question number four than any of the others. Many of the architects expressed a belief that economy was the major criterion for determining whether or not a building would include a multipurpose room or separate facilities.

The following quotations are given as representative answers to each of these questions.

Question Number One

The origin of the multipurpose room was a matter of economics; namely, getting as much use out of an area as possible to avoid providing duplicate areas which could not be afforded.¹¹

Question Number Two

We can only surmise what stimulated the idea. It is assumed that it was a natural result in striving to reduce cost by making multiple use of space.¹²

¹¹Letter from Mr. Samuel N. Mayo, Architect, Richmond, Virginia, dated April 12, 1960.

¹²Letter from Baskervill & Son, Architects, Richmond, Virginia, dated April 5, 1960.

Question Number Three

I cannot say whether the idea originated with Architects or School Personnel, but it was probably a combination of both working towards obtaining a lower cost facilities.¹³

Question Number Four

Where separate spaces are provided, the time-use period of each is relatively small when compared with time-use of multipurpose areas. While multipurpose space may not provide the ultimate facility for use as any of the individual spaces it replaces, it is still usable within reason and used for a larger part of the school day. From this standpoint, it would appear that the economic factor plays a prominent part in the inclusion of such a space.

One other factor applicable has to do with use of the public school facilities for community programs, principally public recreation and public health and welfare. With the public school facilities becoming more widely used in various community programs, the multipurpose space comes to the forefront because of its flexibility. Returning once more to the factor of economy, we find one building being used for a longer daily time, serving more people, and yet still providing the necessary services for which it was originally designed.¹⁴

V. SUMMARY

Reports concerning the multipurpose room are critical of including the physical education program and library program in this room, however, they are favorable toward other programs which are included in this facility.

¹³ Letter from W. Irving Dixon, Architect, Richmond, Virginia, dated March 31, 1960.

¹⁴ Letter from E. Tucker Carlton, Architect, Richmond, Virginia, dated April 7, 1960.

Furniture used in the multipurpose room falls into three general classifications: folding table and chair combination, combination table and bench designed for folding into the wall, and table and bench combination designed to permit a portion of the apparatus to be adjusted to serve as a table top or as the back of a bench.

The state school officials who replied to the questionnaire, expressed the belief that the multipurpose room was a partial solution to the problems arising caused by an increased school population. According to their replies they thought the school personnel and lay public were also favorable to the inclusion of a multipurpose room in elementary school facilities.

Economy was expressed by all as a major reason for the origin of the idea of a multipurpose room and for the inclusion of this facility in elementary school buildings.

CHAPTER III

PROGRAM IN THE MULTIPURPOSE ROOM

I. GENERAL

It has been stated previously that there is a wide variation in the kinds of activities which take place in the multipurpose room.¹⁵ This variation is from the minimum program of its use as a cafeteria and an auditorium to an expanded program where such activities as community square dances, music, dramatics, workshop space and physical education take place in the same multipurpose room. It can be seen in Table II that music was the most frequently mentioned school activity reported as being held in the multipurpose room. There were fifty-three schools out of a total of sixty-five reporting that stated they used the room for this activity. The next in order of usage was dramatics. Thirty-three out of a total of sixty-five reported the room as being used for this activity. Table II shows it was used for physical education, twenty-nine out of a total of sixty-five; workshop space, twenty out of a total of sixty-five; study hall, eight out of sixty-five; library science, one out of sixty-five and others, twenty out of a total of sixty-five.

¹⁵Supra, p. 1.

TABLE II

USE OF THE MULTIPURPOSE ROOM BY SIZE OF SCHOOL

Size by Enrollment	Number of Schools Reporting	Physical Education	Music	Dramatics	Study Hall	Library Science	Workshop Space	Other
Less than 300	12	5	9	6	2	1	2	3
From 300 to 499	15	9	12	12	2	0	6	3
From 500 to 700	24	7	20	17	4	0	9	9
Over 700	14	8	12	8	0	0	3	5
TOTALS	65	29	53	43	8	1	20	20

The other activities which took place in the multipurpose room included the following in order of their most frequent mention: visual aids, assemblies, S.C.A., general meetings and dancing, glee club and band, special programs, rhythms, plays, bus pupils, chapel, special classes, group meetings.

The question was asked in the survey, "What activities do you feel could be better provided for by having separate facilities?" There were forty-three schools who answered they felt some activities could be better provided for by having separate facilities. The activity most frequently mentioned was physical education. Others which were mentioned in the order of their frequency, were: assembly programs, music, dramatics, visual aids, cafeteria, rhythms. Although the recipients of the questionnaire were not asked to give a reason for their answer some of them did. The most frequent reason given for their answer was the conflict in schedule with other activities.

II. MULTIPURPOSE ROOMS WITH IN-WALL TABLE AND BENCHES

A study was made of the program which took place in several multipurpose rooms. One of these was one day's activities which took place in the multipurpose room of Glencarlyn Elementary School, Arlington County, Virginia. The following program took place during the school day on which that school was visited.

9:00 - 10:00	unscheduled
10:00 - 10:45	film and lecture
10:45 - 11:00	putting up benches
11:00 - 11:30	Spanish folk dancing

11:30 - 11:45	putting down tables and benches for lunch
11:45 - 1:30	lunch
1:30 - 2:00	clean up after lunch
2:00 - 2:30	tumbling
2:30 - 3:00	Safety patrol meeting

The classes came and went with ease and a minimum of confusion. The film and lecture from 10:00 to 10:45 was a film concerning safety which was for the entire student body. The facilities were adequate. The period from 10:45 to 11:00 was scheduled to permit time for cleaning and putting up benches so the space could be used for folk dancing. All of this change was made by one custodian. The observer timed the putting up of benches and the entire operation took three minutes. The next instruction period was for Spanish folk dancing for which a record player was used. A fifteen-minute period was allowed for putting down the tables and benches for lunch. The observer timed this operation which took only five minutes and was done by the one custodian. The lunch time was divided into two periods of forty-five minutes each as only half the student body could be served at one time. Thirty minutes was allowed for clean-up time after lunch. Then instruction was given in the multipurpose room again. From 2:00 to 2:30 there was a class in tumbling and from 2:30 to 3:00 there was a meeting of the school safety patrol.

During this day every child in the school participated in one way or another in some activity in the multipurpose room. The school day was from 8:45 A.M. to 3:00 P.M., a period of six hours and forty-five minutes. During this time the multipurpose room was used for instructional

purposes for two hours and fifteen minutes. Thirty minutes were used for cleaning, one hour and forty-five minutes were used for lunch, one hour was unscheduled and thirty minutes were used for changing the set-up of the facility.

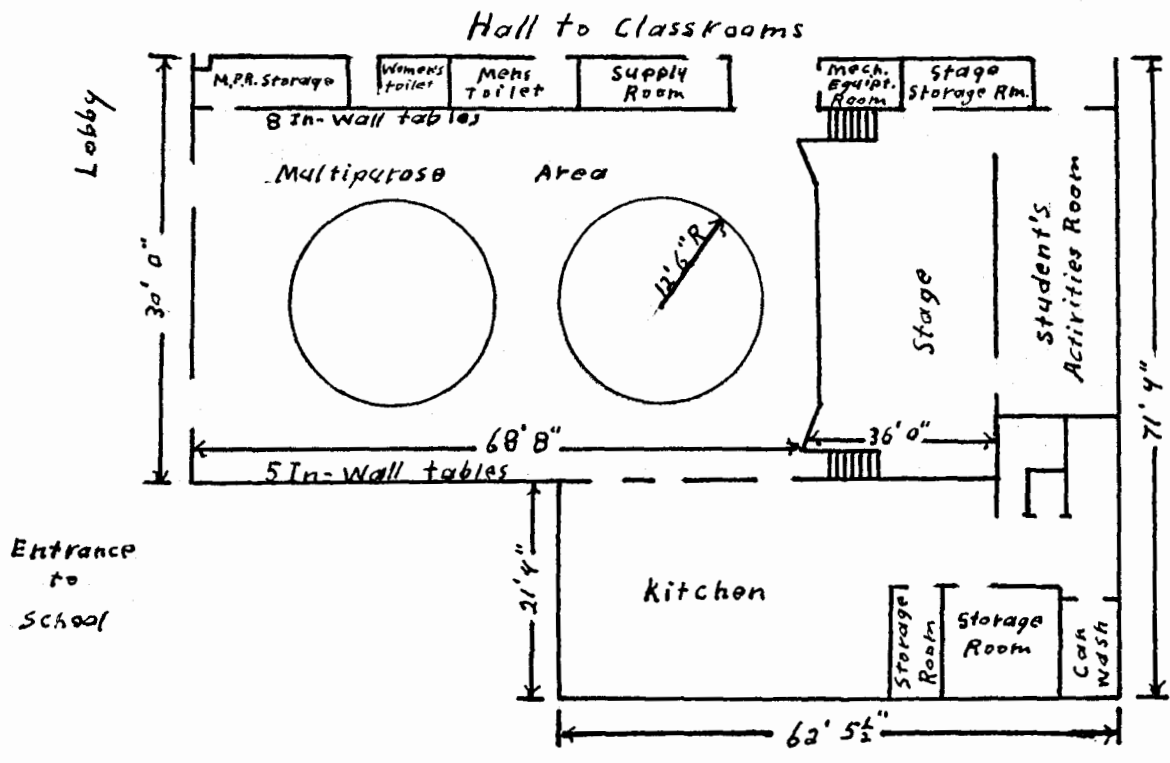
This multipurpose room measured 68' 8" by 30'. It was equipped with a stage. The floor was marked off for basketball and ring games. The furniture consisted of folding tables and benches. Folding chairs were stored under the stage for use by adult assembly groups. Miss Lera Griffith, the school principal, states, "It takes ten minutes to change from a cafeteria set-up to an auditorium."

Figures No. 8, 9, 10 and 11, show the activities which were taking place during the time the program was being studied. Figure No. 2 shows the physical layout of the multipurpose room.

III. MULTIPURPOSE ROOM WITH FOLDING TABLE AND CHAIR COMBINATION

A study was also made of the over-all program in the multipurpose room of the George Francis Baker Elementary School in Henrico County, Virginia. This multipurpose room has a stage, dressing rooms, storage under the stage, and has furniture consisting of folding tables and staking chairs. When not in use, these are stored beside the walls. The space under the stage is for storage of folding chairs to be used when additional seating space is needed for large assemblies.

The schedule for this room is flexible as the schedule for most places for large gatherings generally is. There is a schedule for play



Scale $\frac{3}{8}'' = 1'$

FIGURE 2

PHYSICAL LAYOUT OF THE MULTIPURPOSE ROOM AT
GLENCARLYN SCHOOL, ARLINGTON, VIRGINIA

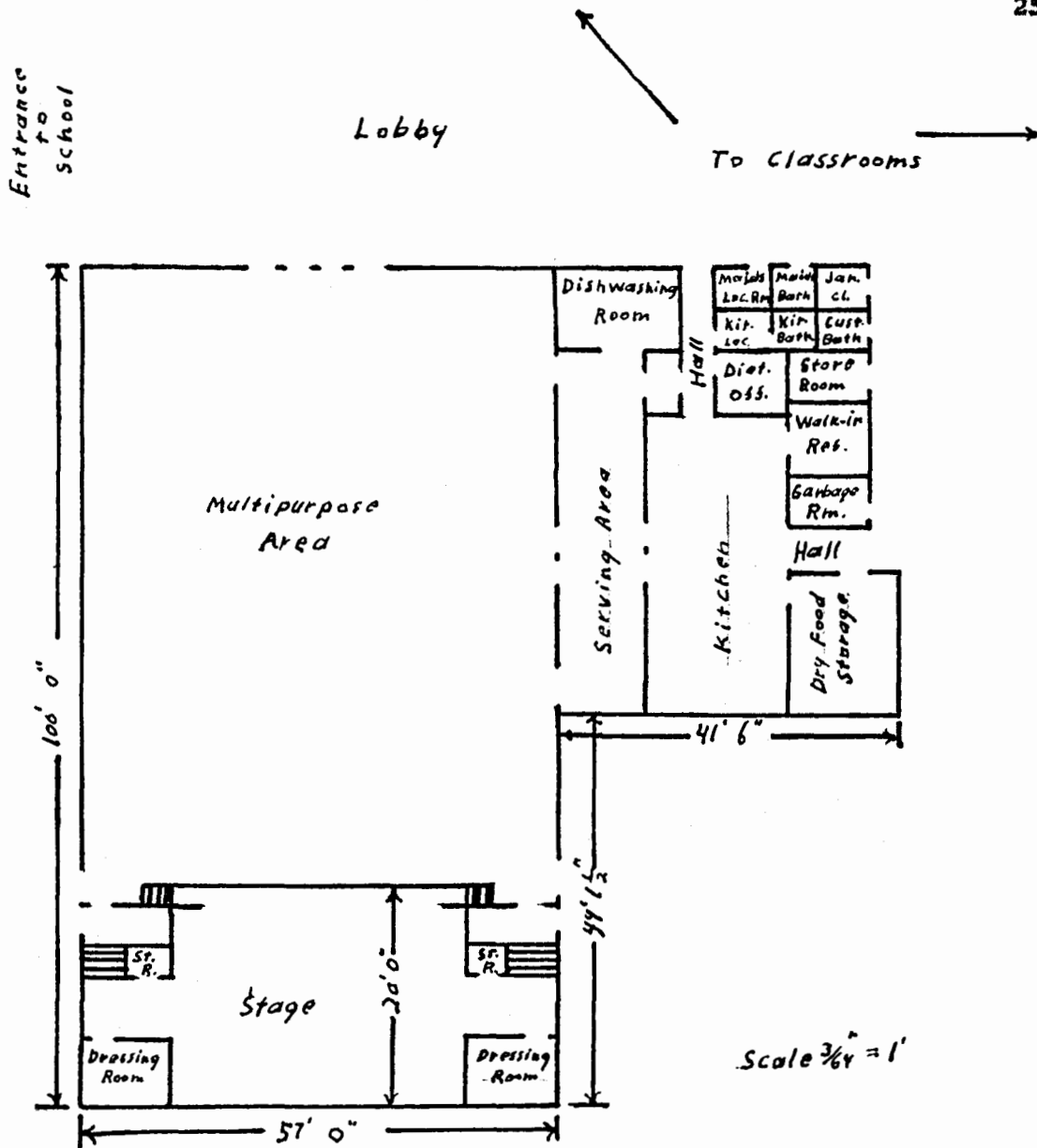


FIGURE 3

PHYSICAL LAYOUT OF THE MULTIPURPOSE ROOM AT
GEORGE F. BAKER SCHOOL



FIGURE 4

**FURNITURE IN THE MULTIPURPOSE ROOM BEING
STORED BY THE CUSTODIAN**



FIGURE 5

**ARRANGEMENT OF THE MULTIPURPOSE ROOM WITH TABLE AND BENCH
COMBINATION FOR AUDITORIUM USE**

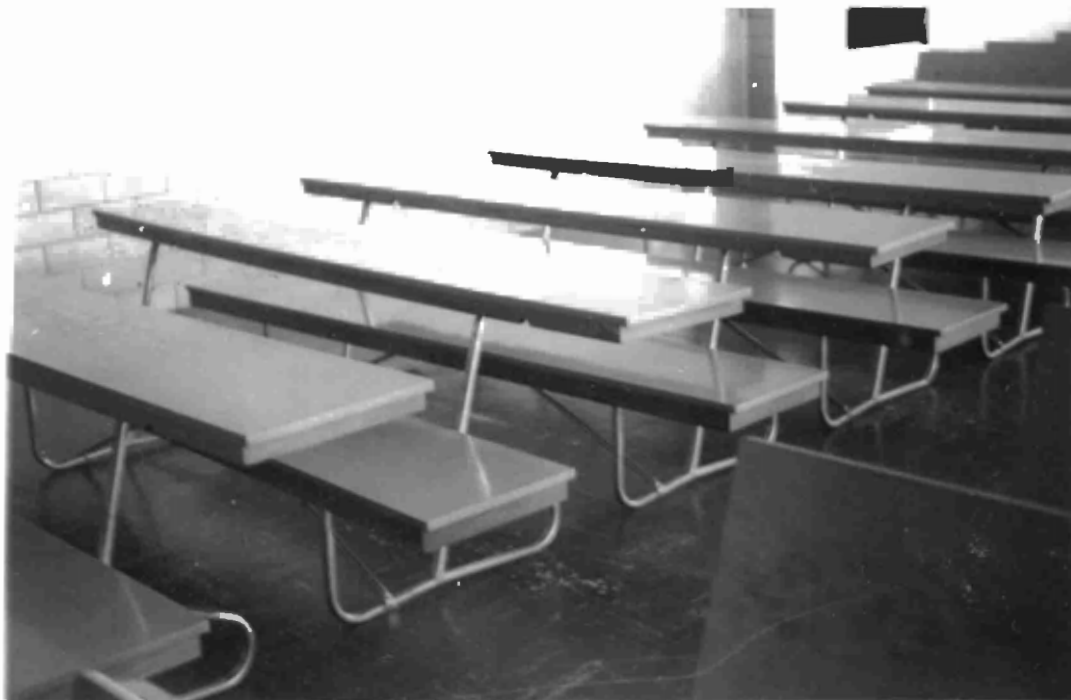


FIGURE 6

**ARRANGEMENT OF THE MULTIPURPOSE ROOM WITH TABLE AND BENCH
COMBINATION FOR USE AS A CAFETERIA**



FIGURE 7

**ARRANGEMENT OF THE MULTIPURPOSE ROOM FOR
INTER-CLASS ACTIVITIES**



FIGURE 8

USE OF THE MULTIPURPOSE ROOM FOR FILM AND LECTURE



FIGURE 9

USE OF THE MULTIPURPOSE ROOM AS A CAFETERIA



FIGURE 10

**USE OF THE MULTIPURPOSE ROOM FOR
PHYSICAL EDUCATION ACTIVITIES**



FIGURE 11

USE OF THE MULTIPURPOSE ROOM FOR SPANISH FOLK DANCING



FIGURE 12

USE OF THE MULTIPURPOSE ROOM FOR ART ACTIVITIES

periods on rainy days which takes precedence over other activities in this room on those days designated by the principal. This schedule is divided into thirty-minute periods around a two-hour period reserved for a three-shift lunch period. Figure No. 13 shows a copy of this schedule. About once a month a play assembly is held at 9:30 A.M. The facilities are then used to give the children an experience in dramatics. Some other activities which take place in this room are: art experiences, figure 12, p. 34; Junior-Senior prom of a neighboring school, figure 7, p. 29, rhythmic dancing, P.T.A. meetings, fun festival given by P.T.A.; audio-visual aids; outside speakers; etc.

Teachers wishing to use this facility may request the use of the room in advance. The schedule is divided into thirty-minute periods and a teacher may sign up for more than one period if her activity will last longer than thirty minutes.

This school has a student body of five hundred and eighty pupils with grades one, two, three and four. Children in grades three and four are used to stack chairs and occasionally help set them up for an auditorium. The other help is one custodian and one maid. By using three children assigned by each class to stack chairs following an assembly program, and the custodian handling the folding tables, the change from an auditorium to a cafeteria can be made in five minutes. This causes practically no delay in starting classroom instruction following an assembly program. Likewise by using three children for each class section after lunch period to stack chairs, the multipurpose

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	Winn Heath Frayser (1)	6	7	5	6
9:30 -10:00	Mistr Beadles Sweeney (2)	3	1	3	3
10:00 -10:30	Cosby Dotson Pitts (3)	7	4	2	2
10:30 -11:00	Longacher White Childrey (4)	2	2	4	1
1:30 - 2:00	Harris Enroughty R. Nelson (5)	4	5	1	4
2:00 - 2:30	Dewberry G. Nelson Miller (6)	1	6	7	5
2:30 - 3:00	Martin Chapman Ball (7)	5	3	6	7

FIGURE 13

**PHYSICAL EDUCATION SCHEDULE DURING INCLEMENT WEATHER
FOR THE GEORGE F. BAKER SCHOOL.**

NOTE: The number in parentheses under the names indicates the number of the group. Their time schedules are indicated by number only for Tuesday, Wednesday, Thursday and Friday.

room can be ready for use by groups fifteen minutes after the lunch period is over. This includes cleaning by the custodial staff. By careful scheduling there is rarely a conflict in the programs in the multipurpose room.

The floor layout to this room is shown in Figure No. 3, p. 25.

IV. MULTIPURPOSE ROOM WITH TABLE AND BENCH COMBINATION

Another school visited for this study was the Harold Macon Ratcliffe School in Henrico County, Virginia. This school uses a combination table and bench type of furniture. This combination is easily converted from a bench for assembly purposes to a table and bench for cafeteria purposes. The space is seldom used for activities which require cleaning the floor as the furniture has to be pushed to one side of the room and then it takes up about one-fourth of the floor space. The furniture is heavy and not easily moved. The room is used for a variety of activities, however. Some of these activities are: music, dramatics, lunch, assemblies, occasional dances, band, and chorus. This room can be converted from an auditorium to a cafeteria set up or vice versa in approximately five minutes. The principal states that he is well satisfied with the multipurpose room as it is but would like to have another room for physical education activities. Figures No. 5 and 6, pages 27 and 28, shows the multipurpose room with a table and bench combination.

V. SUMMARY

There is a wide range of activities which take place in the multi-purpose room. It is used most frequently for music activities, dramatics, physical education, workshop space and study hall. According to most of the persons reporting, it served all of these activities well with the exception of physical education.

The three schools studied were selected because of the effectiveness of their programs and the three different categories of furniture with which they were equipped. The programs and the furniture served their purposes well except the table and bench combination which could not be cleared easily from the floor for large group activities such as dancing, physical education, etc. This school had the advantage that the change from a cafeteria to an auditorium or vice-versa could be made with less effort than those using the folding table and chair combination or the in-wall folding table and bench combination.

CHAPTER IV

ADAPTABILITY OF THE MULTIPURPOSE ROOM TO THE SCHOOL PROGRAM

I. ADEQUACY OF THE FACILITIES

Of the activities which take place in the multipurpose room, lunch consumes the most time each day of any one activity. Of those schools reporting time allocations, they report that from an hour to an hour and a half are devoted to lunch period alone following which there has to be about fifteen to thirty minutes allowed for clean-up. As a result, this space cannot be used for activities from an hour and a half to two hours. As this is a daily activity when school is in progress other activities have to be scheduled around lunch period. Out of a school day of approximately six hours this leaves about four hours in which other activities can be scheduled, or a total of eight thirty-minute periods. For a physical education program in inclement weather in a twenty-one classroom school, this means that three classrooms have to be in the multipurpose room at one time in order for everyone to have a time in which to participate. Where there are classrooms of thirty students each this means that ninety students have to use the space at one time. When the floor space is 54' by 75', as at the George F. Baker School, this gives a total of about thirty-nine square feet per student in which to play. This is more space per student than is recommended as a minimum by most of the state departments of education reporting.

As previously stated, it may be noted from Table II, p. 20, that out of a total of sixty-five schools reporting, fifty-three reported they had a music program taking place in the multipurpose room.¹⁶ This was the most frequently mentioned activity besides lunch which is regularly scheduled. The room contains adequate space and facilities (stage, etc.) for a music program. The major problem which might arise from such a program is the sound interrupting other classes. The question was asked in the questionnaire, "Does the location of the multipurpose room restrict its use?" No one said it did, so evidently this is not a problem. The multipurpose room seems adequate for the music program.

The second program reported as shown in Table II, p. 20, as the next most often taking place in the multipurpose room is dramatics. The multipurpose room seems to be well suited to this type of program. There is every facility necessary for such programs which could be found in separate facilities.

The next most frequently reported program as shown in Table II, p. 20, is physical education. This program is commented on in a number of the questionnaires from principals and letters from the state superintendents. In answer to the question, "What activities do you feel could be better provided for by having separate facilities?" physical education was mentioned twenty-nine times out of the sixty-five schools reporting.

¹⁶Supra, p. 20.

Of those giving reasons for their answer the most frequently given was the time schedule. Several of the letters from state superintendents of public instruction expressed a lack of enthusiasm for a physical education program in the multipurpose room. The following quotation is given as an example of the type of comment that was generally made.

We feel that the combination of the auditorium and cafeteria is desirable, or the combination of the auditorium and gymnasium is desirable, but that the combination of the gymnasium and cafeteria is undesirable.¹⁷

There were no specific reasons given as an objection to the combination of the cafeteria and gymnasium on the basis of sanitation but some state school officials did state that such a combination was not recommended by their State Boards of Health. The following example is given to illustrate this point. Mr. A. P. Smith, Director, School Building and Transportation, Department of Education, Jackson, Mississippi, states, "The Mississippi State Board of Health does not approve nor do we recommend the use of a cafeteria as a gymnasium."¹⁸

The activity being carried on in the multipurpose room by the next greatest number of schools is using the room for workshop space.

¹⁷Letter from Mr. Leslie E. Trotter, Architect, Office of School Plant Services, State Department of Education, Atlanta, Georgia, dated April 1, 1960.

¹⁸Letter from Mr. A. P. Smith, Director, School Building and Transportation, Department of Education, Jackson, Mississippi, dated April 1, 1960.

With the usual type of furniture and its versatility in arrangement the facilities would adapt well to this use. The recipients of the questionnaire were not asked, "What type of workshops are conducted here?" but assuming these are the type of study workshops usually attended by teachers, principals, and P.T.A. groups, it seems that the space would adapt itself to the requirements of that type of activity more readily than most types of facilities. There is adequate space for having audio-visual aids. Tables are available, if necessary, to have their surface to work upon. The tables and chairs can be arranged in almost any kind of order and there would be less likelihood of having to make a great number of changes from one place to another to vary the activities in which the workshop might be engaged.

Library science was singled out in the tabulation in Table II, p. 20, because it is an activity often provided for in the arrangement of a multipurpose room. As can be seen from the table there was only one school which reported they had library science in the multipurpose room. There was no comment to indicate how well this space served this purpose but according to the literature on the subject it is felt that this combination is not very good.

II. USE BY COMMUNITY GROUPS

The multipurpose room is used frequently by community groups. According to the report as shown in Table III, the Parent-Teachers Association uses the multipurpose room more than any other community

TABLE III

FREQUENCY OF THE COMMUNITY GROUP USAGE OF THE MULTIPURPOSE ROOM

Size by Enrollment	Number of Schools Reporting	Name of Community Group				
		PTA	Scouts	Church	Civic Organizations	Other
Less than 300	12	8	1	3	1	22
From 300 to 499	14	13	7	4	1	26
From 500 to 700	24	18	8	9	8	36
Over 700	15	13	10	5	8	18
TOTALS	65	52	26	21	18	102

group. Fifty-two schools out of a total of sixty-five reported their multipurpose room used for this purpose. The next community group using the multipurpose room most often was scouts who were reported as using it by twenty-six out of sixty-five schools. It was used by church groups in twenty-one of sixty-five schools reporting. Civic organizations used it eighteen out of sixty-five schools reporting. There were a number of other community groups mentioned. These groups are listed here in order of the number of times they were mentioned by the schools reporting; dance groups, women's clubs, Lions' Clubs, Ruritan Clubs, adult classes, Association of University Women, teachers' association, dramatic groups, 4-H club, Citizens Association, special meetings, Home Demonstration club, banquets, Y.M.C.A., art work, elections, Gra-Y, political rallies, executive groups, high school junior-senior proms, boys clubs, workshops, assemblies, teachers and principals meetings, youth groups, Volunteer Fire Department, farmers groups, fraternal organizations, League of Women Voters, Saturday movies, lodges, Southern States Coop., school board, City council, American Legion, music recitals.

The activities engaged in by the community groups are meetings, dinners, games and others which include dancing, school fair, classes, programs, projects, fashion shows, lectures, art, socials, films, rehearsals, music, voting, flower shows, church services, demonstrations, and refreshments, as shown in Table IV. It can readily be seen that the multipurpose room would lend itself well to such activities.

TABLE IV

ACTIVITIES ENGAGED IN BY COMMUNITY GROUPS IN
THE MULTIPURPOSE ROOM

Size by Enrollment	Number of Schools Reporting	Meetings	Dinners	Games	Other
Fewer than 300	12	11	10	4	2
From 300 - 499	15	15	9	5	4
From 500 - 700	24	21	12	4	6
Over 700	14	13	9	1	3
TOTALS	65	60	40	15	15

III. GENERAL INFORMATION CONCERNING THE MULTIPURPOSE ROOM

The persons to whom the questionnaires were sent were asked several questions in order that their thinking might be incorporated in this thesis.

These questions were as follows:

1. Have the school and community activities in your multipurpose room expanded, decreased, or remained somewhat the same since first put into operation?
2. Do you expect to expand, decrease, or maintain the same use of the room?
3. Is the school staff enthusiastic about the program in the multipurpose room?
4. If you were planning a new elementary school, would you include a multipurpose room?¹⁹

The answers to the questions are tabulated in Table V. It will be noted from the table that there were thirty-four schools out of sixty-five whose activities had increased, only three had decreased, and twenty-seven remained the same. There were twenty-six who expected to increase their activities, two expected to decrease, and thirty-six expected to remain the same out of this sixty-five who reported. Thirty schools reported their school staff enthusiastic about the multipurpose room. Seventeen reported their school staff not enthusiastic about it and eighteen gave no answer. There were thirty-nine principals who

¹⁹ Appendix E, p. 61.

TABLE V
 GENERAL INFORMATION CONCERNING THE MULTIPURPOSE ROOM
 AS EXPRESSED BY SCHOOL PERSONNEL

Size by Number of Enroll- ment	Number of Schools Reporting	Past Trend of Activities			Expected Trend of Activities			School Staff Enthusiastic			Would Include the Room in New School		
		Expanded	Decreased	Remained the same	Expand	Decrease	Remain the same	Yes	No	Indicated	Yes	No	Indefinite
Less than 300	12	5	0	7	2	0	9	5	2	5	6	5	0
From 300 to 499	15	8	0	7	9	0	6	7	5	3	11	4	0
From 500 to 700	24	14	1	9	11	1	12	13	5	6	13	6	5
Over 700	14	7	2	5	4	1	9	5	5	5	8	6	0
TOTALS	65	34	3	28	26	2	36	30	17	19	43	22	5

stated they would include a multipurpose room if they were planning a new elementary school facility, twenty-two who would not and five who were indefinite.

From the answers to questions on the questionnaire it is seen that practically every type of activity which goes on in a school takes place in the multipurpose room. The majority of those reporting indicated facilities were inadequate for physical education. The main difficulty in the performance of other activities which takes place there was the conflict in schedule. The recipients of the questionnaire were asked to give reasons for their answer to the question, "If you were planning a new elementary school would you include a multipurpose room?"

Many of those who answered this question expressed the belief that there was better utilization of the space which had been provided out of public funds than could be obtained by having separate facilities. Others thought the space provided adequate facilities for a lot of activities that needed to expand beyond the classroom, thus enriching the curriculum.

Not all principals would include a multipurpose room in a new school if they were planning one. They would include separate facilities. All of the reasons given for this decision ran in the same general vein. First of all, they cited the conflict in schedule; and second, the amount of time lost in serving a daily lunch, cleaning and changing from one facility set-up to another.

IV. SUMMARY

As lunch is a daily activity in the multipurpose room, this precludes the space from being used for other purposes during this time. The time left is sufficient only for a physical education program. Therefore, it would be better if other facilities were provided for this activity. This would permit the use of the space for activities which need to extend beyond the classroom. The multipurpose room includes adequate facilities for most of these activities.

The sanitation aspect of combining cafeteria facilities and gymnasium facilities is not looked upon favorably by many school and health personnel but no evidence, on the basis of sanitation, could be found to support this attitude.

The multipurpose room is widely used by community groups and the facilities appear adequate for the activities in which they engage.

According to the reports as shown in the data in Table V, p. 47, the majority of those who are using multipurpose rooms believe the facilities are adequate.

Conflicts in schedules and time involved in changing from one arrangement to another are the two major problems confronting those who are using this facility.

CHAPTER V

SUMMARY AND CONCLUSIONS

Throughout this study there have appeared three major areas of concern regarding the utilization of the multipurpose room. The first of these is the conflict caused by the physical education program in the multipurpose room. Two reasons have been cited why it is undesirable to include this program in the multipurpose room. The most pressing reason given was the time element involved. If a physical education program is included in the multipurpose room there is little, if any, time left for other activities which need to expand beyond the classroom. Second was the undesirability of having a physical education facility and cafeteria facility combined. There were no specific reasons given as to why this is undesirable, but several state school personnel stated they did not recommend this combination and neither did their State Board of Health.

Another area of concern regarding the utilization of the multipurpose room is the conflict in schedule. This was cited by many of those persons answering the questionnaire as a major factor affecting the utilization of the multipurpose room. As was expressed by many, careful planning in scheduling can overcome this obstacle to a great extent.

The other area of concern is the time involved in changing from one facility to the other. As was pointed out in Chapter II in the study

of the three multipurpose rooms with different types of furniture, the amount of time needed to change from one facility to another can be reduced to a great degree by carefully coordinating the necessary changes with the activities involved.

The furniture in the multipurpose room fell into three different categories. Each category of furniture had advantages and disadvantages but all categories were acceptable. The time involved in changing from one arrangement to another did not vary much with the different types of furniture. With the same amount of help it takes longer to change the multipurpose room from one arrangement to another with folding tables and stacking-chairs on folding-chairs than it does with in-wall table and bench combination or the table and bench combination with the part adjustable for a table-top or the back of a bench. The latter does not lend itself to clearing of the floor for large group activities because of its bulk.

In the background survey which was made concerning the multipurpose room, the factor of economy stood out as a major reason for the development of the multipurpose room and the inclusion of this room in present day school buildings.

With the exception of physical education and library science, it appears that the multipurpose room is adequate for meeting the educational needs of the students. Separate facilities should be provided for these activities.

The program of the school necessarily changes to meet new problems which arise. As the program changes, the facilities must change to meet the requirements of the new program. Therefore, this problem of the multipurpose room as well as all other areas of school building construction suggests itself as needing continuous study in the light of new developments and new ideas.

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North Dakota - G. B. Nordrum, Director, State School Construction Fund,
Bismarck, April, 1960.

Pennsylvania - James S. Tresslar, Director, Bureau of School Buildings,
Harrisburg, April 7, 1960.

South Dakota - James C. Schooler, Consultant, School Buildings, Pierre,
April 6, 1960.

Texas - Leon R. Graham, Assistant Commissioner for Administration,
Austin, April 7, 1960.

Vermont - Rupert J. Spencer, Director of Administration, Montpelier,
April 14, 1960.

Architectural Firms

Ballou and Justice - Charles C. Justice, Richmond, Virginia, May 23, 1960.

Baskervill & Son - H. T. Huband, Richmond, Virginia, April 5, 1960.

Budina and Freeman - A. O. Budina, Richmond, Virginia, March 31, 1960.

Carlton B. Tucker, Richmond, Virginia, April 7, 1960.

Carneal and Johnston - J. Ambler Johnston, Richmond, Virginia, March 31,
1960.

Commonwealth Architects & Engineers - Fred Q. Saunders, Richmond, Virginia,
April 8, 1960.

Dixon and Norman - W. Irving Dixon, Richmond, Virginia, March 31, 1960.

Hardwicke, D. W., Richmond, Virginia, April 4, 1960.

Johns, Ben R., Jr., Richmond, Virginia, April 5, 1960.

Mayo, Samuel N., Richmond, Virginia, April 12, 1960.

Page, John C., Richmond, Virginia, March 31, 1960.

Wright, Marcellus & Son - Marcellus E. Wright, Richmond, Virginia,
April 4, 1960.

APPENDIX

APPENDIX A

HENRY D. NARD
Route 14, Box 392
Richmond 31, Virginia

March 24, 1960

Hamilton Manufacturing Company
Two Rivers, Wisconsin

Gentlemen:

In examining professional magazines for articles and advertisements concerning school equipment I have observed that you have furniture for use in multipurpose rooms. I would like to know whether or not you have ever conducted any research to determine the time involved in making the changes for various uses, such as changing from a cafeteria to an auditorium, etc. I would also like to know the procedures used on any other research projects your company may have done to determine the usability of the type of furniture which you sell and the results of this research. If you have not conducted any research, could you give me the names of the manufacturer or producer whom I might contact for this information?

This material will be used in a thesis which I am writing in partial fulfillment of the requirements of the Master of Science Degree in Education at the University of Richmond, Virginia. Any help you might be able to give me will be greatly appreciated.

Sincerely,

Henry D. Ward

NOTE: Letter to school equipment supply firms.

APPENDIX B

HENRY D. WARD
Route 14, Box 392
Richmond 31, Virginia

March 11, 1960

Mr. James H. Allen, Jr.
Commissioner of Education
Albany 1, New York

Dear Mr. Allen:

In studying the literature in various publications and reports concerning the room in schools designed for use as a cafeteria, gymnasium, auditorium, or any combination of these, commonly referred to as a multipurpose room, I find that some of the schools in your State have such a room.

I am making a study of the utilization of the multipurpose room in the State of Virginia and would like to obtain some general information about its use in certain other states. I am particularly concerned with (1) what use is being made of this room, (2) how your school personnel feel that it compares with separate facilities, and (3) the reaction of both school personnel and the lay public as to its value as part of the elementary school building.

If you have any statements of policy or regulations concerning the specifications of the multipurpose room or data pertaining to it, I would appreciate your sending them to me.

Thank you very much for any help you may be able to give me.

Sincerely,

Henry D. Ward

APPENDIX C

HENRY D. WARD
Route 14, Box 392
Richmond 31, Virginia

March 24, 1960

Mr. John W. Allen
Virginia Building
Richmond, Virginia

Dear Mr. Allen:

In recent years there has been a trend toward the inclusion of a multipurpose room in elementary school buildings to take the place of the separate facilities. I am making a study of the utilization of the multipurpose room in the State of Virginia to determine if it is adequately serving the purpose for which it was intended. This is the room in schools designed for use as a cafeteria, gymnasium, auditorium, or any combination of these.

I would like to know if you can give me any information as to (1) the origin of the idea of the multipurpose room, (2) what stimulated this idea, (3) whether the idea originated with architects or with school personnel, and (4) what are the major criteria for determining whether or not a building will include a multipurpose room or separate facilities. When planning the construction of a new building what factors bring about a decision to include one or the other, either a multipurpose room or separate facilities?

The purpose of my study is to compile the findings in a thesis which I am writing in partial fulfillment of the requirements of the Master of Science Degree in Education at the University of Richmond, Virginia. Any help you might be able to give me will be greatly appreciated.

Sincerely,

Henry D. Ward

NOTE: Letter to architectural firms.

APPENDIX D

HENRY D. WARD
GEORGE F. BAKER ELEMENTARY SCHOOL
Route 14, Box 392
Richmond 31, Virginia

January 28, 1960

Mr. Joseph Rotella, Principal
Bethlehem Elementary School
5600 Bethlehem Road
Richmond, Virginia

Dear Sir:

In examining the Annual Report of the State Superintendent of Public Instruction I notice that you have a multipurpose room in your school. Since I am now engaged in some research work on the use of such a room I would greatly appreciate your filling out the enclosed questionnaire and returning it to me at your earliest convenience. My research is the basis for a thesis to be presented in partial fulfillment of the requirements for the Master of Science Degree in Education at the University of Richmond.

Thank you very much for this kind service.

Sincerely,

Henry D. Ward

Enclosures

NOTE: Introductory letter mailed with questionnaire.

APPENDIX B

HENRY D. WARD
 GEORGE F. BAKER ELEMENTARY SCHOOL
 Route 14, Box 392
 Richmond 31, Virginia

QUESTIONNAIRE

The Utilization of the Multipurpose Room in the Elementary School

Please answer these questions about the room in your school designed for use as a cafeteria, gymnasium, auditorium, or any combination of these. This is the room hereafter referred to in this questionnaire as the multipurpose room.

Section I. General Information

Name of School _____ City or County _____

Type of community served: (check) Urban _____ Suburban _____ Rural¹ _____
 Grades taught _____ Current enrollment _____
 Number of regular classrooms _____

Please indicate the number of other general-use rooms available in the above-named school in addition to the multipurpose room described herein: Auditorium _____ Gymnasium _____ Cafeteria _____ Library _____
 Other _____

Section II. Information Concerning the Multipurpose Room

1. Have the school and community activities in your multipurpose room expanded, decreased, or remained somewhat the same since first put into operation? Expanded _____ Decreased _____ Remained the same _____

2. Do you expect to expand, decrease, or maintain the same use of the room? Expand _____ Decrease _____ Maintain the same use _____

3. What type of furniture do you use in your multipurpose room?
 Table and chairs _____ Combination table and bench _____ Other _____

4. How do you rate your furniture as meeting your needs?
 Good _____ Satisfactory _____ Poor _____

5. Where do you store your furniture?
 To the side of the room _____ Under the stage _____ Another room _____
 In the walls _____ Other _____ Describe _____

¹Population under 2,500

6. What activities are held in the multipurpose room?

Physical education _____ Music _____ Dramatics _____ Study hall _____
Library science _____ Workshop space _____ Other _____ List them _____

7. Do you have the floor marked off for games? _____

8. What games are provided for:

Hop skotch _____ Shuffleboard _____ Table tennis _____ Dodge ball _____
Basketball _____ Other _____

9. How much time is expended in making the following changes? Furniture stored to cafeteria _____ Cafeteria to auditorium _____

10. What personnel makes these changes? Custodian _____ Students _____
Other _____ How many are needed to make these changes? Custodian _____
Students _____ Other _____

11. Do you feel that the multipurpose room is being utilized to its fullest capacity? _____

12. Do you feel that there are so many activities in the multipurpose room that its educational purposes are not being accomplished? _____

13. What activities do you feel could be better provided for by having separate facilities? _____

14. Is the school staff enthusiastic about the program in the multipurpose room? _____

15. Are they enthusiastic about just part of it? _____
If "Yes," what part? _____

16. What community groups use the multipurpose room?

a. _____ d. _____ g. _____

b. _____ e. _____ h. _____

c. _____ f. _____

17. How often are the kitchen facilities used by community groups?

18. What activities do these community groups engage in in the multipurpose room? Dinners _____ Games _____ Meetings _____ Other _____
What _____

19. How much time is spent in the utilization of the multipurpose room by these community groups? Per week_____ Per month_____ Per year_____
20. Is your multipurpose room utilized by school children in the summer?

21. If so, in what way? _____

22. How much time is spent by the children in the multipurpose room in the summer? _____
23. Is your multipurpose room used by anyone else in the summer? _____
24. If so, is it utilized in the daytime_____ or evenings_____?
25. How much time is spent in the utilization of the multipurpose room in the summer? Per week_____ Per month_____ Per year_____
26. Are there regulations for the use of the multipurpose room by community groups? _____
27. If there are, are they made by the school board or the local school? School board_____ Local School_____ Other_____ What _____

28. If the answer to number twenty-six was "Yes," please state below where these regulations can be found. _____

29. Do you have a daily schedule for the multipurpose room? _____
30. Are these schedules made up daily_____ weekly_____ monthly_____ or for the entire year_____?
31. Please send me a copy of these schedules, if available.
32. Does the location of your multipurpose room in the building restrict its use? _____ If yes, why? _____

33. If you were planning a new elementary school, would you include a multipurpose room? _____
34. Please indicate your reasons for the answer to question thirty-three.

35. Suggest types of information to be included in this thesis on the utilization of the multipurpose room in the elementary school which would be helpful to superintendents, principals, and teachers.

BY _____ Title _____
 Name

Date _____

_____ City or County

VITA

Henry Dillard Ward, the son of Louise Moore Ward and the late William Norman Ward, was born in Lunenburg County, Virginia, July 20, 1920, and received his elementary and high school education in the public schools of that county.

After serving in the United States Navy from 1939 until 1945, he attended Richmond College, University of Richmond, Virginia, where he received his Bachelor of Science Degree with a major in physics in 1949.

From June, 1949, until September, 1951, he served as Sanitation Officer of Brunswick County, Virginia

His experience in the field of education began at Varina High School in Henrico County, Virginia, in September, 1951, where he taught physics, chemistry, mathematics, and was administrative assistant. He was appointed assistant principal of Varina High School in 1954, a position which he held until his appointment to his present position as principal of George Francis Baker Elementary School, Henrico County, Virginia, in 1957.

He married Ellen Lucille Hardy of Lunenburg County, Virginia, December 14, 1946. They have one child, Sandra Ellen Ward, born October 30, 1951. They make their home at Route 14, Box 157, Richmond, Virginia.

The writer enrolled in the Graduate School of the University of Richmond in the summer of 1957. He plans to complete his graduate program in August, 1960.