DOCUMENT RESUME

ED 082 764 LI 004 485

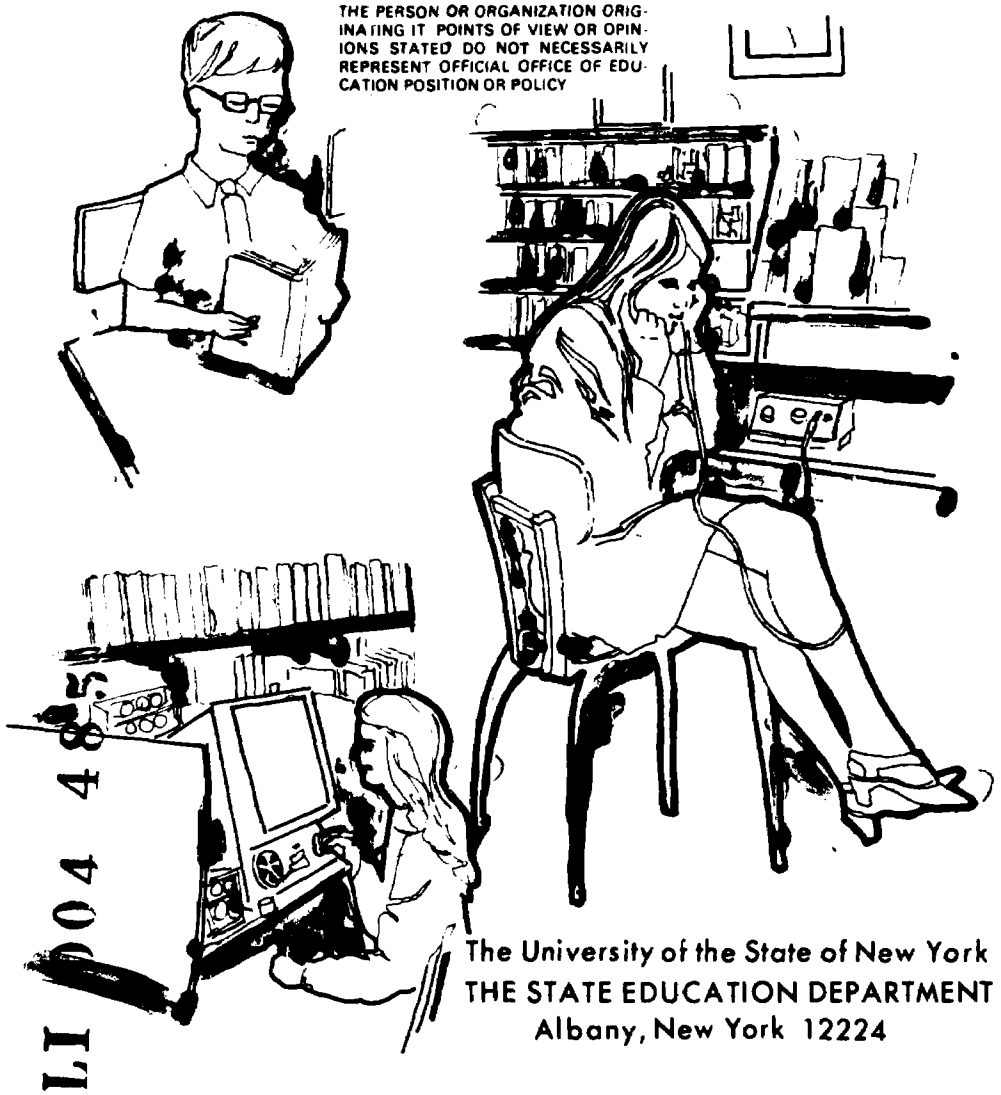
AUTHOR DuMond, Ernest G.; Meffert, Benjamin F.
TITLE Facilities for School Library Media Programs.
INSTITUTION New York State Education Dept., Albany. Div. of Educational Facilities Planning.
PUB DATE [72]
NOTE 18p.; (0 references)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Facility Guidelines; Facility Requirements; *Instructional Materials Centers; *Instructional Media; Library Collections; Library Equipment; Library Facilities; Library Programs; Media Technology; *School Libraries

ABSTRACT

Elementary and secondary school programs have been and still are undergoing changes that will influence facilities design for the schools of the 1970's. The program of the school library media center is certainly also being affected by these changes. A flexible approach is warranted in locating the media center within the school. Students and teachers respond affirmatively to a humane environment that respects their individuality and pleases their senses. The arrangement of furniture and equipment in a library media center should permit users to move about freely without disturbing others. The center should be an attractive facility allowing a wide variety of activities to take place simultaneously. These various activities require areas designed for the following functions: study, large-group instruction, offices for media personnel, work areas for technical processing and the media equipment, faculty study and meetings, production, and storage. Recommendations for each of these areas, a floor plan, and recommended collection sizes are included. (Author/SJ)

FACILITIES
for school library media programs



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University *(with years when terms expire)*

1981 Joseph W. McGovern, A.B., J.D., L.H.D., LL.D., D.C.L., *Chancellor* . . . . . New York

1985 Everett J. Penny, B.C.S., D.C.S., *Vice Chancellor* . . . . . White Plains

1978 Alexander J. Allan, Jr., LL.D., Litt.D. . . . . Troy

1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D. . . . . Buffalo

1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D. . Purchase

1975 Edward M. M. Warburg, B.S., L.H.D. . . . . New York

1977 Joseph T. King, LL.B. . . . . Queens

1974 Joseph C. Indelicato, M.D. . . . . Brooklyn

1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D. . . . Rochester

1979 Francis W. McGinley, B.S., J.D., LL.D. . . . . Glens Falls

1980 Max J. Rubin, LL.B., L.H.D. . . . . New York

1986 Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc. . Hastings on Hudson

1982 Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D. . . . Syracuse

1983 Harold E. Newcomb, B.A. . . . . Owego

1981 Theodore M. Black, A.B., Litt.D. . . . . Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Educational Finance and Management Services
Stanley L. Raub

Associate Commissioner for Instructional Services
William L. Bitner

Assistant Commissioner for Educational Finance and Management Services
John W. Polley

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Director, Division of Educational Facilities Planning
William B. Haessig

Director, Division of General Education
Ted T. Grenda

Chief, Bureau of Educational Plant Planning
Basil L. Hick

Chief, Bureau of School Libraries
Lore Howard

FOREWORD

Elementary and secondary school programs have been and still are undergoing changes that will influence facilities design for the schools of the 1970's. These changes emphasize (1) the individual rather than the group, (2) the pupil's responsibility for learning rather than the teacher's, (3) true inquiry rather than memorized learning, (4) teaching topics in depth rather than fact teaching, (5) pupil access to a wide range of learning resources in many formats rather than to a single textbook or source of knowledge, (6) pupil grouping based on their readiness to learn rather than on their age, (7) the inductive rather than the deductive in education.

The program of the school library media center no less than the other elementary and secondary education programs is certainly being affected by these changes. This pamphlet, then, which supersedes the 1962 publication, *Planning the School Library*, is designed to assist both architects and local school personnel in the development of plans for school library media center facilities. The manuscript was prepared by Ernest C. DuMond, Division of Educational Facilities Planning, and Benjamin F. Meffert, Division of General Education. We are grateful to the Vecta Educational Company, Kalamazoo, Michigan for permission to reproduce the center illustration and to the Educational Facilities Laboratories, Inc. for the layout and circulation diagram.

WILLIAM B. HAESSIG, *Director*
Division of Educational Facilities Planning

Facilities for School Library Media Programs

Introduction

It is recognized that schools vary in the way their materials and services are organized, administered, and labeled. For example, among the terms used to describe the facilities in this publication are the following: school libraries, instructional materials centers, learning resources centers, communications centers, audiovisual centers, instructional media centers, and others. The same multiplicity of terms applies to programs and personnel. Therefore, in order to reflect the evolutionary nature of the changes enumerated above as they affect materials, program facilities, and personnel and, at the same time, to provide a nomenclatural description readily recognized by most professional educators and laymen, this publication will use the terms *library media program, library media center,* and *library media specialist.* No intent to mandate particular terminology should be construed by the use of these terms.

Preceding any involvement of the architect in the design of facilities for a school library media program, it is essential that school officials and other appropriate school personnel must first ask and then answer for themselves some basic questions:

(1) What is to happen in this facility?

(2) To whom and in what numbers does it happen?

(3) When does it happen?

Conditioning the answer will be the present school library media program, the curriculum, and the teaching methods as subjected to the changes previously indicated, as well as other factors such as the total design of the school and community resources and their accessability. A school that presently has a small honors class in English whose members are scheduled to the resources facilities for varying blocks of time may be expecting in 5 years time to have most of the student body involved in independent study programs. An elementary school may be planning to go from a graded to a nongraded structure where considerably more resources in a broad range of formats and in varying degrees of difficulty will be required. These are but two examples to illustrate the necessity of planning the development of the school

library media program in phases to meet short-range as well as long-range goals. Preliminary planning should develop several alternative programs which take cognizance of any unique local conditions yet provide for variations in program elements and in phase timing. From the alternative programs, then, a choice may be made which is likely to reconcile the *best* program with the most *feasible* for that school.

Even though it would be very unwise to design a facility without any knowledge of what will take place there, it would be equally unwise to tailor a facility too closely to a program without at the same time allowing for changes which may result from changing goals, changing emphasis, changing programs, changing communities, and changing personnel, or from changes stemming from the inventiveness and imagination of the competent library media specialist, teacher, and administrator. In other words, it would be prudent to design a certain amount of flexibility into the facility to meet changing needs and needed changes. Providing for anticipated changes in the function of facilities may add to the initial cost of them, but, at the same time, should reduce the possibility of having to make even costlier large-scale alterations and modifications later on.

Location

Even in locating the library media center in the school a flexible approach is warranted. The center is located away from high noise-producing areas in a place easily accessible to students and teachers not only throughout the school day but also evenings, Saturdays, and vacation periods. Extended hours of service necessitate a location that permits access from the outside without opening the entire school. Flexibility is also reflected in a library media center able to expand into adjoining areas such as classrooms without substantial structural changes having to be made. Locations next to stairwells, toilets, and other expensive permanent facilities therefore are to be avoided.

The single library media center will effectively serve the needs of students and teachers in most elementary and secondary schools. In large schools and those with innovative programs, a large library center may be subdivided according to subject, grade level, or other school organizational pattern. It is undesirable for a study area within the center to exceed a seating capacity of 100.

Environment

The same practical reason that motivates industry to bring amenities to factories and offices where people work is applicable to the library media center. Students and teachers respond affirmatively

to a humane environment that respects their individuality and pleases their senses. The level, quality, and degrees of contrast of lighting affects such an environment to a considerable extent. With respect to the level of lighting best for most areas of the library media center, some authorities favor a level maintenance of 50–70 foot-candles after initial dropoff; however, for reducing the level of overhead lighting, special lighting is provided at carrels or where equipment such as microfilm readers is being operated. Artificial lighting is planned to provide the necessary lighting intensity for viewing the task.

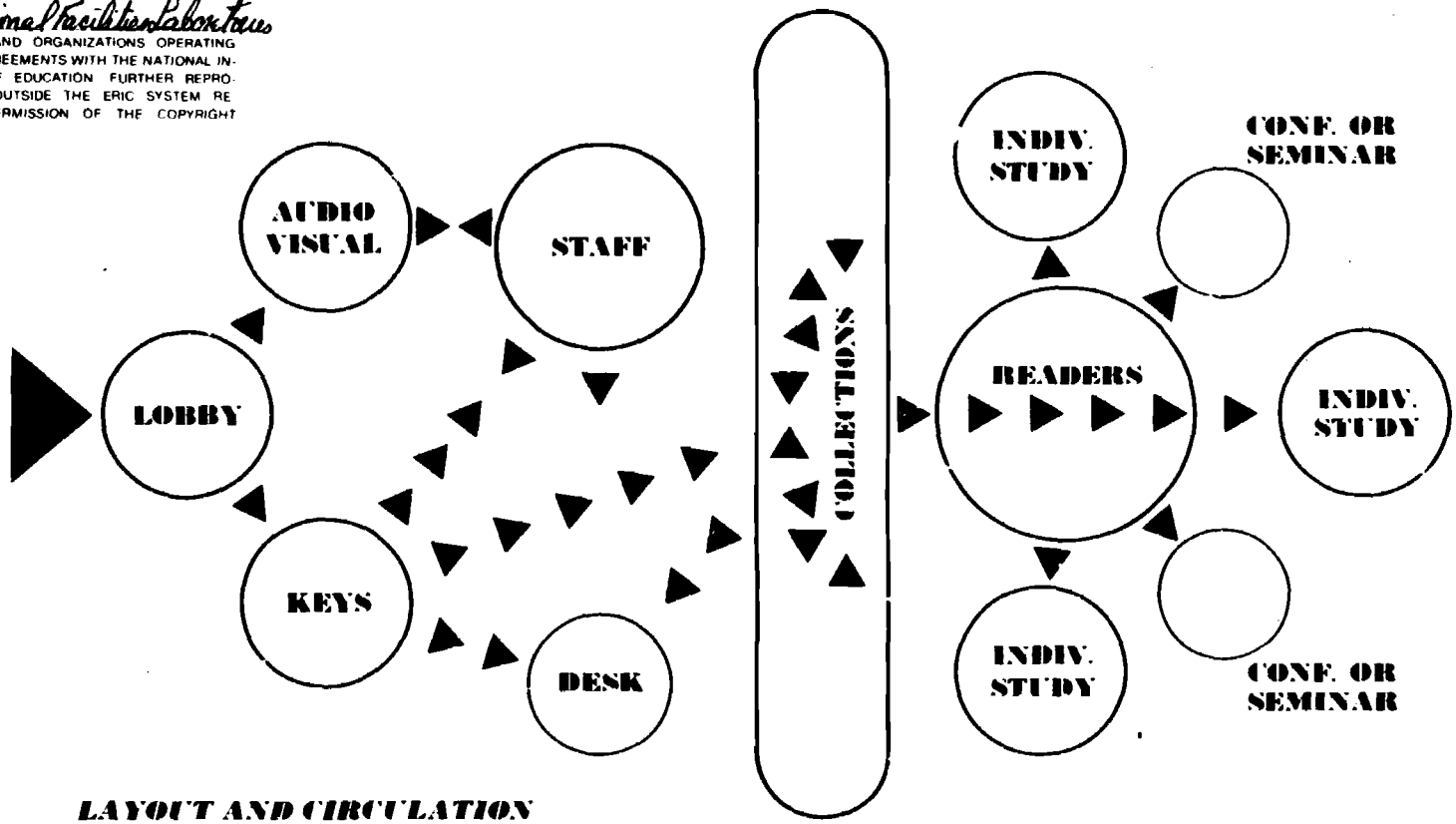
Recently, depending upon the educational program, library media centers are being designed as interior spaces. Such spaces are presently required to be air conditioned if they do not have a window or view to the exterior. This is to provide a good thermal environment in the school.

Other but no less important benefits accrue from sound and color conditioning the library media center. Fortunately, the old idea that absolute silence must be maintained in the library is not carried over to the library media center. The emphasis is placed on zoning of interior areas and layout of equipment that will help to keep noise at an acceptable level. Carpeting is a highly effective means of softening distracting floor-generated noises where traffic is heavy. Color is an amenity that need not be expensive and is something that when carefully used in a coordinated manner goes a long way toward giving a library media center the kind of personality, charm, and individuality attractive to students.

Layout

The arrangement of furniture and equipment in a library media center should permit the student to move freely without disturbing other students. It is difficult, if not impossible, however, to accomplish this by the usual method of placing tables in the middle of the facility with the media shelved on the surrounding walls. An equally poor arrangement is one that intersperses single rows of shelving with tables between the rows in the form of alcoves. In both situations each entering student disturbs the seated student by walking past, around, or between the tables to get at the materials he wishes to use.

A more functional arrangement would allow the student entering the library media center to consult the keys, confront rows of shelves, and move on to a place where he can sit down and use the media he selected from the shelves as he passed through them. The media collection, then, is housed in rows of shelves grouped together and located between the keys and the seating. Large areas may be broken



LAYOUT AND CIRCULATION

up into smaller study areas by arrangement of blocks of shelves in checkerboard or similar patterns that do not force the student to walk between study carrels and tables, yet easily enables him to follow the classification number sequence of the media itself.

Functional Areas

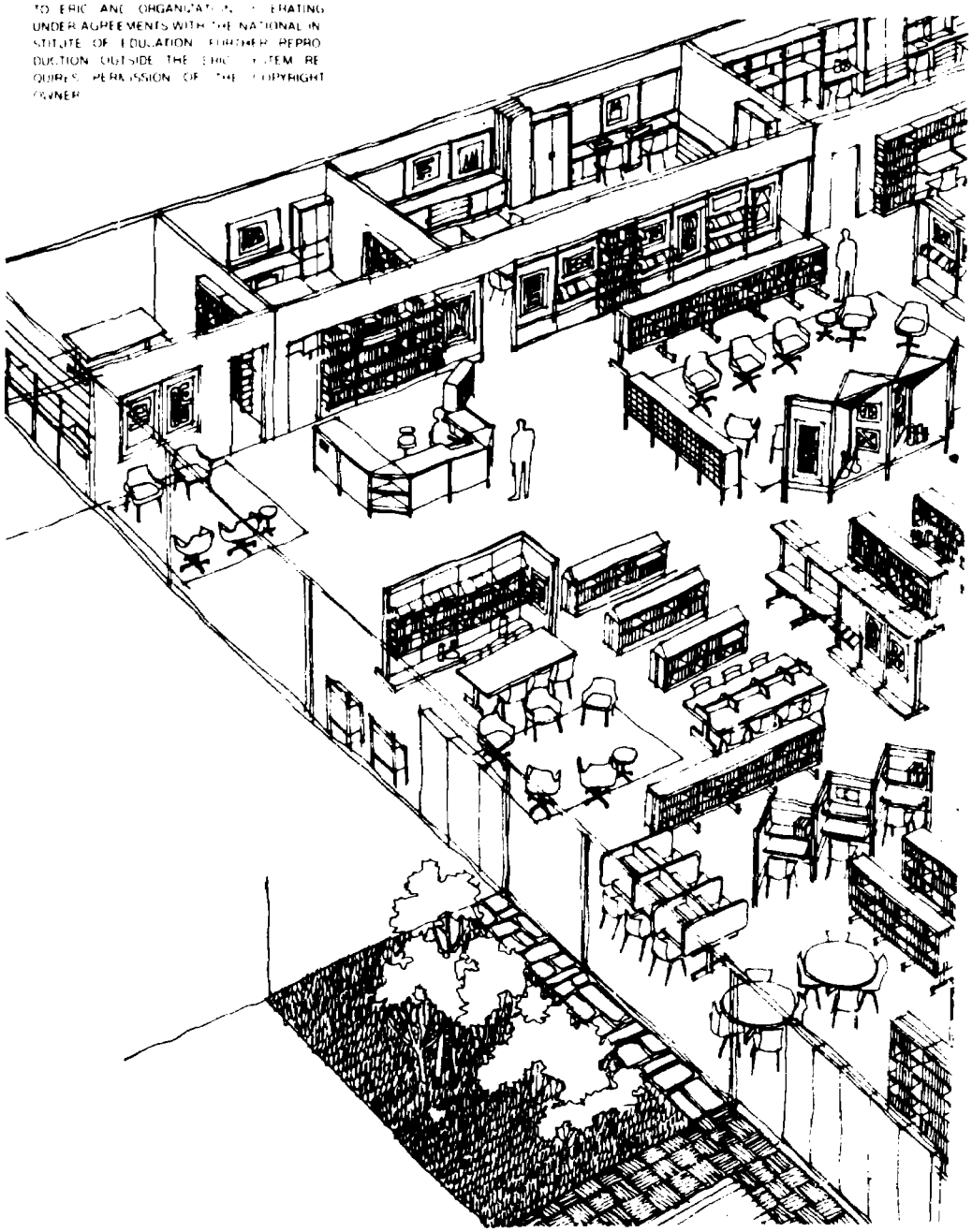
The library media center should be an attractive facility allowing a wide variety of activities to take place simultaneously. Such activities in large part involve individual and small group encounters with available resources and services in component areas emphasizing main functions. These several areas should be kept in mind:

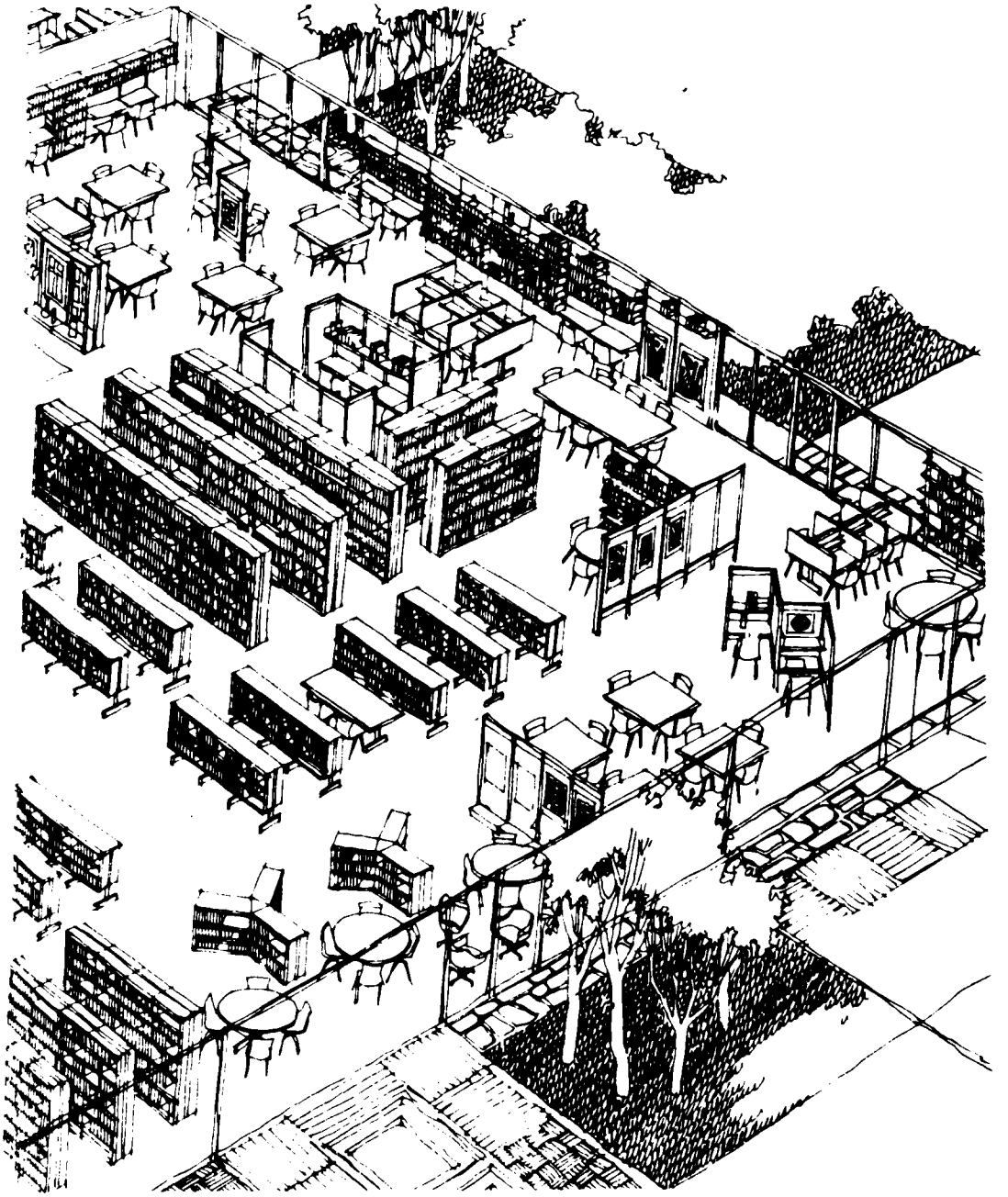
1. Study area to include space for reading, browsing, listening, and viewing.
2. Office area for professional media center personnel.
3. Work area for cataloging and processing new materials and for maintaining present materials and equipment.
4. Faculty area — including professional collection, teacher stations and conference facilities.
5. Production area to accommodate materials and equipment needed for production.
6. Storage area with space for shelving magazines and other materials.
7. Storage area for equipment.

In small facilities, it is expected that a given area will serve more than one function. For example, the work area may include the office of the head of the library media center.

The Study Area

The study area, as was indicated previously, is composed of a number of subareas or clusters of seating interspersed with clusters of resources. In elementary school library media centers, one or more subareas are given over to such activities as browsing or storytelling where children seat themselves directly on the carpeted floor or on low hassocks. Individuals also engage in listening, viewing, and reading activities in other subareas at tables and carrels wired to accommodate audiovisual equipment. These tables and carrels are reasonably lightweight and adaptable to various configurations dependent on the activity. Tables should seat four persons preferably, but never more than six, and individual carrels should be ap-





proximately 3 feet wide, 2 feet deep, and baffled on three sides for privacy. Where independent study activity predominates, usually, but not exclusively on the secondary level, carrels would account for 60 percent of the seating with no more than 15 or 20 carrels in any one subarea cluster. The entire study area should be ducted for power and coaxial distribution.

Students and teachers on both elementary and secondary levels also have need to work in small groups of anywhere from two or three persons to a dozen. Perhaps it is to collaborate on a project or to examine and discuss some media or to take part in a seminar. Whatever the small group activity, it is recommended that soundproof, well-lighted and ventilated rooms, each approximately 10 feet by 15 feet, or a larger conference room(s) that may be divided by folding partitions into smaller rooms this size be provided in proximity to the carrel clusters. Visual supervision is afforded by a glass wall or by windows in the wall or doors. Electrical outlets at the tables or elsewhere in the rooms are provided in order that the occupants can utilize such audiovisual hardware as self-contained rear projection cabinets on wheels for showing films and slides, portable cassette-loaded audio players with headsets for recorded sound, screens on wheels, hand carried, cartridge-loaded film viewers, and lightweight overhead projectors.

Without the small group rooms mentioned above, small schools — especially small elementary schools — may wish to have one or more subareas convertible between the activities of individual and small groups. Particular care, then, should be given to the selection of attractive lightweight seating furniture that is easily moved, and to the location of shelving clusters relative to the subarea in question. Acoustical treatment of the floor and ceiling is necessary to prevent the normal sound of small group activities from intruding on the activities in other seating subareas.

Large-Group Instruction Area

Some kinds of instruction, often utilizing the team-teaching approach, are particularly effective and efficient when directed toward two or more class-size groups temporarily convened in an area specifically designed to permit presentations involving media in its many formats. Such large-group instruction areas may be included as part of the library media center complex because its location there tends to assure maximum utilization of the space and to convey certain other benefits. Library media specialists, for instance give

reference and research skills lessons to several class groups at the same time and thus have more time to devote to the particular media problems of individual pupils and teachers. Grade and subject area teachers, too, appreciate the near proximity and ready accessibility of library media materials, equipment, and specialists to aid in their effective presentations of lessons common to more than a single class. The large-group instructional area as part of the library media center complex also lends itself admirably to such activities as supervised reference and research and the initiation of cooperative undertakings involving one class or more. When not in use by large groups, the area can accommodate the spillover of individuals unable to find seating in other parts of the library media center.

Office Area

Library media specialists are in frequent contact with pupils and teachers in the study area and may work from stations or desks located in or near major segments of the resources collection; e.g., reference, humanities, etc. However, the head of the library media center is usually based in an office having an unobstructed view of the charging desk and the card catalog. Enough space, about 10 feet by 20 feet, or 200 square feet, is provided to examine and select resources, to consult with teachers and pupils without disturbing others and to file the financial and administrative records of the library media center The office is equipped with a desk, telephone for interschool and outside communication, several occasional chairs, appropriate office equipment, shelving, mobile cart, and electrical outlets. Small schools will attempt to combine in one room the functions of the office, work, and storage areas. A minimum of 400 square feet should be carefully zoned according to function in order to allow for simultaneous activities. Separate office, workroom, and storage rooms, however, are preferable to a larger room so zoned.

Work Area

The work area is a room adjacent to the study area with entrances to the study area and to an outside corridor. Traditional activities of this room involve the cataloging and preparation for use of acquired resources, the maintenance of the resources collection, and the storage of materials such as back issues of periodicals and copies of infrequently used books. Space should be provided for teachers, library media specialists, and students to turn out transparencies, overlays, mounted pictures, and other materials which can be produced

quickly as needed. Equipment should include copying machines, dry mount press and duplicators. A minimum of 400 square feet for any three activities mentioned will be necessary. For more ambitious production efforts a separate area and additional equipment will be required.

Faculty Area

Administrators, classroom teachers, and library media specialists need a room where they have ready access to professional books and magazines, courses of study and curriculum guides, community resources guides, textbooks and teachers' manuals, and other professional materials. Teachers and library media specialists also need space in this room where they can plan and discuss instructional units, develop lists of resources and equipment to be taken from the shelves for use in the classrooms, look over resources the library media center staff has assembled for a project, preview and evaluate materials for possible purchase, and decide how acquisition funds will be spent.

The room should be equipped with shelving, appropriate tables and chairs, electrical outlets, and mobile carts and should be flexibly arranged to permit a teacher in one part of the room to view an 8 mm single concept film and listen to the commentary through earphones while in another part of the room a library media specialist and a teacher are selecting slides from an illuminated sorter to be used in an instructional unit. The minimum size of the room should be 15 feet by 20 feet or 300 square feet. Schools with a substantial collection of professional materials and with heavy faculty involvement in library media center activities will need a faculty area of 600–800 square feet.

Production Area

Production of instructional materials beyond what can be made quickly in the work area with thermal copiers and duplicating machines requires a separate room located in the library media center complex in proximity to the faculty area. Here photographic processes are carried on using various camera and photocopying devices and requiring a darkroom containing such conventional equipment as a sink with temperature controls and an enlarger. Other kinds of graphics production will need horizontal work surfaces and additional space for equipment. Records, tapes, and cassettes will probably be duplicated here, too, on equipment that usually need not be removed from cabinets in which it is housed in order to operate. Total space

recommendation is in the range of 800–1,000 square feet. If motion picture and television production is contemplated, a soundproof studio and control room should be provided in addition to the above area.

Storage Areas

Storage areas, sometimes in combination with a work area, are considered an essential part of any library media center. Here, 3 to 5 years of back issues of the most frequently used periodicals and copies of infrequently used books traditionally have been housed. Current emphasis on independent study and research, however, establishes a need for more periodical titles and longer runs of those titles. Library media specialists turn to microfilm as the most economical means of providing the necessary periodicals while conserving space. The same emphasis also creates a demand for a much larger book collection than can be housed in some library media center study areas. Thus, when space is freed by the acquisition of microfilm periodicals, it is made available for stacks to accommodate part of the larger book collection.

Larger collections of audiovisual resources in the study area make it necessary to house appropriate equipment in a storage area near at hand. The size of this area is dependent on how much equipment is permanently installed in study carrels or stored, particularly in multistory schools, in other parts of the building. In most situations, though, 400 to 600 square feet is recommended. Large and small projectors, viewers, record players, and screens as well as extension cords, lamps, and other auxiliary items are kept on shelves, in bins, or in specially designed steel cabinets. Projection tables require open floor space out of the way of traffic entering from the study area or from the corridor. A small portion of the area is reserved for minor repairs on the equipment and for maintenance of the audiovisual resources.

Space Requirements and Recommendations

The recommendations that follow have been stated in two columns, "basic" and "advanced," for each of the component areas of the media center. Basic specifications reflect a program more traditional in nature, while the advanced recommendations point to a program that encompasses the major instructional approaches gaining general acceptance in the decade just begun.

Functions	Special Aspects	Space in Square Feet	
		Basic Recommendations	Advanced Recommendations
Entrance, Circulation, and Distribution	Displays, Exhibits Card catalogs, Periodical Indexes	Part of Study Area	800–1,000 Square Feet
Study Area; Reading and browsing. Individual viewing and listening.	No more than 100 students should be seated in one area. Entire area ducted for power and coaxial distribution.	For elementary schools, not less than 900 square feet. For secondary schools, 25 square feet per seated student for 10% of the school enrollment.	For elementary schools, not less than 1,500 square feet. For secondary schools, 35 square feet per seated student for 15% of the school enrollment. The instructional program in some schools may require ⅓ or more of the student population be accommodated in the media center(s).
Study Area; Small group viewing, listening, discussing	Lightweight tables equipped with electrical outlets and jacks for use with earphones. Acoustical treatment of floor and ceiling recommended. Provision for visual supervision.	150 square feet of the total study area, delineated by folding partitions, fixed or movable walls, or shelf clusters, or combination of these.	3–6 rooms of 150 square feet each, or one or more large rooms subdivided by movable walls into smaller rooms approximately 10 feet by 15 feet each.
Large-Group Instruction Area	Flexible space equipped for audiovisual presentations. Accessible from the study area.	Classroom size. Portable audiovisual equipment brought in as needed.	1,000–1,500 square feet. Tiered seating. Console control, rear screen projection, and other audiovisual equipment installed.

Functions	Special Aspects	Space in Square Feet	
		Advanced Recommendations	Basic Recommendations
Office Area	Location to permit visual supervision of charge desk and card catalog. Equipment to include telephone for outside communication.	200 square feet. A minimum of 400 square feet when combined with workroom and storage areas.	200 square feet per professional staff member.
Work Area	Space recommendations will have to be increased if simple production activity by pupils and teachers is additional to maintenance of traditional workroom activities.	200 square feet. A minimum of 400 square feet when combined with office and storage areas.	300 — 400 square feet.
Faculty Area	Flexible space for professional resources, individual and small group consultation, instructional planning, previewing, and evaluation of library media center resources. Adjacent to production area or work area with simple production capability.	300 square feet.	600 — 800 square feet.
Production Area	Sinks, running water, electrical outlets, photo and other graphics processes capability. Equipped for record and audio tape and cassette duplication.	150 square feet per production activity.	800 — 1,000 square feet for total space recommended.

Functions	Special Aspects	Space in Square Feet	
		Basic Recommendations	Advanced Recommendations
Storage Area: Magazines	Space for back issues of magazines, readily accessible for use.	200 square feet. A minimum of 400 square feet when combined with office and work areas.	250 — 400 square feet.
Storage Area: books and audiovisual materials	Stacks for overflow materials. Space conserved by acquisition of periodicals on microfilm may be used.	200 square feet. A minimum of 500 square feet when combined with office, work, and other storage areas.	400 — 800 square feet.
Storage area: audiovisual equipment	Decentralized storage in large schools. Also has minor repairs and maintenance of audiovisual resources capability.	200 square feet. A minimum of 600 square feet when combined with office, work, and other storage areas.	400 — 600 square feet.

Other Recommended Standards

The following table suggests a three-phase development and is provided as an adjunct aid in planning for school library media centers. The rate of implementation will depend on the resources available now, the degree of individualization of instruction, the amount of independent study, and the adoption of new curriculum developments.

It should be emphasized that quantitative standards for materials may need to be achieved over a period of time.

	Collection of Library Media Center		
	PHASE I	PHASE II	PHASE III
Books	10 volumes per student*	15 volumes per student*	20 volumes per student*
Magazines			
Elementary (K-6)	25 titles	35 titles	50 titles
	(include some adult periodicals)		
Junior High	75 titles	85 titles	100 titles
High School	75 titles	100 titles	125 titles
Newspapers			
Elementary	3 titles	4 titles	6 titles
Junior High	6 titles	8 titles	10 titles
High School	6 titles	8 titles	10 titles
	(one local, one state, and one national newspaper to be in any collection)		
Filmstrips	750 prints	1,000 prints	1,500 prints
8mm (single concept)	100 films	150 films	250 films
16mm Films			
Acquisition of 16mm films is not generally recommended at the building level. Whatever the source, they must be quickly and easily accessible.			
Tape and Disc Recordings	500	1,000	3,000

Slides, transparencies, graphic materials, globes, programed instructional materials, realia, kits, art objects, video tape recordings, remote access programs, resource files, clippings, and pamphlets should be available in sufficient quantity to strengthen and support the instructional program.

* But not less than a basic collection of 5,000 volumes.