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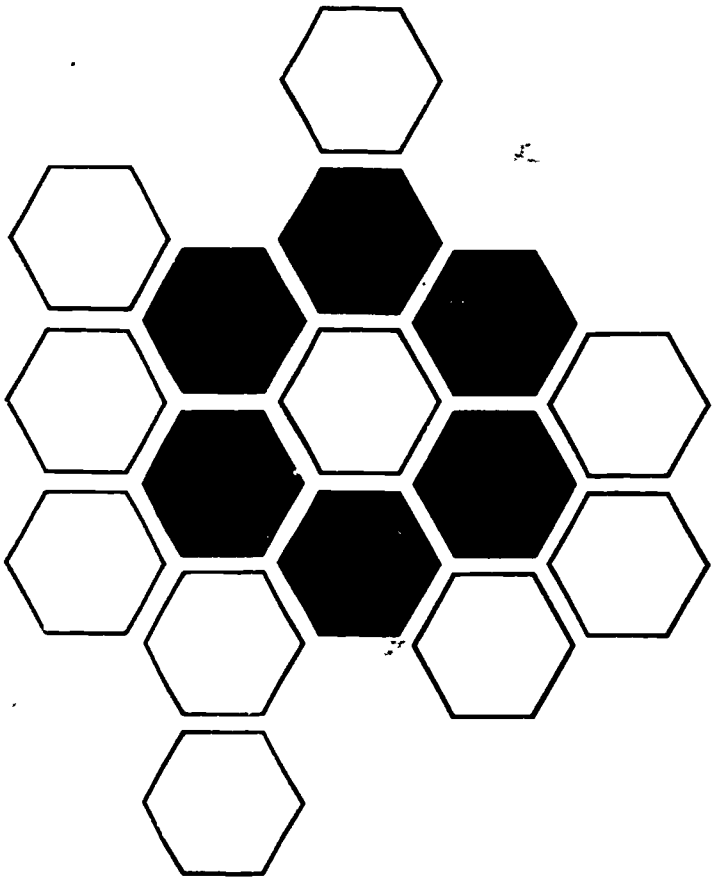
ABSTRACT

To develop a set of guidelines for planning media facilities for Maryland schools, a 10 member state-appointed committee studied media-center design from the vantage points of local agencies, state media organizations, the State Department of Education, public libraries, and construction planners. A set of flexible guidelines for new or renovated centers developed by the committee is presented here. Steps are outlined for assessing the needs and objectives, and a checklist and timetable of planning procedures is provided. Space and design considerations are explained, including minimum space allocation and a checklist of suggested furnishings. The responsibilities of the media supervisor, the building specialist, and the architect in drafting the final plans are listed. A glossary of terms and a bibliography are included. (SK)

Media Center Facility Design
for Maryland Schools



Maryland State Department of Education
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Foreword

Today's changing patterns of education, paralleled by the development of more sophisticated educational technology, require expanded programs of media service, additional support spaces, personnel, and print and nonprint collections. All of these help create more flexible programs focused on student learning.

The *Media Center Facility Design for Maryland Schools* is intended to provide guidelines for the development of student-centered facilities that enable students to learn through all formats of materials meaningful to them. These guidelines, applicable to new and renovated media centers, will allow for implementation of unified media programs as set forth in *Criteria for Modern School Media Centers* and, hopefully, will lead to the expansion of these programs.

This publication offers choices by which the best possible media center may be designed for the users in a particular school. These ideas may be combined in many different ways to accommodate the philosophy of each school.

James A. Sensenbaugh
State Superintendent of Schools

Introduction

The design of a media center depends upon the program found within the entire school facility. Regardless of the size of the school, there are certain basic elements which are needed in all media centers. Many changes and new demands are occurring within instructional programs of our schools. These changes and demands require different services from the media program. The services and facilities must reflect this new concept.

With this in mind, the Maryland State Department of Education, through its Division of Library Development and Services, formed a committee to investigate and study media facility design. The ten-member committee was charged by Dr. Sensenbaugh to develop a set of guidelines for planning media facilities for Maryland schools, to take into account differing instructional programs, and to provide flexible guidelines which will meet changing needs.

The committee began its work in late November 1973. The group represents media design as seen from many vantage points — local educational agencies, State media organizations, the State Department of Education, public libraries, and the Interagency Committee for Public School Construction. Mrs. Dorothy Quinlan chaired committee.

Two consultants, Dr. Jane Hannigan and Mr. D. Philip Baker, were employed to provide expert reaction and comment on the guidelines as they were being developed. Both of these individuals gave valuable assistance to the design and development of the document as it went through its writing process.

A State review committee was also established to react to the drafts of the guidelines twice during their development. These reviewers reacted to the document from the perspective of practitioners who are involved in various professional activities which include media facility design.

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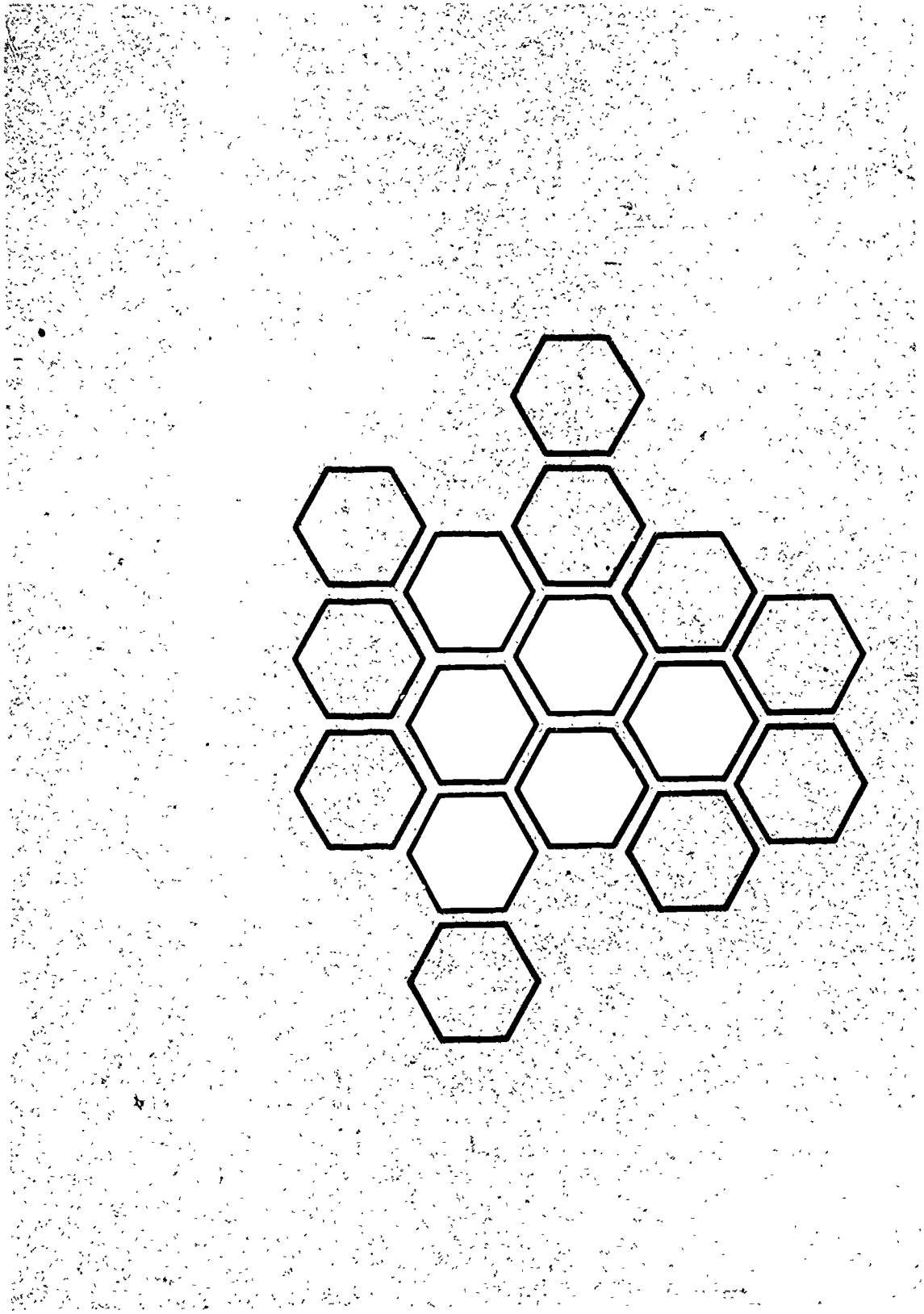
The Design Process



EDUCATIONAL BASES FOR PLANNING

Goals

The concept of a unified media program is developed clearly in the *Criteria for Modern School Media Programs.*

The goals of a media program are:

- ☐ To expand the role of media in the school's instructional program
- ☐ To evaluate the user needs
- ☐ To coordinate the users' search for materials in all formats meaningful to them
- ☐ To instruct users in the methods of locating information
- ☐ To provide for the availability and accessibility of all materials and services
- ☐ To ensure the ability of all users to operate any equipment necessary for the use of materials
- ☐ To assist users in the production and utilization of materials
- ☐ To provide users with new services, materials, and equipment as they become available
- ☐ To encourage the continuing habit of learning and enjoyment of media.

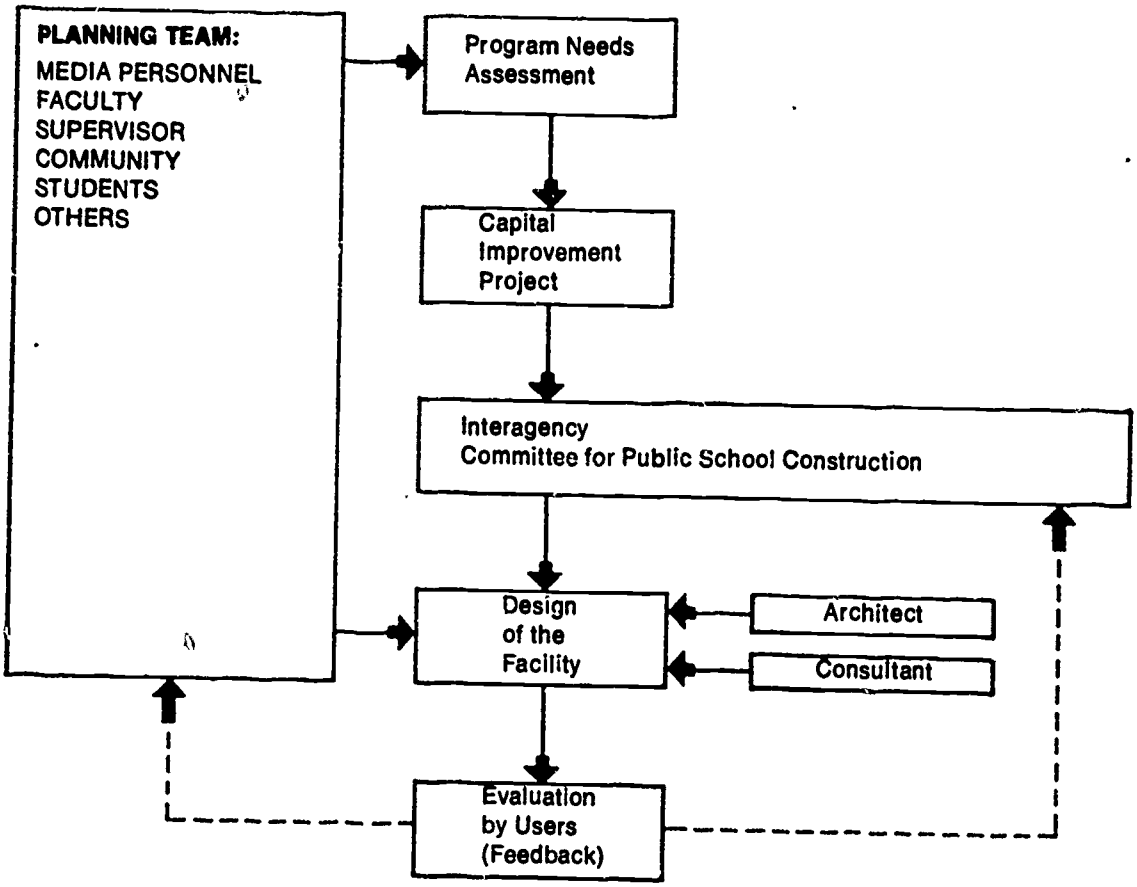
"Design in a certain amount of flexibility to meet changing needs and needed changes."

The Media Program

The program reflects certain spatial, environmental, technical, and furniture and equipment needs that must be provided before the total program can function.

- ☐ Provides for cooperative planning and teachers for use of media.
- ☐ Requires scheduling in the media center to permit access to all users whenever the need arises.
- ☐ Provides space and professional assistance to all users.
- ☐ Organizes the program with emphasis on availability and accessibility of print and nonprint materials and equipment.
- ☐ Makes the media center an aesthetically pleasing and educationally challenging place for learning activities.
- ☐ Offers instruction in media skills.
- ☐ Makes available a variety of experiences for users of all media formats.
- ☐ Provides assistance to students, teachers, and administrators in the production and utilization of media materials.
- ☐ Provides special materials for not only the individuality of the students but also the uniqueness of each school's curriculum.
- ☐ Includes planning for special programs related to media.

PLANNING PROCEDURES



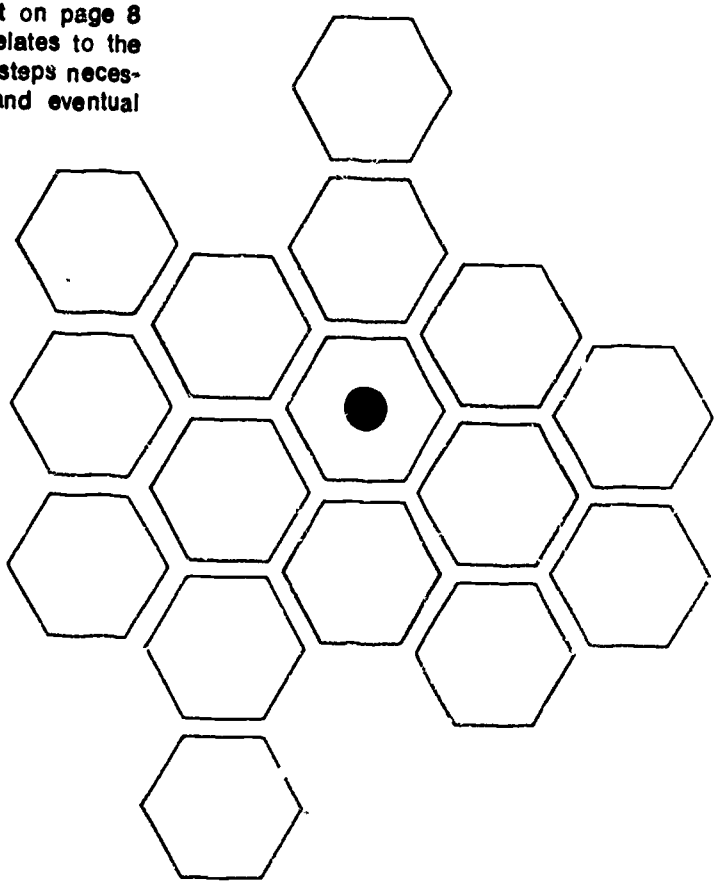
RECOGNIZING AND DISCUSSING THE NEEDS FOR THE NEW OR RENOVATED MEDIA CENTER FACILITY

Who is involved?	What can they do?
Community Members:	
Organizational representatives	Give constructive suggestions
Parents	Help determine goals
Students	Provide different viewpoints
Board of education members	Become aware of the organizational plan of the school
Business men	Supply imagination, enthusiasm, and innovative ideas
Personnel from other schools	Suggest themes and motifs for the center
Interested persons and organizations	Recommend materials to be housed in the center
	Suggest additional activities
	Help evaluate what they help to plan
Education Personnel:	
School media specialist(s)	Clarify terms, programs, services
System level media personnel	Give leadership in establishing need for functional programs
State media personnel	Interpret unified media programs
Subject area instructors	Supply factual material on space, furniture, equipment, collections, and special needs
Administrators	Assure provision for future as well as present
Department heads	Help evaluate what is planned
System level supervisory personnel	
System planning personnel	
Board of education members	

SCHOOL MEDIA FACILITIES

Careful planning and the involvement of many people are required for the expansion, remodeling, or building of new media center facilities. The steps outlined here attempt to provide assistance in this planning, with particular emphasis on the preparation of the educational specifications. While the following chart gives all steps, the educational specifications contain the "blueprint" for all that planners wish to tell the architect about the functions of the media center, and the facilities necessary for successful operation. See Appendix A.

The chart on the next page gives the planning procedures in the order they probably will take place, and identifies the participants involved in each. The time-line chart on page 8 pulls together the planning as it relates to the actual construction, as well as the steps necessary to prepare for construction and eventual use.



STEPS IN PLANNING FOR SCHOOL MEDIA FACILITIES

Planning Steps	Participants								
	Public	Board of Education	*I.A.C.	Local Planning Staff	Media Personnel		Consultants		Architect
					System Level	Bldg. Level	**DLDS	Special	
1. Recognize and discuss the need for media center facilities	X	X		X	X	X			
2. Submit a capital improvement plan for state funding		X	X	X					
3. Form committee(s)				X	X				
4. Select architect		X							X
5. Write and revise educational specifications	X	X	X	X	X	X	X	X	X
6. Approve educational specifications		X	X	X					
7. Present and revise schematic designs		X	X	X	X	X	X	X	X
8. Prepare design-development drawings		X	X	X	X	X	X	X	X
9. Present and revise construction documents, including furniture and equipment layouts and lists		X	X	X	X	X	X	X	X
10. Award construction contracts		X	X	X					X
11. Build or remodel media center		X		X					X
12. Select and purchase furnishings and equipment		X	X	X	X	X	X	X	X
13. Accept facility		X		X					X
14. Hold open house	X	X	X	X	X	X	X	X	X
15. Evaluate	X	X	X	X	X	X	X	X	X

* Interagency Committee.

** Division of Library Development and Services.

Notes for Planning

- ☐ Determine what is needed to support your school's program.
- ☐ Educational specifications are the key for obtaining a design that you want: Define and describe activities by function.
- ☐ When your needs are not part of the educational specifications, they are unknown to the architect and will not materialize in the new facility.
- ☐ Become aware of State funding for facilities as set up for the Public School Construction Program. Beware: Do not let "in" or "out" of contract sway you. *State your needs.*
- ☐ Plan and communicate to provide a media center that is a good environment for learning.
  - ■ Communicate with the public, the board of education, the professional staff, consultants, and the students.
  - ■ Plan with the public, the board of education, the professional staff, and consultants; have representatives from these groups working regularly as the plans progress.
  - ■ Ask these questions and develop answers:

    What is to happen in the facility?

    To whom and in what numbers does it happen?

    What is the philosophy of media services for this facility?
- ☐ Stress not only the individuality of the students but also the "personality" of the school, considering the student body, the curriculum, and the goals of the school's program.
- ☐ Explain what takes place in each activity area, such as:

  Storage
  Reading
  Browsing
  Study
  Reference
  Viewing
  Listening
  Small group activity
  Large group activity
  Periodical storage
  Production
  Processing
  Videotaping
  Audio taping
- ☐ Interpret functional interdependence of the areas included.

"The media program needs can be translated into educational specifications which serve as directions for the architect."

Elizabeth T. Fast

THE INTERAGENCY FOR PUBLIC SCHOOL CONSTRUCTION

Like most other states, Maryland has traditionally assisted local school systems in school construction programs to a limited extent. By the State Legislature's enactment in 1971 of a full funding law (Article 77, Section 130a), Maryland now is obligated to pay costs in excess of "the available federal funds of all (authorized) public school construction projects and public school capital improvements. . . ."

Each school system in the state submits to the interagency Committee by October 1 of each year its capital improvement program for the following fiscal year, plus an updated five-year plan.

The Committee either approves a school system's proposal or modifies it in consultation with local school board staff. The Committee submits its recommendations to the Board of Public Works, which acts at its February meeting. It is limited in its allocations by the total bonding authorization set for the year by the Maryland General Assembly.

A wide range of capital expenditures are eligible for payment once approved under the program. These include:

- ☐ Building construction, including instructional, administrative, and other auxiliary buildings other than those ror storage and maintenance of vehicles.
- ☐ Purchase or lease of eligible facilities, including relocatable classroom buildings which become the property of the State when they are no longer needed by the original user.
- ☐ Renovation and remodeling, but not repair or maintenance.
- ☐ Architectural and engineering fees.
- ☐ Initial capital equipment and furnishings.
- ☐ Razing existing on-site structures and providing or relocating on-site utilities, including grading, drainage facilities, power plants, sewer, water, electricity, roads, lighting, walks, parking areas, and other facilities.
- ☐ Inspection of construction projects.
- ☐ Air-conditioning.

Not included among eligible costs under current guidelines are administrative costs incurred in developing plans, programs, or specifications; site purchase; stadiums; lighting systems for outdoor athletic fields; or fine arts embellishment. Also ineligible are improvements designed exclusively for civil defense or other noneducational uses.

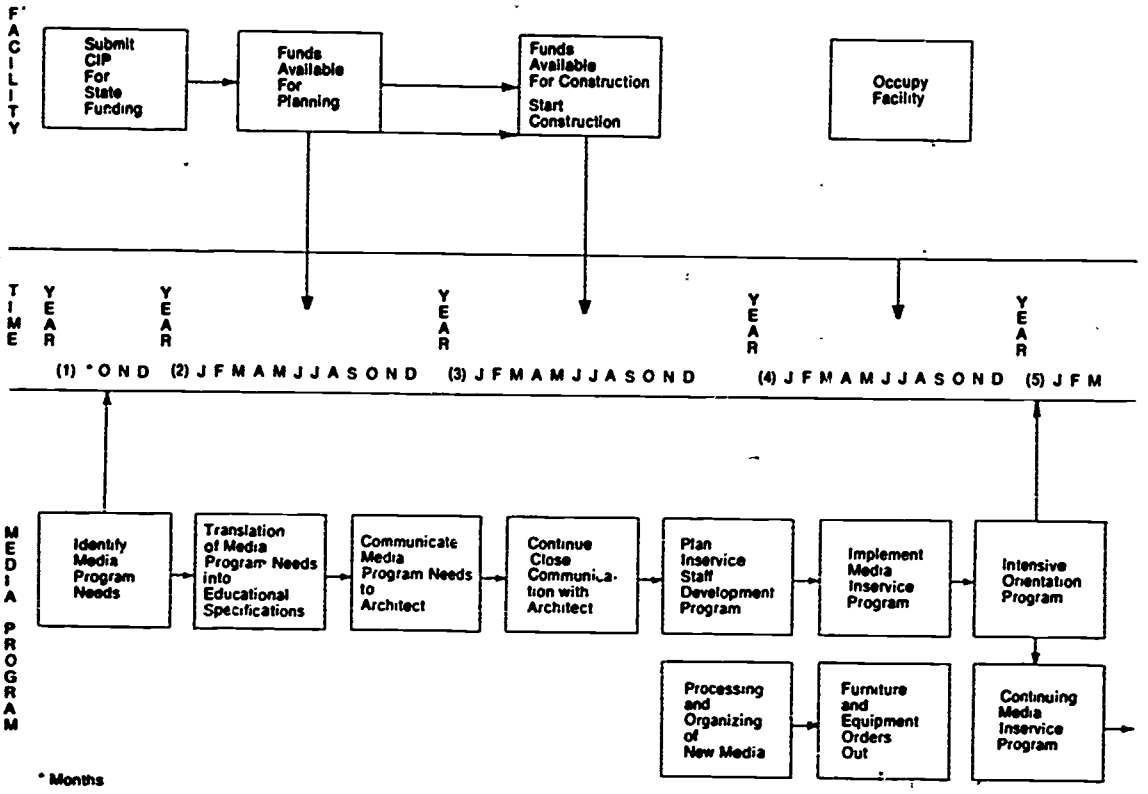
The Committee does encourage cooperative arrangements by which two or more school systems or educational and noneducational governmental agencies share facilities, paying that portion of the cost that would be eligible for payment if the facility were built by just one school system.

The Interagency Committee acts upon:

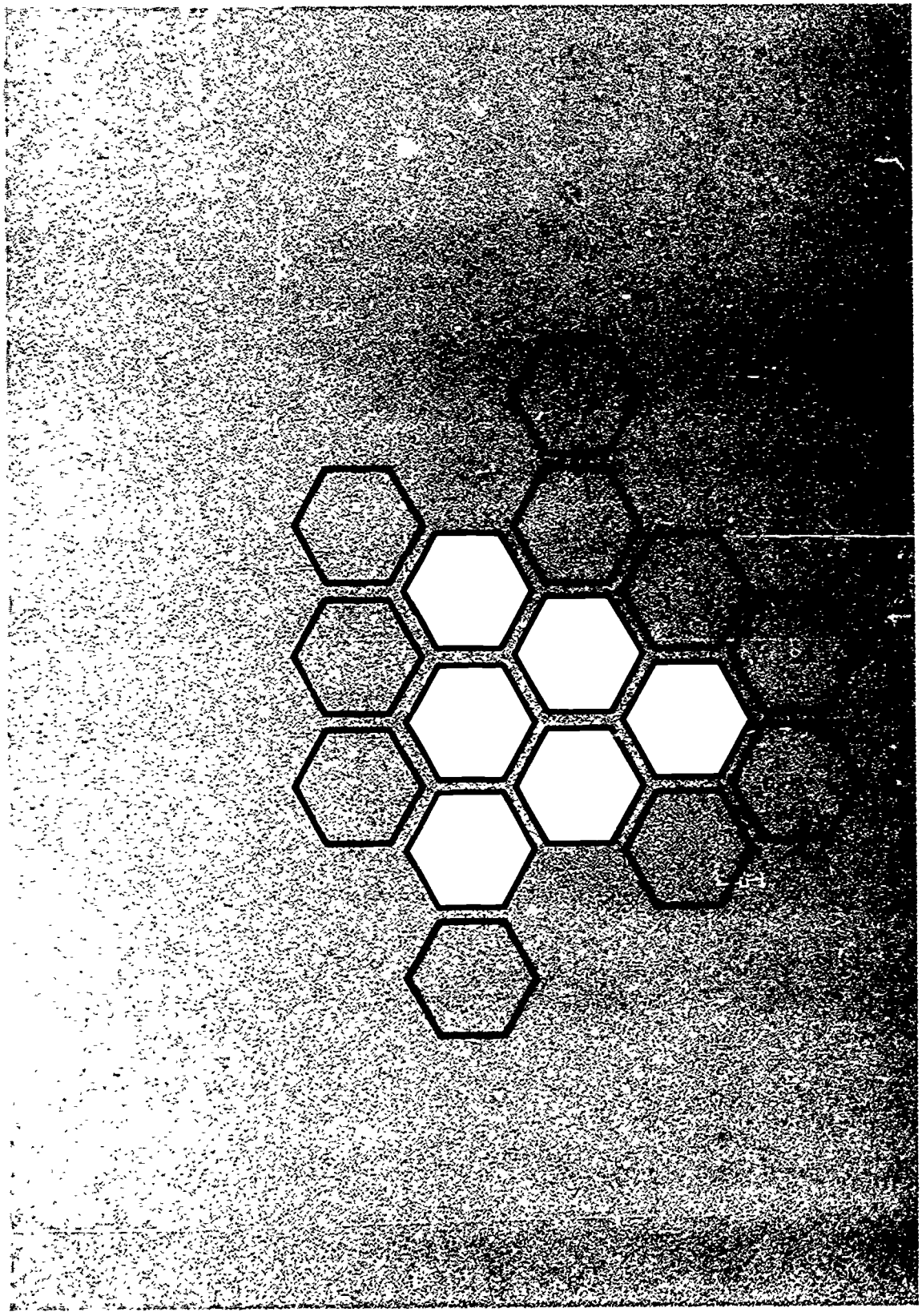
- ☐ Proposals for the acquisition or disposition of school sites or buildings
- ☐ Plans and specifications for capital improvement projects
- ☐ Awards of contracts by local boards funded under the program
- ☐ Change order in excess of $5,000.

Local boards select their own architects and engineers, the only proviso being that those selected be licensed or registered in the state. The Committee approves the various schematic designs, design development, and construction documents. It also specifies procedures for the award of contracts and methods of payment.

TIME LINE CHART FOR PLANNING AND CONSTRUCTION



Design and Development



SYSTEM LEVEL MEDIA SUPERVISOR'S RESPONSIBILITIES

A person with system level responsibilities for media services may be expected to:

- Be responsible for the overall county media center philosophy and programs.
- Use national and State criteria to ensure an adequate media facility.
- Serve on the planning committee, along with members of the Board of Education, the public, superintendents of schools, and central office staff.
- Call in appropriate consultants as required.
- Write and revise educational specifications in consultation with building level media specialists and teachers.
- Examine and revise the schematic designs and preliminary building specifications as needed.
- Approve final blueprints and all change orders.
- Review, react to, and approve the architect's layout of furniture and equipment.
- Submit furniture and equipment specifications, allowing time for the bidding process, manufacture, and delivery.
- Continue communication with architect and check construction progress.
- Write an evaluation of the completed facility and forward to the person responsible for planning educational facilities in the system.

BUILDING LEVEL MEDIA SPECIALIST'S RESPONSIBILITIES

The media specialist at the building level has the following responsibilities and opportunities:

- Contribute personal knowledge of:
  - School philosophy
  - Unique curriculum utilization
  - Clientele
  - School community
    socio-economic level
    parental aspirations
  - Teaching styles
- Take the opportunity to:
  - Consult with architect
  - Serve on school committee
  - Comment on educational specifications
  - Examine final blueprints
  - Offer suggestions on:
    Space allocation and functional relationships within the media center
    Furniture preferences
    Furniture arrangements/traffic patterns
    Media hardware requirements
    Special installations
    New program possibilities
- Write an evaluation of the facility at completion and after working experience, to be sent to the supervisor of media services at the system level with a copy to the building principal.

NOTES FOR THE ARCHITECT

The Educational Specifications should provide a key for designing the required media center facility as the focal point for all instruction in the school.

Design spaces:

In which children can learn to use materials and library tools according to their needs and capacities

In which they can receive reading guidance and stimulation

For children to work individually and independently, in small groups, or in a large group

That will support the use of print and nonprint media

To include listening and viewing devices for various areas of the curriculum

For media production

That will support television facilities (reception and distribution)

To house professional collections and work areas

For circulation, display, exhibit, and indexes to all kinds of media

For audio-recording and video-recording

Where students and teachers may type without bothering others

To take care of the administration of the media center and processing of materials

For lounging and browsing

That will provide appropriate storage for materials and equipment

That will be aesthetically pleasing to students and adults

That can be opened for community use provided that is part of the planned program

That have ample electrical outlets, sound and lighting controls, communication with other areas of the building, and telephone connections to the outside.

"No person who is not a great sculptor or painter can be an architect. If he is not a sculptor or painter, he can only be a builder."

— John Ruskin

SPATIAL CONSIDERATIONS

There should be less concern about specified square footage and more concern about the space needed for the facility, the number of students to use it, and what they will need for their activities. A guide is provided for allocation of spaces. Some of the spatial considerations for planning are:

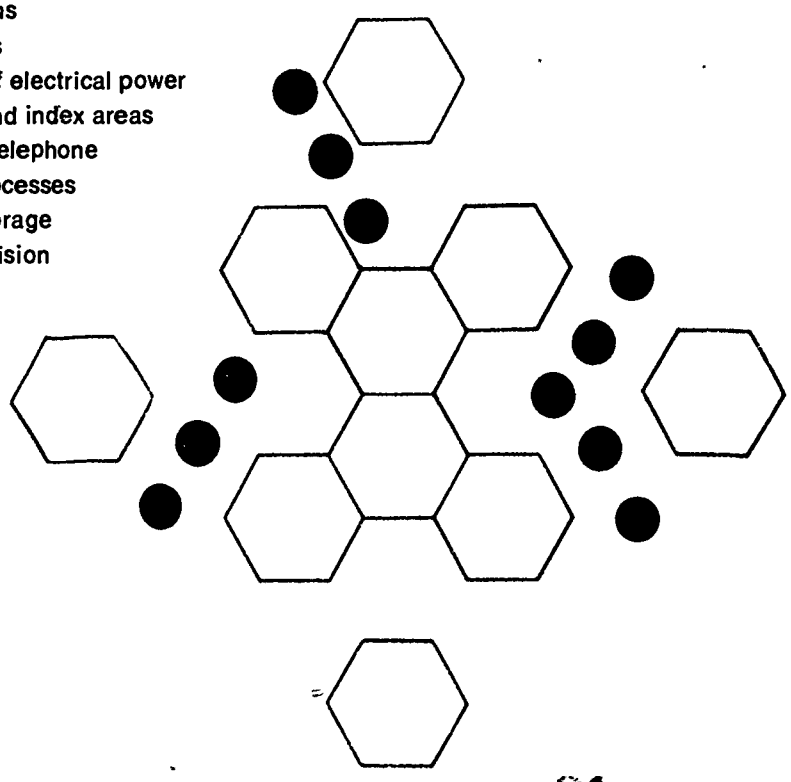
Spatial variations, with areas for:
- Reading and study
- Visual and auditory privacy
- Group interaction
- Use of audiovisual equipment
- Seminar rooms for special purposes and interests
- Production of materials by students and teachers
- Professional materials

Flexibility, with areas
- Freely and easily accessible to instructional areas
- For use of many kinds of resources
- Easily rearranged for better or different uses
- Within the center adjacent to related areas

Sensibly located control area, with concern for:
- Traffic patterns
- Light controls
- Abundance of electrical power
- Circulation and index areas
- Proximity to telephone
- Technical processes
- Periodical storage
- Visual supervision

Special consideration for:
- Accommodating different learning styles
- Movement of materials and equipment especially in a multi-level school
- Easy access to delivery zones
- Future expansion
- Special installation and programs.

"There need to be places to be:
a single person in an egocentric context
in two's in a companion context
in three's or more in a social context
in ten's to twenties in a small community context
in the hundreds in a general society context."
High School: The Process and the Place, *EFL.*



MINIMUM SPACE ALLOCATION FOR SCHOOL MEDIA CENTERS

Needs	Space for 600 or Less Enrollment	Space for 600-900 Enrollment	Space for 900-1200 Enrollment
1. Space for circulation desk, catalogs, indexes, displays, and exhibits	500 sq. ft.	600 sq. ft.	750 sq. ft.
2. Space for reading, viewing, listening, browsing, and study (This includes tables, chairs, carrels, informal seating, stacks, and reference areas.)	3000 sq. ft.	4500 sq. ft.	6000 sq. ft.*
3. Several activity rooms with movable partitions, one of which could be used for student typing	300 sq. ft.	400 sq. ft.	600 sq. ft.
4. Large group room	400 sq. ft.	600 sq. ft.	900 sq. ft.
5. Office space for professional staff members and media planning area	200 sq. ft.	250 sq. ft.	300 sq. ft.
6. Space for local production and processing of media by pupils and teachers	300 sq. ft.	400 sq. ft.	600 sq. ft.
7. Darkroom	100 sq. ft.	150 sq. ft.	150 sq. ft.
8. Storage space for supplies, materials, and equipment	350 sq. ft.	650 sq. ft.	800 sq. ft.
9. Videotaping area	500 sq. ft.	500 sq. ft.	1000 sq. ft.
TOTAL	5650 sq. ft.	8100 sq. ft.	11,100 sq. ft.

*Any school with an enrollment over 1200 students should compute reading, viewing, listening, browsing, and study areas at a minimum of 5 sq. ft. per student.

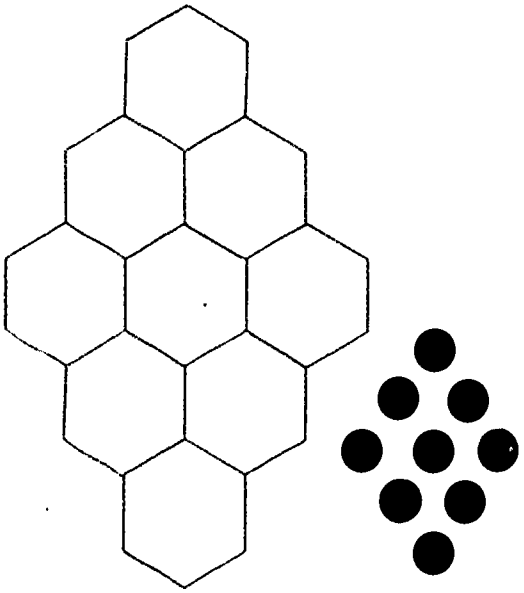
DESIGN CONSIDERATIONS

Give careful thought to:

AESTHETICS

A harmonious interior design, including:
- Colors
- Themes
- Textures
- Spaces
  - Large and small
  - Round and rectangular
  - Curved or straight
  - Open or semiclosed
  - Closed with visual control
- Lighting
- Furniture and shelving arrangement
- Ceiling heights and treatments

Display areas on or in:
- Walls
- Glass enclosed cases
- Free standing display cases
- Corners in charge desks
- Tops of shelving
- Special furniture
- Tables



Atmosphere created for:
- Relaxation
- Comfort in reading and study
- The "natural" look
  - Plants
  - Aquaria
  - Ponds
  - Animals
- Architectural variations
  - Shape of areas
  - Areas within areas
  - Sunken floor
  - Raised floor seating.

SAFETY

Plan for safety in facilities, furnishing, and equipment
- Use of nonflammable or fire resistant and non-allergenic furnishings throughout the center
- Electrical equipment UL approved
- Specifications for bidding and purchasing to assure elimination of hazards by calling for:
  - No sharp corners or edges
  - Installations within easy access of users
  - No static electricity
  - Tempered glass or clear unbreakable plastic
  - Balanced carts and furniture
  - Securely installed shelving
  - No wires or power cords across traffic areas
  - No electrical installations with potential dangers
  - No obstacles in traffic areas
  - Good workmanship in construction

"There is no one facility as a model to be duplicated; a variety of models are feasible and desirable."

— Jane Hannigan

ENVIRONMENT

Provide lighting according to the need and function of the area:
- Kinds
  - Soft
  - Bright
  - Natural
  - Indirect
  - Variable
  - Special
  - "Mood"

Arrangement of ceiling lights in "blocks" rather than strips

All light controls near or in main control areas, except for special areas

Use of non-glare light surfaces for work and reading

ASSURE CLIMATE CONTROL

Comfortable temperature and humidity all year in all areas

Consideration of the special needs of each area

Controls available only to authorized personnel

Humidity controls linked to temperature controls

PROVIDE FOR ACOUSTICAL CONTROL

Each area individually planned for its functional needs

Locations of the media center itself away from "noisy" areas of the school

Location of heating, cooling, and ventilation systems away from media facilities and programs

Low noise level in the media center through treatment of walls, floors, and ceilings

Installation of more low-level speakers rather than a few loud speakers

Soundproofing for special needs, as taping areas

Cut-off switches for Public Address speakers in taping areas

UTILITIES

Power:

- Electrical service accessible to all areas
- Sufficient power for present and future needs
- Power supply available for all individual areas in a form that will work best for that particular area, as in or on:
  - Support posts
  - Walls
  - Power poles
  - Power panels
  - Ceiling grid
  - Power and communication ducts
  - Cellular floor
  - Cable ramps
  - Underfloor raceway
  - Flush with floor-raisable outlets

Special installations for special needs:

- TV distribution system
- Wet carrels
- Computer assisted instruction
- Dial access
- Acoustical controls
- AM/FM radio system
- Others

Outlets:

- Determination of number and location needed in all areas
- Installations at usable heights and locations
- Distribution throughout for flexibility in rearrangement as needs change

Plumbing:

- Consideration of needs for each area by function
- Provision for future needs
- Specially designed installations when required

Telephones:

- Number determined by locations of activities
- At least one telephone in every media center
- Special installations when program demands.

"— We need to learn that sound expression merits the same attention as sound suppression —"

High School: The Process and the Place, *EFL.*

FURNISHINGS

All furnishings colorfully and aesthetically coordinated

All furniture and shelving scaled to size of users (See Appendix B)

Selection for durability, attractiveness, and comfort

Emphasis on quality needed rather than price

Conformity to safety needs and specifications

Purchase from reliable vendors offering normal use warranties

Variety in type and shapes for different purposes
Units small or light enough to be moved if necessary

Provision for glides and bases to protect carpeting
Mixture of traditional and casual furniture if functional

Capability of meeting ALA technology testing
Recommendations when such testing information is available

Floor covering according to activities of the areas and carpeting for acoustical control in most areas, with consideration given to:

- Acoustical performance
- Wearing qualities.
- Color and texture
- Fire resistant and non-allergenic qualities
- Type of construction-woven loop pile, 3 or 4 yarn ply, with at least 72 tufts per square inch
- Kind of installation, preferable tackless/stretching and a heavy cushion
- Instruction from manufacturer on maintenance

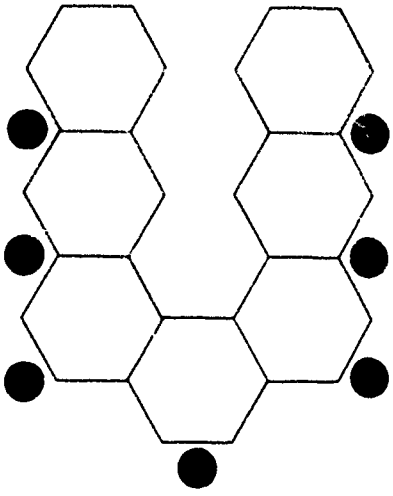
Tile for wet areas, and other special needs, as in the darkroom, camera dollying area in the VTR facility, etc.

Shelving:

- Construction of metal or wood
- Ranges single or double face
- Special shelves for special purposes
- Limit of range length for freestanding shelving 9 feet for flexibility and ease of rearrangement
- Shelving height scaled to users
- Tall shelving on perimeter
- Low shelving (no more than 48" H) in central areas
- Leveling capability
- All shelves adjustable except the bottom one
- Units in sections 3' wide, usually available in 6" height increments, starting with 42" H
- Freestanding units with canopy or plastic top and side panels
- Single faced shelving firmly attached to wall or other surface
- Backs or book stops for all shelves in. ..ding walls mounted
- Plastic laminated surfaces available in colors or wood grains
- Shelving useful to define areas
- Careful specifications to ensure durable, safe shelving
- Backs required for freestanding wood shelving, for stability
- Pegs and metal clips on wood shelving not always secure
- Standard "on the floor" wood or metal shelving very stable, slightly less expensive
- Open "T base" metal shelving, pleasing to look at, easier to clean around
- Colors of metal shelving helpful in developing color schemes
- Metal shelves hooked onto posts
- Base and post construction most important in metal shelving

Additional safety factors:

- Good welds on metal shelving
- Support posts at least 16 gauge steel, measuring at least 2" by 2¼"
- No sharp corners or protrusions
- Sufficient strength without sway braces
- Inspection of construction under base cover plates
- Single welded frame preferable, but either single welded or add-on unit acceptable if all specifications are met



CHECKLIST FOR SELECTING FURNITURE

Desk size charge desk

Multi-unit charge desk

Card catalog cabinets

Tables:
- Index
- Reference
- Study
  - Rectangular
  - Round
- Magazine
- Conference
- Typing
- Slope-top
- Electrically wired
- Others

Seating:
- Chairs
  - Standard
  - Lounge
  - Casual
  - Desk
  - Secretary
- Benches
- Sofas
- Cushions
- Stools

Carrels, wet and dry:
- Single
- Side-by-side
- Back-to-back
- Oversized (least flexible)

Cabinets, storage and special
Desks:
- Media specialist(s)
- Support personnel

Book trucks
Atlas stand
Dictionary stand:
- Floor
- Table

Display cabinets or cases
Periodical racks:
- Periodical shelving
- Circular, free-standing
- Fixed hinges on book shelving

Paperback racks:
- Paperback shelving
- Circular, free-standing
- Wall or table racks

File cabinets:
- Office files
- Vertical files
- Transparency files
- Jumbo files for study prints

Newspaper rack or stand
Nonprint materials storage:
- Special cabinets or files
- Special or regular shelving

Shelving:
- Built-in wood shelving "in contract"
- Commercially purchased wood shelving — "in contract" or "not in contract"
- Commercially purchased metal shelving "in contract" or "not in contract" needed in one area

PLANNING FUNCTIONAL OR ACTIVITY AREAS

General factors and considerations have been outlined. In a new facility, all of the following areas may be needed or decisions must be made on what will be used and in what combinations. In renovated facilities, one or more areas may be remodeled or added in varying combinations. Uppermost in importance, in either case, are the educational specifications for the media center, by which needs for certain facilities or areas are established. In planning for any or all of the individual areas, consider relevant suggestions from spatial and design considerations, as well as the following:

Circulation, indexes, displays

Near main entrance and control area, work area and/or office space

Option of more than one charge desk in open media centers

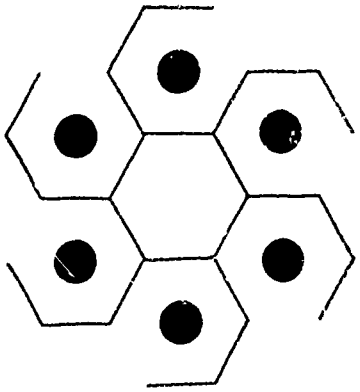
Displays or exhibits placed for visual supervision

Area adjacent to or within the reading/browsing/study/viewing/listening area

Card catalog trays sufficient to hold at least 4 catalog cards per item in the maximum print and nonprint collections, 1000 cards per drawer

Card catalog trays with locking rods

Card catalog cabinet heights scaled to users



Reading/Browsing/Study/Viewing/ Listening Area

Accommodation for shelving and housing the maximum collections of print and nonprint materials

Provision of a browsing area for new and special interest materials

Space for users to interact directly with all types of media and with each other

Provision for seating in appropriate sizes and kinds for the activities (See Appendix B)

Design for flexibility and rearrangement to implement proper changes and additions

Easy, natural traffic patterns that do not interfere with activities

Audio and visual privacy for individuals or small groups to study, view, and listen without disturbing others

Areas designated by the placement of furniture and shelving

Storytelling area for approximately 30 students near the picture book shelving and the main control area in elementary schools

Generous access space between ranges of shelving, between shelving and furniture, and between groups of furniture

Avoidance of long ranges of shelving or large groups of furniture

Provision of additional space when more than 100 seats are needed in one area

Avoidance of too much furniture and a "crowded" look

Comfortable, interesting mixtures of table, carrel, and lounge seating

Provision for use of the following equipment:

- Super 8mm projectors
- Filmstrips projectors
- Sound filmstrips projectors
- Filmstrip viewers
- Audio tape recorders
- Audio tape players
- Video tape recorder
- Record players
- Listening stations
- Television receivers
- 16mm film projectors
- Overhead projectors
- Opaque projectors
- Microform readers
- AM/FM radio

Large Group Area

Arrangement for purpose or function, as instruction, orientation, special presentations, introduction of resources, TV viewing/listening

Table or other appropriate seating and work spaces

Provision of screens, chalkboard, tackboard, shelving, etc., as needed

Multiple use for large groups by arrangement

Dimmers for lights if necessary for group viewing/listening of TV programs

Visual control of area by glass panels or other means

Space for professional collections

Office Space and Media Planning Area

Space for planning and conferences with teachers

Area for administrative functions

Location providing visual supervision of the media center

Possible combination with the work/processing/production areas in a small school

Provision for desk space, shelves, files, telephone, and conference tables as needed

Space for clerical staff for desk, files, shelving, typewriter

Rest room facilities included in the center or nearby

Activity or Seminar Areas

Consideration of the size of the small groups to use rooms or areas

Multiple use of all or some of the rooms

Provision for special equipment and furnishings, such as typewriters, TV receivers, audio loops, etc.

Supply of shelving, screens, chalkboards, tackboards, etc., as needed for activities

Table or other appropriate seating for the functions of the areas

Dimmers for lights if necessary for small group viewing

Visual control of areas by glass panels or other means

Production and Processing Areas

Space for receiving materials

Space for processing incoming materials

Support and enrichment of the curriculum for teachers and students through the creation of media items as:

- Super 8 film
- Slides
- Transparencies
- Filmstrips
- Graphics
- Audio tapes
- Video tapes
- Combinations of these

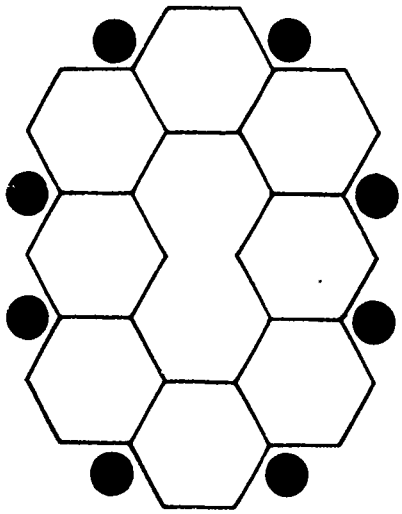
Generous counter work space with outlets above counter and sink with plastic trays

Work surfaces that are smooth and stain resistant

Space with screens or smooth wall space for projection

Space that is soundproofed, with acoustically treated walls for audio tapings

Table work space



Special furniture as work tables with large drawers, drafting table and stool, work area with kneehole space

Storage for supplies for processing, with ample extra wide and deep drawer space

Storage for production supplies, with cupboard and ample drawer space

Storage and space for use of equipment for the production area — one or more of these as needed:

- Typewriter (executive, bulletin, and/or primary)
- Thermal copier
- Photocopier
- Dry mount press
- Teflon tacking iron
- Paper cutter
- Mechanical lettering device
- Lettering kit
- Tape duplicator — one-to-one
- Tape splicer
- Copy stand and 35mm copy camera
- Recorder-pulser
- Preset copy stand for instamatic type camera
- Copy and flood lights and stands
- 35mm SLR camera
- Super 8 movie camera
- Polaroid camera
- Slide sorter
- Super 8mm film editor-viewer
- Super 8mm and 16mm film splicer
- Filing cabinets
- Card Catalog unit large enough for shelf list of proposed collections
- Area lighting
- Shelving for incoming materials and production references

Darkroom

Stain and corrosive resistant sink and counter work space

Ample wet area for developing trays (minimum of 24"x54")

Ample dry work area (minimum of 24"x60")

Double stainless steel sinks with corrosive resistant tray

Light safe storage for chemicals and papers

Storage for small equipment, with ample drawer space

Lightproof room and light-trap door

White and photo safe light systems

Intake and exhaust ventilation system with filter (must be dust free)

Storage or counter space for equipment to be used, varying with program planned

Red "In Use" light outside darkroom

Sufficient space for instructor and students to move about as needed

Separate temperature and humidity controls

Storage Areas

Location of equipment storage area convenient to control area and to corridor or traffic space leading to instructional areas

Location adjacent to, but separate from, processing and/or production areas

Storage cupboards or bins sturdy enough to store safely the equipment purchased for the school

Storage space for such bulky items as 16mm sound movie projectors, overhead projectors, opaque projectors, etc.

Spaces within the instructional areas to store securely as much of the equipment needed by the area as possible

Sufficient storage space to house permanently all of the equipment for use in the instructional areas, for which there is no secure storage in that area

Work bench surface with outlets for preventive maintenance of equipment

Separate temperature and humidity controls for storage of software

Storage shelving, adjustable, for back-issue periodicals, convenient to charge desk

Periodical shelving to house 5 years of back issues unless provision is made for use of microfilm

Additional shelving, if necessary, for nonprint materials not housed in the media center proper

Refrigerator for film and other photographic materials

Videotaping and TV Distribution Area

TV distribution system for closed circuit and off-the-air programming.

Control area with taping equipment, head-in from master antenna, and film chain in a separate room

Intercom system between control room and television or taping area, and between control room and camera area

Sound proof room large enough for planned video or television taping activities

Ceiling at least 14' high with open grid

Heavy duty outlets at 4' intervals in both directions on grid

Heavy duty outlets for equipment at base of walls or in walls in videotaping, television, and control rooms

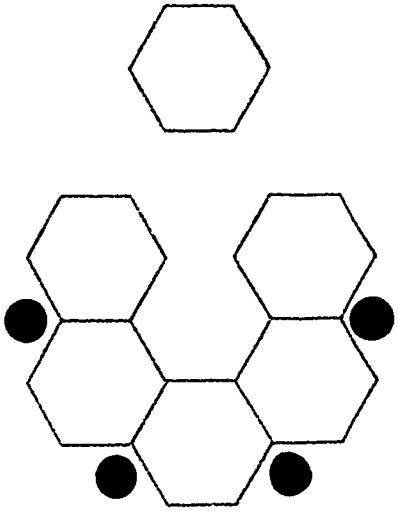
Separate temperature and humidity controls in the areas

Curtain of neutral color, fire resistant, at back and sides of talent area

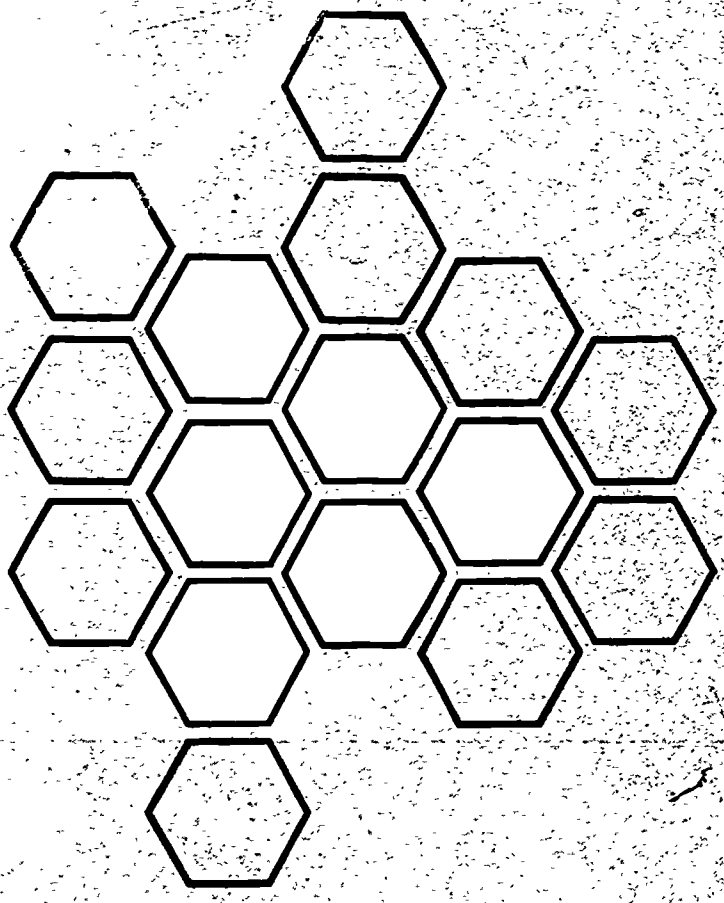
Secure storage space for props and special equipment

Separate control panels for all lights

Degree of sophistication to be determined by the educational specifications of the program needed.



Glossary



GLOSSARY

ACCESSIBILITY — A consideration which makes the media center and its resources readily available to the instructional areas.

ACOUSTICAL CONTROL — The planned use of design, construction materials, and furnishings to produce sound-dead qualities.

AUDIO TAPING — The recording of sound (voice, music, sound effects) with magnetic tape via a tape recorder.

BIDDING SPECIFICATIONS — Minimum acceptable requirements for any item to be purchased through the competitive bid process, including a detailed listing of all required data; e.g., dimensions, materials, manufacture, finish style, performance expectations.

BUILDING LEVEL — An operational level occurring in the individual school, usually reflecting the particular needs and character of that school.

CAPITAL IMPROVEMENT PLAN — A plan submitted to the State by a local educational agency (LEA) indicating its program for new building construction, renovation, and remodeling.

CARREL, DRY — An individual study space, providing privacy with visual barriers.

CARREL, WET — A unit of furniture designed for individual study, wired for power to accept a light fixture as well as various pieces of audio-visual equipment.

CEILING GRID — A ceiling network of uniformly spaced metal rods which carries electricity, making power available to several points within any given area.

CELLULAR FLOOR — A floor made of precast concrete slabs with wire ducts or cells formed as an integral part of the slab.

CHARGE DESK — Either a stationary or movable desk equipped for library transactions, such as media check out and return.

CIRCULATION — The activity of lending media to borrowers and keeping records of the loans.

COMPUTER ASSISTED INSTRUCTION—An automated instructional technique in which automatic data processing equipment is used (a) to control the presentation of stimuli to a student, (b) to equip and evaluate the student responses, and (c) based on that interaction to present further stimuli calculated to shape the student responses in the desired manner. The student uses a terminal directed by computer that may be in the same room or some distance away; the terminal is generally equipped with information-display and student-response devices.

DIAL ACCESS — Equipment for retrieval and use of audio and video programs stored in a central location.

DISTRIBUTION SYSTEM — An installation to transmit from one central location to all or selected classroom receivers.

EDUCATIONAL FACILITIES LABORATORIES, INC. (EFL) — A nonprint corporation established by the Ford Foundation to help schools and colleges by the encouragement of research, experimentation, and dissemination of knowledge regarding educational facilities.

EDUCATIONAL SPECIFICATIONS—The proposed educational activities and the corresponding performance expectations for the supporting environment and a record of the decisions made by the project planning committee.

"IN CONTRACT" — Those items in a capital improvement project which are included in the construction contract.

LIBRARY TECHNOLOGY REPORTS — A service to provide information on library systems, equipment, and supplies to the library profession, the Reports are the product of the LTP or Library Technology Program and are published in January, March, May, July, September, and November by the American Library Association.

MEDIA CENTER — A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers.

"NOT IN CONTRACT" — Those items included in a capital improvement project which are not included in the construction contract.

OPEN SCHEDULING — A pattern of flexible scheduling encouraging the use of the media center by teachers and students as their needs dictate, both on a preplanned and spontaneous basis.

PRODUCTION — The creation of media items for learning activities.

PROFESSIONAL COLLECTION — A collection of materials, print and nonprint, designed and selected specifically for faculty interest.

RANGE — Unit of shelving, consisting of 1 or more 3' sections, either single or double face.

SCHEMATIC DESIGN — A visual representation of educational specifications for each area of instruction, showing the interrelationships of areas and activities within areas without specific detail.

SYSTEM LEVEL — An organizational level at which local school districts operate, providing direction and services to all schools in the district and promoting cooperation among school systems.

UL — An identification tag found on electrical equipment which has met safety standards set by the Underwriters Laboratory.

UNIFIED MEDIA PROGRAM — A program in which instructional and other services related to both print and audio-visual media are administered in a single unified program under one director.

VIDEOTAPING — The recording of visual images on videotape with either simultaneously recorded sound or added sound track.

VISUAL CONTROL — The design of the media center which enables the staff to be visually aware of activities throughout the center and in various activity areas.

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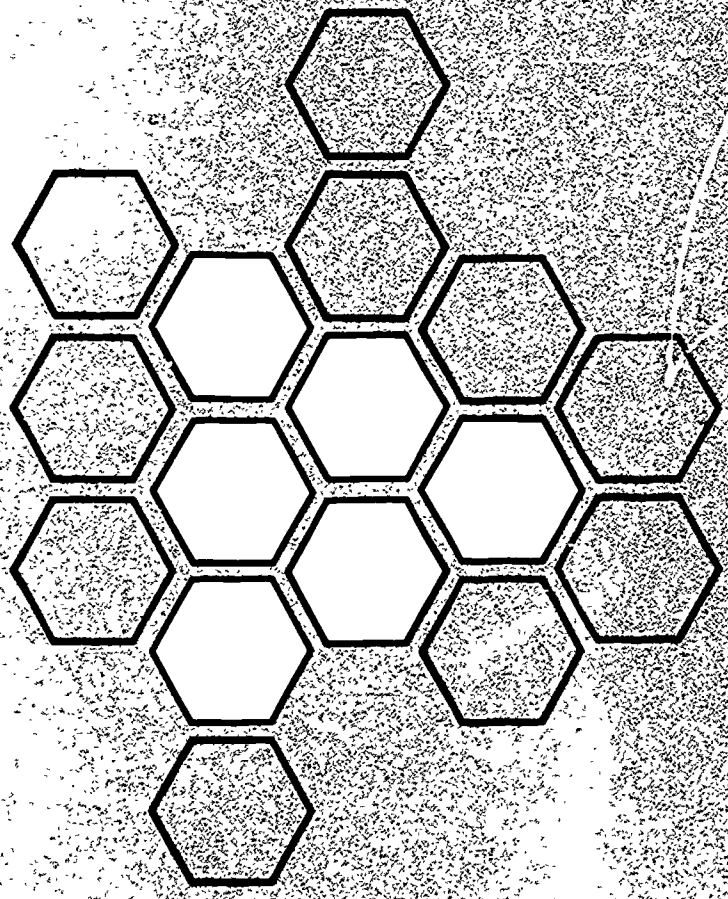
Appendices



Appendix A

PLANNING AND WRITING EDUCATIONAL SPECIFICATIONS FOR MEDIA CENTER FACILITIES

Points for effective involvement in the planning process

- Start planning prior to the preparation of the system's Capital Improvement Program
- Provide input during development of the educational specifications
- Participate in or review the schematic design
- Be involved during design development in furniture and equipment selection and layouts

Basic outline for writing Educational Specifications for each activity area of the media center

- Media Center
  - Goals
  - Experiences planned
  - Number of participants
  - Staff required
  - Groupings
    - Simultaneous groupings
  - Relationships to other activities
  - Environmental variables
    - Acoustical
    - Visual
    - Thermal
    - Spatial
  - Utilities
  - Storage
  - Display
  - Support facilities
  - Furniture and equipment
  - Others

Appendix B

RECOMMENDED HEIGHTS AND MEASUREMENTS FOR FURNITURE AND SHELVING IN MEDIA CENTERS

Furniture sizes

Tables and carrels — working surface

Elementary	25" to 28" H
Middle	26" to 30" H
High	29" to 30" H

Chairs and other seating

Elementary	14" to 17" H
Middle	16" to 18" H
High	18" H

Shelving heights and measurements

Perimeter shelving

Elementary	not over 5' to 5'6" H
Middle	not over 5'6" H
High	not over 5'6" to 6' H

Freestanding shelving — center of area
none over 48" H

Depth of shelves

Books, regular	10" D
Picture books	12" to 14" D
Reference books	12" D
Print & Nonprint together	12" D

Shelf capacities per 3' unit

Average hardbacks	30
Reference books	18
Picture books	60

Access space

At least 3' between rows of shelves

At least 5' between rows of shelves and furniture involving seating or traffic

At least 5' between two parallel tables with back-to-back seating

At least 3' between tables and wall or between a row of shelves and other furniture not involving seating or traffic

Filing Cabinets

Elementary	2 drawers
Middle	3 drawers
High	4 drawers

Card Catalog Cabinets

Elementary	36" to 40"
Middle	36" to 48"
High	40" to 54"

Appendix C

INSERVICE TRAINING FOR PLANNING MEDIA CENTER FACILITIES

These guidelines constitute the basic criteria to be utilized in the planning for school media center facilities in the state. They are to be disseminated, interpreted, and discussed with the Local Educational Agencies throughout the state.

Professional staff members of the State Department of Education, the Interagency Committee on School Construction, and the Local Educational Agencies will be alerted to the importance of the criteria in the planning of new or renovated media facilities.

A staff member of the Division of Library Development and Services will be assigned the responsibility for assisting the Local Educational Agencies in implementing the materials presented in this publication.

The guidelines should enable and encourage media specialists and other school system personnel throughout the state to become more actively involved in the planning of their media centers.

Copies of a slide-tape production which will highlight parts of the guidelines will be available from the State Media Services Center, Maryland State Department of Education.

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