This handbook has been prepared by a committee composed of administrators and media specialists under the direction of the Department of Public Instruction. Its purpose is to establish guidelines for media centers in the secondary schools of Iowa. Most secondary schools in Iowa now have traditional libraries. This handbook provides guidelines for transition to the newer media center approach with a broad and unified program of services and resources, including both audiovisual and printed materials. The following areas are discussed: staff, quarters and facilities, materials collection, professional collection, equipment, furnishings, and budgets. (Author/SJ)
Plan for Progress ... in the media center

"... guidelines for development of media centers in Iowa's secondary schools."
Preface

This handbook has been prepared by a committee composed of administrators and media specialists under the direction of the Department of Public Instruction. Its purpose is to establish guidelines for media centers in the secondary schools of Iowa. It reinforces the philosophy established by the committee members (*) who prepared a similar handbook for elementary schools in 1969.

Most secondary schools in Iowa now have traditional libraries. This handbook provides guidelines for transition to the newer media center approach with a broad and unified program of services and resources, including both audiovisual and printed materials. It is recommended that each school purchase a copy of Standards for School Media Programs, prepared jointly by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, for further assistance in this area.
Members of the Handbook Committee

*Carl R. Brown (Deceased)
Director of Elementary Education
1314 Maxwell Avenue
Ames, Iowa  50010

*Betty Jo Buckingham
Library Consultant
Department of Public Instruction

Robert R. Denny
Asst. Superintendent
Des Moines Community Schools
1800 Grand Avenue
Des Moines, Iowa  50307

*Doris Fistler, Elementary Librarian
Grundy Center Community Schools
Grundy Center, Iowa  50638

*Elizabeth Forbes, Project Director
Exemplary All-Level Instructional Materials Center
Sibley Community Schools
Sibley, Iowa  51249

*Nancy George, Librarian
Longfellow Elementary School
1130 Seymour Avenue
Iowa City, Iowa  52240

*Charles Jordan
Coordinator of Library Services
Waterloo Community Schools
1516 Washington Street
Waterloo, Iowa  50702

*Virgil Kellogg, Audiovisual Consultant
Department of Public Instruction

Gene Klimstra, Librarian
West High School
2901 West Melrose
Iowa City, Iowa  52240

LeRoy L. Kruskop
Asst. Superintendent
Linn-Mar Community Schools
Marion, Iowa  52302

*Mary Mennig, Librarian
Wilson Elementary School
2002 North Clark Street
Davenport, Iowa  52804

*Robert Paulson, Audiovisual Director
Malcolm Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa  50613

Fred Stewart, Audiovisual Director
Taft Junior High School
5200 E Avenue N.W.
Cedar Rapids, Iowa  52405

Lucille Wahrenbrock, Librarian
South Hamilton High School
Jewell, Iowa  50130

Marguerite Wolf, Librarian
WACO High School
Olds, Iowa  50130

*Members of K-6 Handbook Committee.
Plan for Progress
... in the media center

Introduction 3
Staff 7
Quarters and Facilities 10
Materials Collection 12
Professional Collection 16
Equipment 17
Furnishings 23
Budget 26
Bibliography 27
Today educational philosophy recognizes an educated individual as one who has learned how to learn—to think and to use methods of disciplined inquiry in examining and exploring ideas—as opposed to one who has memorized facts. To meet the need implied in this philosophy, instructional methods within a curriculum will, of necessity, stress individual learning and independent study. Immediately available to each student must be forms of media—materials and equipment—to fit all levels and types of abilities. Simultaneously with the advent of the various media must come leadership in their selection and optimum use.

Iowa high schools find themselves, their facilities, and their media programs in a state of transition. The traditional library must advance to the broader concept of the media center. Here resources and services will fuse into a program emphasizing effective and individual student development. The media staff will help guide each student in his learning activities, and support his teacher in the design and use of innovative methods.

To assist in making such a transition with ease, this handbook offers guidelines stated in three phases. Since Iowa secondary schools are predominantly in or above Phase I, it is recommended that not over two years be planned for the achievement of Phase II and not over three additional years be planned for reaching Phase III.
serves students by:

- Establishing an environment for learning
- Maintaining a wide selection of media* at different levels of ability and interest
- Organizing materials for quick, easy accessibility
- Providing efficient areas for individual and group study
- Contributing to the development of skills in reading, viewing, listening, evaluation, and communication
- Providing guidance in selection and use of appropriate media
- Assisting in production of special materials
- Providing opportunities for independent or self-directed learning

*Print and non-print materials, including books, magazines, filmstrips, records, tapes, films, pictures, programmed instruction, educational games, and other learning materials.
serves teachers by:

- Cataloging all instructional media that are available in the building
- Providing a professional library
- Assisting in selection and accumulation of materials to support learning objectives
- Assisting in the planning and production of various learning materials
- Providing information on available outside resources
- Aiding in correlation of unit materials and activities
- Providing information on new materials and techniques
- Providing inservice training, including methods of using and evaluating materials and techniques
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use
serves administrators by:

- Making recommendations for the purchase of media
- Maintaining inventory and maintenance records of all media
- Providing inservice training
- Avoiding needless duplication of learning materials
- Providing a central collection of statistical data, area facts, buying guides, and other pertinent information
- Relating to the other media centers and supportive agencies in the district or area
- Maintaining circulation-utilization records
- Providing central distribution of media
- Supporting the total school curriculum
- Providing continuous orientation to new ideas
- Participating in the planning and development of buildings and classrooms for effective learning
- Providing a centralized area for production of instructional materials
An adequate, qualified staff is necessary if a media center is to become an integral part of the school. The staff should include both professional and supportive personnel. A job description should be written to define the details of each position in every school district.

Professional Staff

The professional person is one of the most vital components of a media center. He initiates the services which change a room full of materials into a well-functioning center for learning. He provides guidance in the selection of materials to be used and purchased; organizes the materials, equipment, and space for maximum use; provides instruction in the use of the center and its contents; aids teachers in planning and preparing materials for their individual class use; serves on curriculum and textbook committees as a materials specialist; and helps organize inservice training for teachers. He enjoys working with students and is capable of working with a wide variety of adults.

The first professional staff member should be a media generalist trained in both the library and the audiovisual fields,
having the same general educational background as other teachers. He should be certificated by the Department of Public Instruction.

When additional professional persons are added to the staff, their training and background should strengthen and complement the first professional's training and background. One of the professionals should be designated as head of the center.

Supportive Staff

Non-certificated personnel free the professional staff from clerical tasks and may provide specialized supportive services. Two broad classifications of supportive personnel are media aides and technicians.

Media aides can perform the following tasks:

1. Typing
2. Keeping records
3. Sending notices
4. Opening mail
5. Handling office circulation routines
6. Reading shelves
7. Shelving and filing materials
8. Inspecting and repairing films
9. Mounting pictures and transparencies
10. Maintaining appearance of center
11. Repairing minor damage to print materials

The training of a media aide is done primarily on the job, but office experience and typing skill are prerequisites.

Technicians are supportive personnel who have special training in the fields of graphics, information and materials processing, television, photography, and equipment repair. The services to be offered by the media center will determine the type of technicians needed.
1-499 pupils - 1 professional person
1 additional professional person for each additional 500 pupils or major fraction thereof

1-399 pupils - 1 professional person
1 additional professional person for each additional 400 pupils or major fraction thereof

1-249 pupils - 1 professional person
1 additional professional person for each additional 250 pupils or major fraction thereof

Professional personnel must have teaching certificates with appropriate endorsement.

Head professional should have a master's degree in an appropriate media field.

School districts with several attendance centers may find it advantageous to employ a media center coordinator for the district.

It is recommended that two non-certificated personnel be employed for each professional person.
The location of the media center will vary according to existing facilities. It should be as centrally located as possible to provide maximum accessibility to students and teachers, but the inclusion of all components of the media program in the central location or even adjacent to the media center may not be possible. A central facility does not preclude the possibility of satellite centers or arrangements for decentralization within the building. Whether the media center is in an existing building or planned in a new structure, consideration should be given to future expansion as the enrollment and program may demand. It is recommended that professional media consultative services be obtained from a college or university, the Department of Public Instruction, or exemplary school systems before educational specifications are submitted to an architect.

The media center should be an attractive facility which students and teachers enjoy using. Since a wide variety of activities will take place in a media center, several areas should be kept in mind:

1. Study area to include space for browsing, listening, and viewing by individuals, small groups, and large groups (allow 40 sq. ft. per student)

2. Office area for professional personnel

3. Central work area for cataloging and processing new materials and for maintaining present materials and equipment

4. Central production area to accommodate materials and equipment needed for production of instructional materials

5. Faculty area including professional collection and conference facilities

6. Storage area with space for shelving all media

School districts with several attendance centers may find it advantageous to provide certain services from a central location.

The electrical system should be designed to provide effective lighting in each activity area, adequate light control for many types of viewing activities, and an adequate number of electrical outlets in all areas. At least one telephone outlet should be located in the office area. Light switches, electrical outlets, fire extinguishers, telephones, and thermostats should be located so as not to take up space needed for shelving or storage. Movable shelving permits flexibility in arrangement and allows the floor space to be used in a variety of ways. The floor and ceiling should be acoustically treated for noise control.
A central catalog of all media
Existing space, remodeled quarters, or new facilities to meet the needs of the materials collection and services in a media program, preferably with space to seat the largest class plus 10

Phase I

Phase II

Space to seat 8 percent of the school enrollment, but not less than 40 students, in the reading area
Adequate space to house and store media
Office and workroom
Previewing and listening area
Individual viewing and listening stations
Conference rooms
Production area
Professional collection area
Provisions for expansion

Phase III

Quarters expanded to provide a program of superior service as set forth in the joint American Association of School Librarians and Department of Audiovisual Instruction's Standards for School Media Programs
A balanced, up-to-date collection of materials is essential to a media center even in its beginning stage. These materials should be carefully selected by a media professional working closely with teachers and consulting authoritative selection aids to determine the quality of the materials. The collection should be tailored to the needs of the students and to the curriculum of each school. Constant evaluation of materials by all users will result in a highly effective and qualitative collection.
<table>
<thead>
<tr>
<th>Category</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>At least 8,000 volumes representing 7,000 titles or 12 books per pupil, whichever is greater</td>
<td>9,000 volumes representing 8,000 titles or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests</td>
<td>10,000 volumes representing at least 9,000 titles or 20 volumes per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests</td>
</tr>
<tr>
<td>Magazines</td>
<td>Jr. High 75 titles</td>
<td>Jr. High 75 - 100 titles</td>
<td>Jr. High 100 - 125 titles</td>
</tr>
<tr>
<td></td>
<td>Sr. High 100 - 125 titles</td>
<td>Sr. High 125 - 150 titles</td>
<td>Sr. High 150 - 175 titles</td>
</tr>
<tr>
<td></td>
<td><em>Unabridged Reader’s Guide</em> recommended; other necessary magazine indexes and duplication of titles and indexes as required*</td>
<td><em>Unabridged Reader’s Guide</em> recommended; other necessary magazine indexes and duplication of titles and indexes as required*</td>
<td><em>Unabridged Reader’s Guide</em> recommended; other necessary magazine indexes and duplication of titles and indexes as required*</td>
</tr>
<tr>
<td>Newspapers</td>
<td>6 titles</td>
<td>6 - 10 titles</td>
<td>10 titles</td>
</tr>
<tr>
<td></td>
<td>At least one local, one state, and one national newspaper to be represented in the collection</td>
<td>At least one local, one state, and one national newspaper to be represented in the collection</td>
<td>At least one local, one state, and one national newspaper to be represented in the collection</td>
</tr>
<tr>
<td>Vertical file material</td>
<td>Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, pictures, and other materials appropriate to the curriculum and student interests</td>
<td>Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, pictures, and other materials appropriate to the curriculum and student interests</td>
<td>Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, pictures, and other materials appropriate to the curriculum and student interests</td>
</tr>
<tr>
<td>Film</td>
<td>Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals</td>
<td>Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals</td>
<td>Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals</td>
</tr>
</tbody>
</table>
**Phase I**

**Filmstrips**
500 titles or 1 per pupil, whichever is greater

**Recordings**
1,000 titles or 2 per pupil, whichever is greater

**8mm films**
Adequate to support the learning objectives of the individual school

**Globes**
At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center

**Maps**
I map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations

**Transparencies**
1,000 prepared transparencies, plus a selection of subject matter masters

---

**Phase II**

**Filmstrips**
750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater

**Recordings**
1,500 titles or 4 per pupil, whichever is greater, duplicates as needed to support school curriculum and supply student interests

**8mm films**
Adequate to support the learning objectives of the individual school

**Globes**
At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center

**Maps**
I map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations

**Transparencies**
1,500 prepared transparencies, plus a selection of subject matter masters

---

**Phase III**

**Filmstrips**
1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater

**Recordings**
2,000 titles or 6 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests

**8mm films**
Adequate to support the learning objectives of the individual school

**Globes**
At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center

**Maps**
I map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations

**Transparencies**
1,500 prepared transparencies, plus a selection of subject matter masters
Slides
(All sizes of slides)

Art prints
(Reproduced in color or art works)

Replicas, art objects, models, educational games, kits, realia, dioramas, programmed instruction, video tape

Microfilm

Because of the nature of certain media forms and the evolving or transitional development of others, quantitative recommendations cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and provide resources for the academic needs and general interests of students. An abundant number should be available in the media center.

Phase I
2,000 professionally prepared slides
300; duplicates as needed

Phase II
3,000 professionally prepared slides
500; duplicates as needed

Phase III
5,000 professionally prepared slides
1,000; duplicates as needed

To be purchased as available on topics in the curriculum; all periodical subscriptions indexed in Reader's Guide and newspaper files to be obtained as needed for reference.
A professional library is a necessity. A central collection of print and non-print materials should be housed in each building and be easily accessible to all staff members. The building collection should emphasize current materials and basic reference tools while the district collection would contain such items as examination copies of textbooks and specialized materials in various fields of education.

Materials to include in a building professional collection:

- Professional books and magazines
- Courses of study and curriculum guides
- Community resources guides
- Textbooks and teachers' manuals for basic and supplementary materials used within the system
- Films, filmstrips, recordings, and other non-print materials
- Pamphlets
- Information and announcements of workshops, college courses, institutes, etc., for continuing education
- Professional organizations' newsletters, meeting announcements, and miscellaneous releases
- Government documents

An annual budgetary allocation will provide for an adequate collection and for keeping it up to date. Faculty members should be consulted for recommendations of materials to include.

**Phase I**

- 200 - 600 books (titles)
- 10 - 29 periodicals

**Phase II**

- 600 - 1,000 books (titles)
- 30 - 49 periodicals

**Phase III**

- 1,000 books (titles) and more as needed
- 50 or more periodicals

Audiovisual materials, pamphlets, etc., as needed
Several factors such as central distribution, the number of floors in a building, an elevator in multi-level buildings and closed-circuit devices, may affect the amount of audiovisual equipment needed by a school. Compatibility with available materials and between devices used in combination with each other is desirable. Standardization of certain items will reduce supply and maintenance problems and simplify training equipment operation. Accessibility of equipment affects

In the case of closed-circuit devices, plans must be made so that the individual classroom will receive the service it needs at the appropriate time. Iowa schools may add flexibility to the state educational television network by taping these and other programs off the air and playing them back when desired.

A carefully planned program will provide for optimum use of equipment presently available and, at the same time, allow sufficient flexibility to make use of innovations as soon as they have demonstrated their worth in the improvement of instruction. For example, the state of the art regarding dial access installations is such that no general recommendations are made.

All schools must anticipate expanded inventories of equipment for individual use. The equipment listed in these guidelines is a minimum recommendation, and schools should feel free to expand in those areas where their particular needs are greatest.
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>16mm projectors</td>
<td>1 per 10 teaching stations plus 2 in media center</td>
<td>1 per 4 teaching stations plus 2 in media center</td>
<td>1 per 2 teaching stations plus 5 in media center</td>
</tr>
<tr>
<td>8mm self-threading reel-to-reel or film loop projectors* (if materials are available)</td>
<td>5 available per media center</td>
<td>1 per 3 teaching stations plus 15 in media center</td>
<td>1 per teaching station plus 15 in media center</td>
</tr>
<tr>
<td>2 x 2 slide projectors* remotely controlled</td>
<td>1 per 10 teaching stations plus 1 in media center</td>
<td>1 per 5 teaching stations plus 2 in media center</td>
<td>1 per 3 teaching stations plus 5 in media center</td>
</tr>
<tr>
<td>Filmstrip or combination filmstrip-slide projectors</td>
<td>1 per 10 teaching stations plus 1 in media center</td>
<td>1 per 5 teaching stations plus 1 in media center</td>
<td>1 per teaching station plus 4 in media center</td>
</tr>
<tr>
<td>Sound filmstrip projectors</td>
<td>Combine available filmstrip projector with record player or tape</td>
<td>1 per 10 teaching stations plus 1 in media center</td>
<td>1 per 5 teaching stations plus 2 in media center</td>
</tr>
<tr>
<td>10 x 10 overhead projectors</td>
<td>1 per 2 teaching stations plus 2 in media center</td>
<td>1 per teaching station plus 2 in media center</td>
<td>1 per teaching station plus 4 in media center</td>
</tr>
</tbody>
</table>
Opaque projectors 1 per floor plus 1 in media center
Filmstrip Viewers* 1 per 2 teaching stations plus 1 in media center
(AC and / or battery)
2 x 2 Slide Viewers* 1 in media center
(AC and / or battery)
TV, minimum 23" screen 1 per floor on cart
(when programs are available)
Micro-projectors 1 per department where applicable only if recommended by science department
Portable PA System 1 per media center
1 per physical education department plus 1 per media center
Record Players 1 per 15 teaching stations plus 1 in media center;
1 per 10 teaching stations plus 2 in media center;
1 per 5 teaching stations plus 2 in media center;
Stereo equipment in music department
<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio tape recorders (reel-to-reel)</td>
<td>1 per 7 teaching stations plus 1 in media center;</td>
<td>1 per 2 teaching stations plus 2 in media center;</td>
<td>1 per teaching station plus 2 in media center;</td>
</tr>
<tr>
<td>When new equipment is purchased, stereo should be considered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio recorders* or playback units (cassette)</td>
<td>1 per 5 teaching stations</td>
<td>1 per teaching station</td>
<td></td>
</tr>
<tr>
<td>Listening stations*</td>
<td>Portable listening station with 6 - 10 sets of earphones at a ratio of 1 per 15 teaching stations (plus 1 in media center suitable for use with record player, tape recorder, or motion picture projector)</td>
<td>Same as Phase I at a ratio of 1 per 10 teaching stations plus 1 in media center; 1 set earphones per each piece of audio equipment for individual use</td>
<td>As required by instructional program</td>
</tr>
<tr>
<td>Projection screens</td>
<td>One permanently mounted screen per teaching station, plus portable screens as needed; no screen smaller than 70 x 70 with keystone eliminator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio receivers, AM-FM</td>
<td>1 in central distribution center, 1 per foreign language area plus 1 in media center</td>
<td>1 in central distribution center plus 3 per media center</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Phase I</td>
<td>Phase II</td>
<td>Phase III</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Micro-readers, some with Micro-fiche Attachment</td>
<td>1 per media center only if materials are available</td>
<td>Equivalent of 1 per 10 teaching stations to be located in media center</td>
<td>Equivalent of 1 per 5 teaching stations to be located in media center</td>
</tr>
<tr>
<td>Micro-reader Print</td>
<td>1 per media center, only if materials are available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projection Carts</td>
<td>1 per portable piece of equipment, purchased at the same time equipment is obtained; all carts should be complete with 20' electrical assembly and should be of following sizes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>42&quot; for use with motion picture, filmstrip, and slide projectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34&quot; for use with opaque, filmstrip, and slide projectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26&quot; for use with overhead projectors, record players, and tape recorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16&quot; for use with overhead projectors (teacher seated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24&quot; for use with small overhead</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>42&quot; - 54&quot; for use with television receivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video tape recorders</td>
<td>Available in district</td>
<td>1 per building</td>
<td>1 per 5 teaching stations with a minimum of 2 per building</td>
</tr>
<tr>
<td>Wireless microphone</td>
<td>1 per video tape recorder</td>
<td>1 per building necessary when producing video tape with multiple cameras</td>
<td></td>
</tr>
</tbody>
</table>

*Equipment employed in Audio-tutorial System. As the use of the system increases, the amount of this equipment will increase significantly.*
Large Group Instruction

If a large group instruction area is used, the following equipment may be considered:

- Student-teacher response system
- Rostrum with remote controls for room darkening, equipment operation
- Large wall screen, electric, 12 x 12
- Equipment for rear screen projection
- Public address system
- Telephone jacks for use with telelecture and telewriter system; may also be installed in selected rooms throughout the building

Building Facilities

The following should be available throughout the building:

- All buildings should be equipped with a master antenna and closed circuit TV distribution system which will provide a standard 1,000 microvolt color quality signal in each instructional center from an ETV station in your area. The distribution system should permit insertion of a program from any classroom. The installation specification should be approved by the state ETV network engineer. The “head end” should permit insertion of video tape recorded programs and audio signals from AM and FM tuner. The system should include provisions for possible building expansion.

Equipment Needed for Local Production

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drymount press and tacking iron</td>
<td>Large type typewriter</td>
<td>Polaroid camera</td>
</tr>
<tr>
<td>Large paper cutter</td>
<td>Tape-film splicer</td>
<td>35mm view-</td>
</tr>
<tr>
<td>Spirit duplicator</td>
<td>Film rewind</td>
<td>Light board</td>
</tr>
<tr>
<td>Thermal-copier</td>
<td>Mechanical lettering device</td>
<td>Diazod copier</td>
</tr>
<tr>
<td>35mm camera</td>
<td>Manual lettering kit</td>
<td>Photocopier</td>
</tr>
<tr>
<td>Copy lens</td>
<td>Work table</td>
<td>Slide reproducer</td>
</tr>
<tr>
<td>Strobe flash</td>
<td>Drawing board</td>
<td>Slide file</td>
</tr>
<tr>
<td>Copy stand and light</td>
<td>Transparency production kit</td>
<td>Mimeograph</td>
</tr>
<tr>
<td>Simple copy camera</td>
<td>2 x 2 slide sorter</td>
<td>Stencil cutter</td>
</tr>
<tr>
<td>(Ektographic)</td>
<td>Tools for repair</td>
<td>Bulk tape eraser</td>
</tr>
<tr>
<td>Instamatic camera with case</td>
<td>Storage and check-out</td>
<td>Refrigerator for storing</td>
</tr>
<tr>
<td>8mm or 16mm camera*</td>
<td>facilities</td>
<td>chemicals and film</td>
</tr>
</tbody>
</table>

*Dependent upon size of school district and availability from district or regional media center.
Card Catalog
Capacity estimate—1,000 cards per drawer—5 cards per item
Drawers ........................................ In units of 15, 30, or 60
Solid base preferred for 60-drawer units

Charge Desk Units
*Book return *Cupboard
Card file Desk
Charging Open shelf

Corner display
Depth ........................................... 26"
Height .......................................... 39"
Width ........................................... 30" - 36"

Shelving
Capacity estimates (no shelving over 2/3 full)
Number of books per 3-foot when full:
Books of average size ........................................... 21
Reference books ............................................. 18

Periodical shelving
Depth of shelves, straight across .......................... 12"
Depth of shelves, slanting .................................. 15"
Depth of shelves, storage ................................. 12" - 15"
Height of unit ........................................... 60" - 72", 84"

Reference shelving
Depth of shelves ........................................... 12"
Height of unit ............................................ 42"
Space between adjustable shelves .......................... 14" - 16"

Supplemental books
Depth ........................................... 8", 10", 12"
Height of unit ........................................... 5" - 7"
Height of counter section .................................. 42"
Space between adjustable shelves .......................... 10" - 10½"
Thickness of shelf ....................................... 13" - 16"

Shelving (continued)
Width of section on centers .................................. 3'

Tables (variety of height)

Carrels
Depth of desk ........................................... 24"
Height of desk .......................................... 29"
Width of desk .......................................... 36"

Tables
Rectangular
Height ........................................... 26" - 29"
Length ........................................... 60", 72", 90", 120"
Width ............................................. 36"

Round
Diameter ........................................... 48" - 60"
Height ........................................... 26" - 29"

Square
Height ........................................... 26" - 29"
Length ............................................. 42"
Width ............................................. 42"

Workroom Furniture
Shelving
Height ........................................... 6 shelves or 80"

Tables
Sitting height and standing height

Other Furniture
Atlas stand
Book trucks (shelved; with descending platform)
Catalog reference tables (standing height)
Desk Newpaper rack
Dictionary stands Periodical index table
Exhibit case Seating (lounge, study)
File cabinets Swivel chairs (desk; high)

Standard library furniture from a reliable manufacturer should be considered for initial purchase. When facilities are expanded, additional furniture of the same style can be obtained, thus preserving a unified, pleasing appearance.
An annual budget is necessary to maintain an up-to-date collection of materials for the media center. In general, expenditures for non-print materials should equal those for printed materials. Capital outlay funds should be appropriated for an initial materials collection and for an initial equipment inventory. Sufficient capital outlay will be necessary for materials and equipment to reach each phase.

Materials

3 percent of the national average for per pupil operational cost* as annual per pupil expenditure to maintain an up-to-date collection of materials in the media center; sufficient supplemental capital outlay to reach Phase I

Equipment

Sufficient yearly capital outlay to provide for reaching the equipment goals of each phase; additional yearly capital outlays for replacement of worn-out equipment and a provision for maintenance of equipment

Supplies

Sufficient yearly allocations to provide adequate quantities of print and non-print supplies for operation of the media center

Bibliography

Standards

Iowa Department of Public Instruction. Plan for Progress ... in the Media Center, K-6. Des Moines, Iowa: Publications Section, Iowa Department of Public Instruction, 1969.


Planning Aids


Administering the Media Center


Administering the Media Center (cont.)


Selection Aids


Selection Aids (cont.)


Cataloging Tools


Iowa Department of Public Instruction. Organization, Storage and Distribution of Non-Book Material in the School Library Media Center. Des Moines, Iowa: Department of Public Instruction, n. d.


Production of Learning Materials


Periodicals Useful to the Professional Personnel of the Media Center


Educational Media, Educational Media, Inc., 1015 Florence Street, Fort Worth, Texas 76102. Monthly, membership, or $10 per year.


Modern Media Teacher, George A. Blaum, Publisher, 38 West Fifth Street, Dayton, Ohio 45402. Bimonthly, five issues per year, $3.


