WHY CALL IT A LIBRARY?

THE LIBRARY AT A CROSSROADS

Janet Terranova, Principal, Monte Vista High School
Mani A. Farhadi, Steinberg, Senior Associate
PLANNING

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Background
1. Stakeholders and Challenges
2. History
3. Trends

Process
1. Campus Community Engagement
2. Student Classes

Program
1. Type of Activities
2. Adjacencies

Plans & Elevations
1. Building Design

Questions and Answers
STAKEHOLDERS

IT TECHNOLOGY (1)

SCHOOL DISTRICT & FACILITIES (9)

SCHOOL ADMINISTRATION (2)

LIBRARIAN (2)

COLLEGE COUNSELOR (1)

DONOR (3)

STUDENTS (10)
CHALLENGES

The diagram illustrates the challenges faced in transitioning a library from the 20th century to the 21st century. The Library of the 20th Century is centered around a book-centered approach, while the Library of the 21st Century focuses on user-centered learning.

- **District Administration** propose to build a library relevant to 21st century learning.
- **Students/IT** envision an information commons.
- **Donor** proposes to build a bookless library.
- **Librarian** and **College Counselor** propose to build a new library similar to the existing 50-year-old library.
DISTRICT VISION

5 C's
- Collaboration
- Communication
- Creativity
- Critical Thinking
- Citizenship

Core Academic Rigor
21st Cent. Relevance
Relationship Skills

Learning Today to Change Tomorrow

Students

Staff
Reflection Exchange
LIBRARY
Information Commons
DONOR VISION
PLACE
Knowledge
Creativity,
Curiosity
Collaboration,
Communication
Critical Thinking
21st Century Relevance
IT Commons
Social Learning Commons
Relationship Skills
Reflection
Exchange
Creativity,
Curiosity
Collaboration,
Communication
Core Academic Rigor
DONOR VISION
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**Ancient Library of Alexandria**

**SPACE AND THE LIBRARY**
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**St. Gall Abbey Library**

**St. Gall Abbey Library: Re-built in late 17th Century**
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University of Leyden, The Netherlands

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<td>Printed Books, Maps, Journals</td>
<td>Open Plan Center w/ Enclosed Perimeter Rooms</td>
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<td>Bibliothèque Nationale, France</td>
<td>18th – 20th Century</td>
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**Space and the Library**
Space and the Library

Late 20th Century
Printed Books, CDs, & other Digital Media

‘Open Plan’ System w/ Integrated open Shelves and PCs

Law Library, Cambridge University

Large, open Plan

Space and the Library
SUMMARY

BROADER KNOWLEDGE OF A FEW

• Need for more libraries and increase in storage capacity
• Rise of different library typologies (public national, public local, academic, specialist)
• New symbiosis of book and the library

PUBLIC KNOWLEDGE OF THE MANY

Source: Libraries and Learning Resource Centres by Brian Edwards
BOOK-BASED LIBRARY COLLECTION

• Role of Reading Room?
• What purpose does silence serve in team-based electronic learning?
• What is the right Balance of Provision between Social Space and Study Space?
• Do we need Rooms at all or just a large open Marketplace of digital Interaction?
• Is the Provision of Snack Bars and Cafés as important as the Study Collection?

ELECTRONIC LIBRARY COLLECTION

SUMMARY

Source: Libraries and Learning Resource Centres by Brian Edwards
FUNCTION OF LIBRARIES

Storage Function

Knowledge Use
Knowledge Dissemination
Community Interaction
Place to celebrate Learning

400 BC ➔ PRIVATE
1200 AD ➔ PRIVATE OR STATE
1800 ➔ CIVIC/PUBLIC
21st Cent. ➔ PUBLIC AND PERSONAL

Source: Libraries and Learning Resource Centres by Brian Edwards
16th Century to late 20th Century

Book centered

21st Cent.

User centered

Source: Libraries and Learning Resource Centres by Brian Edwards

LIBRARY DESIGN
THE 21ST CENTURY LIBRARY

• Increasingly exists independent of the Written Word
• Provides a Place for Sharing of Knowledge
• Welcomes Use of Spoken Word
• Encourages Pleasure of Discovery and Exchange
• Supports Joint Pursuit of Knowledge
• Equips People with Skills needed in Changing World
• Takes increasing Role in Life-long Learning

Source: Libraries and Learning Resource Centres by Brian Edwards

THE CHANGING FACE OF LIBRARIES
USER WORKSHOPS
Crowded
Waitlist
Don’t Know How to Locate Books
More Selection at Public Library
Noise Control/Can’t Socialize
Claustrophobic
Lack of Availability of Textbooks or Computers

Deterrents to Use of Library

STUDENT WORKSHOP
• Simplified Way-finding (better signage)
  • Computers in Center
  • Mobile Computers
  • Accessible Librarian
  • Re-invent Librarian (Genius Bar)

• Warm
  • Comfortable
  • Cozy
  • Natural light

• Flexibility of Seating Arrangement
  • Variety of Seating Arrangements
  • Smart Seats

• Pump ‘Oxygen’ into Library
  • Ability to talk and work together
    • Half quiet/half loud
  • Place to meet Friends
    • Food and Drink
PROGRAM OF ACTIVITY

Research Area
Reading Area
Production Area
Study Rooms
Computer Area
Socialize/Wait/Meet
Eating Area
Stacks
RESEARCH
RESEARCH

Stacks: Book Wall

Delft Technical University Library, Delft, The Netherlands

“Emphasizes the book”

“Illusion of very large space”

“Modern & artistic”

“Space saver”
“Feel smart, you’re in a library”

“Modern foundation with references to past”

“Warm, wood, inviting”

“Calming”

“Classic”

“Artistic, good design”
“Hard to reach the books”

“Looks like Borders”

“Scattered”
“Reinforces idea of reading at desk”

“Too formal”

“Task Lighting is good”
"Great light/shadow"

"Cool"

"Roof or wall with daylight"

"Great light/shadow"
“Good to see other activities”

“Up above a level”

“Like group area”
AV/Production Rooms: Varied Informal Group Spaces

PRODUCE

The Saltire Center, Glasgow Caledonian University, Glasgow, UK

“Can’t study”

“Too busy, hectic”
PRODUCE

AV/Production Rooms: Exterior Work Space

Rolex Learning Center, Lausanne, Switzerland

“Inside/outside”

“Cool, like it, very nice”
Study Rooms

STUDY (GROUP STUDY)
STUDY (GROUP STUDY)

Study Rooms: Re-Configurable

Teran/TBWA Ad Agency Offices, Mexico City, Mexico

“Too flat”

“Smart idea”
“Yes!”

“Love the bean bags!”

STUDY Rooms: Informal

STUDY (GROUP STUDY)

Rolex Learning Center, Lausanne, Switzerland
“Looks dangerous!”

“Nice quality of light”

“Open & spacious”

“Like to look out the window”
“No!”

“Too modern”

Study Rooms: Reappropriated Pods

Study (Group Study)

Google Offices, Zurich, Switzerland
COMPUTER STATIONS

COMPUTER USE
"No!"

Computer Stations: Individual Station

Google Offices, Zurich, Switzerland
Computer Stations: Grouped Individual Stations

"Waste space, not effective"

"Too spread out"

"Good for computers"

Tama Art University Library, Tokyo, Japan
"Bridge is cool"
Computer Stations: Carved Pods

COMPUTER USE

Fleet Library, Rhode Island School of Design, Providence, USA

“Too closed off”

“Good if next to window”

“Good next to books”
SOCIALIZE/MEET/WAIT

Lobby/Cafe/Mixing Space: Programmed Steps

Musashino Art University Library, Tokyo, Japan

“Should be softer”

“Looks uncomfortable”

“Like the multi-level”
SOCIALIZE/MEET/WAIT

Lobby/Cafe/Mixing Space: Interstitial Space

Rolex Learning Center, Lausanne, Switzerland

“Like the glass wall”

“Like the formal & informal”
SOCIALIZE/MEET/WAIT

Lobby/Cafe/Mixing Space: Interstitial Space

Beacon Communications Ad Agency, Tokyo, Japan

“No, ceiling is too low”

“Like the design”
EATING AREAS

Lobby/Cafe/Mixing Space

EATING AREAS
“Good!”
SOCIALIZE/MEET/WAIT

Lobby/Cafe/Mixing Space

“Inviting!”

Good Daylight

Cornell University, New York
Design for 100+ Students maximum, 40-60 on average.

Peak Hours of Use

LIBRARIAN WORKSHOP
Printing
Computers
Textbooks
Homework
Studying
Reading
Projects
Classroom
Instruction

Library Functions

LIBRARIAN WORKSHOP
Primary:
Academic Space

Encourage Creativity and Collaboration
Allow multi-purpose Use
Accommodate ever-changing Future Needs

Secondary:
Social Space

Qualities of New Learning Center

IT / AV WORKSHOP
DESIGN CRITERIA - SUMMARY

• Flexible
• Collaborative
• Wireless
• IT integrated
• Open and inviting
• Comfortable
• Secure
• Sustainable
• Uplifting to the Spirit
• Accessible during longer Hours
Future Needs Identified

Quiet Study Rooms
Group Project Rooms
Separate Computer Area
Conference/Meeting Space
3-4 Carrels
Common Space/Cafe
Flexibility/Multi-Use

PROGRAM SUMMARY
PROGRAM SUMMARY

SOCIAL (loud) 2,096 SF 14%
STUDY (loud) 2,953 SF 21%
INFORMATION & STUDY (quiet) 7,143 SF 48%
STAFF 1,194 SF 8%
SUPPORT 1,265 SF 9%

TOTAL GROSS AREA 14,800 SF
SPACE DISTRIBUTION
ADJACENCY DIAGRAM
THE LIBRARY AT A CROSSROADS

LIBRARY: 2nd Floor
- Tradition
- Books
- Analog
- Quiet
- Individual
- Personal
- Linear

LEARNING COMMONS: 1st Floor
- Future
- Electronic Data
- Digital
- Loud
- Group
- Social
- Networked

THE LIBRARY AT A CROSSROADS
FIRST FLOOR PLAN

Entry Quad

Senior Quad

Upper Quad
THE LIBRARY AT A CROSSROADS - EXTERIOR
TRADITION VS. FUTURE

LINEAR traditional surface

PIXELATED futuristic surface
Intersecting Surface Expression in Elevation

Linear vs. Pixelated
View from Senior Quad
View from Upper Quad
Tradition

ANALOG AND DIGITAL CROSSROADS_INTERIOR
TRADITION

FUTURE

THE LIBRARY AT A CROSSROADS
THE LIBRARY AT A CROSSROADS
SUMMARY OF STUDENT MEETINGS
Student Meeting #1 - Project Update
Highlights

- Social aspect on lower floor very strong
- Good entry points on all sides of the building
- Love separation of traditional versus modern
  - Intersection idea is great
  - Love feel and energy of building
- Green design features???
Highlights

- Glow in the dark section – steps could glow
- Shadow pictures (like the Exploratorium) – track shadows of students on stairs
  - “Star” ceiling – pendant lights
- Timeline (i.e. Monte Vista history) starts in wood, continues into red wall for transition into future ("New" begins the year when building is built)
  - Students leave legacy in wood – carving, quotes, student art, timeline
Student Meeting #3 - Landscaping
Highlights

- All three quads have their own identity
- Wayfinding and Commemorative Devices
- Diversity of Settings

- Bench layout that creates opportunity for interaction and discussion
- Drawn to patterns, asymmetrical layout

Student Meeting #3 - Landscaping
Student Meeting #4 - When the Earth moves
Student Meeting #4 - When the Earth moves
Student Meeting #5 - Furniture
Student Meeting #5 - Furniture
Student Meeting #6 - Sustainability
Solar Carports in Parking

Renewable Energy

Energy Consumption

Building Materials and Embodied Energy

Student Meeting #6 - Sustainability
Student Meeting #6 - Sustainability

Highlights

- Teaming up with “Team Green”
- Transportation situation (carpool, walk)
- Recycle content
- Permeable pavement
- What happens with existing library (reclaim materials for school projects)?
- Automated lighting (occupancy sensors)
QUESTIONS?

Janet Terranova, Principal, Monte Vista High School
Mani A. Farhadi, Steinberg, Senior Associate
OUTCOMES

Janet Terranova, Principal, Monte Vista High School
SPATIAL & EDUCATIONAL OUTCOME

About the Donor

Spatial Experience
1. Interior spaces
2. Exterior spaces
3. How it fits on campus

Feedback on how the spaces are used
1. Teachers
2. Students
3. Staff
4. District
5. Events

Questions and Answers
LOBBY – Level 1
LOBBY – Level 1
LOBBY – Level 1
CAFÉ – Level 1
COLLEGE COUNSELING/IT – Level 1
CLASSROOMS – Level 1
STAIRS TO - Level 2
CIRCULATION DESK – Level 2
LEARNING COMMONS - Level 2
STUDY ROOMS – Level 2
BUILDING EXTERIOR - SENIOR QUAD
BUILDING EXTERIOR – SOUTH ENTRANCE
BUILDING EXTERIOR – UPPER QUAD
BUILDING EXTERIOR - NORTH ENTRANCE