

HOLLISTON PUBLIC LIBRARY

SPACE STUDY

APRIL, 2020



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INTRODUCTION

The mission of the Holliston Public Library stated in the 2020-2025 Strategic Plan, is *to enrich Holliston's citizens by linking them as members of the community in a safe, comfortable space and connecting them with the world of ideas, information and imagination in order to support their work, education, personal growth and enjoyment.* The plan's first goal is:

The library will have adequate and secure space which can be used harmoniously as a community resource and gathering space

and the related action plan calls for additional space for children's services including, but not limited to: a larger play area, a parent/caregiver area, outdoor space, a storytime/craft room, a social gathering area and a homework/study space.

This study conducted from November, 2019 to March, 2020 engaged the staff, the Board of Trustees and the general public in creating a functional building assessment focusing on Youth Services, identifying the need to create space for children and teens and describing a facility that will meet those needs in the short term, that is over the next five to eight years. It is anticipated that within that time the Massachusetts Board of Library Commissioners will authorize funds for a Planning and Design grant which will allow Holliston to take up a complete study of the building, the needs and services for all citizens.

It is important to note that the awarding of a Planning and Design Grant does not obligate the town to apply for a Construction Grant. The Planning and Design Grant process provides in depth information to allow the staff, trustees and town officials to make an informed decision on building needs for the following twenty years. It lays out the best-case scenario based on a needs assessment as well as input from architects and engineers as to the ability of the existing facility to provide good and appropriate service to the citizens. It offers data to inform the community as they decide on a plan for potential renovation, renovation/addition or new construction.

This report has five parts: a description of the existing structure; a needs assessment; alternatives for modifications (using the building as is, creating a full third floor, and purchasing the TD Bank Building to be dedicated to Youth Services); area descriptions for youth services; and an action plan based on Alternative 1, using the building as is. Findings are based on a series of meetings with the staff, public focus groups and a public survey which resulted in over one thousand responses from Holliston citizens.

When the study process was begun there was a placeholder article on the May, 2020 Town Meeting Warrant requesting funds for the purchase of the TD Bank building. That article was removed after the draft of the potential for use of the building was completed and the decision was made to leave the information in the report for future reference. Discussion of the possible use of the TD Bank Building is included because it is probable that all the youth services programs identified in the Area Descriptions could have been incorporated there leaving the

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current structure for adult services and meeting space. Some parking would have become available as would have needed storage space with the purchase.

Using only the existing space in the current library means that the book collection will have to be reduced to make room for seating for children and that there will be no dedicated program space for the young people either. Of the library's 9,217 square feet, approximately 1,580 square feet on the first floor is devoted to children. Most of that space is occupied by books leaving little room for people. Based on the information in this report the staff has made decisions and is taking action to provide space in the Children's Room for study and comfortable seating for youngsters from age 0 to 12. The *Teen Zone* will remain in place for the short term but actions will be taken to ameliorate the noise and to add space for the collection.

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LIBRARY DESCRIPTION

Built in 1904, the Holliston Public Library is housed in a three-story Carnegie building with 9,217 square feet of space centrally located in downtown Holliston. A 1985 addition doubled the space of the original structure but filled the entire footprint of the land owned by the town. A restriction on the land states that it may only be used for the library.

The library consists of three floors. The original Carnegie structure makes up approximately one third of the second (main) floor where the main entry from Washington Street is located. Two identical rooms flank the main entrance, which has been modified over time.



One room is used for the travel collection and quiet study



the other the Assistant Director's desk and the Technical Services department.



The circulation desk, book club selections, recommended reading choices and seating fill the remaining area on the second floor of the Carnegie Building and lead to the addition. The Director's Office and a small study room are on the Carnegie third floor and a small meeting room and staff space are in the original basement, now identified as the first floor.

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The 1985 extension includes a mezzanine, called the third floor, which is above the east and south portions leaving the western wall open from floor to ceiling. The north wall is shared with the original building. Adult services are conducted on the second floor. The adult collection is located on the second floor and part of the third floor.



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The Young Adult section, the *Teen Zone*, is located on the south end of the third floor where there is an open stairway connecting the levels. The Library Director's Office and a small private study room sit above the circulation desk in the original building. Elevator access and another stairway are gained from the corridor outside the office.



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The first floor is reached from the second floor by either an elevator or stairs located behind the circulation desk.



The first floor has separate, ADA compliant access to the outside.

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The Children's Room is part of the 1985 construction and has floor to ceiling windows on the south wall, above grade. It is connected to the large meeting room, named the Gilman Room, via double doors.



A smaller meeting room, formerly used for technical services, is under the original building with storage and staff space behind it.

There is no dedicated library parking. There are three on- street spaces in front of the library. A parking lot belonging to the commercial property to the east was voluntarily shared with the library by the owner, TD Bank, however that property is on the market. The town has been exploring purchasing the building but at this writing the realtor has notified the town that there are negotiations in process with another buyer. Behind the library is a small strip mall housing several small businesses which shares a driveway with the TD Bank property. There are parking spaces dedicated to the businesses in the mall and may not be used by library patrons or staff.

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THE PLANNING PROCESS

The planning process began in Fall 2019 with a series of focus groups facilitated by Library Consultant Mary Braney. Staff, Trustees, Library Friends and young patrons were invited to a series of meetings using the SOAR method, eliciting input about the library's strengths, opportunities, aspirations and results, to draw from participants a vision of future library goals, for both programming and space needs. All sessions were well attended with the two public forums attracting over thirty-five participants each. All age levels, from school children through seniors represented a cross-section of the town at each event.

Simultaneously a community survey was developed, deployed electronically via the library website and mailed in hard copy with the town census. Over one-thousand-one hundred responses, including participation from twenty-six percent of respondents who use the library less than twice per year, shared their thoughts and insights.

The Consultant met individually with staff members to receive their input regarding the physical issues in the building and collectively with the Library Director, the Assistant Director/Youth Services Librarian and the Children's Librarian. Library standards documents and resources available from the Massachusetts Board of Library Commissioners <http://guides.mblc.state.ma.us/constructionlibrary> were used to develop the document. Also taken under consideration was the possible purchase of the former bank building next door, an option that does not exist at this writing.

Results of the focus groups and public forums were remarkably consistent. Overall, the desire is that the library remain in its current central location and cultivate its role as not only a community center but as a town anchor. Most wish to retain the Carnegie section. Participants view the Holliston Public Library's greatest strength as the staff. They see the current process as an opportunity to improve space for everyone. Their hope for the future is that the library will retain traditional services while embracing the future opened by technology.

The survey results were quite similar. The need for parking is paramount. Better space for children and young adults were identified and comments indicated that the need related to providing separate, defined and enclosed spaces to address the noise generated by youngsters, using the *Teen Zone* although comments recognized that the young folks were not unduly noisy, but the library's openness allows sound to travel throughout. The consensus was clear that the Children's Room remain on the first floor, separate from adult services.

Based on all the input a needs assessment was developed and a series of area descriptions detailing ways to meet the needs was written. Drafts were reviewed by staff. Strategies that could be implemented immediately were identified and those which would require more research, particularly hiring a structural engineer to determine the feasibility of creating a full-sized third floor, will be explored in the future.

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SURVEY RESULTS SUMMARY

One thousand one hundred fifty-one (1,151) individuals responded to the survey which was posted online on the library web page and mailed out with the 2020 town census in January. Eighty percent (80%) of the respondents were over forty years of age, and approximately twenty percent (20%) represented each decade between 40 and 70 and over. Just under fourteen percent (13.6%) identified as 30-39. Twenty-nine percent (29%) use the library monthly, twenty-four percent (24%) weekly and thirteen percent (12.7%) rarely.

Overall requests for new services in order of priority are:

- Online registration for programs
- Community experts to teach skills
- Mobile hotspots to borrow
- Hoopla subscription (which will be implemented in 2020 using a donation from the Friends of the Library)
- Access to a laminator
- Digitized local history resources
- Cookbook club
- Automatic door at handicapped entrance
- Laptops and/or Ipads to borrow
- Assistive listening devices for programs

Other comments noted the need for more and more varied hours as well as suggestions for many different types of programs for all ages, held at times on evenings and weekends to accommodate working adults.

The highest rated request for new or improved services was for community meeting space. Programming for teens and ‘tweens, children and adults was next followed by extended weekend hours and dedicated teen space. Less important but still highly ranked were increased cooperation with schools, more evening hours, electrical outlets and charging stations and a larger children’s room with craft area. Business space, social gathering space and makerspace were lower on the scale.

In answer to the question “If the teen section were expanded, which of the following would YOU OR YOUR CHILD PERSONALLY use?” Responses were, in order of preference:

- Quiet study rooms
- Art programs
- STEM programs
- Maker space
- More books for tweens
- More e-books and audio books
- More help choosing books
- More gaming equipment

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One third of those who replied currently use downloadable materials. Those who don't indicated that they prefer print, that they didn't know about the service or how to use it or that it was difficult to use. Two thirds stated in a follow-up question that they would use the service in the future.

Responses overwhelmingly favored keeping the library in the center of town, citing its value in centering and anchoring the community. They also agreed that purchasing available adjacent property for future expansion was desirable. It was important to most to preserve the Carnegie section of the building. Few favored simply updating the existing structure and suffering the parking inconvenience.

Fifty-nine percent (59%) of respondents use other libraries, many because of convenience to workplaces. Replies also cited programs, collection size and content inviting spaces and hours open as enticements to use other facilities.

The overwhelming response to the question "What do you think our library does well?" was Staff! Praise for the knowledge and willing helpfulness at all levels was consistent and effusive. Programming, especially children's programming, and access to the Minuteman network and its benefits were also frequently mentioned. Frustrations include parking, an old and tired building, lack of meeting room space and inconvenient hours.

The question soliciting any additional comments ranged from specifics about the Holliston Library captured above to philosophical ideas on the future of libraries. One comment that sums up many is, "Libraries of the future must focus on community activities".

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SOAR FOCUS GROUPS' FEEDBACK SUMMARY

STRENGTHS

Primary strengths praised by all groups were the staff, the location, the collection, the programs and the patrons. Staff members were cited for helpfulness, knowledge and friendliness. The location downtown was recognized as convenient to all and an important “anchor” to the town center helping to keep it “vibrant”. The collection received praise for its size, especially given the library’s limited resources, its diversity in content and its attention to the needs of children, young adults and adults. Recognition of the ancillary resources provided by membership in the Minuteman network and access to interlibrary loan and delivery services was mentioned in the public forums and by trustees and staff. Programming, both that provided by individual presenters and that which is ongoing, for example family movie night, was also commended for the number and variety presented for all ages.

Participants acknowledged the meaningful use of the beautiful historic building citing not only the architectural elements but also the “climate”. Everyone is made to feel welcome. Reading is encouraged. Technology provided is appropriate and useful. Tweens dubbed it “cozy”. Also identified was the way that the library fits into the community, support for and by other organizations and the cooperation among town departments.

OPPORTUNITIES

Opportunities that could be seized are to have additional and more varied spaces, more parking, a larger collection and additional and more varied programming for all ages. The largest consensus is that the building itself needs to be maintained and updated regularly. Ensuring that the physical plant and mechanicals are kept up and running, digital needs are state-of-the-art, bathrooms and elevators are updated, and paint, carpet and furnishings are attended to before they become shabby was brought up in every session. Specific space needs including seating, meeting rooms, storage and staff work areas were repeatedly called out. The need for parking virtually goes without saying. All groups except the YA suggested exploring the possibility of purchasing the TD Bank building east of the library and possibly the property and building on the west side.

While one of the strengths cited was the collection, especially with limited funding, nonetheless participants would like to take advantage of the opportunity to enlarge the collection. The YA group was very specific – they would like the library to purchase all the books in any given series and more graphic novels. Other statements were more general, suggesting both print and non-print resources for all ages. Programming was also mentioned by all groups as a strength and they would also like to see more of it for all ages, perhaps in conjunction with other Holliston groups or libraries from other towns.

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ASPIRATIONS

The aspirations, the hopes for improvement going forward, were twofold. First, the concrete, based on the opportunities that were identified. Participants expressed the desire to have the issues around the building itself, both infrastructure and use, followed up on and planned for. This included environmentally sensitive concerns. Second, and more strikingly, participants embraced a larger issue than brick-and-mortar needs. Participants would like the library to continue to enlarge upon its presence in Holliston as a community space, a multi-generational place where people can socialize together, work together and be a place where all – children, teens, families and seniors – are willing to come to and are welcomed. Flexibility is key.

RESULTS

Measurable indicators of success are:

- Greater circulation of materials, both traditional books, etc. and digital
- More foot traffic
- New and different users
- More vehicle traffic
- Open more hours
- Full meeting spaces and conference rooms
- More parking
- Increased program attendance
- More funding from the town and from private sources
- Potential to generate income by renting space
- More programming overall for children, YA and adults, but especially for
 - Families with young children
 - Those whose first language is not English
 - Those who attend programs at other libraries

IF MONEY WERE NO OBJECT

When encouraged to dream big most of the suggestions related to the building and basic functions. Some related to programming. The following were highlights.

- Larger, more flexible building
- Parking
- Larger budget
- Café
- Streaming services
- Social space
- Outdoor space
- Continuing education for adults
- Become a community center

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NEEDS ASSESSMENT

Ordinary maintenance to the building has been acceptable over the years but the Library Director had this to say in her Library Profile written in March, 2020 for the Strategic Plan.

Upkeep of the building is still complicated and expensive in spite of regular maintenance. However, much progress has been made in the last five years. The basement ceiling, roof, air conditioning, exterior paint, burglar and fire alarms and boiler have all been replaced. Yet, the carpet (2001) and interior paint (2002) are very worn and unsightly. The horsehair plaster in the 1904 section is crumbling due to past roof leaks and must be replaced. A sizable piece of the old stone work in the 1904 section fell two years ago and an engineering study showed the need for extensive repair. The exterior concrete stairs at the main entrance are cracked and pitted. Portions of the air handling unit need replacement and the thermostats do not function.

In 2018 and 2019 the library suffered two catastrophic events, a serious basement leak and a roof failure, which resulted in major repairs and partial library closures. Roof supports in the 1985 portion of the building collapsed necessitating a complete reconstruction of the ceiling and trusses in 2018-2019.

In addition to the structural and cosmetic needs described above, the Children's Room is too small to serve the needs of Holliston's younger citizens as is the *Teen Zone* for middle and high school students. Further, the *Teen Zone*'s location on the mezzanine in space open to below creates a sound problem. Often when teens gather, even quiet conversations can be heard throughout the library, disturbing other patrons. Technical Services space and staff office space are less than adequate for the functions performed there.

Of the library's 9,217 square feet, approximately 1,580 square feet on the first floor is devoted to children with an adjacent approximately 272 square feet serving as the handicapped entrance to the building, the foyer for the Gilman Room (an additional approximate 800 square feet), access to the elevator, the stairs to the main floor, and the small meeting room. It also serves as a repository for portions of the 29,400-item children's collection. Within the Children's Room itself about 72 square feet comprise the children's librarian's office and another 165 square feet make up the circulation desk area. The children's collection and a few seats take up the remaining 1,344 square feet. There is one unisex family bathroom near the circulation desk.

Based on standard space allocations in Massachusetts libraries that have participated in the Construction Grant round that was completed in 2019, Children's Rooms typically occupy 12% or 13 % of the total library space, although in small libraries it can go as high as 17%. Holliston Children's Room occupies approximately 17% of the library. That is a function of the location within the building, yet it provides neither sufficient area for toddlers and preschoolers nor for elementary school youngsters through grade six. The children's collection of books exceeds the adult collection by some 1,600 volumes. Typically, a children's collection ranges from 30-35% of the total library collection including all tangible items. The option to move some adult services to the first floor and relocate the Children's Room to the second or third floor is not

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being considered primarily because having all services in unified locations works for the community.

The *Teen Zone* with just under five hundred square feet falls within the 5% parameters of young adult spaces in other libraries and the book collection is also five percent, or about average. Its location on the open mezzanine, however, overlooking adult users and its long, narrow shape and adjacency to the passageway from the stairs to the adult stacks make use of the space awkward for teens and inconvenient for adults.

The overall size of the library is less than is recommended for a town of 15,000, thus the actual square footage in each department is less than optimum. What would a reasonable Children's Room and *Teen Zone* look like for Holliston? A Children's Room of 2,720 net square feet, a Children's Librarian's Office of 125 net square feet, a *Teen Zone* of 1,180 net square feet, a Youth Services Activity space of 480 net square feet and an overall library size of not less than 12,000 square feet are recommended. (Note: The minimum 12,000 square foot recommendation is an estimate based on existing use and town population. A full needs assessment of the library and the services it provides to the town may document that more than 12,000 square feet are required.)

Architectural and structural characteristics of the building, particularly of the Carnegie building, with its original foundation, cellar and likely load-bearing walls between it and the addition, affect the flexibility of repurposing space. For example, if the wall between the Children's Room and the small conference room could be broken through more options for both the Children's Room and the Gilman Room would be available. Perhaps that could be done but the expense would likely be great and the outcome less than satisfactory. The possibility and/or feasibility of doing so is another question for a structural engineer.

There are three alternatives which can be considered at this time, two of which involve adding more space. They are: 1. Use existing space; 2. Extend the mezzanine to create a full third floor; 3. Purchase the TD Bank building. Alternatives 2 and 3 provide scenarios to be considered if the overall square footage could be increased, although without the input of a structural engineer and an architect there is no way to determine the amount of net useable square feet in either option. Alternative 1 is limited to using the existing space. While it now appears alternative one is possible and alternative two is potentially viable, it is worth considering all three options. The Area Descriptions following on pp. 14-21 list improvements to be considered in detail. Before any decision can be made, it is strongly recommended that a structural engineer be hired to determine whether the mezzanine level can be extended to create a full third floor. Should the TD Bank property come into consideration again the input of a structural engineer will be required as well to determine the building's usefulness.

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AREA DESCRIPTIONS

Area Description: **CHILDREN'S ROOM** **Area required:** Materials 1,400 net sq. ft.; children seats 900 sq. ft.; parent seats 140 sq. ft. computers 80 sq. ft.; staff 200 sq. ft. Total net sq. ft. 2,720

Functions Performed: Houses entire collection of children's (0 – 11 years) materials including print, media, periodicals, toys and games; provides seating for toddlers through grade 6 in clearly defined areas. This area may also be used for small group programs for children, individual tutoring or homework help.

Occupancy: **Public** 20-30 **Staff** 2

Patron seating:

- 8 seats at tables for school-age students, age 6 – 11
- 12 seats on floor for stories or play (Pre-school Play Area)
- 8 Lounge seating
- 4 adult seats, one could be a rocking chair
- 2 computer workstations
- 1 OPAC

Staff workstation: The Children's Service Desk must provide seated workstations for two staff members with 65 square feet per workstation, 10 linear feet of counter space and additional area for self-checkout stations, book carts and holds. It must serve as a focal point easily identified by patrons entering the space as the location where they can receive assistance finding information. It must be welcoming for patrons but also functional for staff. It must:

- Adjoin the Children's Librarian's Office
- Provide clear sight lines to allow staff to see all sections of the room;
- Provide private space not accessible to patrons for secure storage;
- Allow staff to move in and out easily to assist children;
- Have sufficient power supply without having to run power strips or extension cords across passageways.
- Provide at least one self-checkout station at child-height.

Furnishings: Shelving and/or book bins for picture books, children's fiction and non – fiction; Display racks for paperbacks and media; storage for supplies, games, etc.; tables and chairs at different heights to accommodate youngsters from toddlers through 6th grade; lounge seating for recreational reading; Tables, chairs and book bins should be mobile so use of the room is flexible, based on changing needs of the children. Children's service desk will be designed to staff specifications but at minimum it must provide two workstations and public service space. All furniture should be sturdy to withstand wear and tear.

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Storage: Slide-out drawers or bins for games and toys; bins for headphones; secure storage for electronic devices, all easily accessed by children and parents. Storage for office-type supplies at Children's Service Desk; Secure storage for e-readers and tablets at service desk.

Shelving: Heights of 42" for picture books and reference collection; 60" for children's fiction and non-fiction. Some shelving, particularly for children's fiction paperbacks can be accommodated on free standing book racks. 60" shelving could be perimeter (fixed to wall), with 42" shelving used to define center space for floor seating. Consider putting all non-perimeter shelving on wheels for flexibility. Periodical shelving for 15 subscriptions with sufficient adjacent storage for 24 back issues of each title.

Material capacity: 20,000 volumes; **Media capacity:** 2,560 items **Periodical capacity:** 15 display; 15 sq. ft. for back issues

Equipment: Public: 1 public access computers; 2 book carts; book bins for picture books; puppet theater; train table; charging stations; additional items as specified by staff.

Staff: Computer workstation and networked printer at service desk;

Close proximity to: Main Service Point; Restrooms;

Adjacent to: Children's Librarians Office, Youth Services Activity Room;

Distant from: Reading and quiet work areas

Architectural features: The Children's area should:

- be open with good sight lines from service desk and Children's Librarian's Office for supervision;
- be relaxed and playful in nature;
- have surfaces designed for easy maintenance and clean up.
- have one dedicated Family Restroom within the Children's Room.
- have storage for strollers
- have features such as shelf heights, movable book cases or bins, table sizes, carpet patterns and wall décor can delineate the zones. No permanent barriers should be constructed, in order to allow for flexible use of the space over time. If a toddler barrier is included, it should be easily un-installable if necessary. The décor should relate to the library as a whole, yet hold its own identity. There should be ample wall space to display children's artwork and a bulletin board for displaying local children's events.
- provision to plug in media or presentation equipment must be made in a manner that does not require electric cords to be stretched across any path where patrons need to walk.
- sound absorbing materials are required on floor and ceiling.
- ample and convenient storage for supplies and equipment must be provided within the space
- direct access to Youth Services Activity Room is required
- consideration should be given to providing access to the outside, perhaps a patio or children's garden accessible directly from the Children's Room. While the concept is

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ideal and should be pursued, there are caveats to be considered. Access from the library to any garden space presents security risks for staff, patrons and materials. To allow free flow for patrons the garden must only be accessible through the main library. There must be no direct access to the garden from outside the library.

The following distinct areas must be provided:

Story time/play area could include train tables, manipulatives (Legos, blocks), a puppet theater, educational toys, etc. and appropriate storage, as well as a large open space where youngsters can sit and listen to a story.

School-age children (through grade 5) require traditional shelving for fiction and non-fiction, tables and chairs and lounge/comfortable seating. Provision should be made for easy access to school supplies, including markers, paper, rulers, etc. Charging stations/power supply must be convenient to tables and seating where students may use their own electronic devices.

Online computer workstations for use primarily by school age children to access reference materials as necessary, but also for computer games, etc. must be placed where they can be easily monitored by staff. Workstations must have good and appropriate lighting, and should be set off from the main area, preferably in a “bay” not along an aisle or passage way. Each workstation must have sufficient space to seat the user and allow for books, backpacks, etc. to be put out of the way. A flat surface suitable for jotting brief notes, space to manipulate a mouse, and a place where text can be placed conveniently and read easily are essential.

Accommodation for parents who accompany their children to the library can include

- A rocking chair for those with toddlers and preschoolers who select books with their children, and who might like a comfortable place to read to the child.
- A comfortable, adult-sized lounge chair placed where an adult accompanying older more independent readers can read their own materials while waiting.

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Area Description: **YOUTH SERVICES ACTIVITIES ROOM**

Area required: 480 sq. ft.

Functions Performed: Provides space for children, ‘tweens and teens to participate in a variety of library programs and creative activities. It will be used early in the day for pre-school programs and later for school aged students. Teens and adults may use it in the evening for hands-on activities, makerspace and technology.

Occupancy: **Public** 50 **Staff** 0

Seating: **Public** 20 children or young adults at tables; 45 - 50 auditorium-style on the floor or in chairs **Staff** 0

Furnishings: 20 child-sized stackable, glide on carpet chairs with dollies; 4 child sized folding tables; 20 adjustable stackable, glide on carpet chairs, 4 adjustable-height folding tables; *Note: Total of 8 tables or 4 easily-adjustable tables and 40 chairs in two sizes.* (all tables and chairs may be shared with Gilman Room); 60 floor cushions; supply carts TBD by staff; clock; coat rack to accommodate heavy winter outerwear for all participants.

Storage: All storage to be lockable

- Large walk-in storage room with wide doors to allow tables and chairs to be rolled in on wheeled carts or racks.
- Walk-in storage closet with adjustable shelving, drawers, peg boards, hooks, etc. to accommodate craft and program supplies (examples include poster board, various sizes of paper, paint and brushes, yarn, thread, markers/crayons/pencil) and larger items including easels, display boards or grids, etc.
- Storage for paper cups, plate, napkins, etc. to be used for refreshments;
- Secure and sufficient storage for all electronic hardware and software;
- Child-safe, lockable cabinets under sink and counter

Shelving: 0

Book capacity: 0

Equipment: Audio and video presentation and projection system; white wall, smartboard or pull-down screen; large flat screen video monitor; cable television drop for both broadcast and reception; appropriate sound system. (Note: all these items vary as technology changes. The equipment decisions will be flexible and fluid, but all electronic and electrical provisions, plus structural considerations, must be included in construction.) Sufficient power supply and device chargers; 3-D printer and other Makerspace equipment TBD.

Close proximity to: *Teen Zone*, Children’s Librarian’s and/or Young Adult Librarian’s Offices

Adjacent to: Children’s Room

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Distant from: Reading and quiet work areas

Architectural features: The Youth Services and Activities Room must:

- be designed to provide space where attendees may sit on the floor or in chairs auditorium- style for programs and for participatory activities that require tables, chairs and space to move around
- be easily accessible via both the Children's Room and the *Teen Zone*
- have walls glazed above 42" to allow staff to monitor activity;
- have blinds for all glazed areas to allow for light control during programs;
- have a counter with two heights, one for adults and one for children, each equipped with a sink
- have good sight lines for viewing a screen or a speaker for those seated in chairs or on the floor.
- have lighting that is dimmable and switches on and off immediately. Lights which take time to warm up and come to full brightness are not appropriate in a space where projectors may be turned on and off several times during a presentation
- have easily cleanable floors, vinyl not carpet;
- have fabrics and finishes that stand up to use by children, are easy to clean and maintain and meet fire codes.
- have general lighting and task lighting as appropriate;
- have good and appropriate sound system and acoustics;
- have wireless network capability;
- provide sufficient space for manipulating large display or program items between storage and program space;
- have an area to hang coats.

Consider including a "stage" or removable platform for plays and other programs.

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Area Description: *TEEN ZONE* **Area required:** Materials 650 sq. ft. Seats 440 sq. ft.
Computers 90 sq. ft. Total 1,180 sq. ft.

Functions Performed: Houses young adult collection for research and recreational reading; provides comfortable work and social space for middle school students and high school students.

Occupancy: **Public** 25 **Staff** 0 **Seating:** **Public** 8 at tables; 8 lounge seats; 2 computer seats **Staff** 0

Furnishings: Shelving stack space for up to 8,000 books and media items; Shelving for 15 magazines; 2 tables with 4 chairs each that can be pushed together for large groups; 8 varied seating options – easy chairs, stools, differently designed chairs or window seats. Consider a computer bar. Bulletin/display board

Storage: Cubbies for backpacks and books; shelves, cabinet or closet for games.

Shelving: 625 sq. feet for books; (include some display shelving, or free-standing units for paperbacks or distinct collections); 50 sq. feet of shelving for assorted media; 30 linear feet of shelving for current and back issues periodicals.

Material capacity: 8,000 volumes, hard cover and paperback; 15 magazines.

Equipment: Television screen and/or smartboard (wall mounted); power supply and charging stations for electronic devices; headphones. (*Note: The preceding items are suggested based on current technology and use. Overall equipment TBD*)

Close proximity to: Assistant Director/Teen Librarian Office

Adjacent to: Youth Services Activities Room

Distant from: Reading and quiet work areas

Architectural features: Young adults, students in grades 7 through 12, need a clearly defined space distinct from both children's and adult's areas which gives them the illusion of privacy, yet is easily monitored by staff to provide assistance when needed and to observe behavior. Collections of young adult materials are unique to their age group, having little overlap with children's materials, but leading to works in the adult collection. High School students need to be close to adult collections to complete their school assignments. Adjacency to the Youth Services Activity Room will allow 'tweens and teens the opportunity to engage in projects, creative media activities or makerspace tasks.

The *Teen Zone* must:

- be a separate space either totally enclosed or defined by partitions to distinguish it from the main library;
- walls must be glazed above 42" to allow staff to monitor activity;
- be in direct line of site of staff;
- have carefully planned acoustics to keep noise in;
- be flexible to accommodate changing needs and interests over time. No irreversible decisions regarding installation of furnishings, including shelving, should be made;
- be in a location that allows tweens and teens access without passing through adult areas.

Teens like to be invested in their space therefore it is suggested that they be involved in planning.

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Area Description: CHILDREN'S LIBRARIAN'S OFFICE **Area required:** 125 sq. ft.

Functions Performed: Provides facility needed by Children's Librarian to carry out administrative functions, including privacy for telephone conversations or formal and informal conversations with staff, without disturbing patrons. Walls must be glazed to allow staff to observe Children's Room.

Occupancy: Public 1 - 2 Staff: 1

Staff seating: 1 Visitor seating: 2

Furnishings: Office desk with extended work surface; seating for department head and two guests.
Other furnishings TBD

Shelving: TBD

Material Capacity: TBD @ 8 vol/ft.

Equipment: Telephone; computer, printer.

Storage: A lockable closet divided to hold outerwear and personal items on one side and sufficient and appropriate shelving for office supplies and other items on the other.

Adjacent to: Children's Room

Close proximity to: Youth Services Activities Room

Distant from:

Architectural features: Children's Librarian's Office must:

- have a door that may be closed for private conversations with staff or patrons;
- be glazed from 42" on walls facing public areas;
- have window blinds for privacy;
- have two guest chairs for staff or visitors;

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STAFF RESPONSES TO NEEDS ASSESSMENT and
ACTION PLAN for ALTERNATIVE 1

The Area Descriptions for the Children's Room, Youth Services Activities Room and *Teen Zone* and Alternative 1 served as the basis for a virtual meeting of Library Director Leslie McDonnell, Assistant Director Jennifer Keen and Children's Librarian Jennifer Carlson with consultant Mary Braney on March 25, 2020. The Area Descriptions set out minimum parameters for children's services in a library serving a town of approximately 15,000 with a large population of children now, but anticipating that over the next twenty years the overall population will remain constant, however the number of young people will decline as the number of older people grows. The essential question that must be answered is, what is more important - to have space for books or space for people or should there be a balance between the two. Once that is decided a plan for how to make the library function in the best way can be made.

Via Skype we discussed the large children's print collection, that exceeds the adult collection size: that is, the Children's Collection is more than fifty percent of the total book collection rather than a more standard thirty to thirty-five percent. We talked about whether the need for some of the print materials could be met by electronic editions especially in the non-fiction sections thus freeing up space for people. The librarians were asked to consider circulation patterns in various divisions as they contemplated the need for and the process of weeding.

It was important to think about whether there might be a need for tables and chairs and/or lounge type seating for the eight to twelve-year old patrons. The staff had removed the one table with four chairs over a year ago, attempting to make room for a larger collection, noting that not many kids used the library for homework. The youngsters are known, however, to find places on the floor, in nooks among shelves, to sit and read. The middle graders, like the older students might like a table for cooperative projects, board games or puzzles.

We talked about where parents need to be in relationship to youngsters at various ages, and could alternative shelving such as bins that could do double duty as area dividers replace some free-standing shelving. The librarians decided to look at certain discreet collections including music compact discs and readalongs to determine if they were used enough to justify retention in the collection.

The final activity was to measure existing spaces in the children's room to help visualize the dimension requirements for certain functions such as seating compared to shelving.

What follows is the plan of action decided on by the librarians in order to address Alternative 1 immediately. It will not increase the Children's Room square footage, it will not provide a dedicated Youth Services Activities Room, nor will it meet other requirements detailed in the Area Descriptions, but it will begin to address some service needs. See the table at the end of this section for comparisons. Exploration of alternative 2, creating a full-sized third floor, will continue when possible.

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Library Director Leslie McDonnell will:

- Weed adult non-fiction on the third floor
- Start using bottom shelves to make more room for YA
- Make plans to move non-fiction (with its shelving) to the main floor as non-fiction and non-print shrink in the coming years.

Assistant Director/Young Adult Librarian Jen Keen will:

- Consider moving her desk into the nook on the main floor where the reference desk was
- Expand the “Read it Now” collection and give it more prime real estate
- Expand graphic novels and put them in a more prominent place
- Get some updated and comfortable furniture
- Use plexiglass to create one or more "rooms" in YA for makerspace/crafts
- Add a couple of Ipads upstairs in YA
- As the smaller book cases are removed, add a bar table with stools

Children’s Librarian Jen Carlson will:

- Weed picture book, audiobook and non-fiction book collections
- Eliminate two of the shorter picture book shelving units to expand the play area.
- Eliminate the readalongs (in hang-up bags,) musical cds (in the old record cabinet,) puppets (except for those to use with the little wooden theater,) and the big books (in the wooden unit next to the couches.)
- Move one couch to the nook in place of the record cabinet
- Move the other couch to define space on the edge of the expanded play area
- Put a table with seating and the low table from the play area where the couches used to be
- Put the Ipad in a holder on the wall and eliminate the table holding it from the play area
- Add bins near the couch in the play area
- Divert funds from the book budget from picture books to ebooks and Hoopla
- Acquire an Ipad for gaming in order to leave the two computers in use now for research and writing.

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| Comparison of Spaces | | | |
|--------------------------------|---------------------------------|----------------------------|---------------|
| Children's Room | Existing | Program Recommendation | Alternative 1 |
| Materials | 29,400 books 2,500 non-print | 20,000 items/1,400 sq. ft. | TBD |
| Preschool Play Area | 192 sq. ft. | 300 sq. ft. | 300 sq. ft. |
| Table seats | 4 | 16/400 sq. ft. | 8 |
| Lounge seats | 1 | 8/200 sq. ft. | 0 |
| Parent seats | 4 | 4/140 sq. ft. | 4 |
| Computer seats | 2 | 2/80 sq. ft. | 2 |
| Staff/Circ desk | 165 sq. ft. | 200 sq. ft. | 165 sq. ft. |
| Children's Librarian's Office | 72 sq. ft. | 125 sq. ft. | 72 sq. ft. |
| Youth Services Activities Room | 0 | 480 sq. ft. | 0 |
| <i>Teen Zone</i> | 500 sq. ft. | 1,180 sq. ft. | 500 sq. ft. |

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ALTERNATIVES FOR MODIFICATION

Alternative 1: Use the existing space

CHILDREN'S ROOM

The existing children's room has virtually no space for children (one table seating four toddlers, two computers, one adult lounge chair and two adult-sized love seats) but plenty of space for books. Before any action can be taken the decision that must be made is whether or not to reduce the collection to create seating and play space. If the collection were to be reduced from over 29,000 items to under 20,000 items sufficient space could be created to add at least one table and four chairs for elementary students, up to four "lounge" or "comfy" seats for both toddlers and elementary kids, a larger play space for the train table and puppet theater and still retain a collection within the parameters of a size recommended for a town of Holliston's size. It would not be perfect but it would make a difference. How could it be done?

There are several options. Removing selected double-faced bookstacks in the middle of the room would open the space. Each set of shelves occupies approximately 12 to 30 square feet, depending upon length and the aisles between them add square footage as well. Assuming 3-foot wide aisles, removing the three sets of shelving between the adult seating and the window could free up over 100 square feet. A table and 4 chairs for elementary school kids requires 100 square feet and each "lounge" chair needs 25 square feet. The furniture is not necessarily that large but the space around the furniture letting chairs be pushed out for standing up is included. Overall, the tight footprint of the existing Children's Room is the limiting factor.

One further consideration is stealing some space from the Gilman Room. Could the wall between the two be moved at all to make the Gilman Room slightly narrower and the Children's Room a bit wider?

TEEN ZONE

Since a major concern is that the conversations among young people using the *Teen Zone* can be heard across the library because it is open to below, consider building a plexiglass wall or installing plexiglass partitions that would ameliorate the sound while preserving visibility for staff. Access to the stairway would need to be taken into account, but it is likely that more space for alternative seating or a computer bar could be created if the danger of items (or kids) falling over the railing was eliminated.

Another option is to move the *Teen Zone* to the second floor directly under where it is now, and enclose that space with windows or partitions. The contents of that space could be flipped to the mezzanine as it includes a quiet work table. Again, the option for alternative and/or additional seating is created. Some rearrangement of collections would be needed but it would be minimal. This would not create more space for the teens but might be easier to enclose.

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Alternative 2: Extend the mezzanine to create a full third floor

If the third floor can be extended what could be done with the increased space. Because there are important unknowns, especially not knowing if it can be done but also at what cost and how much space would be realized, the considerations are not detailed.

- It could be converted to the main meeting room to replace the Gilman Room however it would not be accessible when the library is closed except by going through the library.
- It could be used to create a larger *Teen Zone* with the option of adding a youth services activities space or makerspace where all children's programs could be held, freeing up the Gilman Room for other meeting uses.
- If it was of sufficient size, and could be made sturdy enough to support books (150 pounds of live load per square foot) the Children's Room could be moved there and the *Teen Zone* moved down to the existing Children's Room.
- It could create sufficient adult space to allow the Children's Room to be moved to the second floor, the *Teen Zone* to the first floor and adult services to the third floor.

Important factors to be considered in the decision-making process include, but are not limited to:

- Construction of a full third floor, closing off the existing opening, would cut off light from the second floor and create closed-in feeling.
- There would be need for supervision on the closed third floor that does not exist now because the staff can watch it easily from the second floor.
- Adding a division between the floors could trigger a need for HVAC modifications depending on current location of duct work and climate control devices.

Alternative 3: Purchase the TD Bank Building

If the town were to succeed in purchasing the TD Bank building, with its approximately 4,900 square feet on two levels it is possible that the Children's Room could be moved there, a new Youth Services Activity space created there, and the *Teen Zone* could take over the existing Children's Room leaving the entire second and third floors of the existing building to adult services.

Not having seen the interior spaces of the TD Bank building my recommendation is that first a structural engineer be hired to assess the suitability of the building to hold books. Books are heavy. Books require a structure that can carry 150 pounds of live load per square foot. It is my understanding that the basement floor is concrete and that the building inspector and a contractor who toured the site believe the basement would support the collection.

I have also been told that the basement is made of many small rooms. My next question is, can those rooms be opened up to accommodate the collection in one large space? Are load-bearing walls involved? Are there random steps into some places? Plumbing? ADA compliant bathrooms? Note that if the total space is 4,900 square feet, I estimate each floor would be half

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that, or 2,450 square feet. To maintain the existing children's collection a 2,100 square foot space is required thus the collection will take up virtually the entire floor where it is located. Reducing the collection size to, say 20,000 items, could reduce the amount of required square footage by some six hundred square feet, and would allow more flexibility in the arrangement of the collection and services within the space. It is possible that there would be sufficient space for the *Teen Zone* but that presumes there are no structural or infrastructural barriers.

Beyond the structure, there are other considerations with the building. Staffing is critical. How will having two buildings affect day to day staff schedules and program presentations? What would the minimum staffing requirement be and where would staff be located? Would more staff need to be hired? Currently, there are one or two people assigned to the Children's Room when the library is open. A minimum of three staff members is on duty at all times within the building. Adding a second building would require a minimum of two staff members in the new space in addition to the three in the existing building.

How would patrons and staff get from one floor to another? What kind of natural light is available in the basement? Is the electrical service sufficient to support adequate lighting and all the electronic devices? Will the kids be relegated to an underground "dungeon"? What are the walls made of? Concrete block? Poured cement? Fieldstone? If they are any of the above can they be built out to make the space warm and inviting? Is the HVAC system adequate? Is there a concern about mold or asbestos?

Using the scenario that the collection would be located in the basement the next questions that need to be answered have to do with logistics and operations. How many staff members would need to be on duty? Would that require increasing the library staff? How would the upper level space be arranged to account for programming, supervision and assistance to youngsters looking for books? Given that there would need to be one staff work station on each floor, at minimum, there would be little space remaining for seating. A parent who would like to read to a preschooler could very well have to lug both child and books upstairs.

If it is determined that the upper floor could support at least a portion of the book collection the next question is how would the space be divided. Consideration could be given to putting the picture book collection along with any accoutrements like the train table, puppet theater, parent and child seating on one floor and the older children's collection and furnishings on the other. The children's librarian's office, the circulation desk and related work and storage areas would need to be fit in as would the Youth Services Activities Room. Again, the total square footage in the TD building exceeds that required for Children's Room and a program room but can the spaces be modified to fit the library's needs? And would the remaining space allow for the *Teen Zone* to be moved there or for small meeting rooms or conference rooms to be included? Would it provide additional storage space?

There are also operating considerations. What provision could be made for passage between the two buildings? Would there be a covered walkway? A permanent corridor? And what implications for constructing something permanent have on handicapped access and building code requirements?

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All of the questions raised can be answered, some more easily than others. They are not presented with a sense of negativity, although they might read that way. For many reasons being able to purchase the building and move some services into it would be a good thing for the library. It is important, however, to make a positive move fully informed of both the needs and the costs. Perhaps the chance to purchase the property has passed but, in the event that it has not, we know what we need to consider.

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APPENDIX

Projected Patron Seating

Projected Space Needs Preliminary Estimate

Comparison Chart Books Space Needs

Media and Other Formats Space Needs

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| PROJECTED PATRON SEATING | | | | | | |
|---------------------------------|--------------------------|-----------------|--------------------------|---------------------|-----------------------------|---------------------------------|
| | Area | Projected Seats | Projected Computer seats | Formula | Projected Net sq. ft. seats | Projected net sq. ft. computers |
| Adult Seating | Tables | | | 30 sq. ft./ | | |
| | Carrels | | | 35 sq. ft./ | | |
| | Lounge seats | | | 35 sq. ft./ | | |
| | Computer | | | 45 sq. ft./ | | |
| | Quiet Study | | | 30 sq. ft./occupant | | |
| | Local History | | | 30 sq. ft./occupant | | |
| Adult Total | | Seats | Computers | | | |
| Young Adult | Tables | 8 | | 25 sq. ft./ | 200 | |
| | Carrels | | | 35 sq. ft./ | | |
| | Lounge seats | 8 | | 30 sq. ft./ | 240 | |
| | Computer | | 2 | 45 sq. ft./ | | 90 |
| Y/A Total | | Seats | Computers | | 440 | 90 |
| Children | Preschool/ Play area | 12 | | 25 sq. ft./ | 300 | |
| | Tables | 16 | | 25 sq. ft./ | 400 | |
| | Carrels | | | 30 sq. ft./ | | |
| | Lounge seats | 8 | | 25 sq. ft./ | 200 | |
| | Computer | | 2 | 40 sq. ft./ | | 80 |
| | Parents | 4 | | 35 sq. ft./ | 140 | |
| Children Total | | 40 Seats | 2 Computers | | 1,040 Net sq. ft. | 80 Net sq. ft. |
| GRAND TOTAL | | Seats | Computers | | Net sq. ft. | Net sq. ft. |
| OTHER FACILITIES | Story Hour/Crafts | 20 | Seats | 20 sq. ft./ + 20% | 480 Net sq. ft. | Net sq. ft. |
| | Meeting Room | | Seats | 10 sq. ft./ + 30% | | Net sq. ft. |
| | Conference Room | | Seats | 25 sq. ft./ + 20% | | Net sq. ft. |
| | Technology Training Room | | Computers | 40 sq. ft./ + 20% | | Net sq. ft. |
| TOTAL | | | Seats/Computers | | | Net sq. ft. |

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Holliston CHART BOOKS Projected Space Needs PRELIMINARY ESTIMATE.xlsx

| CIRCULATION | | PRESENT HOLDINGS | % OF TOTAL BOOKS | % OF TOTAL TANGIBLE ITEMS | % OF TOTAL COLLECTION | % OF CURRENT HOLDINGS applied to 19,000 total collection | PROJECTED 20 YEAR HOLDINGS |
|---|-----------------------------------|------------------|------------------|---------------------------|-----------------------|--|----------------------------|
| Per FY 2019 ARIS | | | | | | | |
| ADULT Books | Reference | | 0.00% | 0.00% | 0.00% | | - |
| Current circ: | Non - Fiction | | 0.00% | 0.00% | 0.00% | | - |
| 39,915 | Large Print - Non-Fiction | | 0.00% | 0.00% | 0.00% | | - |
| 27 % of overall circ | Biography, if separate | | 0.00% | 0.00% | 0.00% | | - |
| | Fiction | | 0.00% | 0.00% | 0.00% | | - |
| | Mysteries and Sci-fi, if separate | | 0.00% | 0.00% | 0.00% | | - |
| | Large Print - Fiction | | 0.00% | 0.00% | 0.00% | | - |
| | Graphic Novels | | 0.00% | 0.00% | 0.00% | | - |
| | Local History, old and rare books | | 0.00% | 0.00% | 0.00% | | - |
| | Stored in attic | | 0.00% | 0.00% | 0.00% | | - |
| | New Books | | 0.00% | 0.00% | 0.00% | | - |
| | Total Adult Volumes: | 27,750 | 42.86% | 38.10% | 18.38% | | - |
| VA Books: | | | | | | | |
| Circ: 6,411 | Young Adult Volumes: | 7,576 | 11.70% | 10.40% | 5.02% | | - |
| 4% of overall circ | | | | | | | |
| Current circ: | Picture Books | 9,860 | 15.23% | 13.54% | 6.53% | 33.51% | 6,367 |
| 46,973 | Easy Readers | 2,280 | 3.52% | 3.13% | 1.51% | 7.75% | 1,472 |
| 32 % of overall circ: | Non-fiction | 7,377 | 11.39% | 10.13% | 4.89% | 25.07% | 4,764 |
| | Bio | 829 | 1.28% | 1.14% | 0.55% | 2.82% | 535 |
| | Fiction | 4,660 | 7.20% | 6.40% | 3.09% | 15.84% | 3,009 |
| | First Chapter | 1,072 | 1.66% | 1.47% | 0.71% | 3.64% | 692 |
| | Graphic Novels & Comics | 757 | 1.17% | 1.04% | 0.50% | 2.57% | 489 |
| | Series | 1,675 | 2.59% | 2.30% | 1.11% | 5.69% | 1,082 |
| | Board Book | 600 | 0.93% | 0.82% | 0.40% | 2.04% | 387 |
| | Kits | 6 | 0.01% | 0.01% | 0.00% | 0.02% | 1 |
| | Parenting/Teachers Collection | 306 | 0.47% | 0.42% | 0.20% | 1.04% | 198 |
| | Total Childrens' Volumes: | 29,422 | 45.44% | 40.39% | 19.48% | % | 18,997 |
| Books Grand Total | | 64,748 | | 88.89% | 42.88% | | - |
| | | | | | | | 19,000 |
| Tangible Materials: (Books, A-V, Periodicals) | | | | | | | |
| Grand Total | | 72,840 | | | 48.24% | | |
| All Materials | | | | | | | |
| GRAND TOTAL | | 151,009 | | | | | |

4/13/2020

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Comparison CHART BOOKS Space Needs.xlsx

| | | PROJECTED CAPACITY 19,000 | PROJECTED CAPACITY 29,000 | FORMULA | | PROJECTED SQUARE FEET 19,000 Books | PROJECTED SQUARE FEET 29,000 Books |
|----------|-----------------------------------|------------------------------|------------------------------|---------|-----------------------|--|--|
| ADULT | Reference | | | 7 | vols/ft. ² | - | |
| | Non - Fiction | | | 10 | vols/ft. ² | - | |
| | Large Print - Non-Fiction | | | 8 | vols/ft. ² | - | |
| | Biography, if separate | | | 10 | vols/ft. ² | - | |
| | Fiction | | | 12 | vols/ft. ² | - | |
| | Mysteries and Sci-fi, if separate | | | 7 | vols/ft. ² | - | |
| | Large Print - Fiction | | | 8 | vols/ft. ² | - | |
| | Graphic Novels | | | 12 | vols/ft. ² | - | |
| | Local History, old and rare books | | | 10 | vols/ft. ² | - | |
| | New Books | | | 10 | vols/ft. ² | - | |
| | Total Adult Volumes | | | | | - | |
| | | | | | | | |
| YA | Young Adult Volumes | 7,500 | | 12 | vols/ft. ² | 625 | |
| | | | | | | | |
| CHILDREN | Juv reference | | | 10 | vols/ft. ² | | |
| | Picture Books | 6,300 | 9,860 | 20 | vols/ft. ² | 315 | 493 |
| | Easy Readers | 1,500 | 2,280 | 16 | vols/ft. ² | 94 | 143 |
| | Juv. Non-fiction | 4,300 | 7,377 | 14 | vols/ft. ² | 307 | 527 |
| | biography | 600 | 829 | 14 | vols/ft. ² | 43 | 59 |
| | Juv. Fiction | 3,200 | 4,660 | 12 | vols/ft. ² | 267 | 388 |
| | First Chapter | 700 | 1,072 | 16 | vols/ft. ² | 44 | 67 |
| | Graphic Novels & Comics | 1,000 | 757 | 14 | vols/ft. ² | 71 | 54 |
| | Series | 1,100 | 1,675 | 16 | vols/ft. ² | 69 | 105 |
| | Board Books | 400 | 600 | 12 | vols/ft. ² | 33 | 50 |
| | Kits | 4 | 6 | 10 | vols/ft. ² | 0 | 1 |
| | Parenting/Teachers Collection | 300 | 306 | 10 | vols/ft. ² | 30 | 31 |
| | Total Childrens' Volumes | 19,404 | 29,422 | | vols/ft. ² | 1,273 | 1,917 |

4/14/2020

HOLLISTON PUBLIC LIBRARY SPACE STUDY April, 2020

CHART VI B MEDIA AND OTHER FORMATS Projected Space Needs.xlsx

| | | PROJECTED CAPACITY | FORMULA | | PROJECTED SQUARE FEET |
|------------------------------|---|-----------------------|---------|------------------------|--------------------------|
| ADULT | Video tapes | | 10 | items/ft. ² | |
| | DVD movies | | 20 | items/ft. ² | - |
| | Audio books (tape, CD) | | 10 | items/ft. ² | - |
| | Audio tape, CD Music, spoken word | | 30 | items/ft. ² | - |
| | Computer software, games, etc. | | 10 | items/ft. ² | - |
| | games, puzzles, realia, etc. | | 10 | items/ft. ² | |
| | Total Adult Media | | | | |
| YA | Young Adult Media | | 20 | items/ft. ² | - |
| CHILDREN | Playaways | 274 | 15 | items/ft. ² | 18 |
| | Juv DVD movies | 1,131 | 30 | items/ft. ² | 38 |
| | Juv. Audio books | 759 | 15 | items/ft. ² | 51 |
| | Juv. Kits | 6 | 10 | items/ft. ² | 1 |
| | Juv. Audio tape, cd - music, spoken word | 291 | 30 | items/ft. ² | 10 |
| | Juv. Toys, games, etc. | 100 | 8 | items/ft. ² | 13 |
| | Total Childrens' Media | 2,561 | | | 129 |
| Media Grand Total | | | | | |
| All Materials GRAND TOTAL | | | | | |

4/3/2020