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GLA is all about connections. Connections with colleagues, connections among libraries, connections with new technologies — these are the relationships that make our organization vibrant!

I have just finished my 22nd year as a public librarian in Georgia, and I am amazed at how many people have gone out of their way through the years to offer advice to me or to provide a helpful connection in some other way. My late friend Charles Beard comes to mind as one of the relationships that began through my involvement in the Georgia Library Association.

On Dec. 5 at our Midwinter Leadership Conference, the 89 people who met once again formed new connections throughout the state and renewed old acquaintances. We listened as our outstanding speaker, Karen Schneider, spoke about the power of connecting to our library users — especially in difficult economic times.

I urge each of you to maintain the relationships that you developed at our Midwinter Conference. If you serve as the chairman of a committee or interest group, please make a special effort to contact the members of your committee throughout the year! Those of you serving as members on these committees and interest groups will cultivate relationships and connections that will follow you throughout your career.

Be sure to mark your calendar for this year’s Library Day at the state Capitol on Feb. 26. We must communicate to our elected officials the importance of library services — especially in times of economic hardship. Our legislative committee chairman for this year is Chris Huff of the University of West Georgia, and we look forward to another successful Library Day.

Finally, as we look toward our COMO Conference in Columbus, to be held Oct. 7-9, I urge each of you to consider submitting a program proposal that will enhance connections among our library colleagues. Your knowledge and experience may provide just the right information that other librarians need to provide better service to their library users. Please make the effort to respond to our call for program proposals in May of this year.

We are well on our way to a GREAT year in 2009! ♪

— James C. Cooper
President
Georgia Library Association

The GLA Division for Library Trustees, Friends and Advocates needs you!

Under the leadership of Dr. Wallace Koehler, director of the Valdosta State Library School, the Georgia Library Association hopes to collaborate with the Friends of Georgia Libraries (FOGL) this year to provide even more continuing education and networking opportunities for those who love libraries. Won’t you add your voice to our chorus in support of Georgia’s libraries of all types? For more information about GLA, please visit http://gla.georgialibraries.org/. For more information about FOGL, visit www.georgia-friends.org.
Front row, from left: Laura Burtle, Susan Cooley and Julie Walker. 

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Inside ALA’s Emerging Leaders Program: How GLA Can Help You Get Involved
by Sarah Steiner and Crystal Renfro

The American Library Association Emerging Leaders program, begun in 2006, has helped hundreds of librarians to improve their leadership ability, network with peers and become involved with ALA. This article details the program’s structure, content, goals and future and provides an insider’s look at its outcomes. The authors, two past GLA Emerging Leaders, share their thoughts on the program’s efficacy and benefits. Finally, information on how the Georgia Library Association and other ALA affiliates can help future participants is included.

Program Overview and Basics
Applications for each year’s group are accepted from late spring until summer, and the participants are chosen in the following months. Once selected, the Emerging Leaders are split into interest-based groups of four to seven people, and each group is given an ALA-sponsored project to complete. They are instructed in leadership, distance collaboration and the general structure of ALA during a daylong meeting at ALA Midwinter, and then they work collaboratively to create a program plan, divide duties and ultimately, accomplish the project. At the final EL meeting at the ALA Annual Conference, each group presents a poster session and write-up of its accomplishments. The completion of the yearlong program itself is only the beginning, however, because all members are expected to join a committee for a two-year appointment following their time in the EL Program.

Program Participants
Participants in the program’s first two years have represented a diverse group of professionals. This diversity extends to ethnicity, gender, library type, library size and geographic location. In order to be considered, applicants must have five or fewer years of professional experience or be under the age of 35. Maureen Sullivan, one of the program’s administrators, stated that the large number of applications makes participant selection “daunting” (Sullivan). The selection committee analyzes the applications carefully in order to choose individuals who are “ready for the experience,” and many qualified applicants cannot be chosen but are encouraged to reapply in future years. Current students and recent graduates are also considered; many participants come directly from library school or have less than one year of professional experience. Many other participants have been in the field for...
more than five years, but they still qualify under the age limit for participation.

**Program Goals**
The EL program is intended to have positive results for both participating librarians and the profession at large. Participants benefit from the opportunity to network with colleagues, share experiences and form a sense of community outside their immediate work or school environment. Many members of the inaugural class have continued to gather socially at later ALA conferences, and Sullivan hopes that this type of social link will flourish (Sullivan). The program is designed to help new librarians adjust to the structure of ALA (an organization that can seem intimidating), gain confidence in their professional abilities, meet professionals who are already involved in ALA service and obtain further ALA committee assignments. A concerted effort is made to consider EL participants when ALA committee, task force and working group appointments are being made.

Finally, the program provides participants an opportunity to gain a level of familiarity with distance collaboration, a process that frustrates even the most experienced librarians. On a technical level, the working groups offer an introduction to the service process; on a personal level, they can be much more.

The profession reaps the rewards of the work-time of the participants, first in the form of the projects themselves and later through the committee work of the ELs. The program’s designers intended to create a mutually beneficial situation that would first benefit the participant, then the field at large.

**Program Activities**
Prior to each year of the program, EL administrators send a call for group activity ideas to ALA division and committee leaders. Members of these committees may choose to submit activity plans that will then either be researched or completed by the EL groups. Programs are chosen by EL administrators to be representative of ALA’s many divisions, chapters and roundtables, as well as the many different library types (public, academic, special, school media, etc.). EL participants are given the opportunity to review the potential projects and rank the ones that interest them; ultimately, each EL is assigned to a single project team based on the individual’s job skills, personal interests and library type. Some previous projects have included video creation, wiki creation, work with the Association of College and Research Libraries, and work with the Public Library Association (see table, below).

**The Future**
Based on feedback from the program’s administrators, EL’s first participants were not the only ones

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**Table: Sample Emerging Leader Projects**

<table>
<thead>
<tr>
<th>Project</th>
<th>Team</th>
<th>Sponsor</th>
<th>Project Wiki address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a mentoring Plan that would appeal to Millennials.</td>
<td>Team K (2007)</td>
<td>AASL &amp; Young Adult Library Services Association (YALSA)</td>
<td><a href="http://wikis.ala.org/emergingleaders/index.php/Project_K">http://wikis.ala.org/emergingleaders/index.php/Project_K</a></td>
</tr>
<tr>
<td>Assist ASCLA in planning and promoting the release of an &quot;accessibility toolkit&quot; that provides information on different aspects of accessibility as well as an Electronic Accessibility Checklist.</td>
<td>Team X (2008)</td>
<td>Association of Specialized and Cooperative Library Agencies (ASCLA)</td>
<td><a href="http://wikis.ala.org/emergingleaders/index.php/X_%282%20%20%20%29_ASCLA">http://wikis.ala.org/emergingleaders/index.php/X_%282%20%20%20%29_ASCLA</a></td>
</tr>
</tbody>
</table>

* To review more projects, visit: [http://lib.princetonlibrary.org/emerging_leaders.html](http://lib.princetonlibrary.org/emerging_leaders.html)
to leave with new ideas. Sullivan states that many changes to the program have been and will continue to be made and that these first years have been a “growth experience for everyone” (Sullivan).

Administrative changes in the second year were many. They included increased focus on the project team experience, the addition of more leadership training, and more group activities that allow the ELs to network with each other. Participants from all years are asked to provide feedback, and administrators will continue to evaluate and incorporate that feedback to improve the program.

**How the Program Has Helped**

**Sarah:** GLA sponsored and funded me as a participant in the first year of the Emerging Leaders program, and my participation was an excellent learning and networking experience. The funding from GLA allowed me to participate in the program and helped me to form relationships with some GLA representatives as well; I chose to do part of my required committee service at the state level in order to work more closely with the group whose funds allowed me to attend the program. EL program participants are encouraged to get involved at the state and local level as well as the national level, as professional travel funding is often difficult to procure. The EL program itself allowed me to meet new librarians and ALA administrators from around North America and gain a true understanding of the difficulties and benefits of distance committee work. I also had the opportunity to create a wiki resource on librarian recruitment and retention that is now linked on the ACRL Web page. I have stayed in touch with some of my team members, and I have noticed that they all continue to be highly active in publishing and committee work. Overall the experience was very positive — I had a great time working with my teammates, and I am happy with what we produced. I was also pleased to find that our feedback was read and integrated by the administrators; many of the changes mentioned by Maureen and Connie reflect issues that I heard expressed by members of the inaugural year.

**Crystal:** As a second-year Emerging Leader, I have benefited from the improvements to the program suggested by prior participants. Our inaugural meeting at ALA Midwinter contained many opportunities for participants and mentors to meet and exchange ideas, as well as valuable sessions on leadership training and the structure of ALA. My project group was charged with creating a proposal for a new mentoring program for the Reference and User Services Association. At the time of this writing, we are hard at work finalizing our project, but already the experience of working remotely on a project team has been invaluable, both in terms of identifying effective project management techniques and developing negotiation skills.

**GLA Involvement and Sponsorship**

Participation in the EL program requires a commitment from both the participant and the participant’s employer in terms of the time required to attend the mandatory workshops at ALA’s Midwinter and Annual meetings. Recognizing the financial impact of this requirement, 27 ALA groups and divisions joined with Ms. Burger during its inaugural year by sponsoring and providing a financial stipend to an individual who they recommended for inclusion.

The Georgia Library Association has provided a $1,000 stipend to its sponsored candidate for the past two years of the EL program. Robert Fox, past GLA president, explained that the organization wanted to give GLA members new to the profession an opportunity to participate in a national program designed to help participants build tools that would enable further development of their leadership skills (Fox). This commitment will return rewards both nationally and locally as EL graduates apply their new skills in library organizations such as GLA. Motivated committee members are vital to any organization, and the infusion of new individuals with strong leadership skills will help keep GLA vibrant and thriving.

GLA was one of only eight state-level organizations to provide financial support for an EL sponsee in 2008. “GLA considers it part of the responsibility of a good ALA state chapter to participate in national programs as often as we can,” states Fox. GLA’s executive board recently voted to continue its commitment to this program in 2009 (Fox).

Fox has offered several valuable tips for individuals who would like to apply for GLA scholarship consideration. First, he suggests, if you applied in previous years, were not accepted and still qualify, reapply to be considered again. Second, he urges that interested applicants get involved with GLA; involvement is in no way required, but it may help to present candidates in the most favorable light to the selection committee. There are lots of ways to get involved, including volunteering at the annual meeting, writing a paper or book review for *Georgia Library Quarterly*, giving a presentation at the Georgia Council of Media Organizations (COMO) conference or joining a committee. Fox also notes that individuals interested in the EL program should consider joining ALA committees and searching for sponsorship opportunities at a national level.

**Conclusion**

Throughout its first years, the Emerging Leaders program has experienced an enthusiastic response...
from both participants and sponsors. Competition for participation (particularly for those appointments with sponsorship) remains keen and newly “emerged” leaders are taking their places as active participants in the library service community. If interest continues at its current level, the EL program will help to significantly transform the profession and bring new vitality to ALA. To achieve this, the EL program needs a steady influx of new potential leaders. If you meet the general criteria for involvement, please consider applying to both the program itself and for one of the funding opportunities that exist.

Sarah Steiner is learning commons librarian at Georgia State University. Crystal Renfro is a librarian in the information services department at the Georgia Institute of Technology.

References:
Fox, Robert. Face-to-face interview. 20 March 2008.

Join GLA on Thursday, February 26 for Georgia Library Day 2009!

8:45 a.m.
Registration, coffee and juice
Floyd Building
("Twin Towers," 20th floor, West Tower)

9:15 a.m.
Welcome – GLA President
Floyd Building

9:20 a.m.
Remarks from Georgia legislative guests
Floyd Building

10:00 a.m.
Comments from the library community and organizations
Floyd Building

10:45 a.m.
Visit the Capitol
Georgia State Capitol
(Please contact your legislators prior to Feb. 26 and let them know you will be attending.)

11:45 a.m. – 1:30 p.m.
Box lunch with your legislators
Floyd Building

Georgia Library Day 2009 Registration Form (Please complete one form for each registrant.)

Name: _________________________________________________________________
Address: ________________________________________________________________

Library Name: ____________________________________________________________

My Library is in Georgia Senate District(s)*: ________________________________

My Library is in Georgia House District(s)*: ________________________________

*For assistance, visit the Secretary of State Web site at http://www.sos.state.ga.us/cgi-bin/locator.asp

Please enclose:
Registration form and $30 per person. Make check(s) payable to GLA, and reference "Registration" in note section. Mail payment to: Georgia Library Association, P.O. Box 793, Rex, GA 30273. Payment must be received by February 13, 2009!

Questions? Contact Gordon Baker at 678-466-4325 or gordonbaker@clayton.edu.
For decades, the advocacy job for public library boards was simple: Grow our budgets and/or protect them from cuts. We told officials and voters about usage growth, inadequate space and aging collections. Then in about 2000, library Web sites and publications began urging that we prove economic value to the community. New measures showed outcomes (benefits seen by recipients such as improved job performance) along with outputs (those traditional statistics on usage, collection size, etc.).

Measuring outcomes wasn’t easy, but the data have many uses:

- Proposals to foundations and funders require them
- Showing elected officials how their constituents — voters — benefited

Now advocates could coast along, right? Wrong!

Today’s recession requires a new advocacy calculus. The shrinking tax base means budget cuts for virtually all tax-supported entities, not just libraries. We can’t just stick to our knitting anymore. Why not? Because traditional library goals (more facilities, collections and hours) address means, not ends (helping achieve communitywide goals).

In this crisis, public libraries can target two huge ends:

- Communitywide goals such as boosting educational and literacy attainment and improving labor force skills.
- Community leadership status by initiating partnerships that benefit more folks than any one entity could do alone.

Is risk involved? Yes. Community-wide goals address the big issues – jobs, public health and safety, and long-term fiscal viability. The library director-board team must carefully discuss all aspects of tackling communitywide goals. But if they take the plunge, one huge benefit concerns joining the community leadership cadre. Unfortunately, too few libraries have done that in the past. As Kathleen de la Pena McCook noted, “Libraries, like schools, are generally viewed as community services that are passive participants rather than proactive partners in broad visioning initiatives.” (Kathleen de la Pena McCook, A Place at the Table, American Library Association, 2000, p. 4.)

How to reverse that image? Get trustees and the director appointed to leadership tables. Don’t be shy! Invite yourself to planning meetings concerning the community’s future. They could be sponsored by city hall, the courthouse, a chamber of commerce or a downtown council.

At those meetings, show what the library is doing in this crisis. Your goals? Being seen as a community leader and getting a permanent seat at civic decision-making tables. As Deborah Jacobs, former Seattle Public Library director said, “Each community should understand that no table is truly set without the library being at it.” (Ellen G. Miller and Patricia H. Fisher, The Library Board Strategic Guide: Going to the Next Level, Scarecrow Press, 2007, p. 177.)

Crises demand unusual actions. Is your director-board team ready?

A veteran trustee, speaker, author and facilitator, Ellen Miller is a founding and past president of the Kansas Library Trustee Association.
As consultants, the exact role that the library board plays in the process to design and construct a library facility is one of the most often-asked questions that we receive from library directors. Some directors believe that each and every question, consideration and decision should be vetted by the library board before any action is taken or order given on a project. Other directors firmly believe that the library board should be held to selection of the interior colors of the building and the fabric on the furniture and should sign all checks and documents placed before them — without question. In every library construction project, the answer lies somewhere between these two extremes. This article is designed to help prompt library directors, administrators and board members to look at the areas where the library board may well have a direct role in the design and construction of a library facility.

First and foremost, the library board of trustees is an essential team member in the construction process, providing a vital link to a construction project’s success. The library board is the owner of the construction program, and the members are the representatives of the community in the construction project. Board members are as necessary to the design and construction of a library as are the library director, administration staff, the architect, interior design professional, general contractor and project manager of the construction project. The work of the library board begins long before the first pencil line is set to the design or the first nail is hammered into wood.

Before seeking funding for any project, the board should conduct a Facilities Master Plan study for the library system. Using census projections and planning data from various sources, including the state’s Office of Planning and Budget and the local county planning department, the director and board should examine the demographic information about future county growth patterns, analyze trends and determine how library services will be delivered in the future. Existing buildings within the system will be evaluated, and a needs assessment will be used by funding agencies to evaluate the gap and need. The library board will also be responsible for site selection and purchase.

The next step in the process is developing a strategic plan. The necessity of this is obvious — to plan a facility that will serve the future, the board needs to know where it is planning to position itself in the future! We recommend using the Public Library Association’s Planning for Results as a template for this process. Among the key characteristics of the plan are identifying community needs and analyzing how the library system might respond to those needs. This will enable the library board and professional staff to address societal needs as well as effectively relate to community issues — an important part of the justification for construction. Well developed library planning documents will make a construction project run much smoother.

Another part of the planning process may include community meetings, interviews, surveys, targeted focus groups or a charrette to gather community input. If the library board is considering a LEED building, the charrette is a session where building stakeholders discuss design issues
related to sustainable design. All of these processes build enthusiasm for the building project.

The members of the library board have a number of responsibilities that they must approve during the entire construction project. Areas for board approval include:

- Determine funding requirements for project, select site, complete all state-required documents
- Select the consultants, architect and design team based on RFP and interviews
- Approve all phases of the design of the building
- Approve interior furnishing and equipment for the library
- Approve the contract documents and bid process
- Authorize payment for invoices received on the project
- Approve all change orders
- Help resolve areas of conflict during construction
- Sign off on the final inspection and punch list for substantial completion

The most important responsibility that the library board has in a building project is that they possess the final responsibility for full financial oversight of the entire project. And in having that responsibility, the library board must be apprised of and must ultimately approve all contracts and expenditures of the construction project.

The library board of trustee members all have a duty to be fully informed of all laws, codes and regulations that govern a library construction project. The board needs to follow all laws and regulations — especially relating to contracts and bidding. The library director is responsible to ensure that the board is informed of all laws, codes and regulations. But it is the library board members who are legally responsible for all to be followed.

Following the completion of the needs assessment and planning document, the board may appoint a building committee to work with the library director and designated professional staff. Not all members of the library board have the time or the degree of need to be involved in a construction project. For some library boards of trustees, the building committee consists of the executive committee of the library board. The overall purpose of a building committee is to have a smaller subset of the entire library board whose members can meet more often and work closely with the architect, the general contractor or the library director, with little lead time, in order to make decisions or select options in a timely manner. Members of a building committee are library board members who agree to study and follow the building design and construction in detail in order to make many primary decisions for the library board or make final recommendations for the library board, as a whole, to review and select.

Once a building committee has been formed, decisions need to be made on the roles, expectations, delegation and responsibilities each board, committee and staff member will have within the construction project. Daily administration of the construction project should be under the aegis of the library director, who communicates frequently with the architectural design team. The library board needs to set approval levels for the library director as well as the building committee of the library board.

The library board will need to determine:

- What types of decisions can be made by the library director and building committee
- Expectations that will guide the building committee’s functions
- How the building committee will report back to the library board
- The actions that will require a full vote by the library board
- Who can sign change orders and contracts
- What types of subcommittees should be appointed for various aspects of the construction program

Most library boards of trustees delegate levels of approval based on monetary levels of contracts, change order amounts, etc. The following gives an example of fiscal level of approval and authorities that a library board may set:

**Fiscal Approval and Signature Levels of Construction Contracts, Change Orders and Purchase Orders:**

- $0.00 to $15,000 — Library director with notification to board chair. Full library board formally approves at next meeting.
- $15,001 to $25,000 — Building committee approval. Full library board formally approves at next meeting.
- $25,001+ — Full library board approval at called or regular meeting.

Establishing levels of approval sets clear expectations of levels of authority. It also creates transparency within the decision-level process of the construction project. Library directors who have constructed many library facilities over time may have a much higher fiscal level of approval on all
but the architectural and general contractor contracts because of their demonstrated experience in past construction projects for the system. Other library boards of trustees may give the library director full approval of all contracts and change orders because a county construction manager or budget office is also approving or auditing the entire process. As consultants, we always suggest the library board of trustees set fiscal approval levels for the library director and building committee with follow-up ratification of all decisions by the board.

There are different steps, or stages, that the architect will complete for the overall design of the library facility. The library board and the building committee, along with the library director, should be actively participating in each of the design steps in order to ensure that a consensus is established and followed from the beginning. This will prevent expensive design changes or costly redesigns from becoming necessary later on in the process.

The Building Program, which will be approved by the library board, will draw upon documents developed during earlier phases and then outline the various service areas of the library. The board will issue the Request for Proposal for Architectural Services and will be responsible for contract documents and negotiation. Once the architect is hired, the library board, building committee and director work together to determine design. However, it is essential that the library director be the person designated to make decisions on the way the building will function.

During the schematic design process, the entire library board should meet with the library director and architect several times. During these meetings, the architect will be able to question library board members for their ideas on the overall design of the library. It is at these same meetings that the architect will present the design options that he or she is considering and explain each proposed design. Library board members, in turn, should look at all the initial proposed drawings for the building and voice concerns and dislikes as well as what each member likes about any particular proposed design. It is at these meetings where a consensus of the library board's vision of the design will be developed. The architect then can take the consensus back to the drawing table to complete the schematic design of the facility for the project. The building committee and library director will also take this consensus as the vision that everyone will work with in subsequent meetings throughout the remaining design and construction phases.

The schematic design stage is also where the formal cost
estimates for the entire construction project will be fully developed. The library director and possibly a financial consultant should review the proposed cost estimates and pass them to the library board. The library board needs to study and then approve the proposed budget as presented by the architect. It is at this point where the library board will see if the library facility can be realistically constructed (in current dollars) with the funds set aside for the project. If the funding does not meet the projected cost to design and construct the facility, then the library board should determine if additional funding needs to be raised or if the architect must design the facility into a more cost-efficient (and possibly smaller) footprint. It is critical for the library board to meet with the library director and architect to come to a resolution and plan for how to accommodate any potential fiscal shortfalls in the budget for the project.

Once the architect has completed the schematic plans of the library facility, the architect will formally present the building plans and project budget to the full library board for approval. The library board's approval of the schematic plans will allow the architect to continue to the next phase of the design process. Formal approval of the schematic plans will also signify that the architect can invoice the library system for completion of this first stage of design and allow the director to approve payment of this invoice.

During the next phase, design development, the architect refines the overall design of the facility, showing furniture placement within the future building, completed elevations of the building, ceiling grid layout, building sections, construction detail, site plans, more refined cost details and landscape plans for the site where the library will be constructed. Structural and mechanical details of the facility will also be developed. At this phase of the design process, the building committee will be meeting quite regularly with the library director and architect to review progressive design plans and discuss many details of the building layout, design and furnishing layout within the future building. The building committee and the director should also continually review the architect’s designs in light of the original goals of the facility that were established during the Building Program phase of the project.

It becomes quite easy, at this juncture, to become so involved in the details of the process that the primary goals and service priorities of the building become lost in the detail. It is the responsibility of the building committee to take a step back to review the architect’s design plans during the design development stage in context of the Building Program and the larger goals of the project. During the design development phase of the architectural design process, the interior furniture and equipment will be addressed. Whether the architect has an in-house interior design consultant or the interior contract is handled by a subcontracted firm, the building committee and director (and possibly library staff members) will be meeting with the interior design consultant to review many photos and samples of furniture, fabric, finishes, color swatches, etc. Often the consultant will arrange to have multiple samples of tables, chairs and other furniture pieces delivered to the library system so the building committee, director and staff can review and “try out” the items for comfort and usability. We recommend that it is always a good idea for the building committee to set aside time for the other members of the library board to participate in the process to “vote” for their favorite or most comfortable style and design.

After reviewing the various styles, designs and samples of furniture, colors and finishes that the interior design consultant has recommended, the building committee must select, from the hundreds of photos and samples, the final furniture design, types and interior finishes to be presented to the full library board for approval. The consultant will take the selected options and create a design board that he or she will present to the library board for final approval. Often two or three different “design pallets” are presented to allow members of the library board to compare before the final selection is made.

The architect will again formally meet with the full library board to present the design development and interior plans to the board for approval. Formal approval of the design development plans will both instruct the architect to proceed to the next stage to develop the working plans and will allow the library director to pay the architect’s invoice for this stage of the design process. It is most important for the library board members to realize that the formal approval of the design development and interior design plans and specifications should not be given unless all board members and the library director are completely satisfied with the designs, plans, etc. Once the architect begins developing the working drawings and construction documents, it becomes an expensive proposition of additional costs to have changes made to any of the designs or documents.

Working plans or construction documents are the final documents that the architect develops for the construction of the library facility. These documents will be used to bid the project for a general contractor and will be used by the general and subcontractors to actually construct the...
library building. The documents will also be used by the architect, library director and staff to obtain any local permits and approvals for the project. At this phase of the design process, the architect has gained all of the needed input from the library board in order to complete both the design and the documents to bid for the general contractor of the project.

Once the architect has completed the construction documents, there are several steps that the library board should take before the bid is advertised for the general contractor. The library board should review the final plans of the building. Although the architect, the library board and library director have thoroughly discussed (and may have changed) the plans several times in the schematic and design development stages, the board is best served by making one last review of the plans before signing off on the documents. For the remaining bid documents, the library board should approve the library director to have legal counsel review all of the contract documents — especially general conditions of the contractor agreement.

Before the general contractor bid is advertised, the library board will also be involved in two additional requirements of the project. The library board, as the client, will be required to have insurance coverage on the project. The library director will most likely work with the advice from the architect and the library's insurance agent to extend the library system's existing coverage to include the new construction project. The library board is responsible to review and approve the extension of insurance and the amount of coverage necessary for the construction project. Additionally, the director and staff need to begin to obtain the local permits and approvals that are required for construction if the architect is not contracted to perform this task. In order to expedite the process, the library board should give approval for the architect, library board chair and the library director to obtain, sign and secure all necessary local permits associated with the construction of the library facility.

A question that is often asked before the general contractor comes onto the construction project is who to invite to the groundbreaking ceremony for the library. Whereas the library board is the owner of the building, it is best to remember that the library board is also the host of the groundbreaking ceremony. And as a good host, library board members should ensure that other appropriate individuals and stakeholders feel that they are fully a part of the ceremony. Elected officials of the municipality that is funding the construction of the library must be invited and given a shovel to be part of the event. Any state or federal elected officials who are responsible for the funding of the construction and general operation of the library should also be at the event with a shovel in hand as well. The library board chair and the chair of the building committee should be given shovels to participate in the ceremony. Then the remainder of the library board and director can be a part of the ceremony (and included in the official photo).

The key to success is clear communications. Jeannette Woodward in *Countdown to a New Library* discusses “Who decides what?” She stresses that the director, board and building committee must establish procedures for communicating information, obtaining input and making decisions early in the building process. Every meeting among project principals must be documented and reported to all interested parties including library staff, board members and other stakeholders such as the Friends of the Library, the library foundation and all funding agencies. Decisions should be recorded and shared. Meeting notes should be distributed within 24 hours so that there is no misunderstanding and the decision-making process is clear. Be sure to keep a paper copy of all correspondence and e-mail on the project.

Members of the library board have two very important roles that are often forgotten or assumed to be otherwise handled during the design and construction of the library building. The library board of trustees represents the
community in which the library is to be constructed. Because of this, members of the board are akin to ambassadors to the community for the library system. Although press releases will be sent out to the media and library Web sites will track the stages of design and construction, library board members should expect to be out in the community to inform the citizens of the progress of the construction project. This may be as simple as bringing up the construction progress as a topic of conversation in a social gathering or it may take the form of accompanying the library director to speak about the construction of the library to various civic groups within the community.

The other important role that the library board plays throughout the design and construction process is to keep their appointing authority up-to-date during each stage of the project. Library board members need to keep their appointing authority informed as to what can be expected as the construction project progresses. Quite often, members of the library board assume that the library director is responsible for providing progressive updates of the construction project to local governmental officials. It is best practice and good politics for each library board member to keep in continual communication with the elected official who appointed them as to the progress of the construction. After all, the elected officials are the ones who approved the local funding to construct the library. Not only do they want information on each stage of the construction project, but they often need to report to their constituents the progress as to how tax dollars are being spent. Library board members should also not forget to inform their appointing authority of any delays or issues impacting the construction of the library — before the local official reads about it in the newspaper.

Through the actual construction process of the library building, the role of the library board often becomes one of monitoring the process of construction and occasional review of any change in the design plan. All of the approvals for design of the building and the selection of the general contractor have been made. The building committee and the full library board will monitor the progress of the construction through reports from the library director, progress reports from the architect and general contractor, and occasional tours of the construction site. Any problems or major issues that develop during the construction of the building may require building committee or full library board action. Change orders that occur during this phase of the construction program will be handled by the appropriate person or group as set at the beginning of the design phase and ultimately approved by the library board. Members of the library board and building committee members should remember to always make timely decisions regarding any change order as any delay in addressing a change order will affect the project schedule and may create additional costs if a decision is unnecessarily delayed.

Another question we answer quite often for library boards is the names that should be listed on the official plaque on the building. Library board members and elected officials often change during the span of a library construction program. Sometimes the key people who spent the most time nurturing the idea of a new library building and then lobbying to fund the construction of the library facility are no longer in office or sitting as library board members when the library building becomes a reality. The best solution to this dilemma is to list together both the current and past library board members (with terms of office). This will distinguish between those who first were a part of the project and those who are currently sitting on the library board. For elected officials, the best practice is to list the current elected officials by the commission or council upon which they sit. Then follow with a list of “Past Officials” with the names, offices and the term of office of any previously elected official during the construction process. At the bottom of the plaque, list the library director, architectural firm, construction firm and any primary consultants (with titles) that were used in the project.

Toward the end of the construction process, the building committee and the library board should inspect and must vote to accept the library building. At the last stages of construction, the building committee should accompany the library director and general contractor to inspect the library facility as the final punch list is developed. The building committee’s in-depth involvement in the planning of the project will become invaluable as they assist the library director to inspect the facility. Once the punch list has been completed and the fire marshals have permitted the building for occupancy, the library board should formally accept the building. Formal acceptance will allow the library director to pay the final invoice of the general contractor and to transfer all utilities from the contractor to the library system.

This has been a fast survey where we have highlighted the responsibilities of library board members and building committee members throughout the process of constructing a library building. We hope that this article has given insight and direction into the necessary responsibilities and communication that members of a library board must assume during the design and construction of a public library facility.

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The Library Technology Center at North Georgia College and State University opened on Aug. 19 to crowds of students, faculty, staff and community members. Since its opening, this new, stand-alone 88,400-square-foot facility has kept the crowds coming back.

North Georgia College and State University is located in the historic gold-rush town of Dahlonega in the foothills of the Blue Ridge Mountains approximately 60 miles north of Atlanta. Established in 1873, it is designated as The Military College of Georgia, one of six senior military colleges in the United States. The university has a total enrollment of 5,500 (including 800 cadets) and offers more than 60 majors and graduate programs.

Project Background

The need for a new or expanded and renovated library was clear by 1999. The Stewart Library, opened in 1971, had served the North Georgia community well but was unable to adapt to the pressures of increased enrollment and the rapidly shifting technology landscape. The library needed more and better seating and public computing, library instruction spaces and collection spaces. These factors, combined with limited Americans with Disabilities Act accessibility and inadequate electrical, lighting and life-safety systems, created a compelling case for a library building project. Additionally, the university recognized an opportunity to address the space and infrastructure needs of the instructional technology and information technology departments. These departments were housed in cramped spaces at a time of increasing pressure to expand their services. Given the shared academic support and service missions of the three entities — the library, instructional technology and information technology — a new partnership and a preliminary space program was developed.

By June 2000, the Library Technology Center was listed as project 17 on the Georgia Board of Regents Major Capital Outlay Priorities and funded at $20,440,000. In the next five years, the project moved up the priority list to position 3, with the architect selected and programming and design funds approved by 2004. Construction funds were approved in 2006 at approximately $22 million. The project broke ground in winter 2007 and opened in August 2008.

The Program and Design Drivers

The Architecture Group of Atlanta provided programming and architectural design services, and Whiting-Turner Contracting Company provided construction management services. The university architect with Georgia State Financing and Investment Commission provided financial and construction coordination throughout the project.

The idea of an addition and renovation to the existing Stewart Library was explored, but eventually eliminated in favor of a new, stand-alone facility located at the entrance to the campus and visually focused on the...
Compelling design drivers emerged in the early programming stages after interviews with student and faculty groups and building partners. The strongest driver was the desire to create a learning space that was inviting, sustaining and technology-rich. The facility needed to be both comfortable and seamlessly provide access to information and technology services — in effect, to become the third space beyond the classroom and domicile.

Other design drivers included creating collaborative spaces, making a self-orienting design for independent learning, and designing flexible, open space that could respond to change and accommodate new uses. These drivers served the project well during design discussions and especially well during the challenge of value engineering during a period of escalating construction costs. Between 2000 and 2006, organizational changes and construction budget realities impacted the building partners and the program.

The pedagogically focused components of the instructional technology department became the Center of Teaching and Learning Excellence (CTLE) and the remaining components became part of the instructional and information technology department (IIT).

In 2006, when the project had to be reduced by 20,000 square feet to balance the budget, the group made choices to revise the building program, deciding to accommodate only the customer service portions of the IIT department in the new facility. The network, security, and administrative operations would be housed elsewhere on campus.

Additionally, a decision was made to accommodate existing and future collection space in compact shelving and to restore the student study and collaborative space. The building partners creatively searched for any opportunity to share spaces including classroom and conference rooms and storage spaces. The goal was to preserve quality, make spaces more efficient and where possible dual-purpose, and to retain the building’s clear student learning focus. This final round of design review also produced an opportunity to actually add the English department’s Writing Center when an attractive and prominent space within the central first floor learning commons became available.

The Writing Center’s mission to provide tutoring and writing assistance to students blended well with the design driver of “one-stop, complete customer services,” and thus a fourth building partner was added.

The fifth and final building partner was Java City, the coffee shop service provider. Student and faculty groups expressed repeatedly the desire for a full-service coffee shop providing coffee, specialty drinks and snacks. Preserving quality space to accommodate this service was a priority and a renewed commitment to the program design drivers.

The Outcome
The building’s entrance lobby features a two-story, glass-enclosed atrium that accommodates both the coffee shop and 40+ seats. The lobby is open 24/7 for study during the semester and can be accessed by ID key card. Stairs and an elevator allow students and faculty to enter and exit the lobby from the building’s three levels. The third floor lobby entrance/exit is a convenient cut-through for students living in the residence halls on the upper side of campus. The main entrance to the library on the first floor is dramatic and offers a “wow factor.”

The large, open learning commons has more than 90 public computers, easy access to faculty at the information desk, a convenient printing and copying workstation, and staff assistance readily available at the

The library’s learning commons area (top) and the group study area. (Photos courtesy of The Whiting-Turner Contracting Company.)
access service desks. The open design and generous pedestrian pathways, coupled with a supportive signage system, encourage first-time visitors to self-orient and explore the service centers and collections. Rolling whiteboards and a mobile projection system announce upcoming events and programs. The self-service compact shelving unobtrusively accommodates the reference, bound periodical, and government documents collections. Also located on the first floor are the well-equipped library classroom, a small distance learning conference room, the library administrative office, the Writing Center and the IIT customer support and Help Desk.

The second floor houses the book collection, the open classroom with adjacent group study breakout spaces, library faculty offices, and quiet study seats, lounge chairs and banquette, or restaurant booth-style, seats. Most of the library's 25 group studies are located on the second floor, with the rest on the third floor. The group studies vary in size from four to 12 seats and also vary in the type of seating from lounge chairs to tablet arm and table seats. Each room is equipped with a whiteboard and computer workstation. The acoustical design of the group studies controls noise from leaking into other areas, and the view glass allows for easy monitoring of these heavily used spaces.

The third floor offers stunning views of the campus, the gold steeple of Price Memorial Hall, and the surrounding mountains. The Center of Teaching and Learning Excellence provides students and faculty with an iMac lab, media-editing facilities, a classroom and a small recording studio. The third floor also accommodates the Appalachian Studies Collection, the juvenile collection, current periodicals reading space and the Special Collection Room that doubles as a large conference room or a 100-seat presentation room. The library's technical services office is also located on the third floor.

The interior design was by Harris Interiors of Atlanta with furniture from Herman Miller, Izzy, Haworth, Gunlocke, Falcon, CBA, and Worden. Audiovisual services were provided by Technical Innovations and signage system by APCO. Compact shelving is by Burroughs.

One measure of the success of any new facility is its use, which is often measured by the gate count. Use of the Library Technology Center has increased significantly since opening. A comparison of the November 2007 and November 2008 entrance gate counts shows a 100+ percent increase over that of the previous year. The last hour exit in the first six weeks routinely exceeded 150 students. On Oct. 1, library hours were extended to 1 a.m. Monday through Thursday to better accommodate demand. Review is underway to extend both Friday and Sunday hours. Anecdotal comments about the facility have been positive and complaints rare. Campus and community requests to use the meeting spaces have increased sharply and are welcomed.

For example, in spring 2009, the Library Technology Center will serve as host site for the Smithsonian's Key Ingredient exhibit and a leadership conference. The number of people dropping in to browse the new book display, attend a program or just grab a cup of coffee is rising. The facility has created a new option for students, faculty and community members to gather around information. Every building project is to some extent an experiment in social design. At this point, the Library Technology Center at North Georgia is showing great promise as an ideal learning space.

Shawn C. Toner is director of library services for North Georgia College and State University.
Spotlight On CONSTRUCTION

Small Spaces, Small Budget, Big Results: Creating a User-centered Learning Space on a Budget
by Louise L. Lowe and Roylee Cummings

Introduction
Libraries face unprecedented challenges from unsuspected competitors. The Internet, coffee shops, restaurants and even homes are all invading the territory once exclusive to libraries. Bookstores are consciously attempting to recreate the library atmosphere, encouraging customers to linger (Coffman, 1998). As a result, patrons are abandoning libraries for more favorable environments. Library users are choosing plush recliners and the aroma of coffee over the squeaking of wooden tables and buzzing of fluorescent lights. They prefer the chatter of nearby collaboration over the shushing of librarians. Attend any library conference and you’ll hear stories of reduced budgets, declining gate counts and decreased circulation of materials. One fact is clear: To retain current users and attract more, libraries must become places users want to be, not a means to an end.

Small Spaces, Small Budget, Big Results: Creating a User-centered Learning Space on a Budget
by Louise L. Lowe and Roylee Cummings

Academic libraries must avoid complacency and readjust to meet the changing needs of their students. The Web has made it necessary for libraries to shed their stodgy images and utilize creative methods to attract users (Dworkin, 2001). Nontraditional factors such as the availability of food and drink, comfortable chairs, and furniture that supports a variety of learning activities are popular and important aspects of modern learning spaces (Brown & Long, 2006). This has forced libraries all over the country to embark upon multimillion-dollar redesigns to create flexible learning spaces that can be manipulated to meet the different needs, learning styles and research activities of students.

So how can smaller academic libraries with limited resources keep up with evolving needs? Be creative. As a smaller library serving less than 2,000 students, the Swilley Library located on Mercer University’s Atlanta campus did not have a lot of money available for a major renovation. However, through research, careful planning and savvy execution, we were able to create a well-received learning space with only a small budget.

Needs Assessment
Today, students desire user-centered facilities that encourage learner participation and social engagement (Brown & Long, 2006). But what does it really mean to be a user-centered library? A user-centered library focuses on the users’ information and communication needs and makes planning, operations, management and service decisions based on these needs (Wilson & Arp, 1995). In other words, user-centered means the needs, wants and limitations of the end-user are given extensive attention at each stage of the process. Considering this, we must ask ourselves, “Are we really user-centered, or do we continue to exercise the ‘we know what’s best for our user’ attitude?” Don’t think you know what they want. Employ a user-centered approach when it is time to begin a redesign or construction project.

To better understand our users’ needs and increase their satisfaction, we conducted a user study via an online open-ended survey. We wanted the results to be unfiltered and unaffected, so we didn’t include any leading questions. We also held two affinity focus groups around the same time. The study results showed that space is important to our library users. Students simply want to be comfortable while they study, which includes being able to eat and drink in the library. Armed with user comments and feedback, the library began to revise old services and implement new projects based on user-driven goals. One of the first projects the Library wanted to tackle was creating a more relaxed space for study and collaboration.
Research and Planning

Don’t reinvent the wheel

Our purpose was not to conduct scientific research. We wanted to learn practical and effective ideas for creating a user-centered library space. To do this, we visited four Atlanta-area colleges/universities: Georgia State University, Agnes Scott College, Georgia Institute of Technology (Georgia Tech), and Emory University. Our goal was to better understand how these libraries and information services units were utilizing their spaces to support collaborative user-centered learning. During our visits, we spoke to library staff to get their impressions of how students used library spaces and to get firsthand accounts of which ideas worked and which ones didn’t.

No matter how large or small the project, there were common themes and concepts present in all four libraries. Many were inexpensive and required only an open mind and the willingness to abandon library norms. Here are some of the major aspects we noted.

■ Incorporate flexibility into the design, which allows students to move furniture as needed. Student needs will change, and what you decide now can change within the next five years.
■ Allow fluidity. Don’t become annoyed when students move furniture around to meet their needs. Moreover, don’t become aggravated when they don’t put furniture back like they found it. And by all means, don’t become irate when you return to work the next day only to find the chairs you straightened the night before are out of order. Since different students have different needs, furniture will stay in a state of flux.
■ Provide lots of natural lighting and consider different lighting options. Requirements differ depending on task and use of space (e.g., presentation or task lighting).
■ Provide plenty of electrical outlets and network drops. These allow students to move around freely while still being able to connect to electricity and networks.
■ Remind users that they are in the library by making task lighting, books, etc. readily available. This helps preserve a communal learning environment, and after all, we are still a library.
■ If possible, showcase student work or art. This personal touch can help students feel the space is theirs.
■ Let them talk. Students learn from each other as well as the professor, and learning can be enhanced, deepened and made more meaningful through interactivity and social engagement (Brown & Long, 2006). Besides, noise doesn’t seem to bother other students as much as it bothers library staff.

What’s happening at home?

Some of our most effective research was done in our own facility. We simply watched how our students used the library. Here are some of the observations that were made during a typical day.
■ Students constantly moved chairs around so they could collaborate in library common areas.
■ Students would sneak food into the library. This was evidenced by wrappings, cups and containers left behind.
■ Noise didn’t bother other students. Students appeared to be fine with nearby collaborating.
■ Students seemed uncomfortable with furniture setup. They would often drag benches near chairs and position chairs front-to-front so they could recline while reading.

Implementation

As stated earlier, we had a relatively small budget with which to complete our project, so we had to be creative. We also wanted to be as environmentally responsible as possible, which wasn’t as expensive as we assumed. Here are some of the ways we accomplished different tasks at minimum cost.

Reuse furniture

We purchased a gently used sofa, oversized chairs and tables from a local rental clearance center. They were previously used to stage homes for real estate agents and were in great condition. This allowed us to purchase comfortable furniture for a fraction of what we would have paid for new furniture.

Reuse more furniture

Repurpose what you already have on hand. Instead of purchasing new chairs, we used some that were idle in other places of the library. Since we no longer use index tables, we upholstered the stools and scattered them around the library. Now, students use them when collaborating at computer workstations. (If you are wondering what happened to the actual index tables, we reused the wood to build bar-height tables for public computers and quick reference.)

Move things around

One of the easiest ways to freshen-up an area is by rearranging furniture. It’s free and only requires creativity and muscle. Plus, staff members have an opportunity to collaborate and bond while deciding which pieces to move and where.

Do it yourself

Libraries often employ talented and creative people with a variety of interests. Why not use this talent to improve your library and make students happy? Staff worked together to figure out which items would be in the new area. We also used interior design catalogs and floor plans from office furniture vendors to determine the arrangement of furniture. Instead of hiring costly interior decorators, staff
members with a knack for colors, fabrics and décor handled the aesthetics of the area. They used color swatches to choose paint and went to local department stores to select decor.

We purchased “assemble-it-yourself” furniture and used personal vehicles to pick up the merchandise, typically on the way to work or during lunch. Our more mechanically inclined staff assembled study tables and cabinets. They were also responsible for arranging repurposed chairs in the new study area and relocating tables to other places in the library. By using staff talents, we were able to save money, boost staff morale and work together outside of our usual capacities.

**Add some color**

Another quick, easy and cost-effective way to liven up a space is to paint. Since most libraries aren’t known for their exciting paint jobs, this can be a good way to make an area stand out. In keeping with our environmentally friendly initiative, we requested that our contractors use low VOC (volatile organic compound) paint. Also, consider purchasing decorative pillows. It is another easy and simple way to add color and life to an area.

**Go functional, not fancy**

We learned that students value functional spaces that are conducive to individual and group work, so be sure to select lightweight and moveable furniture that will allow them to create personalized spaces. We could have spent more money for more attractive items, but we were more concerned with meeting the need for furniture that could be easily moved. Students don’t seem to mind the trade-off.

**Let them eat cake … and drink coffee**

Students also said they wanted to eat drink while they studied, so we relaxed our food and drink policy and allowed them to bring library friendly snacks and beverages into the area. This approach satisfied students by giving them a comfortable place to eat, drink and study. Library administration was happy because most of the library remained food-free.

Although we could not afford a full-service coffee shop, we were able to provide a single-cup gourmet coffee vending machine. We offered free coffee for the first three days and let students choose the flavors. Best of all, we were able to provide biodegradable cups and still keep the cost to a dollar a cup.

**Evaluation and Feedback**

After conducting the user study, we wanted users to know that their opinions really mattered. Once we analyzed the results, we posted a “Swilley Do List” in the middle of the library. As we complete projects, we check them off. It is a simple way to show users that we are committed to making the library a place that cares about their needs.

The library director also personally addressed the user study in an episode of the library’s podcast, “Talking Points.” In the episode, she explained to students why we were not able to do some of the things they wanted to see in the library. She also assured students that their needs are a priority and made a commitment to work diligently with other campus administrators to fulfill their needs.

Once the space was completed, users naturally migrated to the new space. We placed feedback logs in the area which provided users an opportunity to quickly express their thoughts. The majority of the comments suggested that space improvements were a success. The area is very popular and students are already requesting more seating!

The most valuable feedback, however, is what we observe on a typical day in the new lounge area: students clustered together or sitting alone quietly, a passer-by who pauses to catch the latest headlines on the new TV, a student curled up in an oversized chair reading notes, the sound of brewing coffee or a sea of laptops and users. Seeing students actively using the space proves that we have met some of their needs.

**Reflections: What We Learned**

“While it is tempting to mimic space solutions delivered by other libraries, such appropriations circumvent staff-owned discovery processes that create a deep understanding of what is being built. The best implementations of informal learning spaces are ‘home grown,’ reflecting deep understanding of populations being served” (Stuart & Association of Research Libraries., 2008).

Planning and creating a user-centered space in an academic library on a small budget are certainly daunting tasks, but they are not impossible. Some of the stress involved can be alleviated by simply asking students what they want. Of course some will ask for changes that require more money, time and resources than are available. But many want simple things that require minimal resources, but a lot of creativity, to implement. Here’s what we learned (in no particular order):

- Reach out to your students to find what they want and need. Many want to know that you care about their needs, and most are willing to tell you what you need to know to meet those needs.
Don’t forget about the real beneficiaries of the project during the process: your students. You might not like many, or any, of the ideas they suggest, but if the changes will improve their learning experience, consider them.

Learn from other libraries. The knowledge they share isn’t limited to only their users. Don’t be afraid to ask for help. Many are eager to share what they know.

Keep as many tasks as possible in-house. Unless you’re a large university with a multimillion-dollar budget, you can’t afford to outsource everything. Many staff members don’t mind showing they are experts at something non-library-related.

There is no doubt that this space filled a need in our library and enhanced our students’ learning experience. This process has also made an impact on how our staff thinks about customer service, reminding us that we are here because the students are here. Most importantly, we learned that if you look to your users for answers, you’ll find that their needs might be a little easier to meet than expected.

Louise L. Lowe is public services librarian and assistant professor at Mercer University in Atlanta. Roylee Cummings is Mercer’s Web designer and acquisitions coordinator.

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Gwinnett County Library System begins construction of first ‘green’ facility

Gwinnett County and Gwinnett County Public Library officials held a groundbreaking ceremony in Lawrenceville on Oct. 21 to kick off construction of the Hamilton Mill branch of the Gwinnett County Public Library System.

Located on a five-acre site at 3690 Braselton Highway adjacent to the new Duncan Creek Park, the Hamilton Mill branch will be the county’s 15th library branch. Precision Planning Inc. of Lawrenceville designed the 20,000-square-foot building to meet Silver LEED energy efficiency and sustainability standards, making it the first green library in the county and third in the state. Some of the environmentally friendly design elements include a pervious parking lot, recycled brick and an irrigation system that will use storm-water runoff.

The building will also include an “Art in Architecture” feature consisting of specially designed window glass depicting themes of water, earth, sun and the use of language in our culture, designed by Atlanta artist and sculptor Maria Artemis. It will offer up to 75,000 books and other items for checkout, including adult, teen and children’s print and online collections.

Garrard Construction Group is constructing the $7.4 million facility, which will open in the winter of 2010. The 2005 SPLOST will fund $5.4 million of the total cost, and the rest of the funding will be provided by a state grant through the Georgia Public Library Service.
The long-delayed renovation and expansion project for the Conyers-Rockdale Library is now in active progress! The groundbreaking ceremony was held on the beautiful fall afternoon of Oct. 2. Local and state library officials, staff and friends enjoyed the occasion, which was a true celebration. The construction zone was set up the next day, and demolition of the interior was completed around the first of November.

The library is staying open during the construction process, which is expected to conclude in the spring of 2010. Library operations were moved to the lower level of the building in early August. It was a process that took months of planning by staff, two weeks’ closed time and a full effort from all staff and volunteers.

It was necessary to reduce the collection by 40 percent in order to arrange what shelving could be fit into the smaller, available space. Approximately 41,000 books were stored in a county-owned, multi-purpose facility. The former meeting room kitchen now serves as the circulation workroom. The circulation desk is set up in the art gallery, and the youth services department shares space with adult fiction and periodicals in the meeting room. The public uses an entrance door downstairs, behind the building.

Many patrons have been surprised by the lovely parklike setting that they had not noticed before.

The project is defined as a complete renovation and expansion of the Conyers-Rockdale Library building, which is now 18 years old and definitely the worse for wear.

The youth services department on the main floor will be expanded, and a two-story addition off the back of the building will create new space for the library’s public services areas to spread out over both levels of the building. This will allow for the addition of a young adult area, a large computer area and a café.

The architect is David Moore, AIA, with Craig, Gaulden and Davis Architects of Greenville, S.C. This firm has designed more than 50 libraries throughout North and South Carolina and Georgia. The construction manager at risk is Potts Construction Company of Conyers.
Augusta-Richmond County Breaks Ground on New HQ

On Sept. 22, 2008, the Augusta Public Library broke ground on a new 90,000-square-foot library. The new facility is approximately three times the size of the existing library, and will be located right across the street from the current building. Like the existing library, it will function as the headquarters for the Augusta-Richmond County Public Library and the East Central Georgia Regional Library, which serves Richmond, Columbia, Burke, Lincoln and Warren counties.

“Many people have worked for several years to bring about the start of construction,” remarked Gary Swint, library director. “The current building was built 50 years ago, and the needs of the community have long outgrown its capacity. The new library will be a focus of redevelopment in the central city and a source of pride for the entire area.”

The groundbreaking was truly a community event. On a Monday morning, community leaders, library officials and children from local schools enthusiastically broke ground on the new library. The day was historic because it not only signifies the revitalization of a library, but also a community.

“The public library has a rich history in Augusta, but perhaps the most exciting news is that the public library will have an amazing future — as evidenced by the more than 300 people that were in attendance, with shovels in hand, ready to see the new library get underway!” said Millie Klosinski, development officer for the library. Schoolchildren sang songs and recited poems, and a local author, Karin Gillespie, spoke about the power of libraries to change lives.

The event was “BYOS”: Bring Your Own Shovel or Spade. After local officials and board members broke ground, everyone was invited to “dig in.” For those without a shovel, plastic commemorative spades were made available. The community came together to the tune “Celebration” by Kool & the Gang.

The new library, which will be located at the corner of Telfair Street and James Brown Boulevard, will feature a 300-person meeting room, Friends of the Library Shop, teen space and computer center, study rooms, a Georgia Local History Room, and a Talking Book Center to serve those who are visually or physically challenged.

Tifton-Tift County Public Library Breaks Ground

The Tifton-Tift County Public Library, a member of the Coastal Plain Regional Library system, broke ground on its expansion/renovation project on Nov. 6. The day was bright and sunny, and there were smiles all around the large crowd of dignitaries and friends who came out to celebrate the second stage of the renovation process. Dr. Hal Henderson, chairman of the Tifton-Tift County Public Library board of trustees addressed the crowd, and further remarks were made by Sen. Joseph Carter and Tifton Mayor Jamie Cater.

The library has already completed environmental abatement and some demolition. The renovation project will cost $3 million, with move-in scheduled for December 2009.

The most challenging part of the renovation is the 1911 wing of the library (photos at left), which originally served as a post office for the city. The Italianate-styled edifice with Victorian Romanesque highlights was renovated to serve as the Tifton-Tift County Public Library in the 1960s, making it one of the oldest, continuously used facilities in Tifton.

With the new addition of 1,830 square feet, the library will expand to 24,850 square feet. Photos are online at www.cprl.org.
DeKalb County Moves Forward With Multiple Library Projects

Since local voters approved a $54.5 million bond referendum in 2005, DeKalb County Public Library has broken ground on four projects, with five others in various stages of design.

The first project now under construction, a replacement of the Toco Hill – Avis G. Williams Library, is unique, because the architect has designed a Zen-like structure that fits harmoniously into the wooded area it occupies. To maximize the view yet minimize the human footprint, the architect designed the building with three glass storefront walls that face the woods and moved some of the parking spaces underground. This and other construction projects are being built with LEED (Leadership in Energy and Environmental Design) goals in mind, making a smaller impact on the environment than traditional construction.

Besides being beautiful inside and out, this 18,200-square-foot structure will have more books, computers, meeting rooms, an expanded children's area — and, for the first time, a teen area and a computer lab. The projected opening date is May.

Just a few miles away, the Northlake – Barbara Loar Library is getting a much-needed renovation and expansion. The library is being expanded from 10,000 to 15,000 square feet, allowing room for an enlarged children's area, 10 additional computers and a new teen area. Northlake is projected to open in June.

Like Toco, the Tucker – Reid H. Cofer Library is a replacement project. Besides being moved to a more visible and convenient location, the new library will be twice the size of the old library. It will have a collection of 82,000 items, a 150-seat meeting room and 42 public-access computers. Additionally, when this library opens in December, it will include a small café.

The Stonecrest Library will be a new library with a lodgelike design and features, including a large fireplace. Its size and features will be similar to the Tucker Library, except it will also provide a 175-seat auditorium and a 75-seat multipurpose room. It has a January 2010 projected opening.

The five other library projects now in design are Embry Hills Library, Hairston Crossing Library, Salem-Panola Library, Scott Candler Library and Ellenwood Library. For more information, visit the library’s Web site at http://www.dekalblibrary.org/branches/new-libraries.
GLA installs new officers, honors state’s best

The Georgia Library Association installed officers and announced award winners and grant recipients at the Georgia Council of Media Organizations (COMO) 2008 annual conference, held in Athens in October.

Leading the organization in 2009 will be President Jim Cooper. Cooper is director of West Georgia Regional Library in Carrollton, a position he has held for more than 20 years. Serving as first vice president/president-elect will be Carol Stanley, branch librarian and cataloger at Athens Technical College in Elbert County.

Other officers include Second Vice President Bill Richards, a professor of library science at Georgia College and State University in Milledgeville; Secretary Jeff Heck, who is automation librarian at the Reese Library of Augusta State University; and Treasurer Ray Calvert, director of learning resources at Coastal Georgia Community College in Brunswick. ALA chapter councilor for this year is Ann Hamilton, associate dean of the library and associate university librarian at Georgia Southern University in Statesboro.

Outgoing GLA President Betty Paulk and Lorene Flanders, chair of the GLA Awards Committee, announced the following award recipients: Robert E. Fox Jr., associate director of the Georgia Tech Library, received the Nix-Jones Award for making substantial contributions to the library profession, such as stimulation of library development, leadership in library programs, unusual and imaginative services or outstanding support of Georgia’s libraries.
Lori Lester, government documents librarian at Georgia Southern University, received the McJenkin-Rheay Award, given to a young librarian who has made outstanding contributions to GLA.

Phillip E. Williams, director of library services support at Georgia State University, was the first recipient of the new GLA Support Services Award.

Karen Manning, who works with digital initiatives for the Georgia Tech Library, received the Nora Symmers Paraprofessional Award, which recognizes an individual’s contribution to GLA and the Paraprofessional Division through their efforts to promote and support the Paraprofessional Division and to encourage paraprofessional participation in GLA.

Manning also introduced the GLA Paraprofessional Division’s grant winners for 2008. They include Myguail Chappel, a library branch supervisor for the DeKalb County Public Library System; Debra Marino, manager for the Harris County Public Library and Williams Memorial Library service outlet; Deborah Moorman, library manager of the Irwin County Library in Ocilla; Stephanie Morris, who works in the Reserves Unit of the Circulation Department of the Georgia Tech Library; and Susan Varner, a media paraprofessional at Gray Elementary School.

Outgoing President Betty Paulk passes her gavel to incoming President Jim Cooper.

The Georgia Library Association Awards Committee, chaired by Lorene Flanders (right), presented honorary memberships to Katherine B. Gallo (left), who retired from the Georgia Perimeter College Library in 2008, and to Sara E. “Betsy” Griffies (center), who retired in 2007 from the University of West Georgia Libraries. Honorary memberships are reserved for retired GLA members who have contributed significantly to the association by holding office or rendering outstanding service.
Emory University news and notes

Naomi Nelson, Ph.D., has been named the interim director of Emory University’s Manuscript, Archives and Rare Book Library (MARBL). Nelson’s appointment, effective Oct. 1, was announced upon the news that MARBL’s previous director, Steve Enniss, Ph.D., accepted an appointment as the Eric Weinmann Librarian at the Folger Shakespeare Library in Washington, D.C.

Nelson has worked for the Emory Libraries since 1991 and has served as assistant director of MARBL since 2004. As interim director, she will inaugurate a program to provide digital access to some of MARBL’s most treasured materials and will continue planning for a new MARBL building that will bring rare books and manuscripts together with the latest digital technologies. Nelson earned a Ph.D. in history from Emory in 2001 and a master’s degree in library science from the University of Pittsburgh in 1991. “We are thrilled to have someone on our team with Naomi Nelson’s experience who knows our collections so well,” said Rick Luce, vice provost and director of Emory University Libraries. “I’m pleased that Naomi has agreed to step into this role.”

Enniss, an Emory alumnus (master’s degree in librarianship, 1983) who holds a Ph.D. in English from the University of Georgia, began work at the Folger in January. In addition to overseeing library operations and acquisitions, he will lead initiatives to expand access to rare materials in the Folger’s collections. During 15 years at MARBL, Enniss led the library in acquiring important papers of major American, British and Irish writers — among them Ted Hughes, Salman Rushdie, Alice Walker, Seamus Heaney and Flannery O’Connor — and helped turn MARBL into one of the fastest growing and most important literary research centers in the United States. Said Folger Library Director Gail Kern Paster: “Steve has had a remarkable career building Emory’s Manuscript, Archives and Rare Book Library into a formidable collection and a thriving intellectual center. I know he will be just as successful at the Folger.”

Emory has begun an international search for a permanent director of MARBL.

Roosevelt’s Oglethorpe speech resonates

In recent weeks, guest columnists for The Wall Street Journal and The Washington Independent have quoted a famous speech delivered by Franklin D. Roosevelt from 1932, which Roosevelt touched on the economic difficulties of the day. The original document of the historic speech — which was given as a commencement address at Oglethorpe University in 1932 — was displayed at the Oglethorpe University Museum of Art in October. The speech, typed in blue ink and signed by Roosevelt, addresses the economic hardships of the nation during the Great Depression and offers advice to a nation staggering under economic uncertainty — a message that resonates in today’s uncertain economic climate. The full transcript of Roosevelt’s address can be found online at http://georgiainfo.galileo.usg.edu/FDRspeeches/FDRspeech32-1.htm.

Valdosta State University news and notes

Dawn Cadogan has been appointed reference librarian and instructor of library science at Odum Library at Valdosta State University. Cadogan graduated with her MSLIS from Syracuse University in August 2008. She was a library specialist at the Robert W. Woodruff Library at the Atlanta University Center while completing her MSLIS.

Atlanta-Fulton County news and notes

On Election Day, 65 percent of Fulton County voters agreed on a $275 million bond referendum that will significantly enhance their public libraries. The bonds will provide funding for eight new libraries, expansion of two renovated libraries and renovation of 23 libraries. Atlanta-Fulton Public Library (AFPL) System is the largest in the state of Georgia, and this will be the most extensive library building program in state history.

The plan maintains 34 libraries, the current number of libraries in the system, by eliminating leased spaces and its oldest libraries. Fulton County last issued a library bond in 1985.

“This vote affirms the value people place on their public libraries and their understanding of what libraries provide, especially in challenging economic times,” said John F. Szabo, Atlanta-Fulton Public Library System director. “The significant improvement this vote will bring is the missing piece of functional, beautiful buildings to complement the excellent service we have always provided. This is also a tremendous day for the children of Fulton County, particularly those served by severely inadequate facilities or no facilities at all.”

Chesapeake Regional news and notes

Misty Conger has joined the team at Chesapeake Regional Library System as Lumpkin County Library branch manager. Originally from Paris, Tenn., Conger began working at the city’s W.G. Rhea Public Library when she was 16 and worked there through her graduation from Murray State University in 2000. In October 2002, she moved to Alpharetta and has worked as the library manager at Strayer University, as a library associate at Gwinnett County Public Library and as collection development/acquisitions supervisor at Forsyth County Public Library. [↩]

Coastal Plain Regional news and notes

Between Oct. 9 and Nov. 13, the Coastal Plain Regional Library hosted a bilingual PrimeTime Family Reading Time program. The program is designed to expose low-income, low-literacy families to award-winning children’s literature and guided discussions of humanities themes and issues that are an integral part of life. The program staff, consisting of a library coordinator, a storyteller and a scholar, committed to a two-day session of specialized training in New Orleans that they completed in July.

Each evening, Javier Gonzales, the storyteller, read books to the family groups. These families consisted of adults and their children ages 6 to 12. Because of the bilingual nature of this particular program, the stories were read in Spanish and English in, usually, a tag team effort by the storyteller and the scholar. The scholar, Billy Reynolds, an associate professor of English at Abraham Baldwin Agricultural College in Tifton, lead the discussions, while Gonzales translated back and forth as necessary. The group discussed “secret wishes” and made their own red envelopes as the characters in Ruby’s Wish do. A discussion of the importance of loyalty (as well as the pleasures of reading) was triggered by Pat Mora’s Tomas and the Library Lady.

Younger children had programming developed especially for them by Erica Nealon, assistant director for youth services at Coastal Plain Regional; Trina Jones, children’s services manager at Tifton-Tift County Public Library; and Theresa Clemens and Carson Jones. Each night, a different Mexican restaurant in town donated a meal for the approximately 60 participants. This gave the families an opportunity to sit together and form new friendships and connections within their community as well as become comfortable with a place they did not know much about — the library. The Tifton-Tift County Public Library teen group provided a Big, Bad Wolf who discovered that self-help books in the library could help him become a vegetarian! All participants were encouraged to apply for — and to use — a library card, and the library staff registered members of each family. Feedback from the families indicated that they enjoyed the program, will continue to use the library regularly, and that they feel more comfortable reading to their children and discussing what they had read than they had before they participated in PrimeTime activities. [↩]

Gwinnett County news and notes

Gwinnett County Public Library hosted the Digital Bookmobile, an immersive download experience inside a 74-foot, high-tech tractor-trailer, on Nov. 1 at the system’s Five Forks branch. Readers of all ages were invited to engage in digital downloading through interactive demonstrations at the free event, which introduced attendees to the library’s audiobook, e-book, music and video download service. “Visiting the Digital Bookmobile is a great way to experience how easy it is to download audiobooks, e-books, music and videos,” said Nancy Stanbery-Kellam, executive director of Gwinnett County Public Library (GCPL). “There is a wonderful list of titles just waiting to be discovered by new readers, viewers and listeners!”

The Digital Bookmobile is housed inside an 18-wheel tractor-trailer. This community outreach vehicle is a high-tech update of the traditional bookmobile that has served communities for decades, said Stanbery-Kellam. The vehicle is equipped with broadband Internet-connected PCs, high-definition monitors, premium sound systems and a variety of portable media players, all of which help visitors explore GCPL’s download service. Interactive learning stations give visitors an opportunity to search the digital media collection, use supported mobile devices, and download and enjoy e-books, audiobooks, music and video from the library. Patrons can take advantage of the download service 24/7 when they visit the library’s Web site at www.gwinnettpl.org.

From there, they can browse the growing collection of best-selling, new release and classic titles and check out a digital title with a valid library card. Once downloaded, digital titles can be enjoyed on a computer or transferred to supported mobile devices. Many audio titles can also be burned to audio CD. At the end of the 21-day lending period, titles will automatically expire and are returned to the digital collection. There are never late fees or damaged items. The Digital Bookmobile is a service of GCPL and is operated by OverDrive, Inc. [↩]
The Northwest Georgia Regional Library System, which is based in Dalton and serves Whitfield, Gordon and Murray counties, has named Nicholas Fogarty as deputy director for the system. Most recently, he served as the system’s assistant director for administration. Fogarty will coordinate regional technical services and administrative functions, such as federal, state and local reports; human resources; finance; and fundraising. Fogarty has 34 years of library-related experience that includes serving as director of the Sequoyah Regional Library System in Canton.

The Hall County Library System recently completed greatly needed repairs on three of its six branches, thanks to Major Repair and Renovation grants from Georgia Public Library Service. The East Hall Branch and Special Needs Library and the Murrayville Branch, both built in the early 1990s, had been experiencing significant problems with their HVAC systems, leading to total loss of heating and air on many occasions. Many times during the past summer temperatures in these facilities stayed upward of 80 degrees throughout the day. In addition, the systems’ Gainesville branch and headquarters building completed repairs on two elevators, each approximately 40 years old.

The Northeast Georgia Historical & Genealogical Society and the Hall County Library System held a workshop specifically targeted to those researching Scottish and Irish heritages. The Ulster Historical Foundation Workshop was held Oct. 11 at the Spout Springs Library in Flowery Branch. The workshop was led by Brian Trainor, who has served as research director of the Ulster Historical Foundation. Trainor has served as director of the Public Record Office of Northern Ireland and chairman of the Irish Manuscripts Commission. He has also held a lecturing post at Queen’s University in Belfast and a fellowship with the Institute of Historical Research in London. Also leading the workshop was Dr. William Roulston, research director of the Ulster Historical Foundation. Roulston has spoken widely on Irish genealogical research at conferences and festivals in Ireland and internationally.

Northwest Georgia news and notes

The Northwest Georgia Regional Library System, which is based in Dalton and serves Whitfield, Gordon and Murray counties, has named Nicholas Fogarty as deputy director for the system. Most recently, he served as the system’s assistant director for administration. Fogarty will coordinate regional technical services and administrative functions, such as federal, state and local reports; human resources; finance; and fundraising. Fogarty has 34 years of library-related experience that includes serving as director of the Sequoyah Regional Library System in Canton.
NONFICTION

The Body in the Reservoir: Murder and Sensationalism in the South by Michael Ayers Trotti

In The Body in the Reservoir: Murder and Sensationalism in the South, Michael Ayers Trotti examines criminal sensationalism in the South and its evolution from colonial times to the progressive era. The history of crime and the media in the South is interesting, and the book is well-researched; however, the academic writing style is at times difficult to follow for the casual reader. The murders covered in greatest detail were committed in or around the Richmond, Va., area from 1867 to 1911. The author contends that, while public interest in crime was not particular to the South, Southern newspaper coverage of these events varied from Northern newspapers, most especially Southern papers’ protective treatment of women. Yet, Southern and Northern newspaper editors’ differences were minimum compared to the views of African-American newspaper editors. Due to the high rate of lynching, African-American newspapers focused on innocent and acquitted defendants rather than dramatic trials and executions. The most intriguing chapters of the book dealt specifically with African-American perceptions on crime, sensationalism and African-American newspapers’ differing news coverage. The Body in the Reservoir expands our understanding of Southern history and reveals the origins of our own post-modern fixation on murder and violence. Recommended for academic libraries. —Reviewed by April Renfroe-Warren
Monroe-Walton County Library
Uncle Remus Regional Library System

CHILDREN’S NONFICTION

Carry Me: Animal Babies on the Move written and illustrated by Susan Stockdale

Carry Me is a simple picture book that depicts how various animals carry their young. The text is sparse and concise, yet conveys the different modes of transportation beautifully, using specific action words such as perched, carted, braced, stretched, etc. The illustrations are bright, using large blocks of color and simple lines. Perfect for one-on-one sharing, the illustrations allow parents and educators the opportunity to discuss the different animals and their young. At the end of the book, Stockdale profiles each animal in the book and where they live, providing a great geography tie-in. A bibliography of books the author consulted in

The Georgia Library Quarterly reviews books on aspects of life in Georgia and the South, including history, literature, politics, education and genealogy. Materials written by Southern authors or published by regional publishers may also be considered, as well as those on libraries and librarianship.

Sarah McGhee, Off the Shelf Co-editor, Chestatee Regional Library System, smcghee@chestatee.library.org
Karen Odom, Off the Shelf Co-editor, Houston County Public Libraries, kodom@houpl.org

See more Off the Shelf reviews at http://gla.georgialibraries.org/glq_bookreviews.htm
her research is also helpful. Recommended for public libraries and elementary school media centers. — Reviewed by Sarah McGhee
Chestatee Regional Library System

CHILDREN’S FICTION

Late for School by Mike Reiss, Illustrated by Michael Austin

In his picture book Late for School, author Mike Reiss takes us on one boy’s fantastical morning journey to class. Taking place in Manhattan, the well-known landmarks in the city that the protagonist passes and interacts with are some of the most charming elements of this book. The obstacles he encounters at each are equally delightful. Smitty tells us he has never been late for school, but that’s before he meets up with whales in Times Square, King Kong at the Empire State Building, a T. rex and humongous birds. Illustrator Michael Austin is clever in his ability to perfectly blend the visual elements of the city with Reiss’ text. A great example of this can be seen in how the swooping, humongous birds Smitty runs into take the form of the metal variety that adorn the Chrysler Building. This picture book demonstrates the power of the imagination in making the everyday world that surrounds us come to life. The intricate and playful illustrations serve as a perfect partner for the equally humorous rhyming text. At the end of his walk to school, we realize why Smitty’s trip is so eventful, and it makes the reader long for equally adventurous journeys as well. This would be a welcome addition for most children’s collections. — Reviewed by Tracy Walker
Dawson County Public Library

Spotlight on Teen Reading

In 2004, a group of high school media specialists saw a need to promote teen literature throughout the state. The group came together, brainstormed, and the Georgia Peach Award for Teen Readers was born. The purposes of these awards are to highlight and promote the best current young adult literature for Georgia high-school-age students, to encourage young adults to read, and to promote the development of cooperative school and public library services for young adults. Teens vote for their favorite books out of the year’s top 20 nominees at their high schools and local public libraries. The deadline for teens to cast their vote this year is Friday, March 13.

This year’s nominees are:
Budding cartoonist Junior leaves his troubled school on the Spokane Indian Reservation to attend an all-white farm town school where the only other Native American is the school mascot.

Chronicles a teenage boy’s humorous attempts to fit in at his Minnesota high school by becoming a macho, girl-loving, Playboy-pinup-displaying heterosexual.

This wonderfully illustrated graphic novel alternates three interrelated stories about the problems of young Chinese-Americans trying to participate in the popular culture.

After ignoring several warnings to stop dating his teacher, Garrett is sent to a boot camp that uses unorthodox and brutal methods to train students to obey their parents.

Ruby Oliver, a moderately popular 15-year-old who has suddenly become a social pariah, begins seeing a psychiatrist and makes a list of all her past boyfriends in an attempt to understand where her life went wrong.

Two 15-year-old girls — one a slave and the other an indentured servant — escape their Carolina plantation and try to make their way to Fort Moses, Fla., a Spanish colony that gives sanctuary to slaves.

On New Earth, a world based on a video role-playing game, 14-year-old Erik persuades his friends to aid him in some unusual gambits in order to save Erik’s father from exile and safeguard the futures of each of their families.

After being expelled from a fancy boarding school, Cyd
Charisse's problems with her mother escalate after Cyd falls in love with a sensitive surfer and is subsequently sent from San Francisco to New York City to spend time with her biological father.


Three teens who meet at Reno, Nevada’s Aspen Springs mental hospital after each has attempted suicide connect with each other in a way they never have with their parents or anyone else in their lives.

**Keturah and Lord Death** by Martine Leavitt (Front Street, 2006; ISBN: 978-19324-2529-1, $16.95)

When Lord Death comes to claim 16-year-old Keturah while she is lost in the King’s Forest, she charms him with her story and is granted a 24-hour reprieve in which to seek her one true love.

**Life As We Knew It** by Susan Beth Pfeffer (Harcourt Children’s Books, 2006; ISBN: 01520-5826-5, $17.00)

Through journal entries 16-year-old Miranda describes her family’s struggle to survive after a meteor hits the moon, causing worldwide tsunamis, earthquakes and volcanic eruptions.

**Notes From the Midnight Driver** by Jordan Sonnenblick (Scholastic Press, 2006; ISBN: 978-04397-5779-9, $16.99)

After being assigned to perform community service at a nursing home, 16-year-old Alex befriends a cantankerous old man who has some lessons to impart about jazz guitar playing, love and forgiveness.


After a bombing in the city, Jane’s parents move to a suburb where she befriends three outcasts — all named Jane — and starts a group called People Loving Art in Neighborhoods, which tries to enrich their community with art but instead is viewed as a threat.


After spending over four years in a mental institution for murdering a friend in Alaska, 14-year-old Kip begins a completely new life in Indiana with his father and stepmother under a different name but has trouble fitting in and finds there are still problems to deal with from his childhood.


While playing in a crucial basketball game on the very court where his best friend was murdered, Mackey tries to come to terms with his own part in that murder and decide whether to maintain his silence or tell J.R.’s father and the police what really happened.

**Side Effects** by Amy Goldman Koss (Roaring Brook Press, 2006; ISBN: 978-15964-3294-9, $16.95)

Fourteen-year-old Isabella is a typical teenager. She is concerned with friends, school and gaining weight until the fateful morning that she discovers the enlarged glands in her neck. With the subsequent diagnosis of stage-four Hodgkin’s lymphoma, she enters the netherworld of cancer.

**Sold** by Patricia McCormick (Hyperion, 2006; ISBN: 978-07868-5171-3, $15.99)

Lakshmi, a 13-year-old from a poor mountain village in Nepal, gets a job thinking she is being hired as a maid. Instead, she is forced into prostitution in India when her stepfather “trades” her for 800 rupees.


This is a novel set against the three decades of Afghanistan’s history shaped by Soviet occupation, civil war and the Taliban, which tells the stories of two women, Mariam and Laila, who grow close despite their 19-year age difference and initial rivalry as they suffer at the hand of a common enemy: their abusive husband.


After finally getting noticed by someone other than school bullies and his ever-angry father, 17-year-old Tyler enjoys his tough new reputation and the attentions of a popular girl, but when life starts to go bad again, he must choose between transforming himself or giving in to his destructive thoughts.


Tally is faced with a difficult choice when her new friend Shay decides to risk life on the outside rather than submit to the forced operation that turns 16-year-old girls into gorgeous beauties and realizes that there is a whole new side to the pretty world that she doesn’t like.

This list is used in the Georgia Helen Ruffin Reading Bowl high school competition and is promoted in public high schools and public libraries across the state. Resources are available online, including ballots, a PowerPoint presentation, book talks and book discussion questions. Students, teachers, media specialists and librarians can e-mail nominations for upcoming awards to Amy Golemme, Georgia Peach Book Award for Teen Readers co-chair, at Amy_Golemme@gwinnett.k12.ga.us.
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