From the PRESIDENT

With some trepidation and assurances of help from reliable friends, I happily accept the role of your GLA president for 2012. Members of the Southeastern Library Association will be joining us at the COMO conference in Macon on October 3-5, 2012. I am very grateful to all who presented, attended, or volunteered at COMO 2011.

Now is an opportune moment to reflect on what may have been missing at the Athens conference and to work toward filling in gaps. Let’s put on an epic event for our region next fall! The COMO Planning Committee will meet on January 7 to discuss survey feedback from the recent conference and to begin laying groundwork for Macon. As you know, COMO programs are “homegrown” and “organic” – the committee can’t buy them from the ALA Store (wouldn’t that be a nice app?). We count on you to share your expertise and best practices, to brainstorm about panels with broad appeal or sessions on current trends. Start talking with colleagues now; let’s craft some more first-rate Georgia professional development. We have great examples from the Carterette Webinar Series team and the Atlanta Emerging Librarians, among others.

Several themes were evident in 2011 COMO survey comments. Some attendees wished for more sessions targeted at these work environments: archives and special collections, cataloging/tech services, and public libraries, especially children’s programming. So, I encourage GLA members in those arenas to propose a session for 2012. Of course, we want and need representatives of all library types at COMO and throughout our GLA year!

We’ll have an opportunity to gather at GLA’s Midwinter Conference / Annual Planning Day on Friday, January 27, 2012 at the Downs Continuing Education Center at Clayton State University. Bring a friend who’s new to Georgia or GLA, join a committee that’s new to you, and tell me and other GLA Board members how we can better serve you. We’d love your suggestions for a catchy conference theme too!

I invite you to think back to “what I learned in library school” and the standard library employee toolkit of at least ten years ago. What skills are needed for libraries as we embrace open access, patron-driven e-book acquisition, methodical assessment, repurposing library space designs, or risk taking? How do we get buy in on restructuring library priorities and activities when human nature clings to maintaining the status quo?

What’s your mobile status? Is your library civically engaged? How should we engage faculty in ways that meet their pedagogical needs and habits? Cope with discovery technologies such as Summon that transform information gathering and flow for our users? Shake up our organizations to welcome younger staff? Deal with midcareer angst or non-traditional patron populations?

Each of these areas is ripe for programming, so ponder a panel or submit a session bid! I pledge to form a committee from a variety of library fields to review proposals and scheduling for...
COMO, in order to address some past concerns. We’ll also add an indicator for target audience on the proposal form. Watch for those in late spring.

Many thanks to the GLA Scholarship Committee, to those who donated items to the raffle, and to those who bought tickets. The 2010 raffle cleared $3,570.33, benefiting newcomers to our profession.

Elizabeth Bagley
President
Georgia Library Association
ebagley@agnesscott.edu
My Own Private Library
Sara Miller

I am not a librarian who is neat and orderly in my private library, or even in my work library, for
that matter. My desk is covered in piles, and my bookcases at home have books on top of
books. I moved recently, so most of my books are still in boxes at the moment. However, if you
asked me where my copy of Ian McEwan’s *Atonement* is, my fingers would know just where to
find it. My piles may not look organized, but they are. It’s just my organization system. Within
those piles there are some groups of similar books. There are the textbooks that were not worth
anything at buy-back in college or grad school. I have quite a few over-sized, glossy-picture-
filled movie books, various classics I’ve fallen in love with over the years, and a plethora of
mystery and crime paperbacks that often are traded out through online book trading sites.

The main part of my collection, though, is two groups of widely dissimilar books. A good chunk
of my shelf space is dominated by Civil War books. A budding historian at a young age, I started
collecting Civil War books on my first trip to Gettysburg for a family reunion trip while in
elementary school.

Some are standard texts like James McPherson’s *The Battle Cry of Freedom* and Shelby
Foote’s *The Civil War* which make my shelves respectable. I have Civil War family research
guides and a guide to the Union records at the National Archives. I purchased the cumbersome
but picture-rich *The Civil War by Ken Burns on deep discount at Barnes & Noble*. I can still
imagine the violin solo from the television miniseries playing when rereading the first chapter or
two.

I discovered while in school that my great-great-great-uncle was the head of the United States
Military Telegraph during the Civil War, and I have a collection of books covering this niche
topic. A great many were out of print, and I have discovered an interesting niche of publishers
who reprint out-of-print books for a fairly small fee. *The Military Telegraph, During the Civil
Wars*, and *Sketches of War History, 1861-1865*, were just some of the out-of-print books I was
able to buy. Books new enough to have ISBNs included *Manufacturing the Future: A History of
Western Electric, Lincoln in the Telegraph Office, Spies and Spymasters of the Civil War*, and
*Mister Lincoln’s T-Mails*. All of these titles are marked copiously in pencil, with post its, and with
small pieces of paper, for an article I just never got around to writing.

I saw *Glory* when it was released, and set about collecting a small stash on books on the topic,
including a book with the collected letters of Colonel Robert G. Shaw, Blue-Eyed Child of
Fortune. While collecting these books — at the age of 12 or 14 — I came across a set of mass
market paperbacks known as the *Eyewitness to the Civil War* series by Bantam. Each book
featured the personal recollections of different soldiers, North and South, general and private,
who fought and wrote about the Civil War. John Worsham’s *One of Jackson’s Foot Cavalry* is a
fantastic day-to-day description of what it really was like to be a Confederate soldier with lots of
interesting (if sometimes mildly disgusting) details of soldier life. The spines are broken on all of
these and pages are falling out in chunks, but they were an inexpensive way to read first-hand
accounts of the Civil War. Multiple readings of these works was one reason I chose to earn my
B.A. in history.

There are also three shelves of my most loved, well used, and in many cases, nearly destroyed,
children’s books. These were my first loves: books my parents read to me before I could read,
and others I read myself as a child. Some I continue to reread, resulting in a collection of books
that, as a librarian, I would weed from any collection except my own. The bottom shelf of my old college bookshelf (only recently replaced when I moved a month ago) was home to my favorite childhood series. I have every copy of the original Black Stallion series by Walter Farley and all of Laura Ingalls Wilder’s Little House books. Every spine in these series shows wear and tear and chunks of pages are falling out. I have bought replacement books, but keep the originals, as the 1980s covers appeal to my childhood self. I do, every few years, grab the first books in these series (The Black Stallion and Little House in the Big Woods) on a cold or rainy Sunday and somehow find myself with the final books (The Black Stallion Legend and The First Four Years) in my hands as I go to bed. Sometimes, too, I just read my favorites, The Black Stallion’s Filly and These Happy Golden Years. Well, read might be too strong of a word as they are nearly memorized. Skim and enjoy might be a better description.

I also have a collection of picture books that I still enjoy flipping through. Whenever I see a lost or loose dog somewhere, I always think of Harry the Dirty Dog. I loved the pictures of him trotting home, brush in mouth, so his family could give him a bath and recognize him. As a kid, I often felt that way! I also have the Collected Stories of Winnie the Pooh by A. A. Milne. As a child, my mom had a collected set with the four different original books: Winnie the Pooh, The House at Pooh Corner, When We Were Very Young, and Now We Are Six. I have had a life-long love of silly old Pooh, even if I do relate more to Eeyore sometimes, and I was even able to see the original Pooh, owned by Milne’s son, at an exhibit at the New York Public Library while I was in library school at Rutgers. Pooh looks nothing like his Disney version, but he certainly looked loved. I also have my original copies of Make Way for Ducklings (who knew Richard Nixon could look so animated?), The Velveteen Rabbit, a collection of all the Peter Rabbit stories by Beatrix Potter, and The Little House by Virginia Lee Burton.

My books about animals, horses in particular, have a shelf all to themselves. Besides my ode to the Black Stallion series, I have all of Marguerite Henry’s books. I have read each of her horse books at least ten times. What I really loved about Ms. Henry’s books was that they brought together horses and history, through the real life history behind the individual horses. I grew up in Orlando, and there used to be harness racing track there named for one of the characters in Born to Trot, Ben White. King of the Wind dealt with the start of the Thoroughbred breed in England in the 1700s. Justin Morgan Had a Horse was also set in the 1700s, and dealt with Justin Morgan and his namesake breed. I have managed to wear out the binding on every one of the twelve books by Ms. Henry that I owned.

The books on my shelves are not arranged in any real order. Not even by author. However, they are my books and I know just where every title is on my shelf. I also know they are loved and well read. Ok, maybe a tiny bit abused at this point, but loved nonetheless.

Sara Miller works in the Atlanta-Fulton Public Library System
Friends of the Macon-Bibb County Library

A key component of any library system in these tough economic times is an active Friends of the Library group, and the Middle Georgia Regional Library System, headquartered in Macon, Ga., has been the beneficiary of such a group for 45 years. Our Friends group was founded in 1966 with twelve members. There are close to 40 active members today, including a variety of ages and professions, and even retired library personnel. Members meet twice a week to sort books, movies and audiobooks donated by local residents, and to process donations used to purchase memorial and honor books.

There are many more Friends who pay a yearly membership fee to support the group. The fee entitles the member to an invitation a Preview Party held the night before the Old Book Sale opens to the public. Attendees are allowed to purchase a select number of items before they are available to the general public, usually whatever amount of books that will fit in a bag provided by the Friends group. Membership also includes free admission to Friends-sponsored programs such as author signings and a subscription to the quarterly newsletter, *The Bookworm*.

Each spring, the Friends hold an annual Old Book Sale to raise money for the libraries. In previous years, the Old Book Sale was held at the Long Building at Central City Park. However, in August 2011, the City of Macon condemned the building, forcing the organization to scramble to find a new location. The 44th Annual Old Book Sale will be held March 15-18, 2012, at the Macon Centreplex, with the Friends Preview Party on March 14 from 5:00-8:00 p.m. The sale will take place during the Cherry Blossom Festival, which starts March 17 in Macon. The proceeds from the sale have funded well over $1 million in new books, audiobooks, films, summer reading club programs, library furniture and equipment, and local history preservation programs.

In addition to this change of venue for the Old Book Sale, the Friends relocated from a workspace on the ground floor of the Washington Memorial Library to a new location offsite. Renovations to the Washington Library necessitated moving items and equipment into the area previously used by the Friends, and the sheer volume of donations precluded the continued use of the greatly reduced workspace. As a result, the Friends moved into a storefront in Riverstreet Corners (2720 Riverside Dr., Suite 129, Macon). The benefits of the new location include a larger sorting room, better lighting, generous office space, and a large storage area. The move to the new location has proven to be quite successful.

The Friends have also created their own webpage to supplement the information available on the library website. The new webpage, www.friendsofthelibrarymacon.com/, is still partially under construction. The Friends plan to add a gallery of the old and rare books donated to entice buyers to the Old Book Sale. If you wish to contact the Friends for information about their programs, please call 478-745-2422 or e-mail: info@friendsofthelibrarymacon.com

By Melanie C. Duncan, M.L.S.
Branch Librarian, Shurling Library
Middle Georgia Regional Library System, Macon, Ga.
Ideas, Hints, and Tips

Reference librarians today rely on an impressive arsenal of databases and software to connect patrons with the information they seek. We’re ready and waiting to answer their questions, but what if they don’t ask?

If students have a topic, they may search the library catalog, use GALILEO to begin a search for articles, or scan through suggested resources in subject guides. They may or may not ask for assistance from reference librarians. These methods can be successful if students know what they are looking for.

What do they do if they don’t have a topic? For those needing ideas, there are good databases to peruse for controversial topics. But what about the students who haven’t had a library class yet, honestly do not know how to begin the research process, and, for that reason, may feel intimidated or embarrassed to ask a librarian for help? How can we reach out to this segment of our users?

What about student displays? Is there a place in today’s academic libraries for traditional displays? What about peer-to-peer assistance?

As a culmination of musing with colleagues over the higher-than-ever gate count at my library coupled with declining reference questions, discovering a writing contest sponsored by UGA libraries that encourages student scholarship, and trying to frequently update 2 display cases under my purview; I had an idea for revitalizing librarian-patron interaction by using highly visual displays that encourage student awareness of available materials and their appropriate use.

Current students seem to prefer peer assistance rather than asking a reference librarian to assist them. Why not capitalize on this trend and allow research-savvy students to help their peers by creating displays with a librarian assisting in the selection of pertinent materials? Students are resourceful and creative, and they generally know what appeals to other students. This approach also gives recognition to good scholarship and provides the students with a commendable service activity to add to their resumes.

I experimented with this idea over the last couple of semesters, using student assistants in my department. I asked them to create a display of materials that could be used to write a paper or make a presentation on a specific topic in their field. Throughout the process, I checked their sources and made suggestions, asking them to act as if they were actually planning to write the paper, complete with a thesis statement and a bibliography.

One student, Samuel Russell, examined the economic impact of tobacco in the South. Included in the display were maps, Georgia documents, federal documents, a thesis, a video, books from our collection, and articles from journals available to Georgia Southern University library patrons. Samuel also included materials on the negative health impact of tobacco and suggestions for other lines of inquiry.

A second display created by Jadarelle Stanford bridged the gap between application and practice in public health, using theories of health educators and statistical analysis to show how their roles in sexual and reproductive health are linked as a primary prevention strategy. This display was also used to
promote Jadarelle’s class presentation to the student body and to highlight a related guest speaker.

I am working with a third student, Xavier Green, to determine the best way to share his crime prevention exhibit online, in addition to his traditional display in the Learning Commons. Most academic libraries can easily publicize these exhibits on their blogs or in their newsletters.

The purpose of the exhibits is to engage students by offering attractive ideas for projects and papers. The exhibits also help them to visualize the different types of materials their professors expect them to use, as they may not be familiar with the vast resources available to them. The displays include invitations to ask for assistance at the Information Desk and assurances that all materials in the display may be checked out. By having fellow students create the displays, I hope to help reduce the barrier that exists between students and the information they seek.

Libraries should consider taking this student display idea a step further and sponsoring a contest for the best bibliography displays. Students thrive on competition and love to win. By giving incentives to contest winners, sponsoring libraries will encourage widespread participation and increase student engagement beyond their presence in the building. With the help of media outlets (such as the student newspaper, library blogs and department web pages and newsletters), the library and the participating students will gain recognition for their contributions to campus scholarship. Librarians will have an opportunity to interact with students and demonstrate their ability to add value to research, thus dispelling the notion that the Internet has usurped the role of librarians. The appeal of sponsoring a bibliography exhibit contest as opposed to a writing contest is that librarians will not be tasked with reading submitted papers, only with checking thesis statements and citations, making the workload more feasible.

We have only a limited time to engage with students, so finding ways to maximize the quality of our interaction is essential. The use of visual displays and the idea of making them houses for research queries help to extend that limited time. By recruiting students to showcase their research via displays in the library, librarians can become more involved with the current and future needs of the students they serve.

By Lori Gwinett,
Georgia Southern University and Reference Services Interest Group
Selecting Design Professionals for Public Library Facilities

Hiring the best qualified design professionals is critical to the success of any construction project. From the library consultant who works with the building team to the architectural firm which takes the concept from dream to reality, it is essential that all function as a unified team.

When a library first considers developing a construction project, there are several individuals who should be involved. The library board must support the concept, the library director should be a part of the team, along with various funding agency representatives and interested community members. Each plays a role in the process and this becomes the building team for the life of the project. There are three critical hires for the building team: the library consultant, the architect, and the interior designer if not a part of the architectural firm. The team’s first hire should be a library consultant who works to determine the goals of the library, the spaces that might be included in a new or renovated facility, and specific needs of the project. The consultant will develop the written building program, and may assist with the completion of grant application forms and provide advice on site selection.

The library consultant may also work with the team to select an architect. The process for finding a consultant, architect, or interior designer is much the same in that the team begins by building a list of professionals. There are several ways to find a qualified design professional – talk to librarians across the state, find out who designed projects in your community that you particularly like, and ask questions. The Georgia Public Library Service Construction Office can suggest qualified professionals in Georgia and nationally. Architects must be members of the American Institute of Architects, AIA, which indicates a professional code of ethics and specific educational and experience criteria. Lists of architectural firms may also be identified in American Libraries and Library Journal’s annual construction issues. The Request for Proposal, RFP, is a key tool for learning more information about the knowledge and relevant experience of the design professionals. It is recommended that a separate RFP be issued for the Building Consultant, the Architect and the Interior Designer.

Building a new library or planning an expansion is an expensive investment for the community and the first step in the process is the building program, which should be developed by an experienced professional librarian [Georgia requires that a librarian write the building program]. A building program is a written description of the library’s needs and includes detailed requirements for each area of the library and approximate space allocations and relationships. Included in the plan may be strategic planning documents, a history of the library program, and demographic analysis of the community. It will also include a space by space description of the functions taking place in future building and will include many details including furnishings, technology needs, personal space, acoustics, lighting requirements and any other special features unique for the community.

The architect will take the consultant’s written program and expand it into the preliminary design for the new building. The building program statement is the first step in securing approval to proceed with a building project. Depending on the funding sources and local requirements, the next step in the process is to develop an RFP for Architectural Services. Selecting the architect is a critical decision for
the Team. Included in the RFP should be statements that clarify the project and define specifically what is expected of the architect. Information should include:

- Introduction to the Process and Design Parameters including a description of the project, estimated budget and any other relevant background information.
- Deadline for submittal of a response to the RFP--no bids will be accepted after this time.
- How to Submit Your Proposal to the Building Team, number of copies required, where proposals will be received, other relevant information. What signatures are required, does any document have to be notarized?
- Name of Contact Person with the firm responding to the RFP.
- Any other information the Building Team would need to have for a decision.
- Qualification of the architectural team.
- Previous designs of the architectural team of similar scope to the intended project.

The RFP should also request information about the Scope of Services including exact information about expectations of the design professional. This information might include:

- General information and background of the firm completing the response.
- Architectural planning, permitting, engineering, interior and other design services that would be included in the project.
- Develop construction bid documents.
- Construction administration; how the project will be overseen and who will do the day-to-day supervision.
- Estimated schedule of activity. The Building Team should know approximately how long the proposed design work will take. Part of the schedule should include: a) Review Program; b) Site Evaluation and Survey; and c) Geotechnical Review.
- Contract management of general contractor during the actual construction of the building.

**Proposal Requirements**

In response to the RFP, architectural firms will include a brief letter of introduction and interest in the project including the relevant work experience, references, and availability for the project. While a decision will not be made based on the project budget, it is important to have design professionals include a detailed budget proposal that includes information regarding what services will be provided. This section will include information about interior design services if that is to be included in the package or information about coordination with a separate firm. Engineering firms and other design consultants that will be on the architectural team and the fees allocated for these services should be specified as well. Other documents that may be required are: cover letter, business information, project understanding, the project team members from other firms and their business information, project schedule, and any additional services required along with a schedule for reimbursable fees, allowances, and services outside the general proposed architectural contract.

Very important to the process is the need for the architectural firm to provide a list of reference projects (3-5 projects that represent the team’s approach to developing solutions for similar scale projects).
Client name, telephone number, description of the project, and key personnel are essential. Another requirement is that the team has prior experience with library planning, design, construction, and renovation projects. At least two projects should be public library design projects completed in the past five years. Architectural firms may submit examples of public government buildings of similar size and scope; however, it is most desirable to review architects that have experience with and fully understand the design needs of a public library. LEED experience and consultants to be used if LEED certification is part of the scope of service also are required.

One final factor, but perhaps not the most critical, is the method of compensation. Many firms will quote a flat fee for architectural design services. Others will quote a percentage of the estimated construction cost. The important factor is to determine what services are included and what services are considered “extra.” All fees should be discussed in the proposal and are subject to negotiation during the contract phase. Make certain that the fees cover every contingency and that you ask about them during any interview.

Evaluation Criteria and Selection Process

Included in the RFP should be a statement of the evaluation criteria to be used. Proposals will be evaluated by the building team and a short-list of firms will be developed based on the criteria below. Short-listed firms will be invited to an interview.

Some proposal evaluation criteria to be developed by the Building Team:

- Firm’s experience in designing library projects, similarly sized facilities, and other projects.
- Qualifications and experience of the design team to be assigned to the project.
- Firm’s understanding of the overall project, project schedule, and proposed approach.
- References and specific projects that would be comparable in size and budget to the project.
- Current work load and staff assignment.
- Responsiveness to the RFP.

Once the building team receives the response to the RFP, each team member independently ranks them. The short-listed firms will be invited to interview with the building team. A sample evaluation form is appended.

Interview

The following are sample questions that may be used during the design team interview. If the interior designer is a part of the design team, he or she should be a part of the interview process. Who attends the interview and conducts the interview? The building team should set the time for the interviews, develop parameters, and ask the same questions of all applicants. Follow-up with firms may vary, but the same general questions should be asked:
1. How will you use the building program to guide the project’s development? How will you gather information about our needs and goals for this building?

2. If your firm is awarded the contract, how will you work towards schematic design?

3. How busy is your firm? Does it have the ability to meet the requirements of this job? How many projects are you able to handle comfortably and what is your project load in the next two years?

4. Who will actually design the library? Who will we be dealing with directly? What is his or her experience in creating a facility of this size?

5. What is the firm’s design philosophy? What do you see as important design issues for this project? What are the specific challenges for this project?

6. The efficiency of the operations of the library will require an understanding of how libraries function. How have you handled circulation, technology needs, RFID, and other functions in previous projects?

7. How will you establish priorities and make decisions? What would you expect the library to provide during this process?

8. What fees can we expect? If the scope of work changes during the life of the project, how will these changes be handled and will there be additional fees? What are your defined reimbursable items and the fee structure? Do you use allowances?

9. What is your preferred type of contract: flat fee, fee as stipulated, percent of construction costs, fee as a stipulated sum, cost plus fee, other? How do you handle contract management?

10. What environmentally friendly procedures do you implement in design and construction? How can we insure that the project will be energy efficient and sustainable?

11. What sets this architectural firm apart from the rest?

12. What is your firm’s track record with cost estimating? How do you bring a project back into budget? What services will you provide during construction?

13. With changes in information delivery, libraries need to be flexible. How have you addressed this issue in your previous work? How do you provide adequate technology infrastructure for future growth?

14. RFID technology, radio frequency identification, is an emerging trend with self-check stations, security, and other functions. How are you addressing this development?

And finally, there is one intangible that must be considered – rapport with the building team.

By developing a uniform approach to hiring design professionals, the building team will be well on their way to a successful project. The RFP is the basic tool to gather information and to evaluate the proposals submitted. Ultimately, the process must culminate in the interview and firms selected to provide service must be the best possible match in philosophy, experience, and chemistry.
ATTACHMENT: 1. SAMPLE GRID FOR SCORING RFP

FIRM NAME: ________________________

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>POINT RANGE</th>
<th>POINTS AWARDED</th>
<th>TIMES WEIGHT</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firm's Experience in designing other lib. projects renovation projects, others of similar size</td>
<td>1 thru 20</td>
<td></td>
<td>x 4</td>
<td></td>
</tr>
<tr>
<td>Qualifications of key staff to be assigned to the Project including sub-consultants; Firm's apparent capability to do work and within the required time</td>
<td>1 thru 20</td>
<td></td>
<td>x 4</td>
<td></td>
</tr>
<tr>
<td>Understanding of the Project, Schedule, Requirements and ability to perform work</td>
<td>1 thru 20</td>
<td></td>
<td>x 3</td>
<td></td>
</tr>
<tr>
<td>References including applicable past work for other libraries</td>
<td>1 thru 20</td>
<td></td>
<td>x 2</td>
<td></td>
</tr>
<tr>
<td>Current work load and staff assignments</td>
<td>1 thru 20</td>
<td></td>
<td>x 1</td>
<td></td>
</tr>
<tr>
<td>Responsiveness to RFP</td>
<td>1 thru 20</td>
<td></td>
<td>x 1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong> =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: Evaluator provide written narrative to support recorded score:

a.
b.
c.
d.
e.
f.

Evaluator's signature and date
## ATTACHMENT 2. SAMPLE GRID FOR SCORING INTERVIEW QUESTIONS

### Name of Submitting Firm:

### SCORING WORKSHEET FOR: Phase 2 (Interview)

<table>
<thead>
<tr>
<th>Design of ABC Library</th>
<th>Possible Points</th>
<th>Points Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Their answers and overall presentation was well organized and they presented their team in a manner that created great confidence in creating a successful project. 0 - would be not well organized and difficult to follow; 1 - would be organized and easy to follow. 2 - excellent organization and instilled great confidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>There were members of their team, subcontractors, and/or partnered firms present at the interview and they took part in the presentation in a manner that you recognized them as being a part of the team. 0 - the lead architect did all the talking with no support from other team members; 1 - some, limited involvement of team members; 2 - the team members were an integral part of the presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>The answers to your questions and the questions of others made you feel as though the team understood the questions and they answered the questions to the complete satisfaction of yourself or the person asking the question. 0 - questions had to be repeated or restated or they were not really answered; 1 - they were able to answer some of the questions easily and to your satisfaction; 2 - they answered all of the questions to the best satisfaction of yourself and the rest of the Board Committee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>From the standpoint of creating a &quot;green&quot; facility that would become LEED certified, the team created confidence in you that they were knowledgeable about this topic and that LEED construction will really would not be an issue and would become a natural part of the project. 0 - they did not adequately address, explain or know about this issue; 1 - green</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
construction and LEED was discussed but you are unsure of their full knowledge or commitment to this type of construction; 2 - you feel that they are fully knowledgeable about green construction and LEED -- you are confident in their ability to design such a building.

Their description of how the team will interface with the Library in developing the facility through interviews, meetings, conferences, or other programming type measures, left you with confidence that they were going to listen and incorporate the ideas of the Library and Board of Trustees and staff into the design. 0 - you feel that they had not addressed this sufficiently or might not readily seek input; 1 - it was discussed but you still have concerns that they will listen to us; 2 - you want to work with this group based on their description and responses because you think they will implement our desires at the same time design a great building.

From a cost viewpoint the team addressed the issues of cost control and indicated the measures they would use to make maximum use of the funds provided and at the same time make sure there was not budget overrun through the life of the project. 0 - they did not realistically discuss this issue; 1 - they did discuss the issue but did not generate confidence that they would be in control of this issue; 2 - you feel that they are very mindful of the cost component of the project and will maintain excellent overview of costs and implement cost control when necessary.

At the completion of the interview you had a positive feeling that the working relationship between the team members would be positive for the success of the project. If the lead architect was partnering with another architectural firm to provide more depth and/or manpower to design the library you understood the relationship between the two organizations and who was going to be doing what through the life of the project. If there was no partnership planned and the firm was utilizing all in-house staff, then the question is whether you believe the experience of that
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group or team is sufficient and there is great coordination, resource and depth of experience and expertise to successfully address our project. 0 - there is a lack of partnership or team cohesiveness; there is a lack of experience with the group; 1 - the partners were there or the team was there but there is perceived to be limited ability to work cohesively; there is no depth of experience among the partners or team; 2 - the partnership or team would be a value to the library and they have great depth of experience and knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>Did the team present some preliminary thoughts about the project either through preliminary conceptual drawings or descriptions of similar projects and you felt these preliminary plans or thoughts were very applicable to our project. 0 - you do not think they had done much preliminary work or had given much thought to our project; 1 - they have done some work to familiarize themselves with our project; 2 - they have done a great deal of preliminary work to understand our project, shared those thoughts and you like it.</td>
<td>2</td>
</tr>
<tr>
<td>Did the team ask the Board Committee good questions that indicated they had a good understanding of the project as it currently exists and were the questions appropriate at this interview? 0 - they asked no real questions; 1 - they did ask some questions but nothing in-depth or to show exceptional interest in the project; 2 - there was a good exchange of information with their questions, the questions were really appropriate and they are really interested in the project.</td>
<td>2</td>
</tr>
<tr>
<td>From the viewpoint of designing a building that would contain a modern computer system for a Library you believed they are capable of designing such; 0 - they are not very conversant or knowledgeable concerning computer systems or electronic information; 1 - the did discuss this issue and they knew some things about computers and electronic information networks, but you were not impressed; 2 - you feel that they are very knowledgeable about computers and</td>
<td>2</td>
</tr>
</tbody>
</table>
There is a strong desire to be able to operate the library with a minimum staff and implement cost efficiencies in design. Did they answer this in the interview and did you come away with the belief that they understood this and had some methods to address these issues?  

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>They did not adequately answer this issue;</td>
</tr>
<tr>
<td>1</td>
<td>They answered the question but you did not think they really had in-depth thoughts on how to address the issue;</td>
</tr>
<tr>
<td>2</td>
<td>They answered the question and had some good ideas about how to deal with the issue.</td>
</tr>
</tbody>
</table>

Did the team ably answer all of the questions in this interview?  

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>They did not answer the questions well or in a complete manner; they did not understand a number of questions;</td>
</tr>
<tr>
<td>1</td>
<td>The team answered the questions of the interview in an adequate manner;</td>
</tr>
<tr>
<td>2</td>
<td>The team answered all questions completely and an a manner that made you confident in their abilities to design our library and manage the general contractor and actual construction of the building.</td>
</tr>
</tbody>
</table>

Does the team understand the real function of the public library and the services we offer to the public?  

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>They only moderately know what a public library does;</td>
</tr>
<tr>
<td>1</td>
<td>They are fairly knowledgeable of what a public library is and the services we offer;</td>
</tr>
<tr>
<td>2</td>
<td>You feel that the team is thoroughly aware of the function of public libraries in society and the services that public libraries offer to the public.</td>
</tr>
</tbody>
</table>

Has the team successfully designed a public library facility of our size and nature?  

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>They have designed public buildings but not a public library;</td>
</tr>
<tr>
<td>1</td>
<td>The team has designed a public library facility, but not similar to our size project or has not worked with a project financed with state funding;</td>
</tr>
<tr>
<td>2</td>
<td>The team has constructed a public library facility similar to our size of the ABC Library and has worked on</td>
</tr>
<tr>
<td>Question</td>
<td>Score</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>A project financed with state construction funding.</td>
<td>2</td>
</tr>
<tr>
<td>Subjectively, how much did you like the team and how much do you want to work with them to design the ABC Library? 0 - Don't want to work with them; 1 - it would be OK to work with this team; 2 - I really want to work with this team as they excite me and I think that they will design a great, relevant building for us.</td>
<td>2</td>
</tr>
<tr>
<td>At the conclusion of the interview do you believed that the architectural team will provide the library with a successful design and that they have the best assembled team with experience and expertise to construct the ABC Library? 0 - you do not think that the team can design the best building or have relevant expertise or experience to build our branch library; 1 - you think that the group can design the branch library and they have the experience and expertise to do it; 2 - you think that the team will design a great building and have excellent credentials to manage the project.</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 32

**TOTAL POINTS RECEIVED**
Resources:


CONSTRUCTION UPDATES

Athens – Clark County

The Athens-Clarke County Library broke ground in May for a 20,000-square-foot addition and renovation; it is expected to be completed in February, 2013, and it includes expanded Children’s Library and Young Adult areas, a digital lab, a 300-seat auditorium, and a larger Heritage Room for local history and genealogy. Funding for the $10.5 million project was provided by a state grant, a Special Local Option Sales Tax [SPLOST], and private donations. Architect for the project is Craig, Gaulden, Davis of Greenville, S.C.
Construction is underway on a new library building due to open Fall 2012 in Clayton County. The library will replace the existing Forest Park branch library which opened in 1967. It will be located just a short block from the existing branch so it will continue to be in a convenient location for the nearby residents, but it will have much more to offer.

At 16,000 square feet, the new building is nearly double the size with the capacity to hold 64,000 books and other library materials and 82 public-use computers. It will have a multi-purpose meeting room that seats 40, a dedicated computer training room, a children’s program room, a toddler area, a teen space and a homework center.

The new building was designed by Craig Gaulden Davis Architects and Gerding Collaborative to reflect and take advantage of the natural landscape. The curved west-face of the library is predominantly glass with a view of the existing large trees. This will let in abundant indirect light during daylight hours to reduce the need for artificial lighting without allowing too much direct sunlight to overheat the building during the hot summer months.

A raised computer floor will be used in the majority of the library to allow maximum future flexibility of use. The portion of the parking lot that is within the drip line of the large oak trees will be water permeable paving.

The colors and textures selected for the exterior and interior design were chosen to reflect natural elements, and the materials were selected for durability and comfort. Light colored wood will be used throughout the building, with a richly textured deep chocolate carpet, selective use of linoleum, and fabrics in warm and welcoming reds and oranges.
During the past 30 years, the Madison County Library in Danielsville, Ga., has evolved from the basement of a city-owned building to a stately, modern 17,500 square-foot county jewel.

Changing technology and patron needs have been easily accommodated with the support of the regional library system, county commissioners and the state of Georgia.

Incorporating the design of the original 1989 building while nearly doubling the size, the expansion includes a 150-seat meeting room, classroom, computer lab, and a bright and playful children’s area.

Preserving the past while moving into the future, the building also includes a genealogical and local history research room. Flanked by the Recreation Department and Senior Center, the expanded library now completes a trifecta of services for the growing county, meeting the educational, informational and entertainment of all ages. Funding is from the Madison County Commissioners, private donations and a grant from the state of Georgia. Ponder and Ponder, architects.
The 2011 renovation of the University of West Georgia’s Irvine Sullivan Ingram Library energized a 1968 facility as a dynamic, technology-infused learning center to support the university’s goal to become a first-choice destination institution to support Georgia’s growing student population. Planning began in 2007 with a programming study by Sizemore Group AIA to address the university’s obligation to replicate the State Capitol office of former Georgia House Speaker Tom Murphy, who donated his political papers and office contents in 2003. Following Murphy’s death, members of the Georgia legislature approached the university to discuss an appropriate memorial honoring Murphy’s service to the state, and agreed to submit the Murphy Office project and library renovation to the General Assembly for its approval. The legislature appropriated $8 million for the project, and Governor Sonny Perdue signed the appropriation bill in 2008.

Houser Walker Architecture and tvs Designs addressed the challenges of updating the aging facility and developing strategies to appropriately showcase the museum-quality office installation. Avient Museum Services worked with a team from the library and the Department of History to develop digital exhibits, exhibit cases, and permanent panel exhibits to provide interpretation for the Murphy Office. Parrish Construction served as contractor on the project, organizing its workflow to allow the library to remain in service during construction. The Jaeger Company developed landscaping plans, including renovating an adjacent study garden honoring Dr. Maurice Townsend, the institution’s fifth president.

Houser Walker’s bold plan removed a portion of floor in the original lobby, allowing the construction of a monumental staircase leading to the Thomas B. Murphy Reading Room on the ground floor overlooking the Townsend Study Garden. Cherokee marble and other materials in the library entrance and Reading Room reference materials in the State Capitol, providing context and dignity to the areas adjacent to the Murphy Office. The ground floor includes an evolving Center for Civic Engagement combining the library’s Special Collections, which houses political collections of national and state importance as part of Georgia’s Political Heritage Program; the Center for Public History; and the Thomas B. Murphy Center for Public Service. Georgia Performance Standards for the study of state history guided development of the exhibits in the area.
The library’s main floor was completely renovated to support users with traditional library service points for circulation and reference, print reference materials, U.S. government documents, and technology providing access to electronic collections. Public space includes fixed areas for workstations as well as flexible furnishings that can be reconfigured for individual or group work, or to provide space for classes, lectures, readings, and musical performances. Glass walls, which function as white boards, and large monitors that connect to various peripherals, support group project development and tutoring adjacent to library service points.

In addition to remedying infrastructure deficiencies in the 40-year old facility, the project took the building back to its roots, removing brick walls that replaced large windows during a 1980 expansion, reopening the interior to views across Love Valley and the Academic Quad, key campus gathering spots. The Love Valley side of the library includes a patio, and a second entrance through Starbucks™ adjacent to the university’s newly expanded Campus Center, and its Technology-Enhanced Learning Center, completed in 2001. New office suites incorporate reception areas, workrooms, and kitchenettes, and draw personnel into departmental work arrangements that were not previously possible.

Associate Dean Chris Huff, who acted as Project Advocate, notes, “The renovation was successful only because of the continuous and productive collaboration between library and campus representatives along with the architectural firm and construction contractor as we worked through numerous changes required by unanticipated conditions of the existing building coupled with the many challenges of keeping the library services running in the building throughout the renovation. I have worked on numerous projects, and the intense collaboration on this one was a particularly crucial and enjoyable part.”

Ingram Library celebrated the renovation in August, 2011 with an open house titled Reboot! Refresh! Recharge! Reconnect! featuring the rock band BABY BABY. The Murphy Office dedication is scheduled for April 19, 2012. Governor Nathan Deal, Speaker of the House David Ralston, and other dignitaries are expected to speak.
COMO White Paper

Why We Still Matter

Would you believe it if I told you the keynote speaker at an attorney’s conference told the audience they would soon be out of work because the Georgia Code was available online? How about if I said a speaker at a medical conference told the doctors that Google was launching a service with enough diagrams and medical information to replace them in the near future? No? Then why do speakers at library conferences often tell us how obsolete we have become and how Google will soon put us on the bread line?

Granted, the previous analogies are a bit of a stretch. After all, Google cannot perform surgery — although I would not be surprised if somewhere in a lab in Northern California they are working on it as we speak — and we cannot replace all the lawyers because, well, then who would we make jokes about? The point, however, is worth considering. I recall a recent library conference where a kindly gentleman presented statistic after statistic regarding technology trends, such as how many iPads were sold in the first month after their release and how many people now prefer to read books via personal reading devices. The crowd dutifully “ooohed and aahed.” After all, we librarians are nothing if not dutiful — and I do mean that as a compliment — and most of us are indeed very good “ooohers and aahers.” This gentleman’s presentation and others like raise a lot of questions, however. Why would this put us out of business? Are technological advances and librarianship somehow at odds with one another? Shouldn’t we be showcasing our strengths and hailing our accomplishments rather than letting others issue greatly exaggerated reports of our demise?

It is certainly true that we need to keep up with — and perhaps even stay ahead of — the latest trends in technology. It is probably fair to say that if we had not migrated to online catalogs and expanded our public access terminals for Internet use in the early to mid-nineties, we would probably already have gone the way of the dinosaur. Still, today’s library is clearly not your grandmother’s library. If we try to imagine what libraries were like when our grandparents or even our parents were our age — indeed even when we think back to when we were kids — it is easy to see that the history of libraries is filled with examples of adaptation to change.

The typical case for the demise of libraries and librarians often builds upon the seemingly omnipresent clanging of the death knell for books. One of the flaws in this line of reasoning is that those who say libraries will soon be obsolete most likely think of libraries as just stacks of old dusty books. Of course, what we know is that libraries offer so much more. From reference services to library instruction to comfortable study spaces to Internet and computing areas to cultural gathering centers, we are much more than the sum of our parts. Danuta Nitecki, dean of the Drexel University libraries sums it up well when she says, “We don’t just house books, we house learning.” (As quoted in a Time.com article entitled Is a Bookless Library Still a Library?) In an Inside Higher Ed article called Bookless Libraries?, Richard E. Luce, director of university libraries at Emory University, offers another defense of the bricks and mortar library. Luce is quoted as saying:

The library still is, and will continue to be, the centerpiece of a campus.

The history of libraries has been marked by evolution: They were founded as places where materials were collected and stored. Then they shifted their focus toward connecting clients with resources. Then, with the addition of creature comforts such as coffee shops, they became
‘experience’ centered. Now, we’re really seeing the library as a place to connect, collaborate, learn, and really synthesize all four of those roles together.

Another major flaw in the argument that libraries are outdated is that the so called “death of the book” is really just a shift to a new format. After all, we have seen that e-books -- while they are not a physical printed object -- are still “information containers” that need to be collected, cataloged, stored, and circulated. These are things that we have done for years, so why would the increasing popularity of e-books spell doom for us? In the past we have demonstrated our willingness (sometimes a reluctant willingness, but a willingness nonetheless) and ability to shift to new media. Although I was not there to witness it, I am fairly certain sometime in the 1440s we successfully made the shift from a collection of hand-written scrolls to stacks filled with printed books. I cannot help wondering if folks at that time teased their local librarians about how that Gutenberg fellow was going to put them all out of work because scrolls were “so 14th century.” A more recent and decidedly less flippant example of a shift in media that we accepted and embraced was the addition of non-print items to our collections. The days when one would find only books and print periodicals in libraries are not such a distant memory. Today, however, we cannot imagine a library without DVDs, CDs, and online periodicals. In short, books are not dead and neither are libraries; rather, they are both evolving.

Another point in the case against our relevance is the argument that technology is passing us by or replacing us. Really? As Barbara Genco of Library Journal says, “libraries are not strangers to technology.” Genco was quoted in a Publishers Weekly report about a virtual summit entitled “E-Books: Libraries at the Tipping Point.” As reported by Publishers Weekly, the data presented at the summit showed many of the positive – not negative – effects of e-books on libraries. For example, a survey commissioned for the summit revealed that the average public library has 1,500 e-book titles and the average academic library has more than 30,000. The survey also showed that 84% of public library respondents expected e-book circulation to increase in the year following the survey, while 77% of their academic library counterparts expected the same benefit. This type of symbiotic relationship and positive growth has also been reflected in the computer hardware we provide. I can remember starting work in libraries in the mid-nineties in one library that had only three public access computers. Today those libraries have thirty or forty computers in addition to wireless Internet connections, and they even circulate laptop computers. In academic libraries, students not only use our computers to conduct their research, they also rely on us as a place to print documents. Of course, our technology offerings do not end there. Most libraries – especially in the academic world – provide a long list of software programs. More recently, we have entered the world of social media.

Some might scoff at the number of students who use Facebook on library computers, but Internet access is a relevant service. As long as it is within our policy guidelines, students can use our computers as they wish. Furthermore, the fact that they are in the library underscores our role in campus life and the students’ comfort level and appreciation for our services. In academic libraries in particular, we are also using online tools to provide an extension of our reference services and to strengthen our relationships with students. Here again, the statistics show an increase rather than a decrease in the number of students reaching out to us for help. Taking the case of Georgia Perimeter College as an example, our chat reference statistics (as compiled by librarian Amelia Glawe) show an increase from 741 questions asked during the 2009/2010 academic year to 2,277 questions asked during the 2010/2011 year. Of course, having the technology available is not enough on its own. The human help that librarians provide is even more important amidst the maze of automation in our lives. Anyone who has worked at a reference desk helping people navigate our periodical databases – or a complex Google search for that matter – can attest to this. Those who are convinced that everyone is staying at home
using Google for their research needs probably envision our buildings as empty as forgotten mining towns. The numbers, however, do not support that thinking. Again, taking the example of the Dunwoody campus library of Georgia Perimeter College as an example, the statistics compiled by library director Dr. Joseph Barnes for gate count (number of visitors), library instruction classes, and circulation (number of items borrowed) have been steadily increasing. For example, in the two years between the 2007/2008 and 2009/2010 academic years, the gate count increased by more than 57,000 visitors. The number of instruction classes taught rose by 14%, and the total number of items circulated went from 35,945 to 62,355. Surely, these numbers would surprise our detractors.

The OCLC Perceptions of Libraries, 2010 report provides much more data that shows how much people rely on libraries, especially in these difficult economic times. While the report confirms the phenomenal growth of e-book sales (a 1,500% increase over 2005) and social media use, it also points out that “7 out of 10 public libraries report they are the only free source of computer and Internet access for their communities.” Those the report defines as “economically impacted Americans” (people who reported experiencing a negative change in their employment status) showed an increasing reliance on the free resources offered by libraries. The report states that “more than a third (37%) of economically impacted respondents said they are using the library more often than they did before the economic downturn.” Furthermore, increased library usage is not solely due to economic factors, since the report also finds that 23 million non-economically impacted Americans reported an increase in their library use, as well.

Of course, not everyone sees us as anachronistic. Numerous recent publications have extolled our work and made the case for our continuing relevance. Marilyn Johnson’s recent work, This Book is Overdue!, is one such example. Johnson shares numerous examples of the good work that librarians do. These are not merely traditional examples of our commitment to things like offering free help and opposing censorship. Rather, these are examples of how librarians are migrating those concepts into the digital age. For example, Johnson discusses the librarians from St. John’s University, who are teaching computer skills to students in developing nations. In her opening chapter, which juxtaposes the work of a real life librarian in a small South Dakota town with that of a librarian avatar in Second Life, Johnson refers to the “occasionally mind-blowing transition” our profession is experiencing. She sums up her point that our work transcends time and place this way:

A library is a place to go for a reality check, a bracing dose of literature, or a ‘true reflection of our history,’ whether it’s a brick-and-mortar building constructed a century ago or a fanciful arrangement of computer codes. The librarian is the organizer, the animating spirit behind it, and the navigator. Her job is to create order out of the confusion of the past, even as she enables us to blast into the future.

I wonder if Marilyn would like to speak at our next conference.

“Nobody goes there anymore; it’s too crowded,” is how the inimitable Yogi Berra once responded when asked why he no longer frequented a particular St. Louis restaurant. This charming yet twisted logic might apply today to those who believe students eschew libraries and librarians in favor of Google or other freely accessible online resources. Whether they want to believe it or not, we have adapted to the digital age, and people are using libraries more than ever. Marilyn Johnson underscores this point with the subtitle of her book: How Librarians and Cybrarians Can Save Us All. Indeed, whatever name people choose to call us, we clearly still matter.

Peter Bursi is bibliographic instruction librarian at Georgia Perimeter College, Dunwoody Campus
Teaching computer skills to senior citizens:
A library assistant’s learning experience

I recently had the opportunity to volunteer at the Osher Lifelong Learning Institute (OLLI) at the University of Georgia, teaching Introduction to the Internet. I had just finished my MLIS at Valdosta State University and was looking for a new challenge, and teaching senior citizens how to use the Internet seemed like a good way to get outside my comfort zone. Little did I know that it would become a real learning experience for me.

For public librarians, working with senior citizens is likely a matter of course. But as a reference assistant at a research library, I have limited interaction with patrons outside the university community. Although I frequently help senior citizens who are researching family history and want to search Georgia newspapers for obituaries, these patrons often live in another part of Georgia or out of state. Most of these requests arrive via phone or email, and patrons usually receive their materials, such as microfilm reels of newspaper, through interlibrary loan. Consequently, the vast majority of my face-to-face patron contact occurs with faculty and students on campus.

So I definitely was interested in the challenge, which seemed like an excellent way to fine tune my instructional techniques. Adding to the challenge was the fact that almost all my instruction experience had been with undergraduate students and high school students visiting the library, so I had little knowledge of, or experience with, designing lessons for older learners. I knew that I would be given four 90-minute sessions to help my students get comfortable with the Web, but I was unsure how much to cover and how much they already knew.

I asked some colleagues who had experience working with senior citizens for some tips. “Go basic,” one declared. She explained, “Take a skill and simplify it about twenty times. Then figure out a way to make it into an activity so that your learners can follow along with you.” I panicked, realizing that my lesson plans were far too complicated. I had to revise them and figure out how to step my students through skills that are taken for granted by those of us more familiar with computers and the Internet.

Before I finalized my lesson plans, I searched the literature and learned that adult and senior learners often feel intimidated by technology. For example, Gust (2006) pointed out that “many adults and senior learners return to the…classroom with more anxiety, fear, uncertainty, and less self-confidence in use of computer technology and searching the internet than traditional students” (p. 557). This may be more true now than ever, as the first generations of millennial students, who are familiar not only with desktop computers, but also with smart phones, iPads, and MacBooks, reach college age. For senior citizens, many of whom left their jobs before computers entered the workplace, the digital divide may be widening. This is unfortunate, because, as Morris, Goodman and Brading (2007) explained, online applications can “facilitate the learning and socializing of this age group and can help older adults to preserve their independence” (p. 43).

In order to understand more about my audience and figure out how I could best help them to learn Web skills, I decided that my first activity would be finding out what my students needed from the class. It turned out that most of them shared similar expectations. Though all owned home computers and all but one of them used email, most of them told me that they wanted to learn other skills, such as how to shop online, open and save pictures of grandchildren, and...
read online newspapers. However, few of them felt brave enough to experiment on their own. They wanted me to guide them.

Mirroring what I read, members of my OLLI class admitted that they felt intimidated during our first lesson. One student told me, “I retired before they even had computers at my job. This is all new to me!” I planned to spend the rest of our first session going over Web basics – how to write an address in the address bar, how to search, how to click on a link to go to a webpage. In the course description I wrote for the OLLI catalog, I stipulated that enrollees in the class needed to have basic familiarity with computers, so I assumed that my students would be easily able to follow along with the activities I had planned. However, I soon found that what I thought were basic Web skills were far too complex.

It became apparent that many of my students needed help with skills that are second nature to most of us. I had to remind them, for example, that they could not use “enter” to move to the next line on a Web page or form, as they would with the “return” key on a typewriter. Many of them found it difficult to remember to click in a box so that they could enter text, and the difference between the address bar and a search box flummoxed them. For many of the class members, merely being able to see the screen was an obstacle. Showing them how to enlarge the text on the screen using “control ++” and not the mouse helped those students who had arthritic or unsteady hands.

By the end of the first session, I finally understood why a class of mostly 80 year olds was so intimidated. Using a keyboard and a mouse and sitting in front of a computer was not intuitive to them. They lacked the computer skills that make using the Internet profitable but did not realize it. In my second class, therefore, I set about trying to remedy this by going over basic computer skills, such as moving the mouse around the page and clicking on links. We practiced these skills by going to sites such as Epicurious.com, a site dedicated to recipes, cooking, and dining, and signing up for free accounts that would allow the students to log in from home and find recipes. I found that my students did best when I allowed ample time for each activity and encouraged them to ask questions whenever they felt unsure. By the end of the second session, I could see my students’ progress. They managed to sign up for accounts with Epicurious and a couple of them even found and saved recipes that they liked. I was encouraged and I could see that my students were too.

My plan for our third session included an in-depth review of the skills covered in the previous class, including more practice with Web forms. If we had time, I planned to give an overview of online shopping. I wanted to show my students how to sign up for Gmail accounts, but we did not get far with this activity because of another roadblock that we had little success overcoming. The security words that often appear in Web forms to prevent online “bots” from signing up as people also, unfortunately, managed to prevent real people from signing up. For my students, these words, with their blurry text and wobbly letters, were next to impossible to read. Even I couldn’t decipher all of them. These security words are prime examples of what Carracher (2011) called “technologies… [that] are not developed with older people in mind” (para. 4).

My plan to get my students to sign up for Gmail was dead in the water. I had to improvise. Instead of signing up for Gmail, we spent the rest of the class going over features, such as security certificates, that would assure students of security when making purchases online. This also gave my students a chance to practice with Web forms again, since in order to buy online, most sites require the creation of an account. After class, I stayed behind and helped the one student who did not have email sign up for a Gmail account. She was so excited that she immediately sent an email to her daughter in Arizona.
Our fourth and last session gave us the chance to revisit subjects covered in the previous classes. I answered numerous questions and we covered some fun topics that students had indicated an interest in, including accessing online newspapers such as the *Athens Banner Herald* and *New York Times*, and opening photos sent as email attachments. This gave me the chance to use photos of my three year old nephew as examples, which elicited lots of “oohs” and “ahs.” Although we did not accomplish all that I planned for in our first three lessons, I could see that my students felt more comfortable with the Web and less intimidated, so I felt that I made a difference. My class threw a small party to celebrate our progress, so we ended the course on a high note.

Before leaving, I reminded my students that in order to keep their skills fresh, they needed to practice as often as possible. I encouraged them to attend other courses that would allow them to use their new skills, and I was excited to hear that several of my students had signed up for Introduction to Facebook, also offered by the Osher Lifelong Learning Institute, which suggested that they felt less intimidated and had gained the confidence to keep learning.

But I believe that I learned the most from this class. I realized that simple tasks that could make life easier and more fun, such as reading the newspaper online, buying a book from Amazon.com, and keeping up with distant family members, were out of reach for many senior citizens unless people like me – a library assistant - could find ways to help them overcome their anxiety and intimidation. I also realized that many senior citizens need help not just with the Web but also with basic computer skills, without which they cannot hope to make use of all that the Web has to offer. Librarians and other information professionals must learn about the age divide that prevents older senior citizens from making use of the Web and develop teaching methods that enable them to flourish in the Information Age.

**References**


GLA Academic Library Division Presents Academic Paper Awards

On October 6th, the GLA Academic Library Division presented its annual Academic Paper Awards to Pete Bursi, Yadira Payne, LuMarie Guth, and Chris Sharpe. Pete was the 2011 winner of the Blackwell YBP Award, for his article, "Why We Still Matter." Yadira, LuMarie, and Chris were the EBSCOHost Award winners, for the article "No Melting Pot: Results and Reflections from the 2011 Southeastern Federal Depository Coordinators Salary Survey Project." Paper presentations were given by the winners and by several of the other paper authors; Jon Bodnar, Robin Fay, Virginia Feher, Charles Forrest, Jason Puckett, Jackie Radebaugh, and Emily Rogers.
Georgia Southern University Library

Uncle Sam Informs Consumers

The Government Documents Department of Henderson Library at Georgia Southern University has enlisted Uncle Sam’s assistance with improving community awareness of free government information and the availability of expert assistance at the federal depository library on campus. Uncle Sam (aka Documents Student Assistant Sam Russell) teamed up with Government Documents Librarian Lori Gwinett and Library Technical Assistant Virginia Thomas at the Mainstreet Statesboro Farmers Market on October 29, 2011 to share information from the Federal Trade Commission with market shoppers. Topics included how to get a free credit report and how to avoid fraud, scams and ID theft. What victims of these crimes should do was also covered after a rash of debit card abuse in the area brought the FBI to Statesboro to investigate.

This was the second community outreach event orchestrated by the Government Documents Department. Uncle Sam’s first visit to the farmers market was intended to reinforce civic engagement while showing patriotism. On July 2, 2011 Uncle Sam (aka Documents Student Assistant Xavier Green) shared Pocket Guides to the Constitution provided by Congressman John Barrow’s office, and How a Bill Becomes a Law, provided by the Government Printing Office. Uncle Sam was popular with all ages on both occasions and is sure to make another appearance soon.

For more information contact Lori Gwinett, lgwinett@georgiasouthern.edu.
Kennesaw State University

The Sturgis Library at Kennesaw State University has a new study area called OWLSpace! This study commons is located on the ground level of the library. The grand opening was October 12. Dr. Randy Hinds, Vice President for Operations, did the honors of cutting the ceremonial ribbon. Dr. David Evans, Assistant Vice President of Library Services, addressed the features and the future of OWLSpace. The area includes five student presentation rooms, wireless access, electrical outlets and both group and individual seating. This addition has increased seating by 23 percent for the library. Vending machines will be added in the future.

The library has added two new graduate librarians in the access services department: Mary Wilson and Elisabeth Shields. Jennifer Sutcliffe is the new part-time weekend access services librarian and George Reeves is the new access services paraprofessional. The technical services department has hired Hyun Chu (Leah) Kim, cataloging librarian, Shayda Monajem-Stanley, paraprofessional, and Jay Nicolletta, paraprofessional.

Betty Childres, library director, retired December 31, 2011 after 24 years of dedicated service. She began her career at KSU as the associate director of access services. Betty will be missed by all.
North Georgia Technical College

Banned Books Read at NGTC

The North Georgia Technical College Libraries celebrated Banned Books Week Sept. 24 – Oct. 1. Each campus held a read-out during the week where students, faculty, and staff were encouraged to read a brief selection from a banned book. Attendees were entered to win door prizes with the theme “I’m with the Banned.” Door prizes at the Currahee Campus read-out were copies of various banned classics. The Blairsville Campus librarian paired up with an English class and had the best turnout of the three libraries in terms of students. The Clarkesville Campus event was well attended by College faculty and staff.

Each of the three campus libraries displayed banned books available for check-out. A handout, available in each of the campus libraries and online, listed the 60+ banned books available through the NGTC Libraries. “Join the Banned” and “I’m with the Banned” mini-buttons and bookmarks were given away to spark interest and increase word-of-mouth advertising. Yellow “Do Not Enter” tape, borrowed from Campus Police, was wrapped around the Clarkesville and Currahee Campus book displays. Signs which pictured barbed wire and read “Do Not Read” in bold letters completed the end caps. Pictures of the displays are on the library’s Facebook page, www.facebook.com/ngtclibraries. The displays led library patrons to ask about their purpose, which gave library staff the opportunity to explain the reasons for Banned Books Week and to create awareness of the libraries planned events.

Plans for next year’s Banned Books Week include pairing with a particular class/department to include attendance and partnering with the college’s Photography Department to take pictures of faculty, students, and staff with their favorite banned book in a mug shot-style photograph, an idea borrowed from other libraries.

Christina Teasley
University of Georgia Libraries

The University of Georgia Special Collections Libraries begin 2012 in a new facility.

The University of Georgia has completed a new state-of-the-art special collections facility, the Richard B. Russell Building, to house the Hargrett Rare Book and Manuscript Library, the Russell Library for Political Research and Studies, and the Walter J. Brown Media Archives and Peabody Collection. The University broke ground for the $46-million, 115,000-square-foot structure in January 2010. UGA raised one-third of the cost from private sources, along with $7 million in gifts for program endowments.

“We are exhilarated to reach completion of this outstanding new facility designed for the purpose of growing, caring for, and sharing the University’s most distinguished collections,” said P. Toby Graham, deputy university librarian and director of the Hargrett Library. “After many years of planning and fundraising, we are eager to welcome students, researchers, and the general public to engage with our collections in the Russell Building’s research rooms, exhibition halls, classrooms, and through public events.”

Each special collection library has its own galleries in which to display permanent and rotating exhibits. Additionally, there are classrooms to allow the integration of primary source materials into instruction and meeting spaces for screenings, colloquia, and other public programs. The building includes digitization facilities for paper-based materials, moving images, and audio, as well as an oral history studio.

Located near historic North Campus, the Special Collections Libraries Building anchors a proposed northwest quadrant of campus.
A highlight of the building visitors will not see is a 30,000-square-foot Harvard-model high-density storage facility constructed largely below grade. As this storage model is generally used for off-site shelving facilities, UGA's special collections vault is unique in its incorporation of high density into an actual library. Items are retrieved using a motorized order picker to reach the 30-foot high shelves.

A grand opening celebration is planned for Feb. 17. Please contact Dr. Toby Graham, 706.542.7123, tgraham@uga.edu for more information.
Daryl Fletcher Named New Library Director

The Conyers-Rockdale Board of Trustees has named Daryl Fletcher the new Director of the Conyers-Rockdale Library during a called meeting December 6. Fletcher had been serving as Interim Director since April 2011.

Daryl has been with the library since 2006 as the Assistant Director for Technical Services. He was highly involved in many technical improvements to the library as well as in the design and implementation of the library’s renovation.

Board of Trustees Chairman Jerry Troff said,

Daryl has done an excellent job as Interim Director and I think he will do an excellent job as Director. Daryl has the qualifications and accreditation required to meet the needs of the library and community. His technology background, both in and outside of the public library setting, is so important and necessary to keep our Library on the cutting edge of computer networking and telecommunications which is required by the patrons that enter the Nancy Guinn Library every day. Our Library is so much more than a repository of books.

In the past nine months that Daryl has been Interim Director, he has worked effectively with library trustees, elected officials and community groups. He has a good working relationship with library staff members and the Friends of the Library, all of whom support him in the position of director.

Daryl’s education background includes a Bachelor of Arts in Communication degree and a Master of Library Information Science, both from the University of Alabama, in 1992 and 1995, respectively. His career history includes employment with Georgia Public Library Service and Interface Electronics.

After being officially named Director, Daryl said, “I certainly appreciate the confidence and support that has been shown to me by the library board and staff. Our library is a shining star in Rockdale County, and there is more demand for everything we offer than ever before. While we are not immune to the challenges facing all libraries these days, I am extremely optimistic about the future of our library.”
Atlanta-Fulton Public Library System Debuts One-of-a-Kind Online Learning Suite – eCampus

eCampus is Atlanta-Fulton Public Library System’s (AFPLS) new online learning suite of tutoring, test preparation and educational resources. It is free to the public, designed for all ages, and accessible with an AFPLS library card. Each branch library has a new collection of books and materials to supplement this lifelong learning opportunity. Spanish and ESL resources are also available both online and in the libraries.

The online learning suite includes programs to assist with:

- Live online one-on-one tutoring sessions and homework help in academic subjects, basic learning skills, and GED preparation.
- Video review and preparation for standardized tests.
- Preparation assistance for naturalization and citizenship tests.
- Career exploration and employment search and assistance.
- Databases offering unlimited access to test preparation for college and technical school, plus informative career information.
- Continuing education classes for adults, including CEU-granting, self-paced classes with real instructors in subjects related to skills, jobs or personal growth in more than 500 courses.

Online databases include SkillsTutor; Tutor.com; ePrep; Universal Class; Testing & Education Reference Center; Ed2Go; Learning Express; Career Transitions; and American Book Company Online Testing.

For more information, contact Jurée Hall at 404-730-1759 or visit www.afpls.org/ecampus.
Gwinnett County

The Friends of the Gwinnett County Public Library to Host An American Girl® Doll Tea Party Featuring an American Girl® Series Author Visit

Evelyn Coleman, the award winning author of several American Girl® Doll books including the Addy series mystery titled Shadows on Society Hill will join guests and their dolls at the Historic Strickland House, 2956 Buford Highway, in Duluth on February 26th from 2 to 4 p.m. This fundraiser benefits the Gwinnett County Public Library. The ticket price includes tea and pastries, a book discussion with the American Girl® book series author, an autographed copy of the American Girl® book Shadows on Society Hill, and a free tour of the Duluth Historical Society Museum. There will also be a raffle for American Girl® clothes, books, and other items.

Ms. Coleman’s works have received an Edgar nomination for Best Juvenile Mystery, the Carter G. Woodson Award, and recognition from the Black and Latino caucus of the National Council of Teachers of English.

Tickets for this fundraiser event are $15.00, which include admission for one adult with one child, and additional guests are $10.00 each. Seating is limited. For more information or to purchase tickets, please visit www.friendsgcpl.org.

Gwinnett Theatre Ballerinas Performed for Enthusiastic Crowd of 200 at the Gwinnett County Public Library

Library goers experienced a special appearance by performers of the Gwinnett Ballet Theatre in November. Jaime Robtison, artistic director of the theatre, and 16 young dancers came to the Five Forks branch in Lawrenceville, Ga., to perform five short selections from The Nutcracker. Performances included an abridged version of the Dance of the Sugar Plum Fairy, as well as visits from the Snow Queen, Russian, Chinese, and Spanish dancers.

The dancing was followed by an enthusiastic question and answer session. The children in the audience were curious about how long the dancers had been studying ballet and expressed their interest in the dancers’ costumes. About 200 customers, ranging from young children to senior citizens, attended the event. For more information about library programs, please visit www.gwinnettpl.org, or call (770)-978-5154.

Gwinnett County Public Library’s Fall Into the Arts Program Series Enjoyed by Almost 1,000 People

With a packed house, or more accurately a packed barn, the Gwinnett County Public Library concluded its annual Fall into the Arts (FITA) season at the Suwanee Music Barn on Saturday, Oct. 29. Carrying on
this 47-year tradition of Bluegrass music, more than 260 fans enjoyed the sounds of live music by the Everett Family Band and other local musicians such as Lisa & Randy and Friends, and Counterpoint.

Executive Director Nancy Stanbery-Kellam explains, "This wrap-up to a successful FITA season was a great example of Gwinnett's cultural riches that have been enjoyed for generations and need to be preserved as we continue to embrace what is new and expand our cultural tapestry."

The Suwanee Music Barn event was one of four programs hosted by the Gwinnett County Public Library. Each of the events, (the Meet the Artist Reception, Gray Area at the Aurora Theatre, the Gwinnett Reads author event featuring Siddhartha Mukherjee, and the Suwanee Music Barn), showcased local and/or timely works of either literary, performing, or visual artistic merit. The program series this year offered an opportunity for almost 1,000 Gwinnett residents to experience the arts through the generosity of community partners, including the Friends of the Library and the library.

New York Times Bestselling Author Lisa Gardner Will Appear at the February 9th "Lunch & Listen" Series Luncheon

On February 9th, 1-2 p.m., the Gwinnett County Public Library will host an upscale weekday luncheon with New York Times bestselling author of thirteen novels Lisa Gardner as she embarks on her national book tour to promote her newest novel, *Catch Me*.

Lisa’s D. D. Warren detective novels include *The Neighbor, Hide*, and *Alone*. Her FBI Profiler novels include *Say Goodbye, Gone, The Killing Hour, The Next Accident* and *The Third Victim*. Two of her books were on the NYT Bestseller List at the same time in 2010, and a movie based on her novel *Hide* premiered on Turner Broadcasting’s TNT network in December 2011.

*Catch Me*, Gardner’s latest work, will be released the same week as the library’s February 9th event. The author will read from the book, followed by a Q&A session, a lunch, and then an onsite book-signing session with the author. Proceeds from the luncheon will support the Gwinnett County Public Library systems author events and other popular literary programs.
The “Lunch & Listen” series is a new way to bring authors and readers together, providing the ultimate food for thought with a wide range of authors, from bestselling mystery writers, to award-winning regional novelists to nonfiction and cookbook authors.

Seating is limited and tickets can be purchased in advance for $10 per person by calling 770-978-5154, visiting your local library branch, or ordering online at www.gwinnetpl.org. Tickets at the door will be $12. Books will be available for purchase during the luncheon. Doors open at 12:30 p.m. The luncheon will take place at and in partnership with Garden Plaza at Lawrenceville, 230 Collins Industrial Way. For more information email: events@gwinnetpl.org.

Georgia Gwinnett in Partnership with Gwinnett County Public Library present
Lauren Willig, New York Times Bestselling Author of the Pink Carnation Series

Lauren Willig, the New York Times bestselling author of the Pink Carnation series will appear at Georgia Gwinnett College on Wednesday, Feb. 15, 2012 as part of the Gwinnett County Public Library’s “Meet the Author” series. Fans are invited to celebrate the release of Lauren Willig’s ninth book in the series, Garden Intrigue, available in stores Feb. 16, 2012.

Lauren Willig, a Yale educated, Harvard graduate school and Harvard Law School graduate, is best known for the New York Times bestselling Pink Carnation series. Willig, who began a Ph.D. in English History, completed the first book in the series, The Secret History of the Pink Carnation, while working on her doctorate and received her first book contract during her first month of law school. She went on to complete the second and third installments of the series during her second and third years, but after a brief stint as a litigator at a large New York law firm, she gave up law in order to become a full-time author. Since then, her books have hit the New York Times list, been nominated for a Quill Award, featured regularly on the American Library Association’s annual “best of” list, and won the Booksellers’ Best, RITA, and Golden Leaf awards.

The reception for the author starts at 6 p.m., followed by a book chat and signing at 7 p.m.

The event will take place in the Student Center LVIS room at Georgia Gwinnett College and is free and open to the public. Books in the Pink Carnation series will be available for signing and purchase.
Gwinnett County Public Library’s “Meet the Author” Series Hosts Carolyn McKinstry, Survivor and Civil Rights Activist

The Gwinnett County Public Library is proud to host Carolyn McKinstry, survivor of the Sixteenth Street Baptist Church bombing on September 15th, 1963. A native of Birmingham, Alabama and a lifelong member of the church, Carolyn McKinstry was present when Klan members bombed the church, killing four of her young friends. The bombing, which shook the community as well as the nation, was a defining experience for McKinstry, and began her life as a civil rights activist. Her book, *While the World Watched: a Birmingham bombing survivor comes of age during the civil rights movement*, offers a rare, personal account of the Civil Rights movement as it progressed both nationwide and within her life. McKinstry will be speaking about her book at the Suwanee branch of the Gwinnett County Public Library on January 26th, 2012, at 6 p.m.

McKinstry has shared her experiences with the History and Discovery Channels, The Faith & Politics Institute, The U.S. States Memorial Holocaust Museum, The First Center of Nashville, CNN, BBC, MSNBC, Life Magazine, The Oprah Winfrey Show, national and local Public Radio, and numerous other organizations and academic institutions. Recent invitations include international appearances in India and Italy. She has also been a consultant and participant in the Spike Lee HBO Documentary *Four Little Girls*, the Hallmark television movie *Sins of the Father*, the documentary *We Shall Not Be Moved*, and the HBO Grammy winning *Children’s March*.

This event is part of the “Meet the Author” program hosted by the Gwinnett County Public Library. “Meet the Author” is an ongoing series that makes beloved, influential, and dynamic authors accessible to Gwinnett County residents. The McKinstry event is free and open to the public. Books will be available for purchase and signing.

---

Computer Access and Holds Pick-Up Available During Gwinnett County Public Library’s Five Forks Branch Efficiency Upgrade

Lawrenceville, GA— January, 2012

Beginning in early winter, library customers will have computer access and a Holds Pick-Up service, (for reserved items only), at the Five Forks branch location of the Gwinnett County Public Library while the building is under construction. Upon approval by the Gwinnett County Board of Commissioners a long awaited construction project will update the library branch building. The efficiency upgrade, to be completed in two phases, is expected to take up to 7 months.

During the first phase of the renovation, customers will be able to pick up only requested items at the side of the Five Forks branch building while construction is completed in the front of the building. The lobby restrooms and the meeting room will be renovated during this time, and the building will be closed to the public. Library staff will be on site to check-out requested items to customers. This service is only available “curbside” and will be moved to the front of the building during the second phase of construction.
During the second phase of construction, hold services will be available in the newly renovated meeting room. Computer services and library staff assistance will continue to be offered in the adjacent trailers provided by the Gwinnett County Public School system until the completion of the project.
Northwest Georgia Regional Library System

Animal lovers can now show their love of their favorite pet and their public library. As of December 1, 2011, the Dalton-Whitfield Public Library, headquarters of the Northwest Georgia Regional Library System, has established a Pet Memorial/Honorarium Fund. Donating to this fund is a lasting way to honor a beloved pet. The purpose of the fund is to provide the library with a collection of books and other materials for children and adults on the care of pets. Children’s stories about animals are also included in the collection, in the hope that the care of and love for animals can be instilled in children.

“This program is a new concept, designed for animal lovers to give something special to the community in honor of their pet,” says Director Joe Forsee. “It is a lasting way to remember a beloved pet. We are aware of very few other libraries in the nation that have a similar program.”

A bookplate, containing the name of the pet and the pet’s owner will be placed in a book. Letters of acknowledgement will be sent to both the pet owner and to the donor. Contact Nick Fogarty, deputy director, at fogartyn@gmail.com for more information.
Off the Shelf


This work is truly a multicultural history. The authors drew on diverse sources to discuss the geological history of Stone Mountain; they talk about Native American life in the area, and give an overview of Stone Mountain’s history since black and white settlers arrived. They do not focus on just one aspect of the mountain’s history. They cover the Civil War, the lives of African Americans in the area, the KKK connection, the famous carving, and Stone Mountain’s overall history as a park and tourist attraction, including a guide to exploring the mountain today. The book has varied photographs and drawings, some in color, of the past and present at Stone Mountain, including a map of the modern-day Natural District. The only flaw I found in the book is that this map could have been larger, and placed at the beginning of the book so readers would have access to it from the beginning. The chapter, “Time Capsule in Granite: The Confederate Memorial Carving, 1914-1970,” is especially interesting. The authors discuss politics, funding, and the engineering and artistic challenges involved in creating the largest relief sculpture of this type in the world. They drew on David B. Freeman’s *Carved in Stone: The History of Stone Mountain* and other secondary and primary sources to provide a shorter, but detailed enough, history of this unusual tribute to the Confederacy. This book would be suitable for a high school, public, special, or academic library. The authors make complex topics easy to understand, and provide an annotated list of sources used in each chapter that could be explored by those who want to dig deeper.

LouAnn Blocker, Reese Library, Augusta State University