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GEORGIA LIBRARY QUARTERLY



VOLUME 54 NUMBER 3 SUMMER 2017

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GLA SPOTLIGHT

Ogeechee Technical College Library

Ogeechee Technical College (OTC) is a unit of the Technical College System of Georgia (TCSG) serving Bulloch, Evans, Screven, and surrounding counties. Established in 1986, Ogeechee Technical College is a public institution of higher education that contributes to the economic, educational, and personal growth of the individuals and the communities it serves. It offers over 120 programs in business, health, industrial/natural resources, and personal/public health. The total enrollment for academic year (AY) 16 was 2,872 and the college employs 160 full-time and numerous part-time employees.

The library offers its students a warm welcome, 61 computers, printing of assignments, over 8,000 books, over 40,000 items on GALILEO, 36 magazine subscriptions, assistance with technology, and research classes. However, as more and more students are doing research at home and reading from a computer, it is challenging to maintain consistent use of the small library.



Librarians decided that teaching research skills to various classes was not going to be enough. They sent e-mails to instructors and asked for suggested events the library could host to enhance their curriculum. One faculty member responded that she would like to get her Early

Childhood Education students involved in book character activities, so the library planned a pumpkin character-making activity. A local store donated the pumpkins and gourds, and the library supplied the paint.

It was such an inspiration to watch college students be creative. Once the pumpkins were painted, library staff displayed them in the library and later took them to a local nursing home to be used as decorations for their fall festival. Many of those same students return regularly to the library to work on homework or to simply say, "hello."

To learn more about its services and activities, please visit the Ogeechee Technical College Library website at: <http://www.ogeecheetech.edu/library-home>.

GLA SPOTLIGHT

Roddenbery Memorial Library

Zin zin zin! Music surrounds us even when we're not listening. March was Music Month at Roddenbery Memorial Library (RML) in Cairo, Georgia. In the Children's Room, there were stories about music, composers, and performers. If you had listened carefully, you might have heard the sounds of violins wafting from the auditorium where a group of students were learning how to make their violins speak.

This dedicated group is taught by Lincoln High School senior Samantha Crawford, from Tallahassee, Florida. Ms. Crawford has been studying the violin since the age of nine and has performed internationally, receiving many accolades.

The Grady County Fine Arts Project, Inc. (GCFAPI) is responsible for creating this amazing opportunity for local music enthusiasts. Combining a multitude of talents, the GCFAPI has been reaching out to the Grady County



community for the past seven years to provide piano lessons, children's choir, and storytelling (which includes reading and writing skills through puppetry). These are just a few of the tremendous opportunities provided by the GCFAPI. Each of these endeavors instill confidence, tenacity, a sense of responsibility, and pride in the participants. Participants also

acquire a much wider view of the world in addition to strengthening important skills and values they will use throughout their lives. Members of the community have also enjoyed performances by these special groups.

Roddenbery Memorial Library is honored to provide a venue for these fine arts opportunities and looks forward to welcoming more fine arts classes to the library. RML has just started circulating ukuleles, and staff are looking forward to some exciting jam sessions.

Learn more about the Roddenbery Memorial Library and its programs at rmlibrary.org.

GLA SPOTLIGHT

Senoia Branch Library Coweta Public Library System

The Senoia Branch Library is one of four library branches within the Coweta Public Library System (CPLS). The Senoia Area Library was originally established as a city library in 1974 and became a part of the Coweta Library System in 2008. In 2012 the current 6,500 square foot branch was opened on the beautiful Marimac Lakes. The high vaulted ceiling and gorgeous wood beams along with inspiring, original art work create a big footprint for this smaller, cozy library. Patrons love to relax, read, and take in the lake from the comfortable back and side patio areas.

Senoia library has yet another captivating aspect that not only draws people in but keeps them coming back—the library staff. The dedicated staff consistently provides quality customer service that fosters a positively memorable experience for each person who walks through the doors. Everyone who enters is welcomed with warm smiles, cheerful greetings, and an open-minded spirit of service. The staff is well versed not only in the materials

and services offered by CPLS but also the history and current events of the City of Senoia.

For a library with limited space, program offerings rise well above the one-size-fits-all approach. Each staff member specializes in a different age group but all share responsibility when needed. The staff is always open to new



Pictured from left to right: Ms. Jayne, Ms. Linda Sue, Ms. Polly and Ms. Rachel

ideas while still offering more traditional programming, such as Story Time and craft programs. Reaching out into the community for professionals and hobbyists to conduct programs here is equally important. The staff's ability to tap into their surroundings and

forge relationships with patrons, business owners, and members of other not-for-profit organizations is key to Senoia Library's success in offering dynamic programs for all ages.

Like the small town it is located in, the Senoia Branch Library has the charm and warmth that resonates with its customers and visitors stopping by to check out *The Walking Dead* film sets (yes, *The Walking Dead* is filmed in our town). A strong energy to serve and create is evidenced by Senoia Library's staff: Ms. Jayne, Ms. Polly, Ms. Rachel, and Ms. Linda Sue. Come visit soon!



From the PRESIDENT

The newly branded Georgia Libraries Conference (GLC) will be held October 4–6 in Columbus Georgia. The Conference Committee is working hard to bring us a fabulous conference this year. The Conference Advisory Task Force has also worked hard to provide input and assistance. The committee will maintain some of our most valued traditions while incorporating some new events.

This year's conference theme is "Different by Design." What's *different* this year?

Edutainment with authors. A redesigned author event sponsored by GLA's Public Library Division.

Murder Mystery Night. A new, more interactive format for Wednesday evening entertainment so that we can spend time networking and solving a mystery with our colleagues. The added bonus here is that Carol Stanley is chairing the planning group for this. You know it is going to be good!

Storytelling Lunch with local historians. Did you know the biggest Confederate port was completely landlocked? What works of iron were cast in your presentation rooms when the facility was the Columbus Irons Works? Do ghosts haunt the Trade Center today? Learn from the locals. Added bonus: food costs are significantly lower in Columbus, so the price for the luncheon will drop significantly. We are also getting the top of the line buffet. Come hungry and ready to learn!

All Conference Reception. This year's reception will allow conference attendees to meet and mingle with incoming GLA officers. The awards

ceremony will be held in a space adjacent to the reception area. Conference attendees can attend the ceremony to cheer for awards recipients and continue enjoying reception food and drink.

And some things will remain the same. Foremost is the commitment to providing excellent conference content and continuing education opportunities. For the library staff required to maintain a State of Georgia Certification, you still can fulfill your two-year requirement for CE credit by attending the conference. Note that you will be responsible for your own CE forms.

This year's conference will feature ten concurrent sessions with speakers from a broad range of libraries and backgrounds. There are more programs for public libraries offered this year than ever before. Our keynote speakers, R. David Lankes and Siva Vaidhyathan, are sure to engage us in topics related to current issues we face in libraries.

From his bio:

R. David Lankes is the director of the University of South Carolina's School of Library and Information Science, and recipient of the American Library Association's 2016 Ken Haycock Award for Promoting Librarianship. His book, *The Atlas of New Librarianship* won the 2012 ABC-CLIO/Greenwood Award for the Best Book in Library Literature. Lankes is a passionate advocate for librarians and their essential role in today's society.

From his bio:

Siva Vaidhyathan is a cultural historian and media scholar and is a professor of Media

Studies at the University of Virginia.

Vaidyanathan is a frequent contributor on media and cultural issues in various periodicals including [The Chronicle of Higher Education](#), [New York Times Magazine](#), [The Nation](#), [Slate](#), and [The Baffler](#). His books include *Copyrights and Copywrongs: The Rise of Intellectual Property and How It Threatens Creativity*, *The Anarchist in the Library: How the Clash Between Freedom and Control Is Hacking the Real World and Crashing the System*, *The Googlization of Everything -- and Why We Should Worry*, and *Intellectual Property: A Very Short Introduction*.

We look forward to taking advantage of downtown Columbus' growth since we last held our conference there. There are many restaurants and shops within walking distance and a wider variety of hotel rooms at many price points. For those of us looking to explore the city, Columbus offers a variety of museums,

tours, and other attractions such as the Civil War Naval Museum and the Coca-Cola Space Science Center. It's always great to meet new librarians throughout our state and to visit with old friends. Stay tuned for details of special deals and tours that will be listed on the conference website.

A note about IMLS funding before I close. The House "Labor H" Appropriations Subcommittee approved a spending bill that keeps IMLS level-funded at \$231 million for FY18. The full committee will meet to vote on Wednesday, July 19, so we will know the result of this after publication of the next GLQ. Keep your fingers crossed and keep contacting your legislators!

Elizabeth McKinney
President, Georgia Library Association 2017
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My Own PRIVATE LIBRARY

By Chris Sharpe

My private library is a nostalgic collection of interests scattered among three places: my office, my home, and my parents' home. Although I rarely re-read my books, I have an emotional attachment to them, and I resist letting them go. Now, I buy fewer books due to financial and space considerations. Most of my new items are those that were not available through the library or were given to me as gifts.

In this age of streaming content I have been reflecting on what I want to own. I enjoy content through subscribed or free services, but I rarely think of

buying them for a collection. Purchasing digital files of films, music, or books does not have the same satisfying feeling for me as owning the physical items. E-books are convenient for looking up information or reading a chapter, but I dislike reading a whole book on a device.

Once, I had the desire to have my own home library room with shelves full of books. I remember touring homes with libraries and thinking that these rooms were a symbol of success and intelligence. Would having a room full of books inspire me to write more? I imagined retreating to my library to work on some grand project, pulling a book from the shelf when I needed to confirm something. That sounds old fashioned now, and my desire to have a dedicated room of books has faded. I



wonder what I will still own in print after ten or more years. For now, here is my private library:

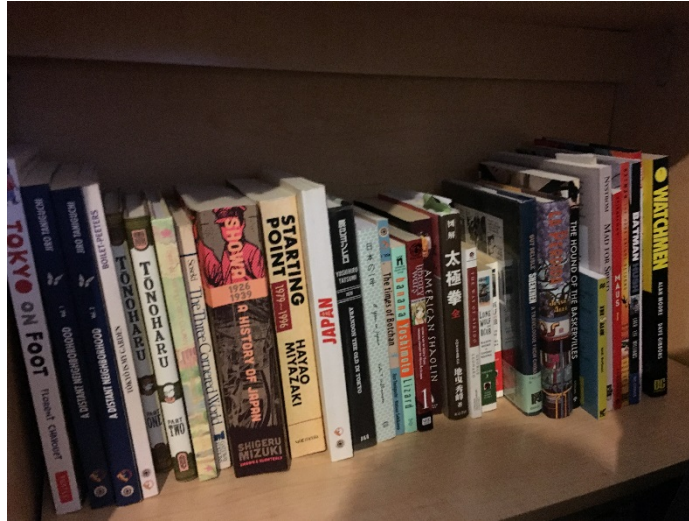
In my office I have books I mostly read during my undergraduate and graduate studies. There is my history section on Mexico, Latin America, and South America I used while working on my BA in history. Above that section is a small collection of public administration texts from my master's program. Jeff Speck's *Walkable City* is a favorite book as I researched the issue of walkability in my capstone project. Of course, I can't forget my library science

books; they are on the next shelf over. It's doubtful that I will ever read or refer to most of these books again, but I like seeing them on my shelves. They remind me of what I was focusing on during my studies, and I look at them with a sense of accomplishment. Someday, I will decide that it is time to let them go, but I just cannot do it yet.

Another shelf has part of my collection related to Japan. After finishing my undergraduate degree, I lived in Japan for three years working as an assistant language teacher at a junior high school. I resisted the urge to ship too many of the books I bought in Japan back to Georgia, but I did keep a few and left the rest behind for my successor. Again, I doubt that I will read them again, but they express my interest in Japan.

Another holds the rest of my books related to Japan. These are mainly graphic novels ranging from fiction to history to travelogues. Although I did not read manga while in Japan, I got the urge to start reading comics or graphic novels when I returned to the US. They include Forent Chavouet's *Tokyo on Foot*, a pictorial travelogue through the city; Lars Martinson's *Tonoharu*, a graphic novel about life as an assistant language teacher; and Shigeru Mizuki's *Showa*, the first part of his tour through Japanese history. I have them not only because I am interested in Japan and admire the artistry, but also because they take me back to my life in Japan where I had great adventures and made great friends.

Speaking of going back, there is my last small private library still at my parents' house. It is all boxed up in their basement because I don't really have room at my own house. Why are they still there and not in a library book sale? That nostalgic factor is powerful and prevents me from just giving them up. The books are



mostly from my middle school and high schools days: fantasy series like *Dragonlance* and *Forgotten Realms*; biographies of Buster Keaton, Buddy Holly, and James Dean; and even humor books from Lewis Grizzard. They are just collecting dust in that box, and I should really pass them on. Yet, I still enjoy looking at them when I visit my parents and recall my younger school days.

So I read mostly library books and buy only graphic novels. I have a focus on what I want to collect now. I may be sentimental about the books from my past, but I am always looking forward to the next book to read. When I do say goodbye to most of my private library it will be a bit sad. I think I will be okay because the curiosity that led me to being a librarian also drives me to seek out and read new stories.

Chris Sharpe is Assistant Director of Access Services and Librarian Associate Professor at Kennesaw State University

On Your Mark, Get Set, Go! Learn More About Using Games in Library Instruction

By Rebecca Engsborg

In October 2016, the Georgia Library Association's (GLA) Reference and Instructional Services Interest Group (RISIG) sponsored a panel presentation at GaCOMO 2016 about using games in library instruction. The conference program description of "Let's Play: Library Instruction" stated that "[b]y tapping into curiosity, creativity, and a sprinkling of competitiveness, instruction through games can be engaging, exciting, and energizing."

As the first presenter (from Mercer University, a mid-sized private school with about 8,600 students), I offered the audience a brief explanation of the potentially confusing buzzwords of 'gamification' and 'game-based instruction' (see my presentation slides at <http://www.slideshare.net/gacomo/lets-play-library-instruction>). The next presenter, Jean Cook (from the somewhat larger, public University of West Georgia with about 10,700 students) explained and demonstrated some non-digital games that she had used effectively in a classroom setting. The final presenters, Karen Doster-Greenleaf and Amy Stalker (both from Georgia State University, a much larger public institution with about 32,000 students) discussed their experiences using digital games in library instruction.

Although the panel consisted of four presenters from academic libraries in Georgia, the presentation topic is not limited to just one kind of library. In fact, every kind of library—including public and school libraries—may benefit from librarians using games in library instruction. You don't need to reinvent the wheel, either. You can draw inspiration from what other librarians have done.

Building on the GaCOMO presentation, this brief article offers some additional resources

related to using games in library instruction. Whether you're just getting started, or you want to enhance how you already use games to instruct, the selective annotated bibliography of online resources as well as the selective bibliography of additional print resources could be helpful tools for you.

My rationale for the selective annotated bibliography of online resources was to identify a number of online resources that were easy to access from an individual's office computer. I provided annotations of these ten resources so that individuals could more easily choose to explore resources of interest. My rationale for the selective bibliography was to identify additional resources (in this case, fourteen) that were not necessarily online, should individuals choose to further explore the topic.

Selective Annotated Bibliography of Online Resources

Angell, Katelyn, and Eamon Tewell. 2015. "Measuring Our Information Literacy Footprint: Assessing Game-Based Learning in Library Instruction." In *Creating Sustainable Community, ACRL 2015, March 25–28, 2015, Portland, Oregon, Conference Proceedings*, edited by Dawn M. Mueller, 516–521. Chicago: Association of College & Research Libraries—a division of the American Library Association. http://www.ala.org/acrl/sites/ala.org/acrl/files/content/conferences/confsandpreconfs/2015/Angell_Tewell.pdf.

In this online resource, the authors explore the assessment of games in information literacy library instruction. Following a standard research paper format, they first introduce their topic and offer an overview of the relevant literature. Then they describe their own study,

including methods and data collection, followed by a results and discussion section. The authors conclude with their hope that their study will encourage additional research on game-based learning.

Burkhardt, Andy. 2014. "Taking Games in Libraries Seriously." *The Academic Commons*. <http://www.academiccommons.org/2014/07/24/taking-games-in-libraries-seriously/>

Although the author begins by addressing the collecting of games by libraries, a later section titled "Games in Library Instruction" is useful for librarians who instruct. In addition to describing orientation games, the author also discusses games developed by librarians that focus on information literacy competencies as well as more in-depth research skills.

Hofer, Amy. 2013. "Giving Games the Old College Try." *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2013/giving-games-the-old-college-try/>

In this article from an open access, open peer reviewed journal, the author describes her experience using two different games in a for-credit online information literacy course. She defines games as "activities that are designed as games from the beginning (not retrofitted with "gamification" components), are played online, and create interactive user experiences."

"Incorporating Games in Instruction." 2016. *The Game Making Interest Group of the Library and Information Technology Association (LITA) division of the American Library Association (ALA)*. <https://gagemakinginterestgroup.wikispaces.com/incorporating+games+in+instruction>

This Wikispaces Classroom website offers a useful starting point for librarians who are interested in learning more about (and using) games in library instruction. The website provides links to actual game elements to incorporate, and at different levels—from

simple to moderate to advanced difficulty. The website also includes sections titled Best Practices, Library Game Examples, and Suggested Readings (links to these sections are on the right side of the screen).

Isaacs, Steven. 2015. "The Difference between Gamification and Game-Based Learning." *ACSD Inservice* (blog), January 15. <http://inservice.ascd.org/the-difference-between-gamification-and-game-based-learning/>

This blog post attempts to clear up misconceptions regarding the frequently used buzzwords of 'gamification' and 'game-based learning.' The author's perspective is based on his experience as a middle school teacher, so he understandably often refers to the traditional school classroom. Nevertheless, this site is very helpful—regardless of instruction context—in understanding the differences between the two concepts. Isaacs ends his post with an effective, easy-to-understand infographic that visually portrays the differences between 'gamification' and 'game-based learning.'

McDevitt, Theresa. 2016. "Games and Activities for Energizing Library Instruction." *Indiana University of Pennsylvania Library / LibGuides*. <http://libraryguides.lib.iup.edu/c.php?g=60507>

This guide contains links and bibliographic information for resources to help instructors energize library and information literacy instruction with games and activities. All of the guide's content is accessible from the first and only page of the guide, so it is easy to use. That page contains seven boxes, including boxes with links to and descriptions of online games, a selective bibliography of resources, citation information and activities links, links to blogs and other web resources, and links to online searching instruction activities.

Miller, Willie. 2013. "Gaming the Library: Using Game-Based Learning in Libraries." *Information Today Europe*, November 15.

<http://www.infotoday.eu/Articles/Editorial/Featured-Articles/Gaming-the-library-using-game-based-learning-in-libraries-93307.aspx>

The author shares his experience with digital game-based learning in this online article. He describes his collaboration with diverse colleagues to develop a new game directed at informing users about the resources, services, and processes of the library. The resulting game is quite complex and took over a year to plan. In the article's concluding section, entitled "Lessons Learned," Miller addresses what could be improved for future iterations of the game.

Smale, Maura. 2015. "Play a Game, Make a Game: Getting Creative with Professional Development for Library Instruction." *The Journal of Creative Library Practice*, May 18. <http://creativelibrarypractice.org/2015/05/18/play-a-game-make-a-game/>

The author of this peer-reviewed journal article shares her experiences with developing a brainstorming card game to help librarians create games for information literacy and library instruction, as well as a game about evaluating sources designed to be played in a library instruction session. Smale also expands upon a major benefit of using games in academic libraries—increasing student engagement through active learning. Readers of this article could gain information helpful in creating their own game, or adapting an existing game for their own use, regardless of audience or educational setting.

Smale, Maura. 2011. "Learning Through Quests and Contests: Games in Information Literacy Instruction." *Journal of Library Innovation*, Vol 2 (2): 36–55. <http://www.libraryinnovation.org/article/view/148>

This earlier article by the same author as the preceding one provides an overview of using games in library instruction. The author first discusses research in game-based learning

before addressing information literacy games. After Smale briefly discusses commercially-produced digital games, she writes in greater detail about digital information literacy games used in eight academic libraries. In addition, the author addresses non-digital information literacy games used in seven academic institutions. Then Smale enumerates game principles for information literacy instruction and identifies potential barriers to games-based learning.

Sugarman, Tammy, and Guy Leach. 2005. "Play to Win! Using Games in Library Instruction to Enhance Student Learning" *University Library Faculty Publications*. Paper 38. http://scholarworks.gsu.edu/univ_lib_facpub/38

This article explains the positive impact on students of using games, as well as the benefit to librarians of incorporating games into instruction. The authors identify a gap in the literature (at least in the decade preceding the article) of any articles that describe the use of games in single occasion library instruction sessions. However, the authors offer a thorough review of the studies through 2004 that have been reported.

Selective Bibliography

Galway, Patrick, Lynn Gard, and Timothy Collinson. 2014. "Engaging Students With Creative Library Staff: The Game's Afoot!" *ALISS Quarterly* 9 (2): 16–20.

Giles, Kelly. 2015. "No Budget, No Experience, No Problem: Creating a Library Orientation Game for Freshman Engineering Majors." *Journal of Academic Librarianship* 41 (2): 170–177.

Haruko, Kobayashi, Shinkawa Mikiko, and Yamamori Takahiko. 2013. "Librarian-Faculty Collaboration in Using a Game-Based Method to Teach Information Literacy." *Journal of the Japan Medical Library*

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- Margino, Megan. 2013. "Revitalizing Traditional Information Literacy Instruction: Exploring Games in Academic Libraries." *Public Services Quarterly* 9 (4): 333–341.
- Mazzetta, Francesco. 2015. "Games in Libraries: Essays on Using Play to Connect and Instruct." *AIB Studi* 55 (3): 471–472.
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- Porter, Toccara D. 2012. "Games and Activities: An Alternative Foundation for Library Instructional Learning." *Codex* 2 (2): 61–77.
- Powell, Annmarie. 2013. "Get in the Game: Encouraging Play and Game Creation to Develop New Literacies in the Library." *Library Trends* 61 (4): 836–848.
- Smale, Maura A. 2011. "Learning Through Quests and Contests: Games in Information Literacy Instruction." *Journal of Library Innovation* 2 (2): 36–55.
- Snyder, Judith. 2015. "Playing Games ... in the Library?" *Library Sparks* 13 (3): 21–23.
- Snyder Broussard, Mary J. 2010. "Secret Agents in the Library: Integrating Virtual and Physical Games in a Small Academic Library." *College & Undergraduate Libraries* 17 (1): 20–30.
- . 2014. "Using Games to Make Formative Assessment Fun in the Academic Library." *Journal of Academic Librarianship* 40 (1): 35–42.
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- Rebecca Engsberg is Research Services Librarian at Mercer University*

PEER REVIEWED



Presence and Use of Designated Charging Stations for Electronic Devices in Academic Libraries: An Exploratory Study

By Lesley K. Mackie

Introduction

Charging stations for electronic devices have become ubiquitous in many settings. Device charging stations have been installed in airports to fill a need for travelers, as well as in gyms, restaurants and other spaces where people rely on their electronic devices to keep them in touch with others and for entertainment. Students are also away from home and rely on their electronic devices to keep them in touch and for research. Electronic devices (laptops, iPads, tablets, etc.) have become commonplace as students are constantly using these devices for study or personal purposes. A 2013 EDUCAUSE Centre for Analysis and Research (ECAR) study found that undergraduates owned two to three internet capable devices, 89 percent owned a laptop, and over 75 percent owned a smartphone (Dahlstrom et al. 2013). The pervasiveness of electronic devices was also highlighted in a 2012 ECAR study that found that over 96 percent of undergraduates at Georgia State University (GSU) used a laptop and over 59 percent used a smartphone (Dahlstrom 2012). In addition to student ownership of electronic devices, many institutions, including Georgia State University (Georgia State University 2010), require that their students have and/or provide their students with electronic devices.

While students at Georgia State University have access to a plethora of electronic devices (Dahlstrom et al. 2013), up until 2013 the battery power of electronic devices (e.g., through the installation of charging stations)

was not being addressed at GSU. To explore this further, a librarian at GSU conducted an exploratory survey to discover the presence and use of charging stations in libraries. This article addresses this infrastructure gap by looking at the presence and use of designated charging stations for electronic devices. Of particular interest were the institutions that provide and/or require their students to have electronic devices. This article presents the findings of the exploratory survey. Conducted in 2013, the information from this survey continues to be relevant as it can assist libraries that are considering installing charging stations for electronic devices as well as assist them in choosing what type of device to install; it can also assist with decisions on how to address battery power for electronic devices.

Literature Review

A review of the literature for “charging stations” revealed that the majority focus on charging stations for automobiles. Searches for information on charging stations for electronic devices returned few results; the most common centered on vendor information, studies identifying charging stations as a need (Brown-Sica 2012; Villa 2012), and institutional promotional advertisements regarding the installation of charging stations (Carter 2011). Examples of institutions with promotional advertisements include the University of Minnesota Morris, SUNY Fredonia, the University of Arizona, the University of Southern Indiana, and Xavier University (Bremer 2012; Maze 2012; The University of Arizona

2014; Clark et al. 2014; Hampton 2015). No studies were found regarding installed charging stations. The lack of literature suggests that while most institutions provide wireless internet access for students (Henderson et al. 2008), little consideration is given to the battery life of the electronic devices using the wireless internet.

Students have identified this lack of consideration for battery charging as one barrier to their use of electronic devices (Dahlstrom et al. 2013). They see battery life and the lack of electrical outlets as a major impediment in the use of smartphones (Nahrstedt et al. 2010) and laptops (Giacomini 2010; Fournier et al. 2010) as educational tools. A needs analysis by Lane et al. (2010) confirmed the importance of access to electrical outlets for students as it recommended the installation of additional outlets.

The *Library Journal's* "Twelve Keys to Library Design" (Sens 2009) lists lockers, with built in electrical outlets for charging electronic devices, as a way of going beyond the baseline of wireless internet access and infusing technology into library space. The use of space in libraries and institutions is an important issue, of which technology, including charging stations, needs to be considered. An ACRL (Association of College and Research Libraries) Research Planning and Review Committee report (2010, 288) lists "explosive growth of mobile devices and application will drive new services" as a top ten trend. The report projects that librarians will need to be creative to meet user needs as mobile devices will steer user demands and expectations as the number of electronic devices increase and mobile interface availability increases. A report from University of California San Diego (Bagwell 2010) discusses the need for mobile device charging stations to enable "learning on the go" for their students but lacks any literature to support this need and does not report on their installation.

Most of the literature that discusses the identified need for charging stations and the need to consider them in space allocations in libraries dates to 2010. Since then, little has been written on the use, need, and installation of charging stations.

Background

At the Georgia State University (GSU) annual librarian retreat in 2012, Bryan Sinclair, associate dean of public services, announced a new fund source for library innovation. Librarians anecdotally noted, from informal observation, that as the semester progresses students find all the locations throughout the library where one can sit and use an electrical outlet to charge electronic devices and work on their research. To meet this need students will use any outlet that they can locate; many students end up sitting on the floor. The idea of installing charging stations in the library (similar to those seen in airports) was proposed in order to enable students to charge their electronic devices, while providing a better alternative to sitting on the floor. The idea of installing charging stations was well received; a proposal was written and accepted for funding.

This proposal aligned with both the Georgia State University strategic plan and the library mission. The electronic device charging station proposal supports two of GSU's goals: to increase the level of scholarship support and to enhance supporting infrastructure for the conduct of research (Georgia State University 2011). Additionally, it supports the library's mission (Georgia State University Library Administrative Council 2011a) and the library's strategic initiatives (Georgia State University Library Administrative Council 2011b) to enable students to discover and use the library resources while promoting research, and by enhancing access to scholarly information. Providing students places to charge their electronic devices in the library facilitates electronic access to library resources.

Since this study began, a total of five KwikBoost charging stations were installed in the GSU library on multiple floors. The library also purchased individual chargers that students can check out. Librarians have anecdotally observed that charging station usage is high. To help students find them, the locations of the charging stations have been added to library maps. Additionally, the university has installed charging stations, as well as designated electrical outlets, at convenient heights (i.e., table heights) at various locations on campus.

Methodology

A survey of academic librarians was conducted to determine the presence and use of charging stations in academic libraries. The survey was created using SurveyMonkey. This survey was not formally validated; however, GSU librarians tested the survey to ensure that it functioned properly and to provide suggestions for changes. The reported results do not include the test survey results. Prior to distribution, the GSU Institutional Review Board received the survey for approval.

The survey can be divided into three main sections: basic information on the respondents' institutions, questions for respondents without charging stations, and questions for respondents with charging stations. The survey consisted of twenty-one questions (see Appendix A), each answer determining the next question. No participants answered all of the questions in the survey and participants could choose not to answer a question. The self-selecting participants in this survey remained anonymous; the only identifier being institution name, which they could opt out of providing. For maximum distribution the survey was emailed to GSU librarians with the request that they send it to all relevant listservs that they subscribed to (e.g., GLA, ILI-L Discussion List - information literacy).

The survey was open from July 15 to August 31, 2013. Selected dates corresponded with

librarians returning from summer vacations and the start of preparation for the fall semester, in order to reach the widest number of academic librarians available to complete the survey.

Results

The survey received 400 responses, four of which were incomplete, as respondents chose to immediately opt out from completing the survey. The survey was intended for academic libraries and included responses from both national and international institutions. The same number of respondents did not answer all the questions, as an option to skip questions was provided. In the following results, the percentages represent those who answered that particular question, with the number of respondents in parentheses. Figures are located at the end of the methodology section.

1. Demographics

Responses were fairly evenly distributed among all institution sizes: very large (>30,000 students): 17.1 percent (45), large (15,001-30,000 students): 25.5 percent (67), medium (5,001-15,000 students): 24 percent (63), small (<5,000 students): 33.5 percent (88) (see Figure 1). The majority of responses, 62 percent (163), came from public institutions compared to the 38 percent (100) of responses that came from private institutions (see Figure 2). The majority of respondents, 65 percent (158), were from institutions offering doctoral degrees while 18 percent (44) were from institutions offering bachelor degrees and 15 percent (40) from institutions offering masters degrees (see Figure 3).

When asked if their institution requires and/or provides electronic devices, 49 percent (130) responded that they do not, 28 percent (73) responded that they do, and 23 percent (60) responded that they did not know (see Figure 4). The 28 percent (73) who responded that they require or provide electronic devices were asked which electronic devices they require or

provide. Laptops were the most common response for both required and provided electronic devices and iPads were the second most common (see Figure 5).

Sixty-three percent (163) of respondents' institutions do not currently provide charging stations, while 31 percent (80) do provide charging stations, and 6 percent (16) were not sure if their institution provides charging stations (see Figure 6). Those who answered that they do not provide charging stations were directed to a different set of questions (section 2: No Charging Stations) from those who answered that they do provide charging stations (section 3: Charging Stations). Those who were not sure if their institutions provide charging stations were directed to the end of the survey.

2. No Charging Stations

The 63 percent (163) of respondents whose institutions do not provide charging stations were asked a series of questions as to the reasons why and the perceived barriers to providing this support. The majority, two thirds or 67 percent (104), of the respondents see a need for charging stations, 17 percent (26) of respondents do not see a need, and 16 percent (25) of respondents were not sure (see Figure 7).

When asked whether they were considering installing charging stations, 29 percent (45) responded that they are considering them, 26 percent (40) responded that they are not, and 45 percent (70) were not sure (see Figure 8). As to the time frame of installation, 43 percent (27) responded that installation was to occur in less than a year, 35 percent (22) responded over a year, and 22 percent (14) responded that

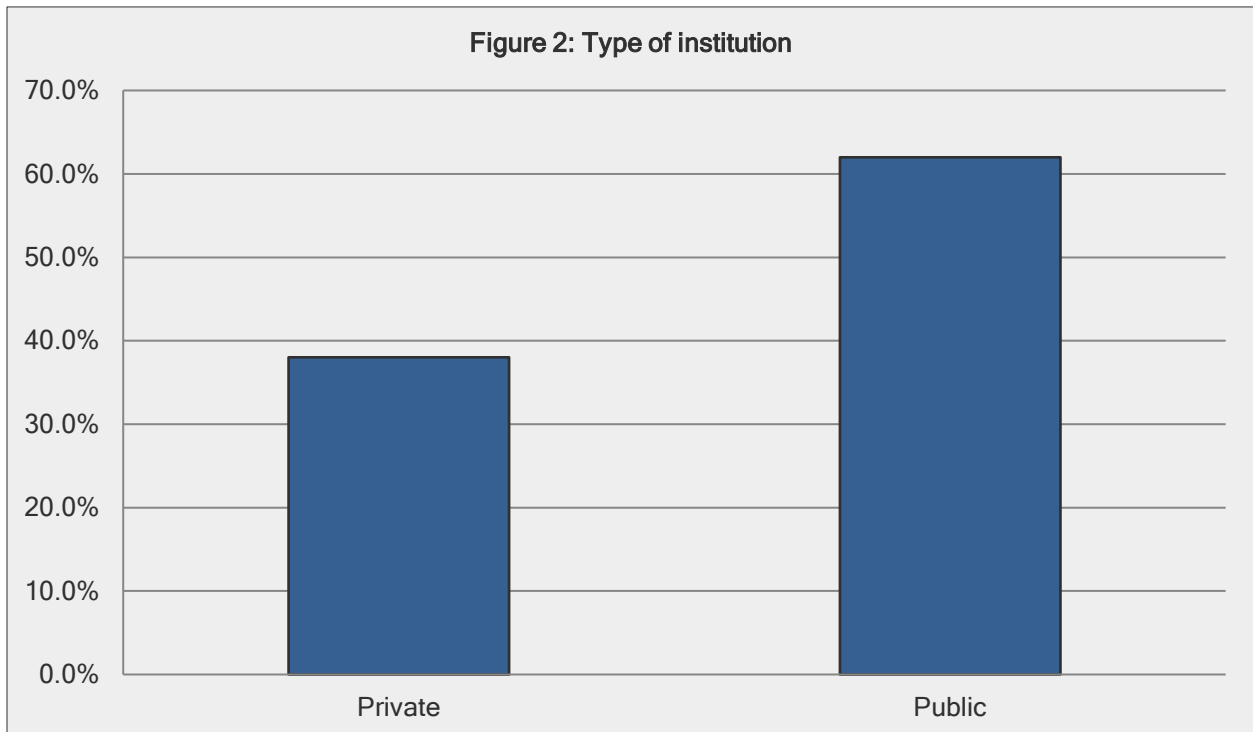
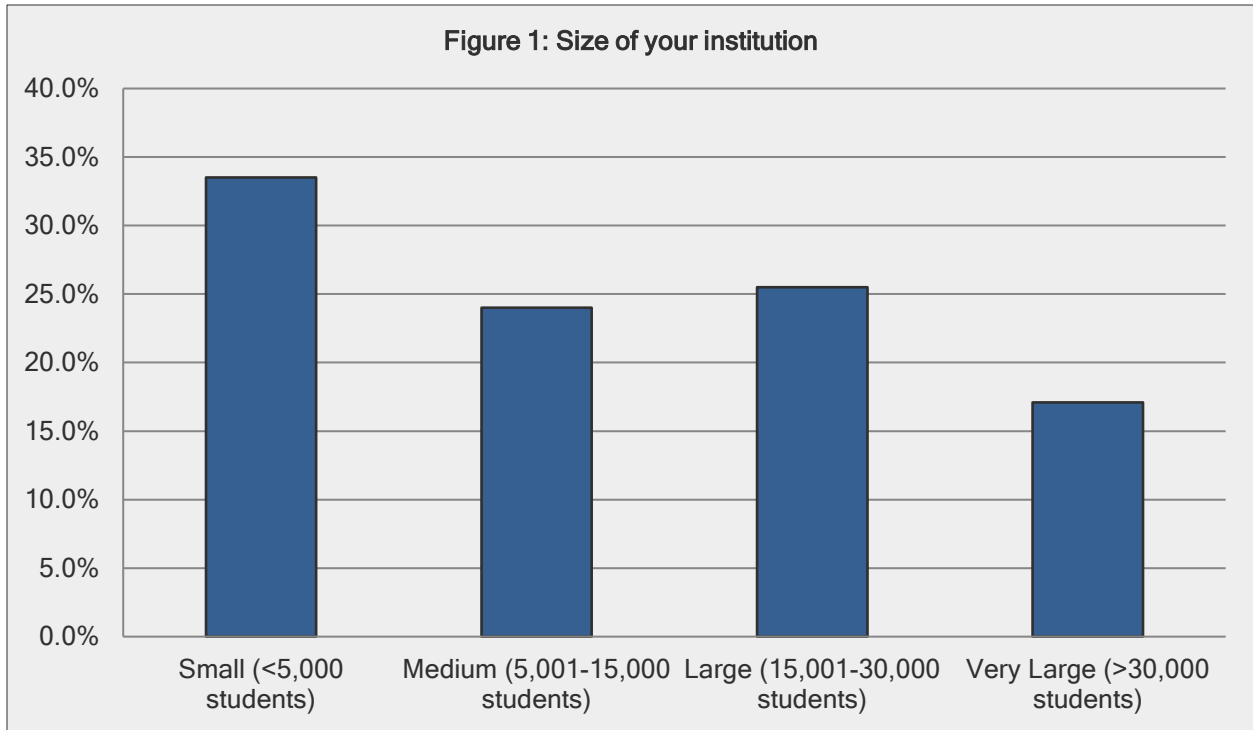
the time frame for installation was over 2 years (see Figure 9).

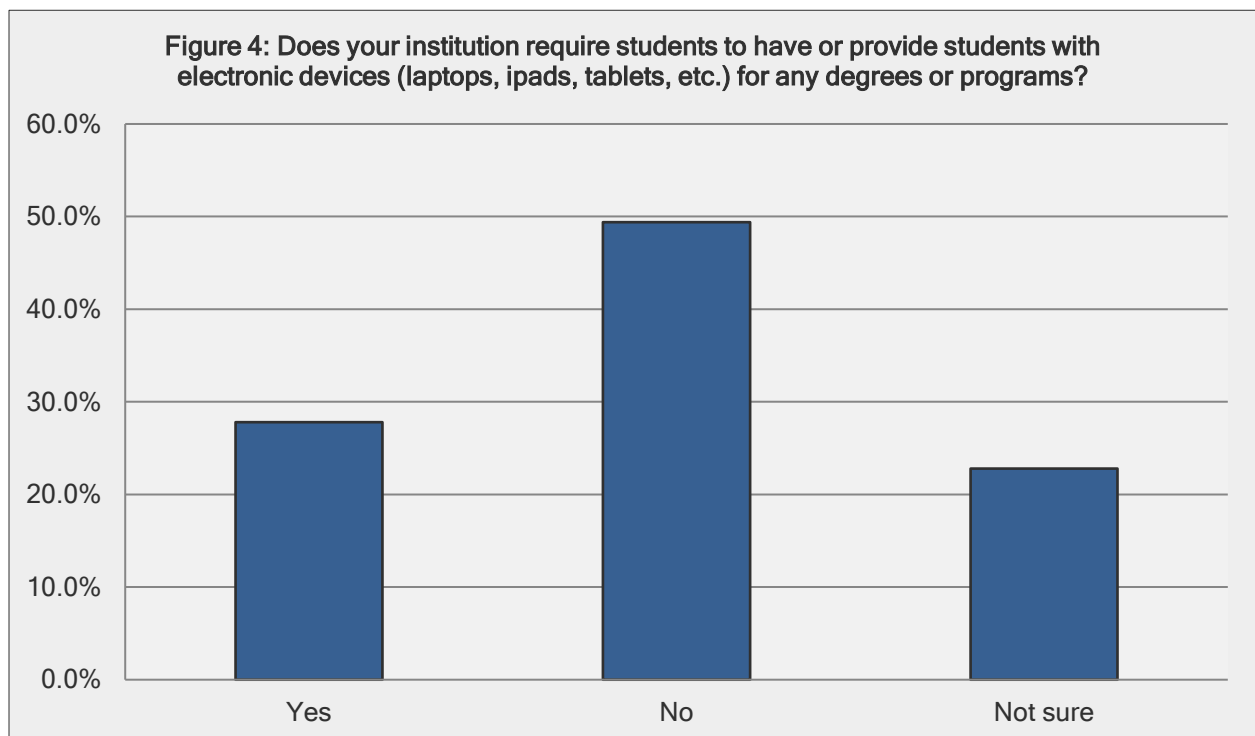
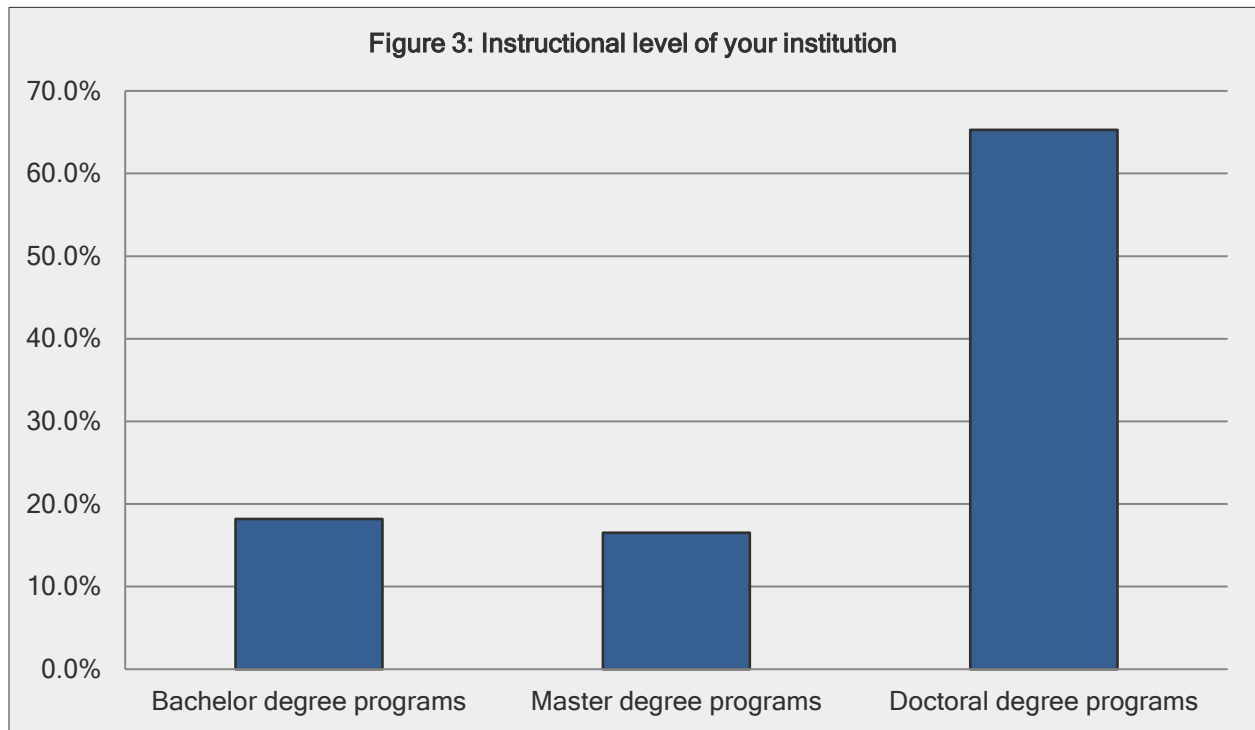
When asked if there were restrictions to the installation of charging stations, over half, 55 percent (85), were not sure, 27 percent (41) did have restrictions, and 18 percent (29) did not have any restrictions (see Figure 10). When asked what the restrictions were, the main two responses were cost and electrical.

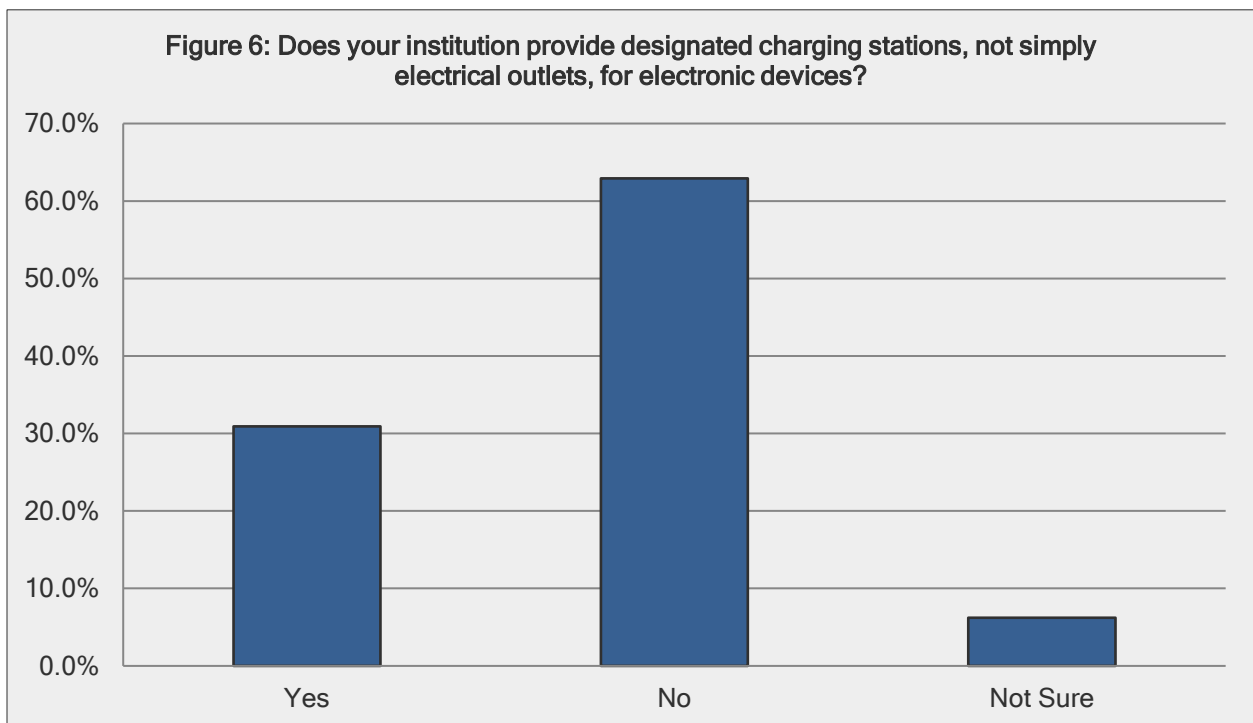
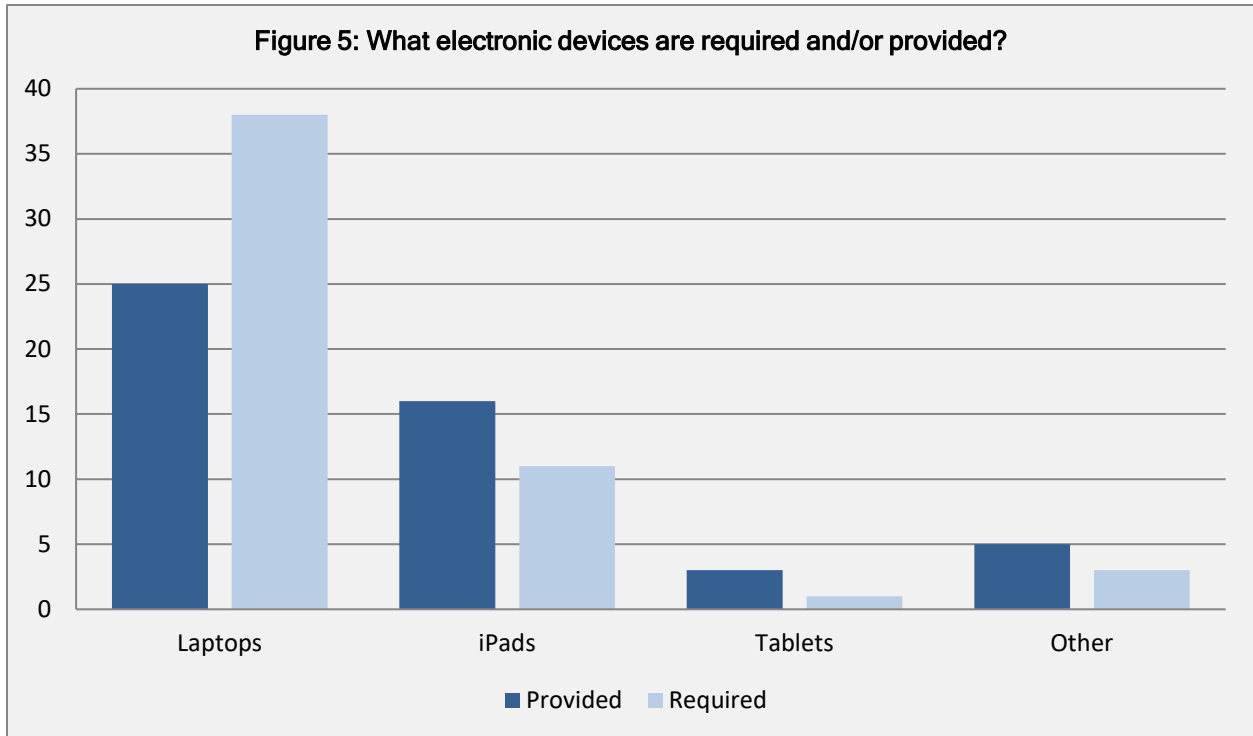
3. Charging Stations

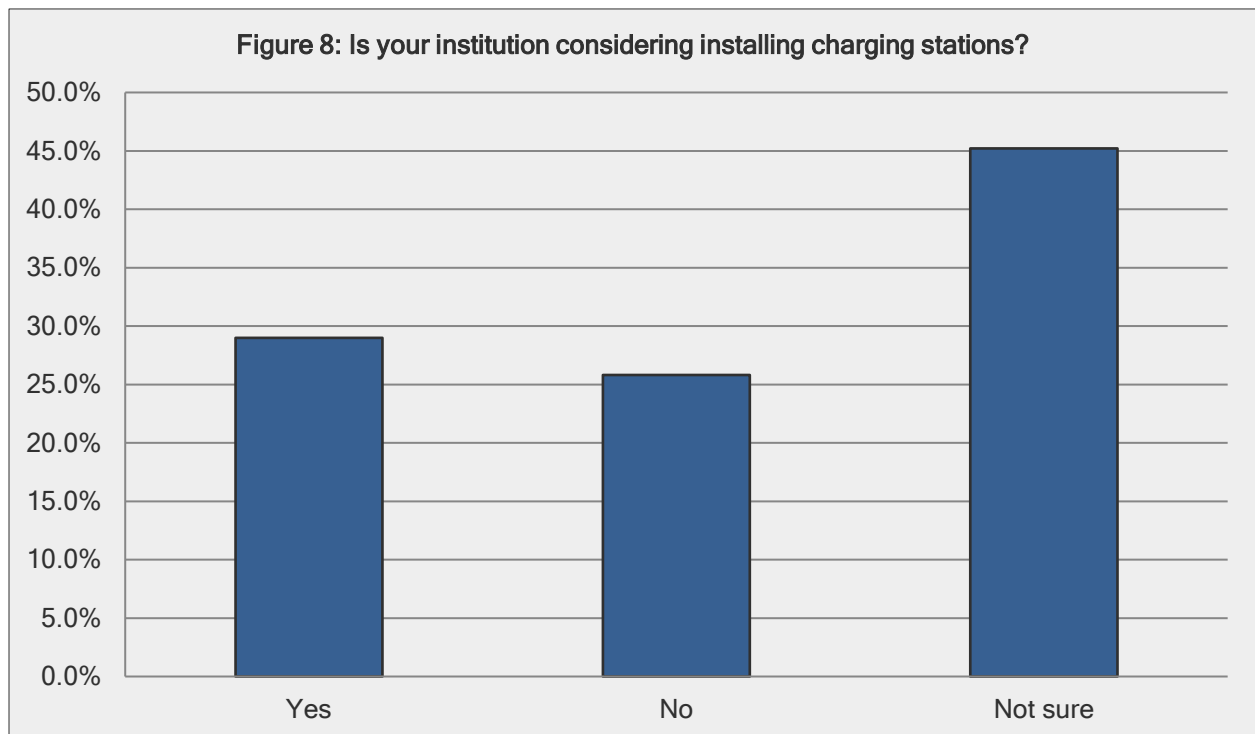
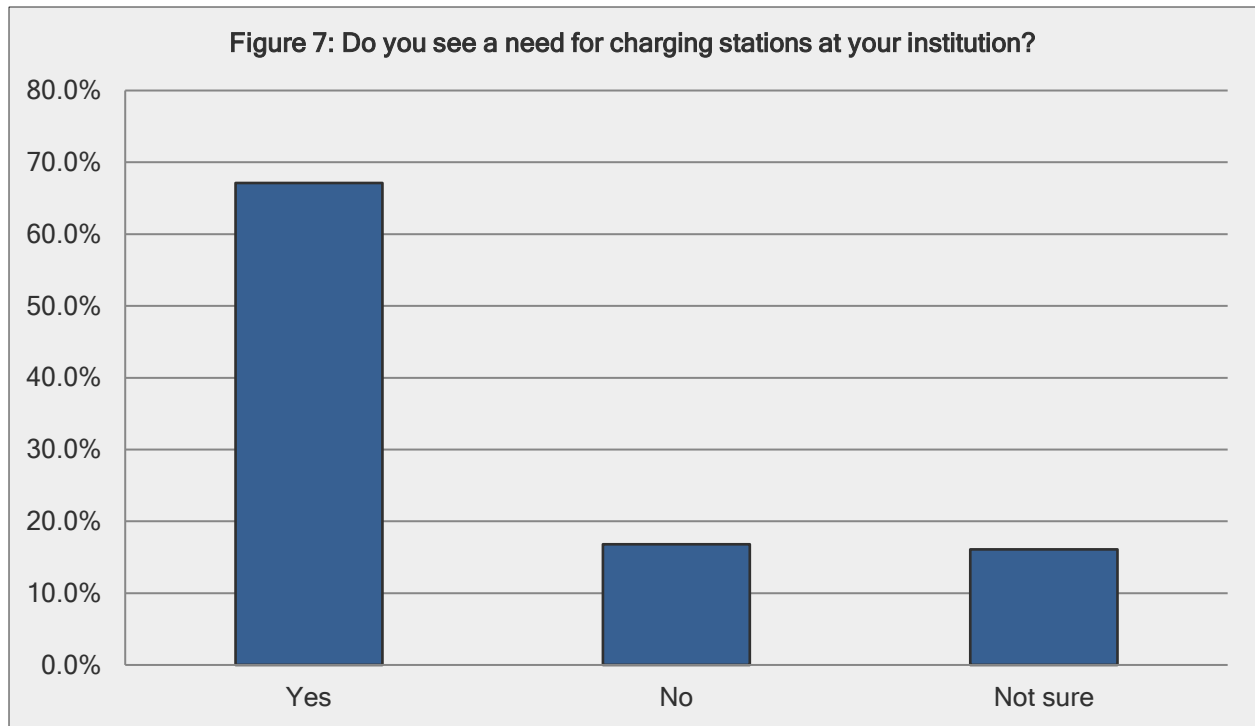
The 31 percent (80) of respondents whose institutions do provide charging stations were asked a series of questions regarding their installed charging stations. When asked about the type of charging stations available in their libraries, 81 percent (47) listed multi-prong, commercially purchased stations as the most common, followed by designated outlets at 19 percent (11), and both charging lockers and super chargers tied for third at 8.6 percent (5) each (see Figure 11).

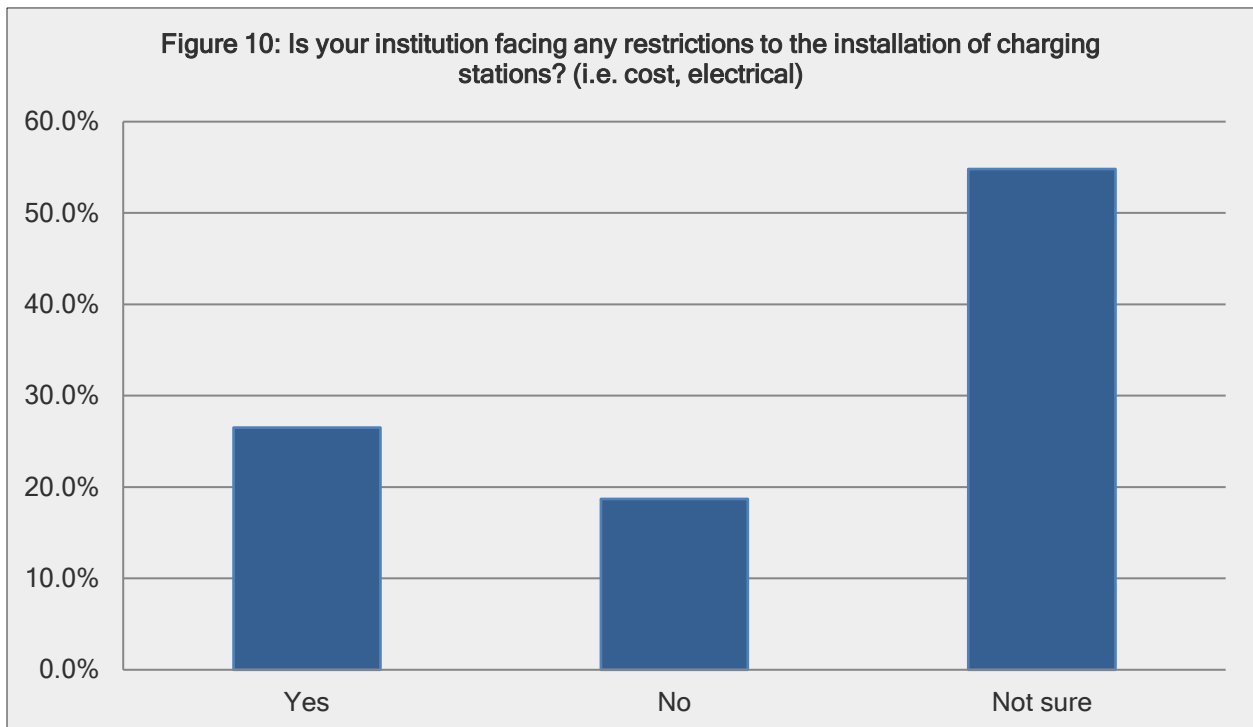
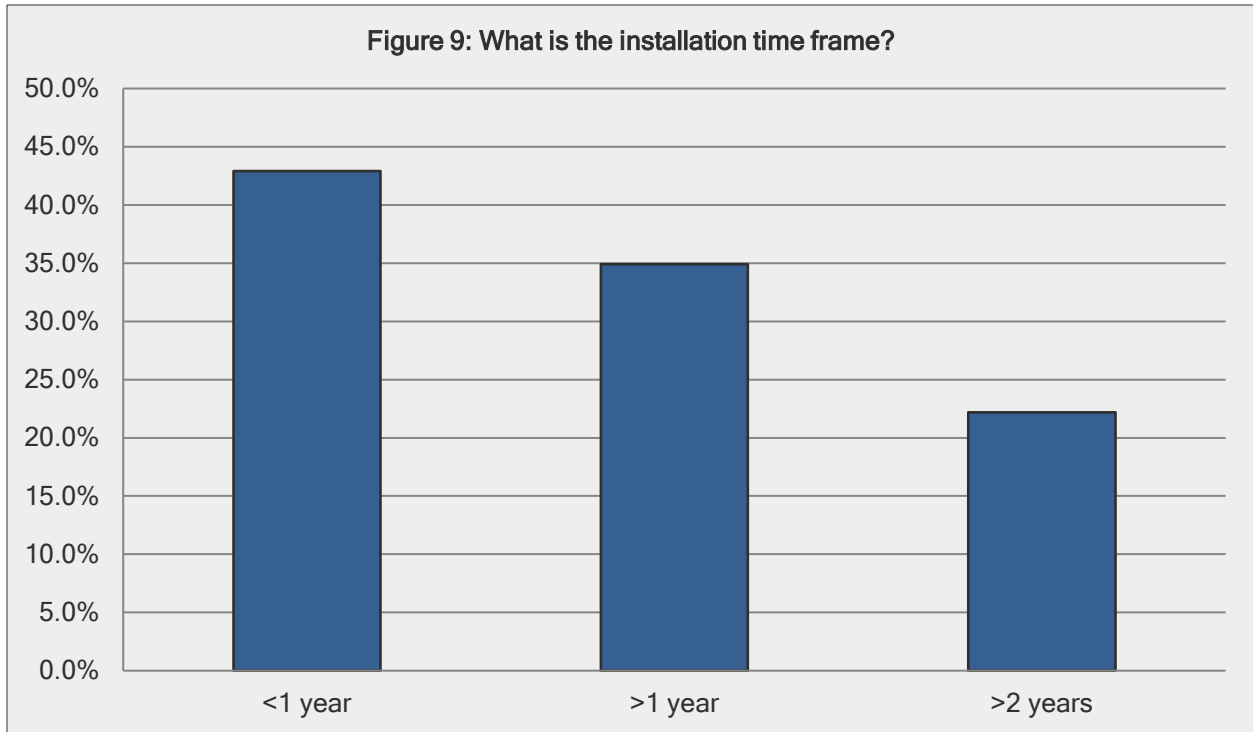
When asked how frequently the stations were used, the top two responses were occasionally with 31 percent (19) and frequently with 28 percent (17) (see Figure 12). Respondents were also asked for their opinion as to the effectiveness of the charging station, which they reported as an open-ended text entry. Responses (61) on effectiveness were mixed but the overall response was positive (e.g., "quite effective and well used" and "yes, very effective") with only three negative comments (e.g., "No, because their placement does not let a student tend to his/her phone-there are no seats nearby") and eighteen unsure either due to new product or not installed in the library (e.g., "don't know" and "We are just now installing them. Won't have a good reaction until fall semester.").

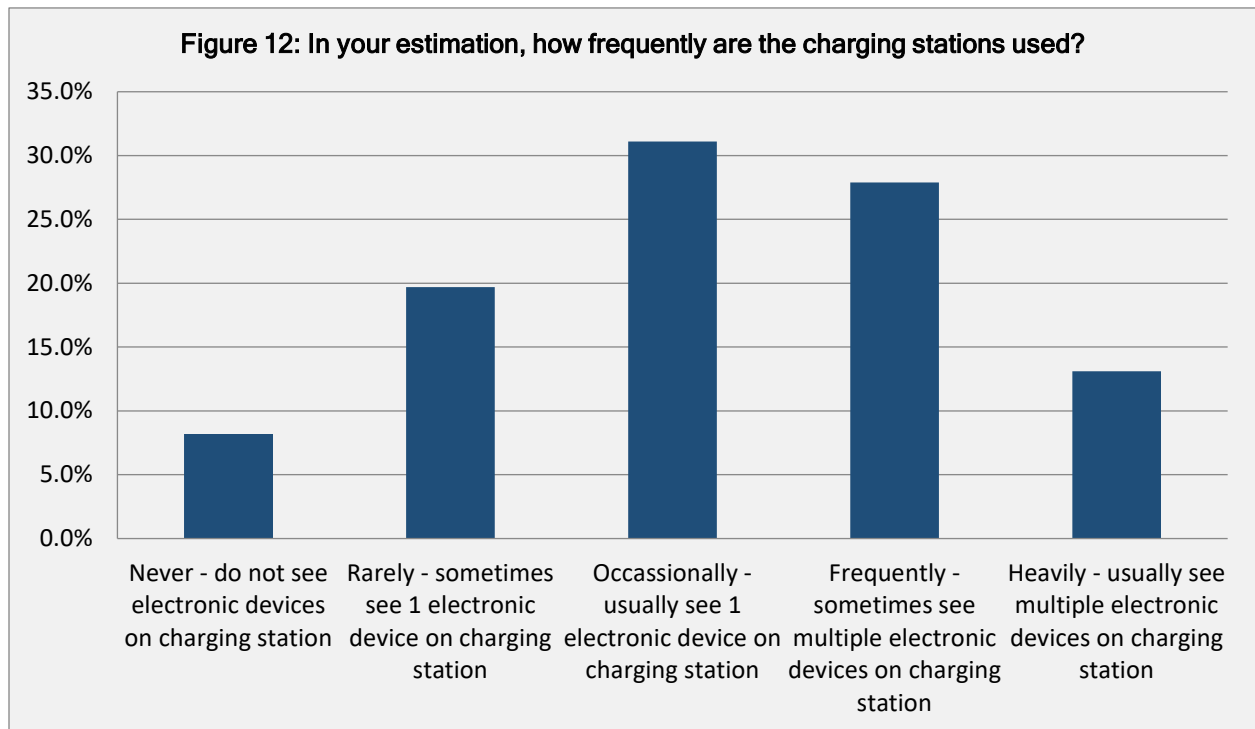
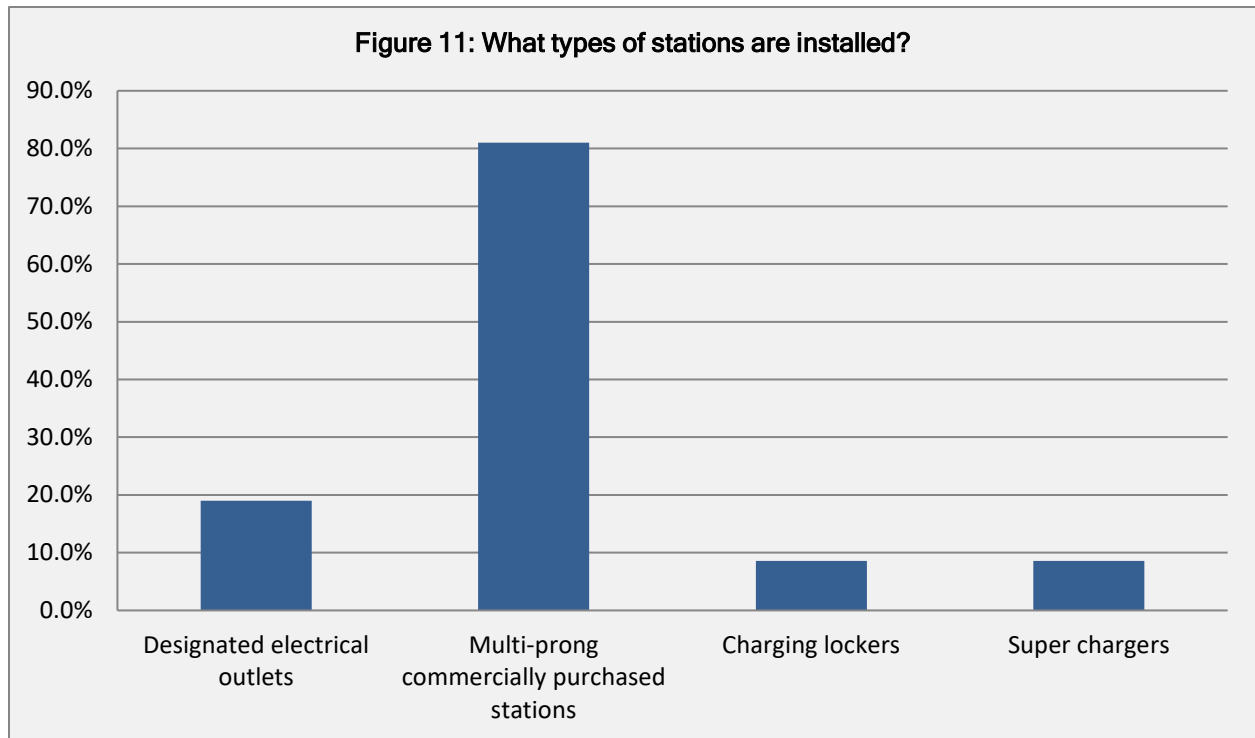












Limits

This survey includes several potential limitations. Initially, the question regarding institution name was included so that duplicates could be removed. Institution name proved to be unreliable as many respondents chose not to provide a usable answer (e.g., typed in characters rather than a name). This meant that duplicates could not be determined and therefore could not be removed. Another potential limitation was that some of the questions assumed that the respondent was aware of what was happening at an institutional level. This may account for the percentage of answers that were “not sure.” Some of the question results were not included in the final results as the answers proved to be either insufficient or too broad. Examples include questions that asked how many charging stations were at the institution and how many charging stations were in the library. If this survey were to be repeated, questions with unreported results would be rephrased to eliminate interpretation errors.

Discussion

While the purpose of this study was to determine the presence and use of charging stations for electronic devices in academic libraries, of particular interest were the institutions that provide and/or require their students to have electronic devices. The responses from the 28 percent (73) respondents whose institutions require and/or provide electronic devices (see Figure 4) were examined to determine if there was a trend by institution size. These institutions can be divided into two groups: those that do provide charging stations and those that do not provide charging stations but see a need for them.

Of the 28 percent (73) of respondents whose institutions require and/or provide electronic devices, 59 percent (43) do not provide charging stations. Of those that do not provide charging stations, 67 percent (29) see a need for

them. The 67 percent are distributed among the different size of institutions as follows: very large (>30,000): 10 percent (3), large (15,001-30,000):28 percent (8), medium (5,001-15,000): 24 percent (7), and small (<5,000): 38 percent (11). This demonstrates that more than half of the institutions that are requiring and/or providing electronic devices are not meeting their student needs by providing charging stations, but, of these, two thirds see a need for them.

Of the 28 percent (73) of respondents whose institutions require and/or provide electronic devices, 32 percent (23) provide charging stations. Georgia State University, a very large institution, falls into this category as it provides and/or requires electronic devices and provides charging stations. The institutions that require and/or provide electronic devices and also provide charging stations are fairly equally distributed among size of institution: very large (>30,000): 26.1 percent (6), large (15,001-30,000): 26.1 percent (6), medium (5,001-15,000): 30.4 percent (7), and small (<5,000): 17.4 percent (4). This demonstrates that only a third of the institutions that are requiring and/or providing electronic devices are meeting their student needs by providing charging stations, and that this is fairly equal across institution size.

Conclusion

The survey findings reveal that, at that time, there was a disparity between users' need to charge electronic devices and institutional resources. More specifically, there was an unmet demand for designated charging stations for electronic devices (laptops, tablets, iPads, etc.). Libraries are in an ideal position to provide increased access to library resources and research materials by providing charging stations for electronic devices. This survey's findings indicate that, while many institutions do not provide charging stations, they are realizing the need for them. Those that do provide charging stations see them as effective

and note that they are frequently used. These findings indicate that charging stations are a resource that institutions should consider when renovating spaces.

This exploratory study has identified several areas for further research such as: actual frequency of student usage of charging stations, polling of students on the use of charging stations and preference of charging station type, and usage and/or preference for electrical outlets or charging stations. Research in these areas would provide information for institutions considering providing this resource to students

as new spaces are planned or renovated. Several survey comments mentioned this survey as an inspiration for purchasing charging stations for their library. It is hoped that this project helps libraries meet student needs through the installation of designated charging stations.

Initial results originally presented at the GaCOMO 2013 annual conference.

*Lesley K. Mackie is Head of Research Services,
Natural Sciences Librarian at Colorado College*

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Appendix A

Note: The survey consisted of 21 questions with each answer determining the next question; no one respondent answered all of the questions in the survey and respondents could choose not to answer a question. For example, for question 7, if a respondent answered “yes” they were skipped to question 8, if they answered “no” they were skipped to question 9, and if they answered “not sure” they were skipped to question 9.

Georgia State University
University Library
Informed Consent

Title: Charging Station Survey
Principal Investigator: Lesley Mackie

I. Purpose:

You are invited to participate in a research study. This research project is a survey on the presence and use of charging stations for electronic devices in academic libraries. You are invited to participate because you are working in an academic library. Participation will require less than 10 minutes of your time.

II. Procedures:

If you decide to participate, you will be completing an online survey. The research will be done at Georgia State University and will require less than 10 minutes of your time. There will be no compensation.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. Overall, we hope to gain information about the use of charging stations in academic libraries.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. Lesley Mackie will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP)). The information you provide will be stored online secured behind a password, however, information sent via the Internet may not be secure. Your name and other facts that might point to you will not appear when we present this study or publish its results. Institution names will be used to determine duplication of responses and may appear in publication of results. You will not be identified personally.

VII. Contact Persons:

Contact Lesley Mackie at 404-413-2738 or lmackie@gsu.edu if you have questions, concerns, or complaints about this study. You can also call if think you have been harmed by the study. Call Susan Vogtner in the Georgia State University Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu if you want to talk to someone who is not part of the study team. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

VIII. Consent:

You can print a copy of the form for your records. If you agree to participate in this research, please continue with the survey.

1. To:
 - Continue to survey
 - Exit

For clarification while completing this survey:

- Electronic devices refers to phones, iPhones, laptops, tablets, etc.
- Charging stations are designated locations for students to use to charge their electronic devices.

2. Name of your institution:
 - Size of your institution:
 - Small (<5,000 students)
 - Medium (5,001-15,000 students)
 - Large (15,001-30,000 students)
 - Very Large (>30,000 students)
3. Instructional level of your institution:
 - Bachelor degree programs
 - Master degree programs
 - Doctoral degree programs
4. Other (please specify)
5. Type of institution:
 - Private
 - Public

Other (please specify)

6. Number of libraries at your institution:
7. Does your institution require students to have or provide students with electronic devices (laptops, ipads, tablets, etc.) for any degrees or programs?

- Yes
- No
- Not sure

8. What electronic devices are required and/or provided?

	Required	Provided
Laptops	<input type="radio"/>	<input type="radio"/>
iPads	<input type="radio"/>	<input type="radio"/>
Tablets	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. Does your institution provide designated charging stations, not simply electrical outlets, for electronic devices?

- Yes
- No
- Not sure

10. Do you see a need for charging stations at your institution?

- Yes
- No
- Not sure

11. Is your institution considering installing charging stations?

- Yes
- No
- Not sure

12. What is the installation time frame?

- <1 year
- >1 year
- >2 years

13. Is your institution facing any restrictions to the installation of charging stations? (i.e. cost, electrical)

- Yes
- No
- Not sure

Installation restrictions:

14. How many charging stations are there currently at your institution?

15. How many charging stations are currently in the library? (if you have multiple libraries provide a total number)

16. What types of stations are installed? Select all that apply.

- Designated electrical outlets
- Multi-prong commercially purchased stations
- Charging lockers
- Super chargers

Other (please specify)

17. Is this type of charging station effective or would you change?

18. In your estimation, how frequently are the charging stations used?

- Never - do not see electronic devices on charging station
- Rarely - sometimes see 1 electronic device on charging station
- Occasionally - usually see 1 electronic device on charging station
- Frequently - sometimes see multiple electronic devices on charging station
- Heavily - usually see multiple electronic devices on charging station

19. Do your charging stations have logos on them?

- Yes
- No

20. Who is the sponsor?

- Institution
- Commercial sponsor

Other (please specify)

21. Comments?

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association GLA Officer Candidates for 2018

First Vice-President / President Elect

Jimmy Bass, Coweta County Public Library Director



Jimmy Bass serves as the director for the Coweta County Library System. He began his professional career at the Dougherty County Public Library where he held a variety of positions. Jimmy has served on numerous professional and community boards including Regents Public Library Advisory Committee (RPLAC), Georgia Council of Public Libraries, Newnan Kiwanis Club, CLICK (Certified Literate is Coweta's Key), Georgia Gold Committee, and the Information Access Company. He is currently serving his second term as president of Georgia Council and CLICK. He also was an executive board member for Newnan Kiwanis Club and is a past vice-president of the club. Jimmy is a proud graduate of the inaugural Pinnacle Institute class of 2007–2008.

Jimmy received a master's in library and information science from Florida State University and a BS degree in Political Science from Georgia Southwestern University.

When not at the library or out speaking about the library, he enjoys spending time with his family, performing music, and reading a good book.

Jennifer Lautzenheiser, Middle Georgia Regional Library Director

Jennifer Lautzenheiser serves as the director for the Middle Georgia Regional Library (MGRL) System. Prior to joining MGRL, she served as the assistant director for public services at Henry County Library System, and head of circulation for Perry Public Library in Houston County.

Jennifer has an MLIS from Valdosta State University, BS in Organizational Leadership from Urbana University, and AA in Accounting from Sinclair Community College. While attending Valdosta, she was a recipient of the Laura Bush "Librarians Build Community" Fellowship Award, which focused on the library as active community builder. Her unique educational



background and experience in both business and military service has served her well in library administration.

Jennifer believes strongly that the future of librarianship is in its service aspect. The key skills that our communities need most from libraries are information literacy and navigation tools necessary to improve their lives. Additionally, whether one is paraprofessional or holds an advanced degree in library service, our community members identify us all as librarians. Making sure that all library staff members have the support and resources available to meet our community needs should be the number one goal of leadership in our organizations and our association.

Jennifer is a graduate of the Georgia Public Library Service and Carl Vinson School of Government's PINNACLE program, which develops the emerging leaders in Georgia libraries. She was recently named the Georgia Librarian of the Year for 2016. Jennifer has presented at state and regional level conferences on best practices in private funding of library initiatives, innovative programming, and advocacy success. She has guest lectured to VSU MLIS students on "E-Book Acquisition: Different Models."

Jennifer has been a member of Georgia Library Association since 2013. She has previously served on the Membership Committee and as the Book Review Editor for the Georgia Library Quarterly. Jennifer is the program chair for the Downtown Macon Rotary Club and is on the Parent Advisory Board for her children's school. Any remaining time is in service to her son's scout troop and her church. She is also the steward of her very own Little Free Library: Whooville Public. When not trying to save the world through literacy and economic initiatives, she spends her time with her husband, Brian; two children, Payton and Heath; and a rambunctious Boxer/Pit mix, Sir Charles Barkley.

§

Vice-President for Membership

Oscar Gittemeier

Oscar Gittemeier currently serves as the adult outreach librarian for the Atlanta-Fulton Public Library System (AFPLS). He received a BA in Sociology and an MA in Women's Studies from Georgia State University, and a master's in library and information science, with a certificate in Leadership and Management, from Florida State University. Oscar is a former Beard Scholarship recipient and a 2016 graduate of the Georgia Public Library Service PINNACLE Leadership Institute. Over the last nine years he has worked as a library associate, youth services librarian, and branch manager. During his time with AFPLS he secured five grants, including STEAM equipment and paid teen internships, and he coauthored a \$250,000 teen tech center grant. Oscar has served on several AFPLS committees, including collection development, Money Smart Week, Summer Reading, and the mini-grant review committee. Within GLA, he served as co-chair of the Atlanta



Emerging Librarians, vice-chair and chair of the Reference and Instructional Services Interest Group, and he currently serves as chair of the Professional and Continuing Education Interest Group.

In addition to all of the above, his passion for libraries is informed by his experiences as a teenage parent, a queer transman, and as someone who struggled to maintain housing while acquiring the above mentioned education. It was audiobooks from the public library that helped Oscar graduate from his alternative high school, it was LGBT books from the public library that assured him he was not alone, and when Oscar and his son were living in a shelter it was the public library that provided a safe space. Libraries ARE for everyone, but for Oscar they were a lifeline. For all of these reasons, Oscar has a contagious and unbridled passion for libraries that he would love to pour into GLA.

§

Secretary

Ben Bryson

Ben Bryson has served as the assistant director for the Marshes of Glynn Libraries in Glynn County, Georgia, since July 2015. In this role, he wears a variety of hats—programming, cataloging, grant writing, marketing, reporting, budget planning, and webmaster—to name just a few. He received his BA in sociology and anthropology from Swarthmore College in Pennsylvania and received his MLIS from Florida State University in 2009. His professional library career began that same year in the Technical College System of Georgia (TCSG) at Altamaha Technical College as a reference and instruction librarian. He was named interim director of library services there in 2013, and then, following a merger, the assistant director of library services for Coastal Pines Technical College in 2014.



Since joining the librarian ranks, Ben has enjoyed attending library conferences such as COMO (and running the Pat Carterette Memorial Run/Walk), the Georgia International Conference on Information Literacy (GaCOIL), and the ACRL Conference. During this time, he has also presented at COMO, GaCOIL, and other venues such as the TCSG Library Council, GPLS Public Library Directors Meeting, and a Carterette Series Webinar. Other statewide contributions to supporting our libraries include serving as a representative from the TCSG on the USG Next Generation/Alma Exploratory Committee, participating in the GALILEO Strategic Planning process as a public library representative, and last, but not least, volunteering at the GLA Scholarship Raffle tables during COMO.

Ben grew up in Coastal Georgia and is appreciative of the opportunity to give back to those communities as a librarian. He and his wife live on St. Simons Island with their dog and cat. When he is not at work,

you are likely to see him out running on the Island's trail system or the streets of Brunswick's Old Town Historic District.

Mary Young

Mary Young is the administrative services librarian at the Uncle Remus Regional Library System where she focuses on human resources and legal issues. Before changing careers to pursue her love of libraries, Mary worked as an attorney for a small-town firm. She obtained her master of library and information science in 2011 and has since dedicated herself to public libraries.

Mary currently serves as parliamentarian for the GLA Executive Board and as secretary for the GLA Intellectual Freedom Interest Group. Further, she is a member of the Freedom to Read Foundation. Mary will graduate from PINNACLE in October, concluding a year-long professional development experience with the presentation of a white paper at the Georgia Libraries Conference.

Mary often jokes that she is a stereotypical librarian. She has four cats, loves to knit, and spends her free time traveling and reading.



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American Library Association (ALA) Chapter Councilor

Tamika Barnes

Tamika Barnes currently works for the University Library as the department head for Perimeter Library Services at Georgia State University. This position coordinates the work of five Perimeter College library facilities in the metro Atlanta area. Prior to consolidation she was the library director for the Dunwoody campus at Georgia Perimeter College. Before her time in Georgia, Tamika went to school and began her library career in North Carolina.

Tamika received her biology degree from the University of North Carolina at Chapel Hill and her MLS from North Carolina Central University. She began her librarian career in 1999 at North Carolina State University as the engineering services librarian. In 2003 she moved into management and became the head of reference and information literacy at North Carolina A&T State University. In 2005 she went to



work as the library director at the US Environmental Protection Agency library in Research Triangle Park, North Carolina, which was a contract position through the University of North Carolina's library school.

Tamika stays active in the profession and currently serves as an ALA councilor at-large for the American Library Association, a council representative on the Council Planning and Budget Assembly, a Dr. E. J. Josey ACRL Spectrum Scholar Mentor, and chair of GLA's Special Library and Information Services Division.

In the past she has served on the board for the North Carolina Chapter of the Special Libraries Association as the president elect, director and chair of the Career Development Committee. Tamika has also served on the national level for the Special Libraries Association as an elected member of the Board of Directors, membership chair for the Science and Technology Division, and member and later chair of the Diversity Committee.

Kimberly Boyd

Kimberly Boyd is the undergraduate instruction coordinator for Brenau University. In addition to overseeing the undergraduate instruction program, she leads semester-long classes for the undergraduate science, graduate psychology, and graduate business departments as well as for first year experience. Before coming to Brenau, the excellent librarians at Georgia State University (previously, Georgia Perimeter College) initiated her into the wonderful world of librarianship at both the Clarkston and Alpharetta campuses.

Kimberly has been active in GLA since the beginning of her library career. While still working on her MLIS, she served as co-chair of the Atlanta Emerging Librarians Planning Committee (2011). She has also served as vice-chair and chair of the Scholarship Committee (2012–2013), chair of the New Members Round Table (2014), and chair of the Nominating Committee (2016). She received the McJenkin-Rhey award in 2015, which is given to librarians early in their careers who have made outstanding contributions to GLA. She is currently one of three moderators of the GLA-sponsored Carterette Webinar Series. She also serves as an ex-officio member of the GLA Executive Board. Recently, Kimberly completed her role as the GLA Academic Library Division's ACRL Chapters Council Representative (2015–2017) where she has served as secretary for two consecutive years (2016–2017).



Kimberly loves meeting other librarians, sharing ideas, and finding new and innovative ways to provide professional development opportunities. As ALA Councilor, she would continue her work of promoting Georgia's excellent library ecosystem to the national community. She would be honored if elected to represent GLA.

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Academic Library Division (ALD) Officer Candidates for 2018

Vice-Chair / Chair-Elect (3 year term)

Mary Ann Cullen

An academic librarian since 2005, Mary Ann Cullen is a member of the American Library Association (ALA), Association of College & Research Libraries (ACRL), and the Georgia Library Association (GLA), where she is currently secretary of the Distance Learning Interest Group. Mary Ann serves as associate department head of Georgia State University Library's Alpharetta campus, where she has worked since 2010. Mary Ann also coordinates library services for Perimeter College's online campus. She earned a master of science in library studies from Florida State University and a master of science in psychology from the University of Georgia.



Chris Sharpe

Chris Sharpe is the assistant director of access services at the Kennesaw State University (KSU) Library System. He has been at KSU for almost fourteen years and previously worked as the instructional services coordinator and government documents librarian.

Chris has served in officer positions in the Georgia Library Association's Interlibrary Loan and Government Information Interest Groups as well as served as program chair for the 2015 GaCOMO conference. He was also the president of the Atlanta Area Bibliographic Group (AABIG) from 2015–2016.



Carol Stanley

Carol Stanley has been active in GLA for over twenty years. She has served the organization as president (2010), treasurer (2005–2007), 2nd vice president for membership (2004), and on various committees. She looks forward to the opportunity to become more involved in the Academic Library Division. She is a member of the Association of College & Research Libraries (ACRL). Carol has been the director of library services at Athens Technical College since 2011 and has been a librarian there since 1995. She was previously the catalog librarian at Queens College (now university) in Charlotte from 1989–1994. She obtained her MLS from University of North Carolina at Greensboro.



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Association of College & Research Libraries (ACRL) Representative (3 year term)

Laura Burtle



Laura Burtle is the associate dean for scholarly communications and digital library services at the Georgia State University Library. She regularly presents at the Georgia Libraries (COMO) conference and is past chair of the Academic Library Division. She also served as the GLA webmaster and was a long-term member of the Georgia Library Quarterly editorial board.

Laura was co-convenor of the ACRL University Libraries Section (ULS) Current Topics Discussion Group and chair of the ULS Procedures Committee. She has a master's degree in library science from the University of North Carolina Chapel Hill and recently earned a JD from Georgia State University.

Elizabeth DeZouche

With almost ten years in the library profession—including eight in the academic setting—Elizabeth DeZouche is an access & instruction librarian at Thomas University.

Elizabeth is a member of the American Library Association and the Georgia Library Association but is ready to take the next step in her library career with the GLA-ACRL representative position. Elizabeth is also an active member in her local Toastmasters group.



Sofia Slutskaya

Sofia Slutskaya is a metadata strategist in the Collection Acquisitions & Management Department at the Georgia Tech Library. Over the years, she has held a variety of positions in both public and technical services at academic libraries.

Sofia currently chairs the Academic Library Division of the Georgia Library Association and is the GLA webmaster. Sofia also serves on the GLA Scholarship and Marketing and Branding Committees. She is a member of the Association of College & Research Libraries and the American Library Association as well as the Library Information Technology Association (LITA).



Secretary (1 year term)

Isabel Altamirano



Isabel Altamirano has a BSEE and BS Biology degree from the University of New Orleans and an MLIS from Louisiana State University. Before obtaining her library degree, she worked at four telecommunications companies, the Louisiana Department of Environmental Quality, New Orleans Public Library, New Orleans Notarial Archives, and Matas Library of the Health Sciences of Tulane Medical School in New Orleans.

Isabel's previous librarian position was at the University of Texas at Tyler as the sciences, engineering, technology, mathematics, Spanish, and outreach librarian. She is on the following committees: ACRL/STS Science Resources: Discovery & Access Committee, and Communications Committee of Technical Report Archive & Image Library (TRAIL). She joined GLA at the 2017 ALA-Midwinter meeting in Atlanta. Since August 2016, she has worked at the Georgia Tech Library as chemistry, chemical engineering, mechanical engineering & materials sciences subject librarian. She is also the project manager for the Library Next—Graduate Student Community.

Jalesia Horton

Jalesia Horton is the access services librarian at Augusta University, Reese Library, in Augusta, Georgia. In her role, she is the department head of Access Services and conducts instruction in information literacy. Her other responsibilities include serving as the librarian liaison to the Psychology Department as well as Career Services. Jalesia received her BS in biology, with a minor in psychology, from Armstrong Atlantic State University in 2014. She has also received her master in library and information science, with a concentration in library management, from Valdosta State University this past May 2017. Her research interests include student engagement, library advocacy, and gamification.



Jennifer Price

In the academic library setting for ten years, Jennifer Price currently works as the administrative assistant for Russell Library at Georgia College & State University (GCSU). She began her library career as a technical assistant at the Georgia Military College Library. She has also worked as interlibrary loan borrowing coordinator and reference assistant at GCSU. Jennifer earned her MLIS degree from the University of South Carolina in 2013. She is excited to share her enthusiasm for professional development and diversity initiatives in academic libraries.

Robert Sarwark

Robert Sarwark is a librarian at the Art Institute of Atlanta. He holds a BA in English/creative writing from the University of Wisconsin-Madison (2006), an AM in Portuguese and Brazilian studies from Brown University (2013), and an MLIS from the University of Illinois at Urbana-Champaign with a certificate in special collections (2016). He is originally from Chicago, Illinois and currently resides in Atlanta.



Kristi Smith

Kristi Smith is the catalog/metadata librarian at Armstrong State University's Lane Library. She graduated from Georgia State University with a BA in journalism (School of Communications), and received her master in library and information science from the University of South Carolina. She started her career in librarianship as the children's librarian for the Hinesville branch of Live Oak Public Libraries. She has been a member of GLA since 2013 and presently serves as secretary for the GLA New Members Round Table sub-group, Coastal Georgia Library Collaborative.



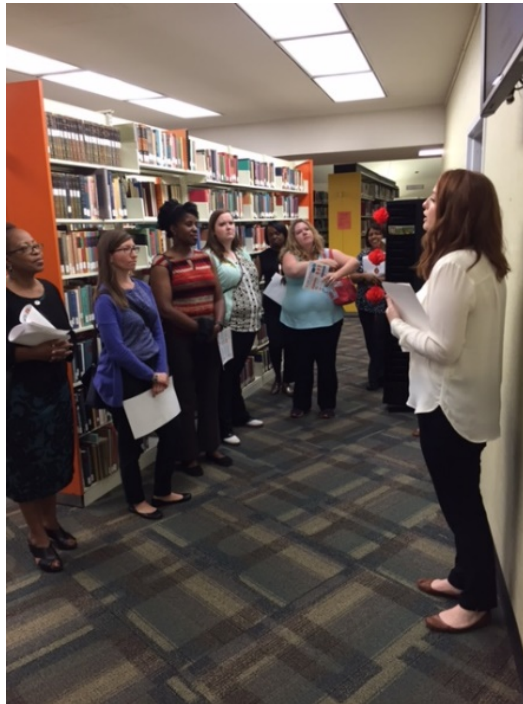
Patricia Ziebart

Patricia Ziebart is a reference & instruction librarian at Georgia State University (GSU). She also serves as instruction coordinator at the GSU Dunwoody campus. Patricia has served as the secretary of the Reference and Instruction Interest Group of the Georgia Library Association. She is also a member of the Georgia Library Association. Pat's background is in education and religious studies. Her current interests include communication and marketing in academic libraries.

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Coastal Georgia Library Collaborative

The newly-formed Coastal Georgia Library Collaborative (CGLC) group, sponsored by the Georgia Library Association's (GLA) New Members Round Table, has been pretty busy this year! CGLC set out on a mission to connect library staff in the Coastal Georgia area with each other, while seeking to increase membership in GLA at the same time; CGLC's efforts are proving successful. The committee has grown with Brenda Poku now serving as the vice-chair/chair elect and Autumn Johnson jumping into the role of social media/technology committee chair. They bring their boundless energy, ideas, and industry knowledge to these roles.



The group's first local meet-up of the new year was held at Savannah State University's Asa H. Gordon Library in March. Library Dean Mary Jo Fayoyin welcomed the group, and Autumn Johnson and Ivy Brannen provided an in-depth tour of the library, its history, and its impressive information literacy program. Ann Ogden guided visitors through the library's



special collections, which exhibits historically unique items. Following the tours, a discussion amongst attendees highlighted National Library Week programming ideas. This discussion, which was accompanied by presentations, sparked librarians to try new outreach activities at their own libraries.

In May, CGLC held another meet-up at Buffalo Wild Wings in Savannah, where participants mingled and networked over good food and good drinks! Library workers from public, academic, special, and school libraries joined the conversation.

In July, CGLC is hosting an ACRL webinar viewing party at Armstrong State University's Lane Library. The webinar, "Essentials of Usability Design for Library Research Guides," is sponsored by GLA's

Academic Library Division (ALD). In August, CGLC will host a previously-aired ACRL webinar viewing party at Lane Library. This webinar, "Fighting Fake News with the ACRL

Framework," will originally air in July, with the recorded viewing also sponsored by ALD.

The group's next gathering will be held in July at Georgia Historical Society's Reading Room in downtown Savannah. Research Center Director Lynette Stoudt

will provide a tour of the library's archives and will also discuss the society's roots.

The group's fall meet-up will be held at Georgia Southern University's (GSU) Zach S. Henderson Library in Statesboro. CGLC looks forward to

touring their facility and learning about the initiatives taking place at GSU! For more information about CGLC please visit glacoastal.wordpress.com or follow CGLC on Facebook, Twitter, and Instagram @glacoastal.

*People, Libraries
and Agencies* **IN THE NEWS**

**Georgia Library Association
Georgia Library Trustees, Friends,
and Advocates Association (GLTFAA)**

The Georgia Library Trustees, Friends, and Advocates Association (GLTFAA), a division of the Georgia Library Association, will hold a business meeting at the Georgia Libraries Conference in Columbus, Georgia on Thursday, October 5, 2017 at 8:00 a.m., room to be announced.

All who have an interest in advocating for libraries are welcome to attend. This includes

not only public libraries but also academic and special libraries.

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GLTFAA is excited to be co-sponsoring a session at the 2017 Georgia Libraries Conference with the Friends of Georgia Libraries (FOGL). The program is titled "Friends Groups and Their Libraries: A Special Relationship." The session will bring together panel members from friends' groups as well as library staff to share information on ways these two groups work together to improve their libraries.



*People, Libraries
and Agencies* **IN THE NEWS**

Armstrong State University

Lane Library and the Learning Commons at Armstrong State University (ASU) held several inventive—and successful—programs this past spring. In March, Dog Day was held at the Learning

Commons. This therapy dog program is held every semester to help students de-stress during mid-terms and finals. It drew 236 frazzled students and 6 local Therapy Dogs International dogs. While ASU did not invent this program, it may be the only one attended by a Pekingese rocking a pineapple visor!



A special book display was created by the library’s entrance, themed “Read the Book That Inspired the Movie.” For National Library Workers Day, each employee received a hand-crafted goody bag, stocked with whimsical tokens of appreciation. A poster stationed near

the library’s entrance asked students, “What’s Your Favorite Thing About Lane Library/Learning Commons?” This solicited many hand-written responses, including “Everything!!” and “The GREAT people!!”

The library bookmobile was the major highlight of the week. Library staff spruced up a

National Library Week was April 9–15 and Lane Library had no shortage of events to celebrate libraries. Library employees were invited to dress up like their favorite book characters, and dress up they did!

golf cart with Hawaiian-themed décor, loaded it with books and DVDs, and drove it around the entire ASU campus. Students and staff checked out materials and commented on how they loved seeing the librarians out around campus having fun! There were several requests to



continue the bookmobile outreach and students were inspired to come visit the library and take a closer look at the collection.



building, sharing ideas, and discussing the direction the libraries are taking during the ASU/GSU consolidation process.

In April during final exams week, a grown-up coloring book program was held for students. Several coloring books and colored pencils were set up at stations on the first and second floors of the library for students to visit at their leisure. This no-pressure program was not advertised so that students could serendipitously stumble upon it. This program was developed after the Savannah Barnes & Noble store donated hundreds of coloring books to the library.



In May, Lane Library and Georgia Southern University's (GSU) Zach S. Henderson Library held a joint Library Day for its staff. This event brought together each university's library employees for a day of team-

All of these programs made employee's heads spin, so this summer's line-up will be slower paced. In July, Lane Library will host an Association of College & Research Libraries

(ACRL) webinar viewing party. The webinar, "Essentials of Usability Design for Library Research Guides," is sponsored by the Academic Library Division (ALD) of the Georgia Library Association (GLA), and is being co-hosted by GLA's Coastal Georgia Library Collaborative



(CGLC). Lane Library will host a recorded ACRL webinar in August, "Fighting Fake News with the ACRL Framework." It is also sponsored by ALD and co-hosted by CGLC.

*People, Libraries
and Agencies* **IN THE NEWS**

Fayette County Public Library

The Fayette County Public Library in Fayetteville, Georgia hosted NASA Link Live! on Monday, June 19, 2017. Over 650 people attended from all over the state of Georgia. On May 22, 2017, the library was notified that it had been selected to host a NASA In-flight Education Downlink by NASA's Johnson Space Center. Library staff had less than one month to prepare and plan an event to highlight this awesome opportunity for students K5–12th grade to ask questions of an astronaut live from the International Space Station (ISS).

As part of their Summer Reading Program, Fayette County Public Library successfully applied to host a [NASA In-Flight Education Downlink](#), which allows educational organizations like libraries and schools to host virtual meetings with astronauts. Students converse with the astronauts and learn about science, technology, engineering, and math concepts “in ways that are impossible on Earth,” according to the NASA website. This year's Summer Reading Program theme is “Build a Better World” and the library will offer engaging and fun activities for all ages through July 22, 2017.

“Our library strives to offer the best programs to our patrons by creating unique experiences like the NASA In-flight Education Downlink. We are so excited to call into the International Space Station and speak with Astronaut Jack

‘2fish’ Fischer and learn about his expedition and allow students to ask questions,” said Library Director Christeen Snell.

Students selected to ask questions submitted their questions to the library in advance. These young people are from Fayette County and surrounding areas and ranged from ages 5–17 years old. Submitted questions showed a curiosity about eating, training, sleeping, and mission aboard the International Space Station.

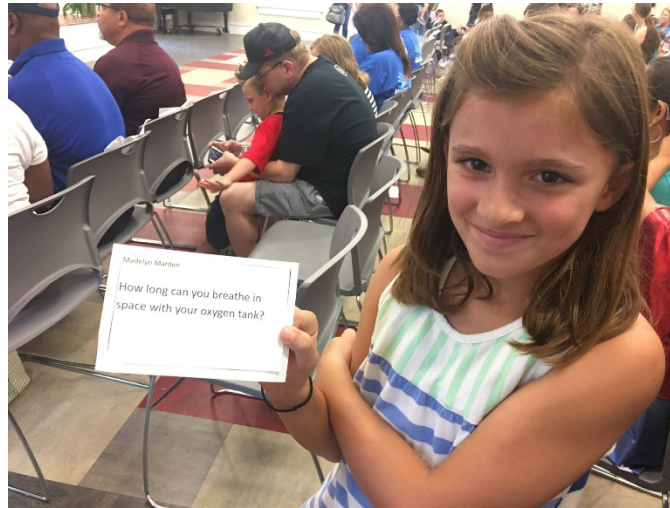


Jack D. Fischer (Colonel, US Air Force) was selected by NASA in July 2009. Prior to becoming an astronaut, he graduated from the US Air Force Academy with a bachelor of science in astronautical engineering and holds a master of science in aeronautics and astronautics from the Massachusetts

Institute of Technology (MIT). He is currently a part of the Expedition 51/52 crew that launched to the International Space Station in April 2017.

The opportunity to host a NASA educational downlink event was an incredible experience for all ages in the community. The Fayette County Public Library serves Fayette County, Georgia, and surrounding counties. All events are free and open to the public. Since the event was held during the summer months while school was out, the library was able to provide an incredible STEM education experience for adults, school age and pre-school aged children, and college students. The “Space Chat with

Astronaut Jack” kicked off the NASA Link Live event and was emceed by Dr. Valerie Jones, presidential math awardee and math specialist for the renowned Ron Clark Academy in Georgia. The library was pleased to have Fernbank Science Center bring their inflatable star gazing theatre where groups toured the International Space Station virtually while watching a 2D video and viewed an educational presentation on the “State of the Solar System,” presented by Dr. Scott Harris. Onsite there were educational booths hosted by The Southern Conservation Trust and Flint River Astronomy Club (FRAC). Attendees learned about what animals or plants need to survive in various regions around Georgia and then were challenged to think about what forms of life if any could survive on the ISS. FRAC’s booth held several educational handouts from the NASA education center in Warner Robbins, Georgia, and demonstrated how to safely view an eclipse through a telescope. This was extremely popular as many people are aware of the upcoming eclipse in August. There was sidewalk chalk art with space themed stencil designs for the younger kids to color and bumper balls demonstrating weightlessness. Niagara Bottling Company was the Out of this World sponsor and demonstrated water filtration and injection blow molding on-site. Over 600 people attended from near and as far away as New York, Alabama, Florida, and the West Coast as a result of being on summer vacation during the



timing of the downlink event. Preceding the downlink, the library has been highlighting books on space in the collection by creating displays around the Children’s Department and offering science related workshops, such as Crazy 8’s Math Challenge, Marshmallow Challenge, Maker-space Monday, Coding, Doc Atoms, and weekly story time including books about space travel. The library’s participation in the downlink gave a phenomenal boost of 134 books and materials on space exploration being checked out on the day of the downlink. Also, there was an increase of 16 percent above the average number of new library cards issued on that day. The library plans to continue to follow Mission 52 and Astronaut Jack Fischer on social media and look for more ways to enhance STEM programming within the library for young patrons.

Fayette County Public Library is only the second library to host an In-Flight Education Downlink event and one of five locations selected in Georgia.

To watch the NASA downlink recording that aired live on NASA TV, go to: <https://www.youtube.com/watch?v=SHzNT7bV7M>

To learn more about hosting a NASA In-Flight Education Downlink in your library, visit: <http://www.nasa.gov/offices/education/centers/johnson/downlinks>.

*People, Libraries
and Agencies* **IN THE NEWS**

Gwinnett County Public Library

The General Federation of Women's Clubs (GFWC) Lilburn Woman's Club (LWC) presented Gwinnett County Public Library (GCPL) with a check for \$10,000 for the Lilburn Branch. The funding will be directed to the children's area where a large mural will be installed under the direction of Good Day Art Studio in Lilburn.

LWC Co-President Trish Biemiller feels that a library should always feel like a happy, safe place for children to engage their imagination. "As a retired Gwinnett County media specialist, there is nothing more endearing than seeing a child surrounded by a pile of books and lost in thought or entranced in a storytime activity," says Biemiller.

"We are pleased to partner with the Lilburn Woman's Club to provide this artistic mural which will enhance the children's area in our Lilburn Branch," says GCPL Executive Director Charles Pace.

The mural will include scenes of Old Lilburn viewed through the windows of a train. LWC members will be trained to help paint some of

the background imagery. Installation is expected to be completed by the end of August.

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Gwinnett County Public Library's (GCPL) Centerville Branch is partnering with Parkwood Farms Therapy Center to bring fun, educational programs to the Snellville community.

Centerville Branch staff member Sandy Shaull, who is also an amateur butterfly photographer, led a project to create a butterfly garden at Parkwood Farms Therapy Center for families who attend sessions at the facility. Dan DeVore of Bailey Construction, with the help of local nurseries and landscape organizations, created the design for three butterfly garden plots and helped secure donations of plants and planting materials. More than sixty volunteers helped plant the donated items.

"Watching this idea blossom has been magical, and it couldn't have happened without Dan DeVore," says Shaull. "The garden is the gift of many helping hands, and I hope all who come to Parkwood Farms enjoy it for many years to come."



Free programs for people of all ages were held at Parkwood Farms on June 17 and July 15 from 9 to 11 a.m. The June 17 program focused on urban gardens and how to successfully grow vegetables and flowers in small spaces. The July 15 program was geared towards butterfly photography and the progress of the butterfly gardens.

The library also offered crafts, books, and a library card sign-up station.

Parkwood Farms Therapy Center is located at 2519 Parkwood Road in Snellville.

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Beginning on the week of June 5, 2017, four Gwinnett County Public Library (GCPL) branches will serve as site locations for the US Department of Agriculture's (USDA) Summer Food Service Program (SFSP), also known as the Summer Meals Program. The program helps provide free nutritious meals to children in low-income areas so they are better fueled with healthy food to learn and grow.

This summer, meals will be served at the Buford, Lawrenceville, Norcross, and Snellville branches, Monday to Friday, from 11:30 a.m. to 12:30 p.m. There are no income requirements or registration and anyone age eighteen or younger may come to eat.

Childrens and teen programs will be offered throughout the summer to encourage culinary literacy and continued learning.

§

Readers of all ages began signing up in mid-May for the Gwinnett County Public Library Summer

Reading Program. This year's theme is "Build a Better World."

Reading for fun builds literacy skills, expands vocabulary, and helps kids explore their growing interests and expand their horizons. Join the library for programs including crafts, movies, storytimes, and special guest performers all summer long.



The Summer Reading Program will go digital with the launch of Beanstack, a customized

online portal where customers can access weekly book recommendations, keep track of reading activities, earn digital badges, and more.

Kids and teens will receive a Certificate of Recognition and have a chance to win prizes including a free book of their choice, tickets to a Gwinnett Braves game, free Laser Quest play, a \$75 LEGO gift card, or even a Chromebook laptop computer. Prizes vary by age and are available while supplies last.

Adults can sign up for the Adult Summer Reading Challenge and enter to win a gardening gift basket that includes a book, garden hose, fertilizer, and an assortment of garden tools. Pick up an Adult Summer Reading Challenge sheet at your local branch, fill in as many answers as possible, and return the completed sheet to the branch for your chance to win. To learn more and sign up for the Summer Reading Program, visit:

www.gwinnettpl.org/summer.

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Gwinnett County Public Library (GCPL) is one of seventy-five US public libraries, and the only library in Georgia, selected through a

competitive application process to become a NASA@ My Library Partner. NASA@ My Library will increase and enhance STEM learning opportunities for library patrons throughout the nation, including geographic areas and populations currently underserved in STEM education. GCPL will participate in the eighteen month project with the opportunity to extend for an additional two-year period.

GCPL will receive materials and training to lead educational, fun STEM programming for all ages. Materials include two NASA STEM Facilitation Kits designed for use in hands-on STEM programming, a tablet computer preloaded with how-to videos, apps, and educational games.

“Gwinnett County Public Library is strongly committed to promoting education for all, and STEM is one of our major areas of focus,” says GCPL Executive Director Charles Pace. “From learning how to use a 3D printer to working with robotics, GCPL leads the way in public STEM education. We are very pleased to be the

only library in Georgia selected to take part in the NASA@ My Library program.”

“We are thrilled to bring NASA@ My Library to Gwinnett's students and communities,” says GCPL Director of Grants & Community Partnerships Barbara Spruill. “This opportunity will allow us to add a new and dynamic level of interest to our STEM programming.”



The NASA@ My Library project is led by the National Center for Interactive Learning at the Space Science Institute. Partners include the American Library Association (ALA) Public Programs Office, Pacific Science Center, Cornerstones of Science, and Education Development Center. NASA@ My Library is made possible through the support of the National Aeronautics and Space Administration (NASA) Science Mission Directorate as part of its STEM Activation program.

View the list of selected NASA@ My Library Partners [here](#).

People, Libraries
and Agencies

IN THE NEWS

Kennesaw State University

Welcome to Kennesaw State University's (KSU) new staff! Michelle Chatelain is the new stacks maintenance paraprofessional at the Marietta Campus, Johnson Library. At the Kennesaw Campus, Sturgis Library, Caitlin Russell is the library technical paraprofessional I and Caleb Bouchard is the stacks maintenance paraprofessional.



Michelle Chatelain, Caitlin Russell, and Caleb Bouchard

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Kylah Pollard was the 2017 Undergraduate Research Award winner for her essay, "Prevalence and Incidence of Health Risk Factors among Adolescent Girls." The award

was presented by Dr. David Evans, dean of library services, to Pollard at the Twenty-Second Annual KSU Symposium of Student Scholars on April 20, 2017. This award is given annually to a student "demonstrating successful navigation of library resources for undergraduate research." The prize is \$500 and the winner's essay is published in the *Kennesaw Journal of Undergraduate Research*.



§

The L.V. Johnson Library, Marietta campus, will be buzzing soon with new renovations in the "Hive" (computer area). This fall the rotunda area will be opened up to add more computers and seating areas for students.



Off the SHELF

Among the Living by Jonathan Rabb (Other Press, New York, 2016: ISBN 978-1-59051-803-8, \$26.95)

Among the Living is an historical fiction novel about a Holocaust survivor who immigrates to the United States to live with his distant, older, and childless relatives, Abe and Pearl Jesler, in Savannah, Georgia during the late summer of 1947. Rabb's flowing and descriptive style transports the reader to the humid summer of sweet tea, white-aproned Negro servants, and the upper-class wealth of this historical and long-established port city.

From the harsh world of Jewish concentration camps enters thirty-one-year-old Yitzhak Goldah, a Holocaust survivor, to live in a unique and thriving Southern community that historically is traceable to the founding of the Savannah colony. In this Jewish society, Yitzhak, who is renamed Ike to become more "American" by his cousins, arrives to live with his only remaining relatives in the world. Although Yitzhak Goldah is renamed Ike by his cousins, the main character is referred to as Goldah throughout the work.

Goldah quickly discovers that Savannah is a forced and fractured society where the different Conservative and Reform Jews are expected to live distinctive and separate lives. Golda finds this to be similar to the forced and fractured lives that whites and blacks are

expected to live, especially in the South, during the Jim Crow era.

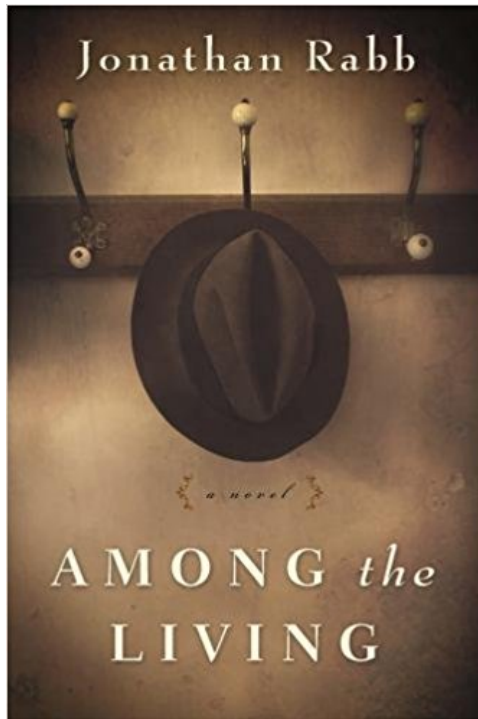
This is a meaningless world of Jewish separation to Goldah, a Holocaust survivor who recently experienced a life where all Jews were equally reviled. Goldah, who is assumed a member of the local Conservative community because of his cousin's affiliations, becomes confused and annoyed by his family and by his new community. He wishes to express his devotions for a young Reformed widow and does not

understand why he should not associate with a member from the Reformed community. Jewish Savannah society considers Eva a righteous woman because her husband died bravely in the war effort. However, she is also considered rebellious because she is breaking the strict code of conduct by crossing the societal divide between Reformed and Conservative Jew in Savannah.

Goldah's life becomes even further complicated when a woman from his past life during the Holocaust suddenly appears in Savannah. Malke is also a

Holocaust survivor who was his fiancé in Europe but was assumed dead. Like Goldah, she has a dark and tortured past. Unlike Goldah, she chooses to remain in this familiar miserable land while Goldah is striving to begin a new life.

While Goldah is adjusting to life in America and dealing with his various trials of the heart, Rabb also includes an additional subplot with Goldah



stumbling upon an illegal conspiracy of shoe smuggling by his cousin's business. In this plot, we learn how the lingering issues of slavery and prejudice among African Americans and their relationships with their employers still loiter in the late 1940s. This includes the legacy that the black help will stay silent and keep the deepest secrets of their employers, even when keeping those secrets come at a steep economic or emotional disadvantage to the black family.

Rabb's story telling introduces delightful subplots within plots, and the reader learns about the historical development of the Savannah Jewish society, where stained glass synagogue masterpieces still are throughout the great city. The story telling magic by Jonathan Rabb is simply exquisite. You feel the sweet beads on your neck as the flies swarm around the freshly starched linen napkins stained with honey. You can see the angel faces of the infants pushed in the black and white perambulators by the nannies in the beautifully landscapes squares in Savannah on a humid afternoon. You can feel the pain on Goldah's face as he tries to explain why there should be no divides between Reform and Conservative Jews in Savannah and why he should be free to move towards a new beginning and new life in Savannah. *Among the Living* is another book that makes the reader want to come and

explore the city of Savannah for all of its hidden charms.

Jonathan Rabb is an American novelist, essayist, actor, and writer who previously completed five historical novels. His works are well-researched powerful stories that quickly capture the reader's attention while bringing lesser-known historical facts into contemporary knowledge. He has a special talent with developing character narratives that bring regionalism, story intimacy, and historical context among the people and plots that he creates. He attracts a following within Goodreads and other book review sources. Currently he is a professor in the writing department at the Savannah College of Art and Design (SCAD) located in Savannah, Georgia, and previously taught writing at Columbia University, New York University, and at the 92nd Street Y. Rabb wrote *Among the Living* after his Berlin Trilogy (*Rosa, Shadow and Light*, and *The Second Son*), a critically acclaimed series of historical thrillers, with the work *Rosa* winning the 2006 Director's Special Prize at Spain's Semana Negra Festival where it was named one of *January Magazine's* Best Books for 2005.

Linda Marie Golian-Lui is Associate Dean & Department Chair and Librarian Professor at Kennesaw State University

Off the SHELF

Dixie Highway: Road Building and the Making of the Modern South, 1900-1930 by Tammy Ingram (University of North Carolina Press, 2014, ISBN 978-1-4696-1298-0, \$24.95)

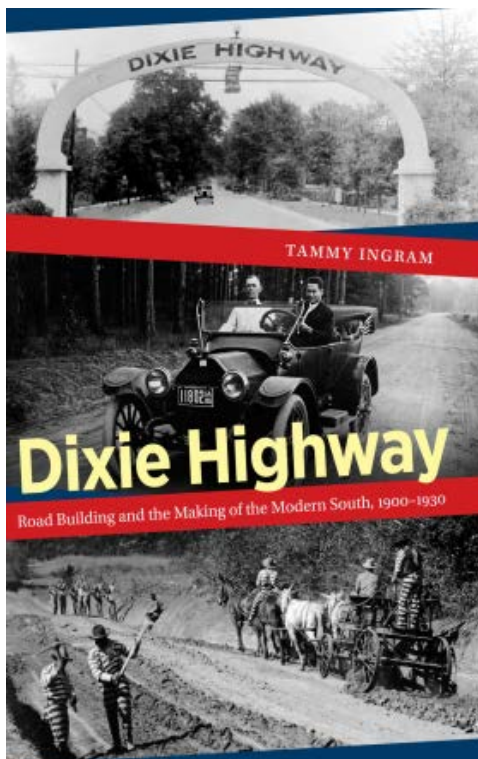
Tammy Ingram's *Dixie Highway: Road Building and the Making of the Modern South, 1900-1930* thoroughly documents the political, historical, and economic events surrounding the creation of the first North-South contiguous thoroughfare. Highlights of the book include historical photographs and maps of proposed and completed highway routes.

Ms. Ingram's account reveals the transformational shift in the attitudes of elected officials and the public towards road building before and during the implementation of this project. The results yielded far-reaching implications, with the formation of brand new federal and state highway agencies to oversee and manage the nation's demand for better roads. Prior to this, local or county agencies funded and directed road building. The book demonstrates the delicate but determined political grassroots orchestration required to launch a national road like the Dixie Highway.

When the idea for the Dixie Highway was born, dirt roads were the norm, and in rural counties many roads only existed to provide farmers access to rail depots. Due to their monopoly on travel, railroads charged farmers exorbitant prices for transporting goods, with the lack of

decent roads preventing any other viable options. Another impetus for developing improved roads grew from the rising auto industry, with the mass production and expanding ownership of automobiles.

The painstaking process of creating the Dixie Highway began as an extension of the Good Roads Movement led by progressive businessmen interested in promoting tourism between the Northern and Southern states. Ingram details the paradoxical situation of the post-Reconstruction era Southern states yearning for better roads while resisting outside control over local roads. The author devotes a chapter to discussing the role chain gangs played in modern road creation and maintenance in the South. This chapter delves into the perplexing mindset that could justify the continued use of convict labor over the purchase of modern, more efficient equipment.



The Dixie Highway eventually included nearly 6,000 miles of roads that incorporated multiple routes satisfying major contenders who vied to have the highway travel through their city. Most of the Dixie Highway in Georgia remained as dirt roads by the end of the 1930s. The highway eventually was replaced by the interstate I-75 with only two sections remaining, one immediately south of Atlanta. Foreshadowing the creation of the modern interstate system in the 1950s, Ms. Ingram tells of a young Dwight

Eisenhower impacted by the dirt roads while stationed in Columbus, Georgia.

Recommend for all academic libraries and all libraries with Southern studies, history, and political collections. Tammy Ingram is a native Georgian, and the book devotes much of its

contents to Georgia's role in the building of the Dixie Highway.

Rebecca Rose is Associate Professor and Head Librarian – Cumming Campus at University of North Georgia

Off the SHELF

Slavery and Freedom in Savannah edited by Leslie M. Harris & Diana Ramey Berry (University of Georgia Press, 2014, ISBN 978-0-8203-4410-2, \$34.95)

Slavery and Freedom in Savannah is a compilation of essays written by historians from Savannah, Georgia, and other areas in the South. In this collection Harris and Berry not only serve as editors but contributors as well. They remind readers of the significant role urban parts of Georgia played during the period that slavery was legal in the United States: “But a reexamination of slavery in North American cities reveals the importance of urban communities—especially port cities—to the slave economy, and the adaptability of slave labor and slave mastery to metropolitan regions.”

According to James A. McMillin, author of the chapter titled “The Transatlantic Slave Trade Comes to Georgia,” Georgia’s trustees intended the colony to be anti-slavery, but the ban was frequently challenged due to the wealth experienced in South Carolina—a wealth of possibility for Georgia. Savannah served as a port for transporting slaves from Africa, the West Indies, and South Carolina. This book tells the story of how Savannah settlers obtained wealth from the slave trade.

Slavery and Freedom in Savannah attempts to tell the story of individuals, families, the local

community, and greater city. Readers follow the prominent Telfair family through many chapters that offer perspectives of the South from the slave owners as well as the romanticized mindset of slavery they possessed during that era. Glances into the lives of freed blacks show the restrictions and laws purposed to hinder them in areas such as business and legal matters.

Concluding chapters provide an overview of the Reconstruction Period. The final chapter in *Slavery & Freedom in Savannah*, written by Bobby J. Donaldson, tells of the rise of hope in Savannah for African Americans who now spoke without retaliation. These final chapters invoke messages of inspiration for building community and

obtaining education from notable figures such as Dr. J.J. Durham who spoke of “goodness and progress.”

Slavery & Freedom in Savannah would be beneficial as a reference tool. This book provides an unbiased, complete recount of events; mid-chapter sidebars are informative and provide further information on topics and people covered in every chapter. Readers gain insight into the struggles and successes of enslaved Africans, freed blacks, and slave owners as well as the birth and progression of Savannah’s economy.

LaTiffany Davis is Learning Commons Librarian at Kennesaw State University

