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President’s Message

Kathy Watson

Acting as chair of the 2008 PNLA Annual Conference committee has been quite an experience. I’ve gone from thinking it might be way beyond me and my abilities, to knowing that it would be a great success, with a wide range of feelings in between. I do know this about the experience: the 2008 conference wouldn’t be a reality if not for a group of talented, hardworking, and dedicated people - the conference committee.

My head had not stopped spinning with the new people I met in Edmonton, the excitement of being chosen First Vice President/President Elect, and the awe of the responsibilities that lay ahead, when Anne Abrams of the Idaho Commission for Libraries sent me a list of people interested in helping with the conference. Anne then volunteered to act as marketing chair for the committee. Rebecca Melton of Post Falls Public Library is co-chair and on-site commander in chief. Rebecca has marshaled the forces in the north (I live and work in Southeast Idaho) with great skill. Katie Cargill from Eastern Washington University volunteered to act as conference treasurer (she was already PNLA treasurer), and has brought her cool head not only to the financial end of things, but in dealing with SPORG for online registrations and working with the on-site crew.

The rest of the on-site committee includes Bette Ammon of the new Coeur d’Alene public library, Larry Almeida from the Kootenai Shoshone Area Libraries, and Cindy Kirkpatrick from WIN at Gonzaga University in Washington. I am proud to say that Bette and I began our library careers at the same library, what was then Pocatello Public and is now Marshall Public, and Larry Almeida is known throughout Idaho for the theatrical skills he has used over the years for the benefit of Intellectual Freedom. Ask him about that! I had not met Cindy Kirkpatrick before, but found her to be full of enthusiasm and creativity.

Those of us who could be there met in October at the Idaho Library Association’s annual conference. We were joined by Susie Ricks from Eastern Idaho Technical College who spoke up and took over as our vendor chair, and Leslie Twitchell from BYU Idaho, who wanted to help with graphics. Elaine Watson and Rick Stoddart of Boise State University wandered by our table and ended up as program chairs. (I’m sure they had that planned!) They did a fabulous job with help from Boise Public’s Susannah Price, Heidi Chittam of Eastern Washington University, Samantha Hines from the University of Montana, and Steven Engelfried of Oregon’s Multnomah County Library. Cathy Grey of Idaho State University offered to help, even though she is chair of the 2008 ILA conference, and Mary Lou Mires of the Salish Kootenai College in Montana sends great suggestions and support. Gaila Butikofer from Marshall Public has been my “at work” help and in-house psychiatrist!

As I write there is still time to worry. (Rebecca says it is my job to worry and delegate, worry and delegate!) How many librarians and vendors will find it difficult to get to Post Falls with the current price of gas? What have we forgotten? (That particular worry is being well handled by Rebecca.) And of course, there is always the list of “what ifs…”

In the end, I believe that the conference will be successful and a great “wild” time because the people on the conference committee are fine examples of the general membership of PNLA. Librarians of the Pacific Northwest Library Association are adventuresome, hard working, intelligent, creative, and independent: independent while knowing that the advantage of working together to further our goals makes all things possible. ■

MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.
From the Editor

MARY K. BOLIN

This issue has several articles that depict the continuing importance of “library as place,” with spaces that are welcoming, flexible, and functional. The authors in this issue also deal with the use of the library by teenagers and students, and give useful and interesting information on serving this very important segment of our users.

Call For Submissions

All contributors are required to include a short, 100-word biography and mailing address with their submissions. Each contributor receives a complimentary copy of the issue in which his/her article appears.

Submit feature articles of 1,000-6,000 words on any topic in librarianship or a related field.

We are always looking for short, 400-500 word descriptions of great ideas in libraries. If you have a new project or innovative way of delivering service that you think others might learn from, please submit it.

Fall 2008 Issue (Deadline September 1, 2008)
Winter 2009 Issue (Deadline December 1, 2008)

Please email submissions to mbolin2@unl.edu in rtf or doc format.

Submission Guidelines

Format
Please submit all documents as either a .doc or an .rtf

Font style
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Spacing and punctuation:
• Please use a single space after a period.
• Please use full double dashes (i.e., “–” not “--”)
• Please place punctuation within the quotation marks.
• Please omit http:// when quoting Web site addresses
• Please place titles within text in italics (not underlined).
• Please do not capitalize nouns such as "librarian" unless the word is included in a title.

Spelling
Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style
Please use whatever style you wish, as long as it is used consistently.

Additional Information
Please submit a 100-word biography and postal address with article.
According to popular belief, Henry Ford, when asked about paint choices for new Model T cars, replied, “Customers can have the Model T in any color—so long as it’s black.” Fortunately, Mr. Ford does not speak for today’s librarians who are trying, with enthusiasm, to create attractive library interiors.

Interior decorating may seem a formidable task, since legacy operations and facilities, often from another era, appear to limit what is possible. When creative minds are brought to bear, and with careful planning, design, and execution, extraordinary results can be achieved, even with low to moderate budgets.

Why should libraries care about interior decorating? First, patrons respond to the surroundings they encounter, either favorably or not so favorably. It is well-known in commerce that customer satisfaction brings people in and contributes to repeat business. Astute librarians understand that the “look and feel” of library spaces may be as important as functionality and performance.

A related notion is the degree to which patrons bond with libraries. This is extremely important, since patrons will likely visit libraries more frequently and engage in greater intellectual activity if the atmosphere is conducive to study and contemplation. Further, patrons may experience better progress in their chosen endeavor.

Less understood is the ways interior decorating affects staff-patron interactions. Still, there is ample anecdotal evidence to suggest that staff and patrons mutually benefit when library interiors are attractive. When a positive ambiance is felt, staff and patrons may engage one another more often and in more fruitful ways.

Taken together, these and other issues are driving librarians to fashion and embrace new looks in their libraries. This is a major insight drawn from a 2007 nationwide survey of sixty American public and academic libraries conducted by the author. The results of the survey show that varying approaches are used in interior decorating and what is being done in specific libraries.

Foremost, interior decorating is seen as a way to connect with patrons. There is “more emphasis on meeting needs of students,” noted Bill Hair, Director of Baylor University Libraries. Changes are in the wind in West Texas too. “We have completely re-engineered our library to make it more open and inviting,” says Robert Stakes, Interim Director, University of Texas at El Paso.

Many libraries use artwork to enhance the aesthetics of interior spaces. At Rasmuson Library, University of Alaska Fairbanks, "art is on loan from the museum and framed prints of historic photos are hung throughout the building," says Diane Ruess, associate professor, and self-designated interior decorator. A rather creative way of acquiring artwork is underway at Boise Public Library. Kevin Booe, the library’s Director, is generating a good deal of interest with a rotating public art exhibit wall.

People love plants, but are plants compatible with the atmosphere libraries are striving for? When asked about plants, 50 percent of public libraries reported acquiring plants, either live or artificial, in the past five years, while 23 percent of academic libraries acquired plants over the same period. With low maintenance but much beauty, the Norfolk Island Pine is a popular choice in libraries.

Robert Resnik, co-director, Fletcher Free Library, in Burlington, Vermont uses ingenuity to stretch the budget for interior decorating: “We grow them [plants] ourselves,” said Resnik. Libraries find that plants offer an easy and inexpensive way to attract the attention and admiration of library patrons.

Interesting paint schemes are another way to entice patrons. Neutral colors often found in libraries may not create the best possible environment. Missouri State engages visitors with a most interesting palette: “Navaho white with accent walls in sunshine yellow, periwinkle,
or royal purple” spices up spaces, reports Karen Horny, Dean of Library Services.

Still, upgrades for more common furnishings remain important. Both public and academic libraries have consistently added new and improved study carrels and workstations, according to survey findings. Similarly, several libraries purchased new soft seating. A few public libraries have upgraded light fixtures or window treatments as well. Interestingly, a large number of libraries have achieved better ambiance by simply reconfiguring furnishings.

With technology taking more dollars from budgets, can libraries find money for interior decorating, especially for quality and innovative furnishings? Yes, many can. For example, the Missouri State University Library recently purchased maple study tables, rocking style study chairs, and electrically controlled shades. And readers at Thomas Branigan Memorial Library in Las Cruces, New Mexico, easily find the new books shelved on modern Slatwall displays.

At the Baylor University Libraries, interior decorating expenditures have averaged, on an annual basis, a respectable sum of about $48 thousand over the past five years. This shows that a nice décor is within reach of all. Clearly libraries are able to balance competing needs for scarce library dollars.

Integrating aesthetics and function is always a challenge in libraries, but careful thought can make it work. At the University of Alaska, “furniture is arranged by function in open areas, and carpet color creates separate spaces,” says Ruess. At Missouri State, terrazzo tile in the lobby and entry areas beckons patrons to interior spaces.

While libraries as a group are actively engaged with interior decorating, some libraries report only minimal or no progress. A librarian at a major academic library in the Northwest noted that her library’s approach to interior decorating is “haphazard.” Four libraries (three academic and one public) indicated that no interior decorating has been done in the past five years.

Still, most librarians find positive outcomes, even in modest actions: “We are located in a mostly rural area of Southeastern Ohio that is not economically well-to-do. Our approach for the past decade has been to keep our buildings and furnishings attractive,” said Sondra Plymire, Director of Libraries, Muskingum County Library System, Zanesville, Ohio.

Even as libraries place more emphasis on interior decorating, utility is not overlooked. This common sense approach to interior decorating resonates with Ed Sheary, Library Director at Asheville-Buncombe Library System in North Carolina. The Asheville-Buncombe Library aims for “simple, low maintenance, and durable,” said Sheary.

continued

<table>
<thead>
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<th>Activity</th>
<th>Percent</th>
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<tr>
<td>Embellish spaces with accessories</td>
<td>70%</td>
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<tr>
<td>Upgrade light fixtures or window treatments</td>
<td>65%</td>
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<tr>
<td>Improve aesthetics by rearranging furnishings</td>
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<tr>
<td>Install high-end flooring</td>
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<td>Upgrade tables, chairs, carrels</td>
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<tr>
<td>Acquire sculpture or decorative objects</td>
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<td>Purchase soft seating</td>
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<tr>
<td>Paint walls in stylish colors</td>
<td>20%</td>
</tr>
<tr>
<td>Acquire artwork or documents</td>
<td>15%</td>
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Source: Data from a 2007 national survey of interior decorating in academic and public libraries, conducted by John Sandy.
Finding help with interior decorating projects is a challenge for libraries. Funds may not be available to hire professional interior decorators. And typically in-house staff lack talent and flair for interior decorating. Even so, some libraries can and do draw on their own personnel for interior decorating, with good results. At Thomas Branigan Memorial Library in Las Cruces, “staff have accomplished all decorating efforts without the services of a formal decorator,” says Lori Grumet, Public Services Director. In other libraries, administrators enlist the expertise of professional interior decorators, either from other departments or from local interior decorating consultants.

As libraries become more user-centered, the aesthetics of interiors is becoming a standard for measuring success. While books and digital resources are the core of library services, the ambiance of the library environment is the mortar which melds library content and patron behaviors. In the future, more libraries may pursue interior decorating as a strategic enterprise, worthy of the same attention given to information services.

**Bibliography**


Note: The table on "interior decorating activities" along with selected text supporting the table, will be reprinted in a fall 2008 issue *Library Journal*. 
Many librarians, designers, and architects have referred to the 21st Century library as a “community living room,” a place that is used for many purposes and that the entire community from preschooler to senior citizen can call its own. In our homes, this large open space may be referred to as a family room, a recreation room, a parlor or sitting room, or a “great room” depending on the geographical region where the house is located or its architectural style. It is a space where we simply like to be, curled up with a good read, watching television, or gathering with our family and friends.

The “big picture” of the small library is a space that is often one large open floor plan, not completely separated by walls, with several functions and purposes for patrons of all ages. Areas in this interior landscape are physically and visually open to each other. How can several diverse age groups come together in the library’s living room? A rural, tight-knit community needs a space that adults, teens, and children can all share while using the gamut of the library’s disparate services: surfing the Internet, studying for an exam, listening to music, chatting with friends after storytime is over, playing board games, working on homework projects, or maybe just “vegging out.” Some of these activities seem mutually exclusive: chatting vs. quiet reading, listening to music vs. composing a term paper. Just as the traditional, hushed atmosphere of the public library has changed, today’s living room is far from the old-fashioned parlor, a formal room reserved for special occasions. It is, indeed, for living. For rural libraries especially, this space must be at turns a public gathering place for civic groups, a playroom, a game room, a home office, a concert and program room, and, oh yes, a library!

Shared common space presents a unique challenge to unify its various multipurpose components. The reality of open, unobstructed floor plans is that activity zones do flow together and some of our zones will always be held in common. These communal areas might be a café or open areas for reading that any patron may choose to utilize. Where can we put a computer workstation that almost anyone can use it? Can a bench in the front window serve an adult having a conversation with a friend in the morning and a teen watching out the window for a ride in the evening? Improvements in our shared living space may often benefit many generations of library users. Families who are accustomed to a more casual, do-everything gathering place in their homes will feel comfortable in a family-friendly library space that mirrors their lifestyle.

Teen spaces fill a wide range of needs. Here are some ideas of how a space may function for teenagers:

- a cozy spot, outfitted with oversize chairs and well lit for reading
- a place for relaxation and putting your feet up
- a place for playing games with friends or just sharing the latest school gossip, talking together
- a spot to meet with a tutor or work with a group of friends on a school project
- a place to do homework
- a safe place to spend free time
- an area full of technology, whether for listening, viewing, or spending time on the computer

But a teen space must work for the library staff as well. We have our own needs:

- an organized layout of materials, in a variety of formats. We need to encourage browsing, but we also want easy retrieval when someone asks for a particular title.
- a multipurpose area, where adults may use their own laptop or read the newspaper during hours teens are in school.
- technology that meets the ever-expanding role it has in everyone’s life. We need workstations that can offer Internet for job searchers as well as word processing for term papers. Adults check their email right along with teens!

continued on page 14
Introduction

This study examines the use of the library by the students at the Akanu-Ibiam Federal Polytechnic in Unwana Afikpo, Nigeria. The study used a survey, with a purposive sampling technique that selected 200 students from each of the five faculties of the polytechnic.

Polytechnics were established in Nigeria in the late 1970s, as a way of providing Nigerians with another level of tertiary institution besides the university system. The purpose of polytechnic education is to produce a middle-level workforce for the nation’s economy. These institutions engage in research that helps develop both human and material resources for industry and the economy.

The library is a crucial factor in the training of such professional personnel. The library contributes to knowledge and improves the standards of teaching and learning. Successful polytechnic education requires access to well-organized sources of information (Adegboro, 2000).

In Nigeria, most parents can no longer afford to purchase textbooks and other reading material for their children. In addition, science and technology textbooks are expensive and hard to acquire. Consequently, the library provides information resources necessary for students’ intellectual growth. This paper explores how students of Nigerian polytechnic system use resources in their institutions’ libraries, including the type of materials available to them, the role of library staff in the effective use of these materials, and the problems confronting them in their efforts to access these materials.

Brief History of Akanu Ibiam Federal Polytechnic Library

Akanu Ibiam Federal Polytechnic was established in 1981 as the first federal polytechnic in Southeast Nigeria. It began construction in 1982, and that same year the first set of students were admitted. The Polytechnic’s programs lead to a National Diploma [ND] and Higher National Diploma (HND) in science, engineering, and humanities. The polytechnic operates five schools in eighteen departments. The library has 15,000 books 250 serial titles. The library is not yet computerized and is not connected to the Internet; however, the institution has an Internet-connected information and telecommunication center with six IT professionals and four other staff.

Aims and Objectives of the Akanu Ibiam Polytechnic Library

The library was established to provide information resources that would support teaching, learning, and research. In doing that it has the following specific objectives among others to carry out:

1. To collect and preserve the most up-to-date materials for teaching, research, and consulting services of the polytechnic.
2. To collect and preserve information resources in books and non-books.
3. To give user-oriented services to the polytechnic community through current awareness services (CAS).
4. To provide materials on history, language, culture, socio-economic, and technological development of Nigeria.
5. To provide a study environment.
6. To maintain inter-library co-operation with other libraries around the world.
7. To facilitate access to information communication technologies. (Readers guide to the library, 2007).

It is no longer news in this digital age that many academic libraries are connected to the Internet or have plans to get connected. The Polytechnic library is not yet connected, but students have access to the Internet and e-mail in the institution’s information and telecommunication center. Since the library is not yet connected, the researchers wanted to find out how the students use the library, how the students are coping with the lack of connectivity, what effort is being made to get the library connected. The findings of this study will help make resources available for the connectivity of the library.
Library Services in an Academic Environment

The Polytechnic Library is an academic library that supports learning, teaching, and research. Besides providing an atmosphere conducive to reading and consulting the collection, the library also offers facilities and services that allow readers to make optimal use of library resources. Aboyade (1979) sums up these:

- answering readers’ questions;
- instruction in the use of library materials;
- readers’ advisory service;
- inter-library loan services;
- photocopying facility;
- library publications; and
- exhibits and displays.

In addition to these, the library also organizes an orientation program for new students at the beginning of each session.

The library enhances the intellectual and academic output of students and staff. Commenting on the importance of the library as an organ of academic discipline, Oni-Orisan (1987) observes that no system of education is complete without well-equipped libraries, with services operationalized either through direct contact (readers’ services) or indirectly through activities carried out “behind the scenes” (technical services), according to Nwalo (2000). Academic libraries are an important intellectual resource and contributes to self-development, to curriculum requirements, and to study and research (Rajendran and Rathinasabapathy, 2005).

Kothari (1966) describes academic library roles, including providing facilities and services for formal programs of instruction, opening the door to the world of knowledge, and bringing books, students, and scholars together to encourage reading for pleasure, self discovery, personal growth and the sharpening of intellectual curiosity. Therefore, the academic library must build a strong collection to meet the requirements of students, faculty, research scholars, and scientists of the institution.

To remain indispensable, libraries fill new roles in their institutions, and look beyond traditional services (Rajendran and Rathinasabapathy, 2005). The library must provide in-depth consultation to research questions, host new tools for specialized disciplines. The value of academic libraries is in their teaching and helping roles as well as in information technology. The library can help create new academic communities. Libraries occupy space, and that central physical presence is a great advantage.

Challenges for Academic Libraries

Montoya (1999) identifies the changing environment and issues facing academic libraries in recent times, including multiple information formats. Academic library collections are no longer almost entirely printed materials but collections in multiple formats and media (Budd, 1998). Information technologies such as computers, multimedia and CD-ROMs are bringing unprecedented abilities to academic libraries in providing services and resources to the university community (Montoya, 1999). The Internet has had a tremendous effect on the growth of information and the speed of transmission. Web-based information challenges academic librarians to help students make sense of information found on websites.

In the networked environment, libraries are challenged to use digital and telecommunication technologies and find new ways and means to provide collections, services, and access (Foo, Chaudhry, Majid, & Logan, 2002). Academic librarians are challenged to provide services that offer users a mix of formats and media. Hazen (2000) argued that the changes in the nature of information, in research strategies, and in the structure of higher education affect academic libraries. The changes brought by electronic media necessitate transformation in the way librarians think about their work and their users (Budd, 1998).

Changing User Needs

Improving students learning outcomes has a direct connection to academic libraries. Due to societal and technological developments, students participate in learning processes with less direct contact with teachers and facilities (Van Bentum & Braaksma, 1999). In addition, teaching and learning are more independent, self-directed, student-centered, and “modularized” (Floyd, Broadbridge & Hayward, 1998). The library is increasingly used for group work, and librarians have more demand for reference service and a greater need for user support and education. As Parker and Jackson (1998) explain, liaison is particularly important in a world of resource-based learning, where students work more independently, using a wider range of resources.

Organizational Structures

To provide quality service, libraries must restructure their organization. Montoya (1999) raises an important question by asking whether academic libraries are organizationally capable of addressing the challenges and issues facing them. Hazen (2000) points out that academic library structures vary between countries, between institutions, and between types of institutions. Wilson (1998) urges university librarians to make their organizations more client-centered, to redesign work processes in light of organizational goals, and restructure to support front-line performance. The emphasis is more on the needs of the library user than the needs of the library. Moran (1998) argues that the hallmark of a learning organization is information sharing, team-based structure, empowered employees, decentralized decision-making and participative strategy.

Studies have been conducted on the uses of academic library around the world. Some of these studies will be mentioned here. Whitmaire (2002), for example, examined the relation between library resources and services and students’ educational outcomes through multiple regression analysis, utilizing the data collected by the CSEQ (College Student Experience Questionnaire) and the NCES (National Center for Education Statistics). Two assumptions underlie her study: “1) undergraduates attending institutions with large amounts of academic library resources and services would participate in more academic library activities and 2) undergraduates attending institutions with large amounts of academic library resources and services would report greater gains in critical thinking”. Three sets of independent variables were defined as 1) background characteristic variables, (gender; race; age), 2) college experience variables (grade-point averages; class year; enrolment status; student-faculty interactions; engagement writing activities; active learning activities; number of term papers written; hours spent studying per week), and 3) academic library variables (resources; services). The dependent variables were defined as 1) library use (usage as a place; use of indexes to journal articles; developing a bibliography for term papers; use card catalog or computer; ask a librarians for help; reading in the reserve or reference section; check out books; checked citations in material read; reading a basic reference; found materials in browsing stacks), and 2) self-reported gains in critical thinking skills (ability to think analytically and logically; ability to put ideas together, see relationships, similarities and differences between continued
Students’ Use of the Library: The Case of Akanu Ibiam Federal Polytechnic, Unwana Nigeria... cont.

ideas; ability to learn on your own, pursue ideas, and find information you need). The analyses showed, however, that library resources and services had almost no influence over undergraduates’ use of library or their self-reported gains in critical thinking skills. Although this was a study that hinted at a way to measure the contribution of academic libraries to undergraduates’ educational outcomes, it fell short of proving a positive relationship. In order to investigate this connection further, Toda and Nagata (2007) conducted a paper survey in 2003 mailed to the former students of Bunkyo University Koshigaya campus (number of respondents: 340; return rate: 33.7%), focusing on the relations between their library usage and learning outcomes while they were students.

Oluwadare (2006) examined the accessibility and use of the Federal Polytechnic Ado-Ekiti, Nigeria Library Resources by the part-time students of the institution. The result reveals that (52.6 per cent) claimed that they use the library whenever they want to read while 73 (38 per cent) said they do not and 17 (8.9 per cent) were undecided. Also, 98 (51.5 per cent) agreed that they use the library only when they have an assignment, while 80 (42 per cent) disagreed and 12 (6 per cent) were undecided. On the other hand, 100 (52.6 per cent) confessed using the library only when preparing for an examination while 80 (42 per cent) said no and 10 (5 per cent) were undecided. 61 (32 per cent) said they use the library when their lecturers refer them to the resources while 97 (51.5 per cent) agreed using the library whenever they want to read while 97 (51.5 per cent) agreed no and 32 (16.8 per cent) were undecided. 49 (25.7 per cent) said they hardly use the library because the materials do not meet their needs while 105 (55 per cent) denied this claim and 36 (18.9 per cent) were undecided.

The review of literature so far on this study and background information on Akanu-Ibiam Federal Polytechnic have revealed the present state of the library and the role academic library and the challenges faced by academic library. In the light of these, the objective of the study remains to assess the use of Akanu-Ibiam Federal Polytechnic Library by the students of the school and to find out how they cope with getting online information since their library is not yet connected to the Internet. To achieve these objectives, the following research questions were raised to guide the study.

1. What use do Akanu Ibia Federal Polytechnic students make of their library?
2. What is the level of students’ satisfaction with the services provided by the library?
3. Does the library have Internet connectivity?
4. What effort is being put in place by the school to get the library connected?

Methodology

This study adopts a quantitative approach using a survey research design. The method and the design were chosen to allow the researchers to reach out to a considerable number of students and sample from the entire population of students who are regular library users of the Akanu Ibia Federal Polytechnic Library. This sample was chosen from the students who registered with the library. A total of 1,000 students were chosen from the 5,000 regular library users of the institution’s library. The researchers arrived at this figure using Israel’s (2003) model which stipulates for instance, that, given a total population of N=1000, if ±5% is taken for precision levels where confidence level is 95% and P =.5, the sample should be 286. In this study, the population of regular library users is 5,000 and ±3 is taken. This gave a total of 909 which is within the range of the sample of 1,000 that was eventually chosen. A purposive sampling technique was embarked upon to select 200 students from each of the five faculties of the Polytechnic. Purposive sampling was used to ensure that each faculty was equally represented.

Instruments

A survey questionnaire tagged “Uses of Academic Library Scale” was developed by the researchers. Items in the instrument were adapted from Nagoya University Library (2000) library use questionnaire. The items in the instrument were in line with the content of what is being measured, thereby ensuring the content and the face validity of the instrument. The reliability of the questionnaire was determined via a test-retest reliability check of two weeks interval. The reliability co-efficient via Pearson Product Moment Correlation return an r=0.87. This indicates that the instrument is highly reliable and can adequately help to achieve the objectives of the study. The survey included question items to establish whether or not individual students make use of the library, what they use the library for, the alternatives available to students since the library is not connected, the effort the Polytechnic is making to network the library, and how satisfied are the students with services provided by the library.

Data Collection

The questionnaire was administered to the respondents in their respective faculties during a core course, a course that is compulsory for all students in a particular faculty and particular level or year. Respondents were given information about the questionnaire and its purpose. The return rate was 100%.

Data Analysis

Data were analyzed using descriptive statistics which include standard deviation, mean, frequency, and percentages. SPSS 15.0 was used for coding the scores.

Results

Research question 1: What use do Akanu Ibia Federal Polytechnic students make of their library? Respondents were asked to indicate how often they visit the Polytechnic library and to show the uses to which they put their library. The result is presented in tables 1 and 2.

Table 1: Frequency of library use by the students

<table>
<thead>
<tr>
<th>How often do you visit the library?</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Once a day</td>
<td>547</td>
<td>0.547</td>
<td>0.7</td>
<td>54.7</td>
</tr>
<tr>
<td>2. Once a week</td>
<td>200</td>
<td>0.2</td>
<td>0.5</td>
<td>20</td>
</tr>
<tr>
<td>3. Once a month</td>
<td>164</td>
<td>0.164</td>
<td>0.4</td>
<td>16.4</td>
</tr>
<tr>
<td>4. Once a year</td>
<td>73</td>
<td>0.073</td>
<td>0.3</td>
<td>7.3</td>
</tr>
<tr>
<td>5. Can’t say</td>
<td>16</td>
<td>0.016</td>
<td>0.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 1 above reveal that more than half of the library users of Akanu Ibia Federal Polytechnic library visit the library once day.

continued on page 19
Bonanza High School is one of the 280 schools in Nevada’s Clark County School District (CCSD). The CCSD high school science curriculum has recently changed and the library’s collection needed to change to reflect that new curriculum. The graduating class of 2010 will be required to take three years of science, including biology. In addition to the new requirements, the graduating class of 2010 will be required to pass a Nevada High School Proficiency Exam (NVHSPE) in reading, writing, math, and science. The CCSD implemented the new standards to increase students’ competitiveness in higher education and the workforce and to prepare students to take advantage of what the world has to offer beyond high school.

To reorganize and rebuild the library’s science collection to meet the new standards for science graduation, a project with the following objectives was devised:

- Determine the curriculum needs of Bonanza High School Science Department based on science classes offered.
- Evaluate the current holdings of the science collection in the library.
- Weed outdated and damaged materials.
- Analyze holdings after weeding and order appropriate materials to support teacher and student interests as well as the science curriculum.

Project Development and Timeline

About 570 incoming freshmen take the course “Principles of Science.” Only about 130 take Biology Honors simultaneously with Algebra I. After passing Principles of Science, students go on to Biology if they have a grade of C or better and Earth Science if they have below a C. After the second year of science, students take Biology or Chemistry, Physics, Marine, Environmental Science, Anatomy and Physiology, Geology/Environmental Science, or Science Foundations. Most students take Principles of Science, Earth Science, Biology, and Chemistry. Only about 300 students out of 2,100 take other science classes such as Physics, Chemistry II AP, Physics I H, AP Physics, Anatomy and Physiology, Marine Science, and Zoology. I wanted to rebuild the Science Collection to focus on curriculum support of the four fundamental classes that all students are required to take.

The next phase was weeding out-of-date material. I used the library’s automated system to create reports, including copyright dates and circulation statistics. I created a master list that showed the copyright date of books that were five or more years old and how many times they had circulated.

I used the list to analyze the shelves of the science collection, looking for older books to remove. Most of the books greater than five years old were out-of-date and had a low interest level, and outdated content and illustrations. I examined the table of contents of books that were fewer than five years old and made a decision based on current discoveries in plate tectonics, fission, fusion, radioactive dating, weather and climate, astronomy, space science, the periodic table, classification, cells, DNA, primates, evolution, and endangered species. I also made decisions based on whether a book would be a good resource to enhance the science curriculum.

After weeding, I analyzed the list to see how many books remained in each category. Could the categories be filled in with new books? How fast could the books be purchased? Because of funding, I created booklists for future purchases. The yearly library budget is $15,000. I would be working with a percentage of this budget to develop a list of possible books to fill in gaps that were left by weeding.

The next phase of the project was locating books that were age-appropriate and could enhance the science curriculum. I used Follett to create multiple lists of books based on the topic, reading level, and price. There were nearly 2,000 books that were out-of-date and needed replacing. The approximate cost to rebuild the collection is $6,000. This figure will increase the longer purchasing is delayed by budget restrictions.
Reorganizing a High School Science Collection... cont.

Literature Review

There is a great deal of literature in this area, but I read five particularly helpful articles. “Great Collection! But is it enough?” by Jennifer Ondrak outlines a realistic view of libraries of past and present. In the past, many libraries were a central location for all resources. At present, they are used to enhance instructional units with a new focus on learning. As a teacher-librarian, developing the library collection collaboratively with teachers will ensure that the collection is useful to students and teachers.

According to a study by Hamilton-Pennell, Lance, Rodney, and Hainer (2000), achievement on standardized tests can rise because of a strong library program. Ondrak suggested that staff development be used to obtain input from teachers. If the staff are asked for input, they are more likely to bring their classes to the library.

There are many programs that incorporate Resource Based Learning (RBL). Those programs require funding. The library collection can give students opportunities to study in greater depth and follow their own path to learning. RBL encourages using multiple resources to learning about a topic and increases problem-solving and reasoning skills. Students build self-confidence by integrating library skills and academic skills. Teachers are experts in the field they teach. Enlisting their help can provide what the collection lacks. The teacher-librarian must bring the staff together and create a positive atmosphere that is conducive to learning and teaching.

“Library ‘Science’ Rules” by Terrence Young, Jr. is a good resource. Young pinpoints key ideas to ponder when weeding a science collection. Science experiment books and science fair books are constantly in demand, but should be updated for valid chemical materials and technical skills required. Weeding by copyright is helpful, and many library software programs provide this capability. Another helpful suggestion was to share the weeding with a particular department in the school. The science department can be a great resource in suggesting what to weed. When you rebuild your collection, begin by replacing reference materials and updating the most requested area.

“Confused About Fusion?” by Charli O’Dell was the best article I read. It was written by a science teacher turned media specialist. The article brings attention to the rapid development of science information and its effect the school library shelves of America. O’Dell describes how students move from one screen page to the next and miss much of the information during the “learning stage” of getting information. Many science concepts are best learned by pondering and computers may discourage this type of behavior. O’Dell also outlines weeding guidelines for a science collection. Students should be taught to check the copyright dates of books and decide if the information is current enough. For example, “plate tectonics” is preferred to the outdated term “continental drift.” Books on the subject of “fission” should now voice the dangers of “using nuclear fission as an alternative energy source.” Older science books may see fission as an answer to the energy shortage. Fusion, on the other hand, may actually become a “viable energy alternative” and the science collection should contain more books on the subject. Until then, O’Dell recommends, “expanding your collection to the possibilities and discussion of developing this type of energy.” Radioactive dating has progressed quickly during this century. Because of science breakthroughs, scientists now know that the Earth is 4.6 billion years old. Older books may not have this landmark information or even cover it at all. Books on weather and climate, O’Dell says further, should make mention of the role of computers and satellites in forecasting the weather. Greenhouse effects and depletion of the ozone layer are important topics. Science and technology resources should contain information about recent studies of the atmosphere. Astronomy and space science should include information about the Hubble Space Telescope. Recent advances in astronomy are due to the Hubble, so be cautious about information from before 1995. Periodic Table of Elements should include at least 109 elements. Recent discoveries about the Hindenburg explosion should be included. Popular Science (Nov. 1997) had an article about the explosive qualities of hydrogen, but also included information about the flammable aluminum powder compound that was in the Hindenburg’s paint. This aluminum powder is used today to make rocket fuel.

Classification should include the now-recognized five kingdoms of life: plants, animals, protists, monerans (bacteria), and fungi (including mushrooms). Until the early 1980s there were only three kingdoms. Up-to-date high school and college textbooks can be appropriate for a high school science collection. Discoveries about DNA have been crucial in recent biology discoveries. Because this area is constantly changing, this is a “weed and feed” collection. Primates and evolution can be a controversial topic. Our school district teaches evolution, and if creationism is mentioned in a book, it should be classified as religion. Material on endangered species changes frequently and must be kept current. Animals move from “endangered” or “threatened” lists many times.

“When Less Is More: Issues in Collection Development” by Rosanne Cerny supports the weeding process. The author has strong convictions that “less is more” when it comes to the science collection of a school library. Giving students erroneous material is detrimental to their learning and future knowledge of science. Library media specialists should offer children and other library users only the best available information rather than giving them something so they do not go away empty-handed. The author uses car repair as an example. A patron who needs information to repair a car would not be given a ten-year-old manual. This rule can be generally applied to the science collection.

Cerny suggests using knowledge of current events and technology. One must evaluate the collection thoroughly for utility and currency. Developing a strategy for replacement is a key to making your collections grow annually. Weeding is not a one-time project. It is something that should be an ongoing and routine part of a librarian’s duties.

“The art of science appreciation” by Carolyn Caywood made me think about what I read in high school and how important a library media specialist is to a school. The media specialist can reach far more students than one teacher in a classroom. Reviewing the books you put into students’ hands is important. Students deserve books that will help them understand science.

Science fiction material can help build enthusiasm for science. Cerney believes that library specialists and teachers are obliged to provide material that helps students become and stay interested in science. That material can include fiction, biographies, and science books that may capture students’ imagination.

References

Caywood, Carolyn (August 1994). The art of science appreciation. School Library Journal 40.8
O’Dell, Charli (October 1998). Confused About Fusion? School Library Journal 44.10
Imagine you received this reference question:

“

I have a close friend with Burkitt’s Lymphoma and she is undergoing her second round of chemotherapy to eliminate tumors and to prepare her for upcoming Stem Cell Transplant…this summer. Can you please provide me with information on Stem Cell Transplants?... And where are some support groups that I may contact for information for family education and patient needs as they go through transplant? Thank you so much for your help as I am hopeful that you can help me help her family with information.”

Where would you go to assist this patron? For the health information you might turn to an online resource that provides clear descriptions regarding the condition at hand. But the second part of that reference question poses a different sort of problem. A support group may very well exist, but how will you find it? If you’re anything like me you’ll turn to your favorite Internet search engine and compose a creative search that includes quotation marks, some ‘ands’ and maybe the name of your town to try and track down what you seek. (Imagine: “support group” lymphoma Pendleton) But what if there were a reliable resource you could turn to before attempting to utilize the vast and untamed web? What if there were a reliable and accurate directory you could search to lead you to resources in your county? Well, soon there will be and it’s called Oregon Health Go Local. www.ohsu.edu/library/golocal

Oregon Health Go Local is a grant-funded project coordinated by the Oregon Health & Science University Library. It connects users directly to health service and provider information by location, type of service, or medical need. In the context of the aforementioned reference question, anyone would be able to turn to this online resource and look for the appropriate information to pass along to a patron. By connecting users to accessible, accurate and reliable health services information, we aim to create healthier communities.

As part of MedlinePlus Go Local, www.medlineplus.gov/golocal the Oregon Health Go Local database will be integrated with the National Library of Medicine’s MedlinePlus www.medlineplus.gov database. From MedlinePlus users will be able to find health service providers in Oregon based on specific health topics.

In order to build the database that will become Oregon Health Go Local, we have partnered with numerous organizations such as 211 (an information and referral service), libraries throughout the state, and many more. We are always seeking more energetic individuals and organizations to get involved. Feel free to contact Emily Ford fordem@ohsu.edu if you want to learn more about how you can help.

Be sure to keep an eye out for Oregon Health Go Local, as the projected site launch date is in late October, 2008!

Oregon Health Go Local is supported in whole or part by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Oregon State Library. This project has been funded in whole or in part with Federal Funds from the National Library of Medicine, National Institutes of Health, and the Department of Health and Human Services under contract NO1-LM-1-3516 with the University of Washington’s Regional Medical Library.

Emily Ford is Project Director for Oregon Health Go Local at Oregon Health & Science University. Prior to her recent return to the Northwest she completed the MLS and MIS dual degree program at Indiana University. Emily is also a member of ALA’s Emerging Leaders program, class of 2008. Happy to be in Portland where the winters are less severe than Indiana’s, she can be spotted riding her bicycle all over the city. You can reach Emily at fordem@ohsu.edu.
Teen Space and the Community’s Living Room: Incorporating Teen Areas... cont.

Stages in the Plan

The reality for rural libraries is that we can not do it all—but we can try our best to offer quality library services and a welcoming space for teens in our own settings. The library with one generalist manager knows that strategic planning is critical to the success of projects that may take some time to come to fruition. A plan isn’t meant to be sitting in the drawer. It is a “to do list” every month. The successful plan needs to receive some effort each month to make it work. It is always a work in progress.

Developing a space for teens is a long-term effort with true benefits to the community. The idea is not simply to redecorate, but to rework the space to make it functional for adolescents and library staff alike. We need the strategies and tactics to reach those goals applied to our physical space as much as to our personnel requirements, our teen collection, our programs—all the components that make up good Teen Services.

Planning for teen spaces is about allocation of resources. What do we need to do the job in terms of time, money, and staffing as well as the floor and shelf space? Teen advocates may need to claim a space in the building if there has never been an area in the library designated for young adults. Selecting that space may necessitate decreasing the floor space previously allotted to other age groups, whether children or adults. It can require shifting other adjacent functions to new areas, possibly causing consternation or confusion during the initial move. But ultimately having a unified, welcoming space for teens, their collections, and activities will attract and keep new young library users.

Create a floor plan or at least a bubble drawing of what happens where in the current space. What would work better if it were closer to something else? Try to get your ideal arrangement on paper before moving anything. Consider the traffic routes – how people enter and leave the space. If possible, you will want to work out a plan that guides foot traffic around, rather than through, the space. Is your space ADA compliant, so someone in a wheelchair could use the space independently and without frustration? If there are tables, remember chairs must slide out to have someone seated. Once you have roughed out a plan, do it again to scale with graph paper, carefully measuring walls, windows, doorways, and access to electrical outlets—all items that cannot be moved. Paper templates of furniture in the same scale allow for various arrangements. Computer-aided design (CAD) software is one way to see how a layout looks in three dimensions. You can move your bookcases, partial walls, and furniture at will without straining a muscle!

As you begin your makeover, a great way to document your progress and continuously provide enthusiasm for the project is to make a scrapbook or portfolio. Take photographs to show your “before” starting point, keeping a record of the process you go through along the way, and then get pictures of your ultimate product to show just how far you have come. Remember that your plan doesn’t happen all at once. You might never get started on a project like this if you think it all would be done in a week! It happens in stages. Setting a realistic timeline with baby steps over the course of several months will help you see progress and make the transformation achievable. Keep making small improvements over time and pretty soon, your space feels complete and welcoming, just like you wanted it to be!

The Shared “Living Room”

Teen areas should allow for the more casual lifestyles of adolescents. Our "shared living room" opens from one area to the next in a small building that has multiple roles. We have the boundaries of one large room, but we need to accommodate the many pursuits teens bring to the library: gaming, listening to music, attending programs with their friends, working on group projects, or just curling up with a good fantasy title.

Shared space is a reality in "one-room" libraries and an area for teens needs to be a part of this open-plan living area. Yet our past experiences with teens, either teens of our own or thinking back to the way we were as adolescents, may make us hesitant to develop a teen area. Loudness, rudeness, and talking with friends seem to be the antithesis to adults reading the New York Times or a novel in large print. How can we divide up space in the library that several generations must share, at least part of the time? Adolescents want to work and have fun in a library space that is special for them, but that exclusive territory is hard to achieve. That doesn’t mean giving up on having a teen area. It is unimaginable that a library would not have a portion of its space designated for children; the same should be true for teens. We need to do some creative thinking to establish an area in the floor plan where older children and tweens can transition into adolescence so we can keep them as life-long library users.

The functions of the library overlap. It may not be clear to patrons as to where the reference section is located versus the circulating collection. It is often difficult to draw a line where one function ends and the other begins. Once allocated, however, these different activity zones must comfortably coexist. Basic design elements can help define these spaces, giving both visual and physical cues that this is an area for teens. Offering a casual appearance actually requires a carefully considered plan to achieve a functional space. A well-planned design or remodeling project will incorporate an area that can attract teens through furnishings, carpeting and flooring treatments, lighting, color, form, ceiling design, signage, and visual interest.

A couch is an enticing place to relax, while the study table offers an additional seating option.
Teen Space and the Community’s Living Room: Incorporating Teen Areas... cont.

**Sense of Division and Separation**

Furniture obviously plays a key role in separating zones in an open layout. Furniture groupings can be used to create a conversational grouping, divert traffic, and break up a large room into several defined activity areas. Use furniture arrangements or low bookcases as partitions to mark the boundaries between the zones in your building. Remember that ADA requirements necessitate a minimum width of 36 inches between major furnishings to allow for easy passage by a person using a wheelchair.

An L-shaped sofa becomes a corner in an open space, fostering a sense of intimacy for conversation with friends. Coupled with oversize throw pillows and an ottoman that can double as a surface for holding a pile of books or a game board, the furniture grouping will offer teens a dual-purpose sitting area for reading or chatting. Don’t worry if they prop their feet up on the upholstered footrest and make themselves at home—that’s a feel we are trying to establish. If the ottoman has casters on its legs, it can become even more versatile if it can be rolled into another corner when open space is needed.

Modest-size furnishings, smaller in scale than over-size couches, can create a sense of spaciousness. Modular furniture offers many options and flexibility, helping you work with the existing proportions of the space and avoiding a cluttered look with too many pieces. Sectional sofas can be separated to make individual chairs. But be certain the furnishings you select are commercial grade and durable, with solid construction to hold up to constant use. Furnishings that at first glance seem economical may cost more in the end if they need to be replaced sooner than expected.

While we often think of contemporary and eclectic taste for teens, traditional lounge seating and even thrift-store finds may better suit your space. Furniture styles, patterns, and color-coding can make a zone distinctive, but a look can still be chosen to fit the style of the rest of the building by being coordinated and complementary. Using similar textures through the teen area can help to unify a design, visually enlarging the space. Effective zoning is also versatile; selecting furnishings with complementary patterns and colors allows flexibility. These pieces can later be placed elsewhere in the building to create a different seating area when needed.

Partial walls created through bookcases, a magazine rack, or other structures are another way to set off adjacent areas without completely enclosing them. Careful furniture arrangement can provide a buffer zone to help to deflect sound and mitigate the "noise factor" of teens visiting with one another. Low bookshelves for hardcover fiction can double as room dividers, creating a sense of division without obstructing sight lines for supervision of the area. A portable screen can shield a study table from an aisle of books, a great solution to divide two distinct activity zones for teens and other patrons browsing the collection. The partition can also serve as a bulletin board for program notices and posters.

Just as today’s family kitchens are often expanded to include a dining area or counter, an island with stools or tall upholstered chairs could similarly help to divide a teen area from the rest of the library, offering a durable surface for holding a laptop or a stack of textbooks for homework. A custom built island could have a low bookcase or slab display fixtures on the side opposite the stools to hold a popular reading collection, graphic novels, or magazines. Some libraries have incorporated high pedestal tables with tall chairs or stools for a café look where friends can enjoy socializing over a snack. Game tables with laminate surfaces designed for checkers, chess, and backgammon are another possibility and fun for both teens and adults.

Built-in seating can have aesthetic appeal while being an efficient and space-saving solution for libraries with tight floor plans. Take advantage of nooks and crannies along the edge of an area without crowding the floor plan with large pieces of furniture. A teen area in an alcove will be unique with this custom look and may be able to create multiple conversation areas for small groups. We want to provide teens with a space to gather with their friends, but we also need to offer them a chance to be alone by themselves or only with one other person. Benches or ledges can be softened with cushions and throw pillows, offering a comfortable refuge for spending time alone with a book. If the bench seats are open and accessible from the front, floor-level cubbies can make convenient storage space for board games.

A teen area should be a space for leisure, socializing, and recreational reading, but also for study. Along with comfy lounge chairs, plan for a variety of seating options with a study niche, carrels, or reader tables. To be productive, learners of all ages need to be offered various environments where they can just hang out or work to their capacity. Teens expect furniture to be utilitarian—and that may mean using a chair with their back in the "seat" and their legs hanging over the "back." You may be pleasantly surprised at the reader’s use of the space and furnishings. Beanbag or poof chairs, continued
butterfly chairs, “crushed cans,” or video game rockers offer teens the freedom of movement they desire, allowing them to easily change the positioning of these pieces as they make the space their own.

**Carpentry and Flooring Treatments**

A change in flooring materials is a distinct way to define areas into different zones. Adding a rug or a change in carpet color may be just enough to mark where one activity ends and the next one begins. As with furnishings and finishes on walls and ceilings, floor coverings can work successfully to manage sound. In helping to reduce noise, carpets can make the teen space more acoustically separate from other open areas of the building.

If you cannot even think of changing your flooring, area rugs or throw rugs can be laid on top of broadloom to form separate zones for furniture groupings. The nubby texture of a rag rug will hold up to heavy traffic and can be cleaned when soiled. A brightly patterned rug will help delineate the space and serve as a focal point. Be creative in changing the direction of the rug, perhaps placing it on the diagonal, to redefine the imaginary boundary of this “inner room.”

Libraries need low-maintenance flooring for high traffic areas. Broadloom carpet can be combined with carpet squares for unique designs. Carpet inserts in broadloom installations can also mimic area rugs, including borders, curves, colors, or other design elements to anchor furniture arrangements.

**Lighting**

Lighting is an often overlooked element of room design. However, a lighting scheme using different intensities and kinds of light is a subtle yet crucial feature that can make a space function better while it defines distinct areas within a room. The key is to plan for a variety of light sources, layering the light to brighten the space overall. Ambient lighting works to illuminate an entire space. Ceiling-mounted fluorescent fixtures are most usually used to provide diffuse, shadowless illumination in libraries. Task lighting provides directional light for specific activity areas such as reading. Floor lamps may be too unstable for high traffic teen areas, but smaller lamps work well on counters or accent tables to provide either ambient or task lighting. Home furnishing stores offer a wide variety of playful light fixtures, both wall-mounted and accent lamps, which are eye-catching as well as functional to illuminate a space. Fixtures that can accommodate the energy saving compact fluorescent bulbs are another popular choice and economical in the long run.

Although accent or decorative lighting may be more often used in homes to highlight architectural elements, it can also enhance a library space. Track lights can be positioned to show off a student artwork display. Marquee or rope lights combined with movie posters can highlight the library’s DVD offerings as well as provide a useful wayfinding tool when patrons are directed to the collection. Large windows may allow sunshine for illumination most of the day, but recessed or wall-mounted fixtures may be needed to provide functional lighting the rest of the time.

As with other design changes, upgrades in lighting not only improve the library’s environment for teens, but for all patrons who may read, study, or use technology such as laptop computers and PDAs. Lighting that runs perpendicular to book stacks will assist customers of all ages as well as library workers shelving or locating materials.

**Color**

In combination with the divisions established by furniture placement and floor coverings, paint is a simple solution to define a teen area and set the space apart. The colors may need to be related if you can see directly into the teen space from an adjacent area. Whether cheery or soothing, bold or neutral, a color scheme using different colors or intensities of color can set a tone, transforming the look of a space and giving it a distinct flair. Contrasting finishes, like a dark stain on a bookcase and a light-colored paint in the adjacent space, can be an effective way to define and differentiate between the different zones we are trying to establish. A colorful, creative palette gives a space a casual, welcoming appearance. Warm, rich colors and textures convey a cozy feeling.

White, light, and cool colors visually expand a space, making a room appear larger. Glossy white ceiling paint can reflect as much as 90 percent of all the light aimed at it, brightening the entire space. The area can become unified by a basic color scheme, using only a few colors and varying tones which are repeated with accessories to give the space a well-balanced look. Carrying the same paint color throughout makes a smooth visual transition. If the library serves one school district, consideration could be given to incorporating the schools’ colors into the teen area.

While home decorating trends feature rich, dramatic wall colors, libraries may find that muted, low-intensity color on the walls may be a better choice to give an illusion of spaciousness. Color choices may also need to take into consideration how much sunlight the space gets or whether the color will be primarily seen under artificial light. Allow the vivid colors in artwork or bold posters to become a focal point in a teen area and yet blend with the surrounding zones. Framed art created by teen artists can be easily switched out in future renovations. A wall mural painted by the local school art club might be another option to consider. A bold airbrush design painted on canvas rather than directly onto a wall allows for an easy switch when it is time for a change. A colorful window treatment like a valance can also incorporate a color scheme.
or even present design elements in the space like curves, scallops, or angles. Alternately, windows left bare can give an open, airy feeling to the space.

Accent pillows or other accessories to make splashes of color are an effective way to make the space fun, but can be easily changed when worn or passé. Don’t be afraid to use bright red paint on a recycled table to make a display unit, while placing cobalt blue bean bag chairs nearby. Both pieces will “pop” as they are pure primary colors, opposites on the color wheel. The Los Angeles Public Library’s “Teen'Scape” includes magenta and bright turquoise in a renovated space still featuring the painted wood ceiling and beams of yesteryear.

**Form**

The furnishings in an open-space plan can coexist harmoniously yet give each area a feeling of individuality. Flexible motifs and designs can allow activities and zones to flow from one to the next. At the Webster (NY) Public Library, curving lines visually link the café’s seating area, a high counter, and tall stools. Using the same wood and laminate surfaces also helps to tie the different activity zones together. Comfortable, contemporary furnishings in the lounge give a pared down look with bare essentials and contribute to the laid-back tone we are trying to set for teens.

When your open floor plan has multiple functions, furniture placement can convey those purposes. Study areas and conversation areas can be almost on top of one another, but most teens do not seem to mind. Placing a couch with its back to a magazine rack acts as a subtle divider in the space. A low coffee table or cube works to reinforce the boundary.

While in a home a fireplace or bay window may be a focal point where the furniture is arranged to face it, a focal point in the library can work to draw teens into the space as they walk by. A couch facing toward a common traffic path works to tell teens “here’s a comfy place to sit and read—come on in.” A neon sign, bulletin board, or slatwall display panels featuring new paperbacks or magazines may provide other ways to draw teens to their space.

Remember that your teen space may often be seen at a distance by patrons approaching the area. A pattern or design feature may need to be bolder or bigger to look right from several feet away. Varied ceiling levels can help to establish separate zones in this open space while providing great visual interest. Lowered ceilings in one area can create a cozier feel, while higher ceilings with design elements like a suspended wire mesh wave ceiling or bold graphics on fabric banners can say “here’s the teen lounge.” Low ceilings can appear “raised” just by painting them a color much lighter than that on the walls. Ceiling treatments can definitely add interest to a teen area as well as establishing it as a distinct area in our living room.

Signage to point the way to the teen area should mirror the rest of the library to provide a uniform look with the library’s wayfinding scheme. But having a jazzier accent piece like a neon sign declaring “Teens” can highlight the collections just for middle and high school students. Fixed signs on bookstacks should be uniform with the rest of the library, while temporary signs for displays can use eye-catching graphics to appeal to teens using the space. Signage should always work to empower the teen library user to find materials and services on their own. Simple instructions on how to use the photocopier and signs like “Ask Here” or “Checkout Desk” are very effective and help patrons of all ages to know how to get assistance from library staff members.

**Visual Interest**

Putting furniture in places you would not necessarily expect can add some visual interest to your teen area or corner. Accessories like unusual lamps, kinetic sculptures, magnetic poetry sets, posters, framed artwork, and beaded wall hangings combined with an active, colorful bulletin board and jazzy throw pillows all work to make a teen area a fun, welcoming spot. If you have a window, add some contemporary curtains and a few houseplants to reside on the window ledge. Pair up two chairs with a coffee table that has the same lines and scale to balance the space.

“Floating” a piece of furniture (pulling it away from the walls) makes a friendlier grouping. Angling the chairs makes a configuration that is more inviting, like an inner room, and does not convey that “waiting room” feeling like it would if the chairs were lined up along the wall. When furniture is placed away from the walls, the backs of the seating can form additional spatial boundaries and actually create an illusion of a larger space. Patterns or contrasting textures for upholstery on couches and chairs add to the visual interest and will not show spills or stains as readily as solid color materials. The space behind a chair can be used for a floor lamp or can make an improved traffic pattern for people walking through the area.

Face-out merchandising of library materials lets the colorful cover art make an impact, enticing browsers with great reads. This bookstore sales method will definitely increase the library’s circulation. Any flat surface—the end of a shelf, the top of a low bookcase, a low table or cube—can become a display area with the continued
addition of inexpensive book easels to hold audiobooks, DVDs, or other teen titles.

Paperback towers or racks with clear plastic side panels show off cover art at every turn. Slatwall or metal racks affixed to end panels help merchandising go vertical in tight spaces. Grid panel wall units, like those used in video stores, offer versatile display with a contemporary flare. Magazine covers facing forward on tilt shelving in a standard library bookcase provide ever-changing displays with new issues every month. Use genre stickers on book spines to help browsers locate mysteries, fantasies, humor, short stories, or historical fiction. A decorated suggestion box encourages teens to interact with the library staff. Be sure to post the comments with your replies to show you are listening to their concerns and ideas.

Conclusion

Many rural library directors are responsible for everything from the management of the library's day-to-day operations to providing youth programming and developing the collections in a wide variety of formats for all ages. Balancing collection needs and building maintenance with limited budgets is a big challenge. The possibility to include a teen area in a rural library is dependent on careful planning as well as having a “YAttitude,” a phrase coined by young adult services guru Patrick Jones to indicate a library’s mindset to encourage and welcome teens as library patrons.

Librarians are given the opportunity to develop the next generation of library users by making physical changes that will have a powerful impact on their lives and offering them a space of their own. Old-fashioned togetherness can flourish in the rural public library. By using the basics of interior design, creating a sense of division and separation through furnishings, carpeting and flooring treatments, lighting, color, form, and visual interest, the library can highlight an area that will help teens feel right at home in the community’s living room.

Marquee lights and movie posters show the way to the DVD collection.
Table 2: Students’ uses of the library

<table>
<thead>
<tr>
<th>S/N</th>
<th>Uses of the library</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To read</td>
<td>445</td>
<td>0.445</td>
<td>0.7</td>
<td>44.5</td>
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<tr>
<td>2.</td>
<td>To borrow books</td>
<td>233</td>
<td>0.223</td>
<td>0.5</td>
<td>23.3</td>
</tr>
<tr>
<td>3.</td>
<td>To photocopy</td>
<td>137</td>
<td>0.137</td>
<td>0.4</td>
<td>13.7</td>
</tr>
<tr>
<td>4.</td>
<td>To search the library catalog</td>
<td>69</td>
<td>0.069</td>
<td>0.3</td>
<td>6.9</td>
</tr>
<tr>
<td>5.</td>
<td>To borrow journal</td>
<td>65</td>
<td>0.065</td>
<td>0.2</td>
<td>6.5</td>
</tr>
<tr>
<td>6.</td>
<td>Others</td>
<td>51</td>
<td>0.051</td>
<td>0.2</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,000</td>
<td></td>
<td></td>
<td>100</td>
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</table>

Table 2 shows the uses of the library. The most common use is reading, indicated by 44.5%. This is followed by borrowing books (23.3%) and photocopy.

Research question 2: What is the level of students’ satisfaction with the services provided by the library?

Table 3: Students’ library satisfaction with the library services

<table>
<thead>
<tr>
<th>Library Collection</th>
<th>No.</th>
<th>Satisfied</th>
<th>%</th>
<th>Not Satisfied</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodicals</td>
<td>1,000</td>
<td>821</td>
<td>82.1</td>
<td>179</td>
<td>17.9</td>
</tr>
<tr>
<td>Books</td>
<td>1,000</td>
<td>840</td>
<td>84.0</td>
<td>160</td>
<td>16.0</td>
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<tr>
<td>References (dictionaries, encyclopedia, etc.)</td>
<td>1,000</td>
<td>659</td>
<td>65.9</td>
<td>341</td>
<td>34.1</td>
</tr>
<tr>
<td>Newspapers/Magazines</td>
<td>1,000</td>
<td>766</td>
<td>76.6</td>
<td>284</td>
<td>28.4</td>
</tr>
<tr>
<td>Videos/Tape/Slides</td>
<td>1,000</td>
<td>556</td>
<td>56.6</td>
<td>444</td>
<td>44.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library services</th>
<th>No.</th>
<th>Satisfied</th>
<th>%</th>
<th>Not Satisfied</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Circulation services</td>
<td>1,000</td>
<td>678</td>
<td>67.8</td>
<td>322</td>
<td>32.2</td>
</tr>
<tr>
<td>Inter-library loan/article delivery services</td>
<td>1,000</td>
<td>566</td>
<td>56.6</td>
<td>434</td>
<td>43.4</td>
</tr>
<tr>
<td>Library instruction/guidance</td>
<td>1,000</td>
<td>654</td>
<td>65.4</td>
<td>346</td>
<td>34.6</td>
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<tr>
<td>Library bulletins/Pamphlets/Leaflets</td>
<td>1,000</td>
<td>787</td>
<td>78.0</td>
<td>220</td>
<td>22.0</td>
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<tr>
<td>Staff assistance</td>
<td>1,000</td>
<td>890</td>
<td>89.0</td>
<td>110</td>
<td>11.0</td>
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<tr>
<td>Opening hours</td>
<td>1,000</td>
<td>950</td>
<td>95.0</td>
<td>50</td>
<td>5.0</td>
</tr>
<tr>
<td>Library closing hours</td>
<td>1,000</td>
<td>895</td>
<td>89.0</td>
<td>105</td>
<td>10.0</td>
</tr>
<tr>
<td>Library Saturday, Sunday and national holidays</td>
<td>1,000</td>
<td>970</td>
<td>97.0</td>
<td>30</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electronic Information Services</th>
<th>No.</th>
<th>Satisfied</th>
<th>%</th>
<th>Not Satisfied</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library web pages</td>
<td>1,000</td>
<td>10</td>
<td>1.0</td>
<td>990</td>
<td>99.0</td>
</tr>
<tr>
<td>OPAC</td>
<td>1,000</td>
<td>8</td>
<td>0.8</td>
<td>992</td>
<td>99.2</td>
</tr>
<tr>
<td>Online Journals</td>
<td>1,000</td>
<td>2</td>
<td>0.2</td>
<td>998</td>
<td>99.8</td>
</tr>
<tr>
<td>Internet/ Email.</td>
<td>1,000</td>
<td>1</td>
<td>0.1</td>
<td>999</td>
<td>99.9</td>
</tr>
</tbody>
</table>

Table 3 reveals that students were satisfied with the library collection and services but not with electronic information services.
Research question 4: What effort is being put in place by the school to get the library connected?

Students were asked to indicate the efforts made by the school to get the library networked or connected to the Internet. The results indicate that about (95%) of the students indicate that a state of the art computer center has been established in the school where computers, printers, and other information technologies were provided. It was explained by the students that those who have computer experience use this center that write assignments, print, or make photocopy of reference materials. Meanwhile, there is an ongoing effort to get the center connected with the library.

Discussion of Findings

The finding that students visit the library mostly to read corresponds with the report by Oluwadare (2006). Students attach importance to the library as a place to read more than any other activities. Using the library to read probably improves students’ academic performance; however, this does not mean students’ should ignore other activities they can do in the library such as searching the catalog and finding information to do assignments.

This study reveals that the library is neither networked nor connected to the Internet. The absence of networking may jeopardize many things, including the opportunity to access materials in other academic libraries around the world, access to recent research publications, and students’ opportunity to collaborate with foreign students, etc.

The state of the art computer center is a step in the right direction. Networking is expensive, but is something worth investing on. Its benefits surpass the effort and the funds involved in putting it in place.

Recommendations

This study reveals some important findings that can lead to improvements in library services. It is therefore recommended that the school finish networking the library and the school computer center. This will be of immense benefit to the institution.

Conclusion

The library is rich in both human and material resources. Books and other material that no student as an individual can afford to obtain are acquired in the library (Oluwadare, 2006). Students should not ignore the rich resources of the library. Although the library is not networked, it is still useful as a place to read, borrow books, complete assignments, search the catalog, and be aware of new acquisition.

References


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