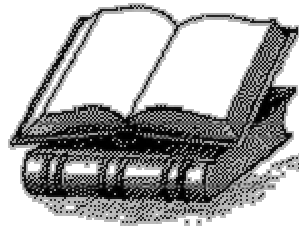


Vol. 83, No. 3

Summer 2001

# *ILLINOIS LIBRARIES*

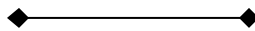


---

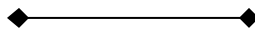
---

---

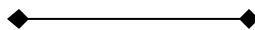
**Effective Informal Learning  
for the Workplace**



**Library Law: Tax Deductible  
Donations, Part 1**



**The Illinois Newspaper  
Projects**



**And Other Articles**

# Illinois Libraries

**Jesse White**  
Secretary of State  
and State Librarian

**Jean E. Wilkins**  
Director  
Illinois State Library

**Patrick McGuckin**  
Editor

**Kristie Metrow**  
Assistant Editor

## Editorial Policy

*ILLINOIS LIBRARIES* is the official journal of the Illinois State Library. The purpose of *ILLINOIS LIBRARIES* is to disseminate articles of general interest to library staff and library governing officials in Illinois who represent all types of libraries and library consortia. Every effort is made to provide a balanced treatment of library-related issues.

Articles are solicited that will address the interests of the publication's audience. Individuals are also encouraged to submit unsolicited articles for consideration. Articles are not limited to Illinois contributors, and guidelines for manuscript submission are available upon request. *ILLINOIS LIBRARIES* will not compensate authors for submitted or requested articles. The editor and/or director of the Illinois State Library has the right to reject and/or edit articles before printing. Edited manuscripts and/or galley-proofs cannot be sent to individuals for approval.

Published articles do not necessarily represent the views of the Illinois State Library and the Office of the Secretary of State.

Articles from *ILLINOIS LIBRARIES* may not be reprinted without prior written permission of the Illinois State Library. Reprint of an article should include a credit to *ILLINOIS LIBRARIES*. For permission, contact Editor, *ILLINOIS LIBRARIES*, Illinois State Library, 300 S. Second Street, Springfield, IL 62701-1796. Telephone: (217) 558-4029. Internet: [pmcguckin@ilsos.net](mailto:pmcguckin@ilsos.net)

No advertisements are allowed in *ILLINOIS LIBRARIES*. Forms and other tear out sheets cannot be placed in *ILLINOIS LIBRARIES*. *ILLINOIS LIBRARIES* is free of charge. Back issues, if available, are also free of charge.

*ILLINOIS LIBRARIES* (ISSN: 0019-2104; OCLC 1752654); publishes four times yearly. (Winter, Spring, Summer, Fall) Published by the Illinois State Library, Room 502, Springfield, IL 62701-1796. POSTMASTER: Send address changes to *ILLINOIS LIBRARIES*, Illinois State Library, 300 S. Second Street, Springfield, IL 62701-1796.

Summer 2001

Springfield, Illinois

Vol. 83 No. 3

## Table of Contents

Effective Informal Learning: Considerations for the Workplace.....	<b>Mark Yannie</b> .....	1
Questions and Answers on Library Law: Tax Deductible Donations, Part 1.....	<b>Gerard Dempsey, Scott Uhler, Janet Petsche, Rinda Allison and Kathleen Henn</b> .....	11
University Community Outreach for Developing Information Skills on the South Side of Chicago.....	<b>Charles B. Wenger, et al.</b> .....	15
Preserving a Piece of the Past: the Illinois Newspaper Projects.....	<b>Rene J. Erlandson</b> .....	37
Library Services and Outreach to Homeschooling Families.....	<b>Charles Rossiter</b> .....	44
Guidelines for Illinois Libraries Manuscripts.....		49
Directory, Illinois State Library.....		50

**Illinois State Library Advisory Committee  
2001**

<b>Name</b>	<b>Term Expires</b>
<b>Lydia Acosta</b> Fountaindale Public Library District, Bolingbrook	<b>2003</b>
<b>David R. Bryant</b> LaGrange	<b>2002</b>
<b>Nancy Buikema</b> River Bend Community Unit School District #2, Fulton	<b>2002</b>
<b>Donald Burnett</b> Choate Mental Health & Development Center Library, Anna	<b>2003</b>
<b>Kang Moy Chiu</b> Chicago	<b>2003</b>
<b>Vickie Cook</b> Kaskaskia Community College, Centralia	<b>2002</b>
<b>Prudence Dalrymple</b> Graduate School of Library & Information Science, Dominican University, River Forest	<b>2002</b>
<b>Mary Dempsey</b> The Chicago Public Library	<b>2002</b>
<b>Rodney F. Dinges</b> Chatham	<b>2002</b>
<b>Eileen Dubin</b> DeKalb	<b>2002</b>
<b>Jan Ison</b> Lincoln Trail Libraries System, Champaign	<b>2002</b>
<b>Deborah Johnson-Small</b> Illinois Department of Human Services, Springfield	<b>2002</b>
<b>Allen Lanham</b> Booth Library, Eastern Illinois University, Charleston	<b>2002</b>
<b>Susan Lucco</b> Lewis & Clark Library System, Edwardsville	<b>2002</b>
<b>Robert Plotzke</b> Rolling Prairie Library System, Decatur	<b>2002</b>
<b>Mary Wylly</b> Newberry Library, Chicago	<b>2003</b>
<b>Jane Yoder</b> Waukegan Community Unit Schools, District 60	<b>2003</b>
<b>Arthur P. Young</b> Founders Memorial Library, Northern Illinois University, DeKalb	<b>2002</b>
<b>Kathleen Zar</b> University of Chicago	<b>2003</b>

## OFFICE OF THE SECRETARY OF STATE

---



Jesse White  
Secretary of State

Dear Friends,

I am pleased to present you with the first completely electronic version of *Illinois Libraries*.

As an electronic journal, *Illinois Libraries* will now reach far beyond the more than 5,300 readers who have previously enjoyed this publication in printed form. The library community worldwide has enthusiastically embraced the wondrous possibilities that the Internet and other evolving technology provides to better serve our patrons. Our libraries have always served as community cornerstones where citizens can access a wide variety of information for educational and entertainment purposes. The Internet and other electronic tools are allowing libraries to become truly global hosts and partners in the dissemination of information.

During my three years as Secretary of State and State Librarian, I have thoroughly enjoyed visiting libraries throughout Illinois and meeting the dedicated professionals who serve the needs of patrons. I commend all of you for your commitment to excellence and your desire to constantly improve the services we offer citizens.

Sincerely,

A handwritten signature in cursive script that reads "Jesse White".

JESSE WHITE  
Secretary of State  
and State Librarian

---

# Preface

---

Patrick McGuckin

---

I am pleased by the enthusiastic support I have received from many readers to our decision to make *Illinois Libraries* an electronic journal.

The Illinois State Library is proud of its commitment to improving the services we offer using automation and technology. Find it! Illinois, the State Library's one-stop web site for Illinois information, continues to expand. Users can now search state of Illinois websites, browse catalogs of over 600 Illinois libraries, search for talking and Braille books, search collections of digital images, find information about Illinois authors, and access information about every library in Illinois. We continue to add Illinois libraries' holdings to OCLC, the international online library catalog. And the Illinois State Library is proud to have been chosen to participate in a project to develop a plan for monitoring and evaluating changes made to electronically published state government documents and records to ensure permanent public access.

My thanks to Anne Craig and Alyce Scott of the State Library's Automation and Technology division, and ISL Webmaster and Network Manager Vicki Strohm for their expertise and assistance in bringing *Illinois Libraries* online.

Patrick McGuckin  
Editor  
*Illinois Libraries*

# Effective Informal Learning: Considerations for the Workplace

**Mark Yannie**

*The author is Assistant Professor of Information Media and Reference Librarian at St. Cloud State University in St. Cloud, Minnesota.*

## **Abstract**

*This article consists of an academic librarian's suggestions for an individual wanting to be a successful informal learner in the workplace.*

*Examples of modes of communication, scholarly activity, and education are explored, in addition to helpful mindsets and practical strategies for becoming an efficient and effective informal learner.*

*Discussion is given concerning an individual's responsibilities and the environmental factors necessary for success in this type of learning. Prevailing climates and attitudes by administrators and employers are examined in addition to how these factors might influence learning of this type.*

From time to time, we may feel limited in our abilities, or get frustrated by doing tasks a certain way, when we know there is a better way--if we only had the skills or "know-how." It is unrealistic, in most cases, to expect people to have knowledge in certain areas that they rarely have had the opportunity to work in or to which they have had limited exposure.

During completion of my first degree, I found that I was gaining more expertise in my field while at the same time it was becoming a smaller area of specialization. I was learning more and more about less and less. As a librarian (an ever changing field), I am continually trying to keep abreast of the advancements, new technologies, and new sources of information, in addition to continually filling in the gaps in my own basic education in this "all encompassing" field. I find myself knowing less and less about more and more, and sometimes you need to know a little more.

There is not the time for much "formal" learning. In many cases, we must consider whether the time involved and needed scheduling changes are worth the effort, or if the classes being offered are specific or in-depth enough to our specific needs.

Informal learning, if the personnel resources are at hand, is the most time efficient way to go. It is imperative that informal learning take place for a person who is working in a growing, progressive environment (especially in an institution of higher education).

My purpose is not to discuss various definitions of different types of learning, but to offer practical advice for learning more effectively “on the job”—to learn informally.

Before defining informal learning, or self-directed non-formal learning, let’s look at the types of communication used in the workplace.

## **TYPES OF COMMUNICATION**

Some understanding of the different types of communication should be recognized.

Howard White divides scholarly communication into four modes: formal—verbal and written, and informal—verbal and written. (White, 1994, p.42)

**Formal Written**--Examples of this mode of communication are books, or published material in journals or on the Web.

**Formal Verbal**--This mode includes formal classes, training sessions, or workshops that are pre-arranged, such as PowerPoint, Web Page design, database searching, etc., or presentations at conferences.

Formal communication can be very helpful as an introduction, or exposure to a certain skill or topic—but one or two classes cannot replace coursework, actually working in a specialized area, or hours of independent (non-work time) study.

**Informal Written**--Examples of this form of communication are E-mails or letters among colleagues.

**Informal Verbal**--Examples of this form are; telephone calls among associates in the same field; in-person discussions between co-workers; or persons who may hold answers to particular questions. Informal verbal communication is relatively free form and private, direct and relaxed---a great environment for learning and growing.

## **INFORMAL LEARNING**

A study conducted by the Education Development Center, Inc., a Newton, Massachusetts research organization, showed that "70% of learning by employees, in the workplace, happens informally or outside formal programs."(Day, 1998, p.30)

According to a Marsick and Watkins study, up to 83% of learning in the workplace happens informally or incidentally (Garrick, 1998, p.129). (They define incidental learning as that which is not planned or intentional, not consciously sought after.) (Cofer, 2000, p.1). A study done of librarians showed the 77% had reported being involved in at least one "self-directed" learning project which they had "planned and carried out on their own" in the past year. For academic librarians, the percentage was higher, at 82% (Varlejs, 1999, Pg.54).

In the workplace, one can learn informally by:

- Observing people
- Socializing
- Asking questions
- Personally reflecting (Day, (1998, p.5) on your encounters with others and on your own experiences
- Exploring work areas and disciplines outside of your own

Some benefits of informal learning are:

- It is need-specific and highly relevant to the individual (more so than formal learning which cannot be as need specific)
- It tends to be put into practice and used immediately (formal learning tends not to be put into use as quickly)
- It is spontaneous, more immediate, in the acquisition of needed knowledge (Formal is scheduled)
- Control of the learning rests primarily in the hands of the learner
- It is on going, continuous

On a personal level, simply trying to solve technology related problems for a course that I teach, I have asked people "in the know" one question that has led to others. I have emerged with new ideas and more material for my class, along with more knowledge and basic useful information.

Informally, I have gained much, from peers, simply by compiling a list of questions during the course of a week's time, and choosing what to ask the certain "person in the know" at an appropriate time *for her or him*.

Bear in mind that nothing can be more annoying to a co-worker than to be regularly bombarded by casual questions. This will alienate some people who are valuable sources of knowledge. Additionally, the individuals that you may be using as resources are probably a resource for many others.

Most people do not mind being consulted because of their knowledge or expertise, but it is wise not to inundate such "experts" continually. If possible, one-on-one mentoring over time is a great way to learn.

### **MAKING IT WORK**

To be an efficient, effective informal learner, here are some hints:

- (1) Display a willingness to learn something that may be valuable to you by asking anyone.
- (2) Define the best, most time efficient way to go about procuring the knowledge desired. It may be by attending a conference, class, your own private study, etc. (Formal), or by asking a few questions, as a written inquiry, or "in person" (Informal).
- (3) Identify the "experts" for your specific areas of development: Are they approachable? Are they good communicators?
- (4) Learn enough about the topic through various means (perhaps a formal class or workshop may be the first step) to familiarize yourself with the basics, terminology, etc., so you will be able to ask intelligent questions *in terms that are acceptable to the mentors (in their language)*.
- (5) Be open to learn what you may not expect to learn. Try not to have pre-conceived ideas about the outcome of your inquiries.
- (6) Try to ensure that your question is completely understood. Sometimes one may not know enough about a topic to ask the appropriate question. Other times you may have pre-conceived ideas about the answer to a question.

Give the other person enough leeway in your queries so as to give him or her the ability to provide well-formed, complete answers. Not all people are familiar with the "reference interview" which many librarians experience. Librarians are adept at finding out what the other person is "really" trying to ask. Some questions may be more appropriately presented in the form of "another" question.

(7) Communicate that the motivations for your questions are purely informational in nature, and that there is no "hidden agenda". This puts the other person at ease, and they will not hesitate to give complete, in-depth answers.

(8) Take charge of your own development, whether or not your present employment situation is supportive or conducive to learning.

(9) Try new things, experiment if possible, and analyze the results.

## **THE ENVIRONMENT**

Informal learning may be the most beneficial, specific, and efficient way to learn, and it should be encouraged among co-workers and colleagues, and by superiors. An environment should be created and supported which is conducive to this mode of learning.

There is a different sense of fulfillment about learning informally. Employees are learning for "themselves", not to satisfy any requirements or directives from their superiors (Dobbs, 2000, p.58). They are not doing it because they *have* to, but because they *want* to.

Should we help along the process of informal learning that is taking place, or leave it alone? I suggest just providing an environment where it can flourish.

In the Varlejs study, other influences on work-related learning not addressed included; "organizational culture, professional roles and nature of job responsibilities, performance requirements, and career stage". (Varlejs, 1999, Pg. 62)

There is not much hope for any informal learning, or much of any other type of learning, to take place on the job if the demands of a job are too great, people are too busy, or schedules are so sporadic that time is not allowed for personal interaction. This is especially true between persons possessing different areas of expertise.

Informal learning will more likely occur between people whose offices or work areas are in close proximity to each other. In the working environment, people are less likely to interact in general, let alone share ideas and learn, if they are separated by great distances (Lohman, p.91). This factor is probably one of the greatest inhibitors to this type of learning.

Time and scheduling factors are also of great importance. Often employers feel that they cannot afford for employees to take off a whole day to attend a workshop when there are staffing limitations because of limited personnel or budgets.

A solution to this problem is the idea of sending one employee to a workshop, having them return, and informally sharing with other employees what was learned. Informal learning is immediate, spontaneous, and task specific (Day, 1998, p.35). It is very time efficient and of little cost.

A relaxed, trusting atmosphere, where supervisors or department heads trust their employees, and where there is a value placed on learning informally, is key to a fertile environment. For example, the idea of co-workers "visiting" or "talking" to each other while on their shift should not be looked down upon or discouraged, in the interest of productivity, by what is perceived as "socializing". These behaviors are "necessary interactions" that encourage the exchange of information, ideas, and learning, for the purposes of the enhancement of personnel quality and institutional growth.

Supervisors may have a difficult time embracing this concept, for obvious reasons. Just because this type of positive informal interaction cannot be quantified in the same way as a more formal learning situation could be, having: " X" number of workshops, focusing on "X" number of topics and "X" number of skills producing "X" number of results. Just because informal learning cannot be easily quantified does not mean that this type of learning does not exist or does not have value.

In times past, informal gatherings, conversations, and things of this nature may have been acceptable in the interest of good management, for reasons of recreation, morale, building a sense of community, and the "team" feeling, but *not* for "serious" education or training.

The notion prevails that if a gathering, or other social mode of communication, is loosely structured, relaxed, or "not quantifiable", or "doesn't look good on paper", then it can't be of

much value. Superiors may plan “informal” gatherings for the sole purposes of exposure and education.

The increased practice of determining our "worth" as employees, our duties, capabilities, and productivity, in "units of measurement" and other attempts at quantifying aspects of our life is very apparent in the workplace. Some things cannot be well quantified, as in determining the value of informal learning.

## **MOTIVATION**

Other inhibitors of informal learning are oppressive working environments and insensitive mindsets. Although we may work with machines in technological environments, it does not mean that we as individuals operate or behave like machines.

Any of the following can diminish or inhibit employee motivation:

- Not providing "down time" for “processing”;
- Not providing breaks for reasons of fatigue and refreshment;
- The effects of repetitive tasks on employees
- Lack of mental and physical stamina;
- Lack of encouragement, support, and respect;
- Providing a sense of security.

These types of environments encourage burnout, dissent, lessening the quality of productivity overall, and the lack of a sense of well being. People become less motivated and do not have the energy to pursue opportunities for informal learning under these circumstances.

Getting the "most" out of your employees does not mean burning them out, using them up, and treating them as though they were dispensable.

An environment in which people are respected, hold important positions, are able to openly ask questions and can be seen by others as “informal learners”, is the greatest model to encouraging others in the organization to be secure in pursuing the same type of behavior towards their own growth. This also gives the process of acquiring information much credibility.

## **INSECURITY**

“A culture that encourages employees not only to learn from their own mistakes, but to talk about them openly, is also helpful”(Day, 1998, p.34).

If a person has a fear of asking questions on certain topics or bodies of knowledge, especially to peers or superiors, and especially in areas of knowledge where they are expected to already possess a certain expertise, few questions will be asked. The employee will experience frustration, and no informal (immediate) learning will take place. An environment that dispels castigation of any type, even if implied, when it comes to learning, is the proper environment. No one should be looked down upon for his or her lack of knowledge, especially when they take it upon themselves to try and correct that state. People should feel free to express their curiosity, interests, and goals.

We should share in successes *and* failures. In competitive environments, upon the completion of projects, especially joint ventures, often we share in the praise if they are successful, but if they are not successful, someone (one person) is often deemed “responsible”. In this type of atmosphere, creativity in solution finding or active pursuits in informal learning is inhibited.

## **THE BIG PICTURE**

To help employees become better informal learners, and to guard against learning that may be too narrow or incomplete, an environment should be maintained that allows not only the ability to access knowledge, but to access the “big picture”. The “big picture” involves allowing an individual to see where they fit in to the overall goals of the institution. Employees can obtain a perspective on their own work, and a chance to take an interest and develop appreciation and respect for the work of others.

## **CONCLUSION**

Although it is the most prevalent type of learning, in libraries, about four times the amount of time spent in formal learning (Varlejs, 1999, Pg. 60), some disadvantages to learning

informally exist. This learning cannot be quantified easily, so it is difficult to gauge its effect, and difficult to use as a means for formal qualifications. Some people are more predisposed to this type of learning than others, so its value can vary from individual to individual. Conversely, learning informally is direct, immediate, need-specific, takes very little time, is inexpensive, and what is gained is usually applied sooner than formal learning.

The study by the Education Development Center supports the idea that "formal and informal learning exist along a continuum rather than being two dichotomous learning processes" (Varlejs, 1999, Pg. 63).

Learning informally gives people a high degree of satisfaction, and is also a great complement to formal learning. When dialog ensues and ideas are exchanged, everyone can be a learner and a teacher. The strategies suggested in this article are made to help a person along in the process of becoming a better informal learner, and in turn a more knowledgeable, valuable employee. The importance of environmental considerations in promoting, encouraging and maintaining these types of learning behaviors cannot be emphasized enough. If an environment is not maintained that encourages learning in this way, no growth will take place on an individual or corporate level.

## REFERENCES

- Day, N. (1998). Informal Learning Gets Results. *Workforce*, 77 (6): 30-34
- Dobbs, K. (2000). Simple Moments of Learning. *Training*, 37 (1): 52-54, 56, 58
- Cofer, D., Jr. (2000). *Informal Learning in the Workplace: A Brief Review of Practice and Application*. (ERIC Document Reproduction Services No. ED 441160)
- Garrick, J. (1998). Informal Learning in Corporate Workplaces. *Human Resource Development Quarterly*, 9 (2): 129-144

Lohman, M.C. (2000). Environmental Inhibitors to Informal Learning in the Workplace: A Case Study of Public School Teachers. *Adult Education Quarterly*, 50 (2): 83-101

Varlejs, J. (1999). Profile of the Academic Librarian as a Self-Directed Learner. In Libutti, P.O. (Ed.) *Librarians as Learners, Librarians as Teachers: The Diffusion of Internet Expertise in the Academic Library*. Chicago: Association of Research & College Libraries (1999).

White, H. (1994). Scientific Communication and Literature. In Cooper, H. & Hedges, L.V. (Eds.)

*The Handbook of Research Synthesis*. New York: Russell Sage Foundation (1998).

## **Questions and Answers on Library Law: Tax Deductible Donations, Part 1**

**Gerard Dempsey, Scott Uhler, Janet Petsche, Rinda Allison and Kathleen Henn**

*The authors are partners and associates with the law firm of Klein, Thorpe and Jenkins, Ltd., with offices in downtown Chicago and Orland Park. The firm concentrates in the representation of public libraries and library districts in Illinois, as well as other local governmental units. This column appears regularly in Illinois Libraries and addresses commonly asked questions on library law. If you have questions you would like addressed in this column, please send them to: "Q and A on Library Law," Illinois Libraries, at the address on the title page of this issue. While we are not necessarily able to answer all questions, we will try to address those issues that are of most concern to the greatest number of libraries. This column begins a discussion of issues related to fundraising by a library.*

**Q: When is an individual's donation to a library tax-deductible?**

**A:** There are at least three ways to ensure that someone making a donation to the library can receive a tax deduction on that donation:

- 1) The library participates in a "community trust" registered with the Internal Revenue Service, such as the North Suburban Library Foundation or the Illinois Library System Directors' Organization; or
- 2) The library has set up a trust or not-for-profit corporation that qualifies as a charitable organization under federal tax laws, e.g. "Friends of the Library" or "Library Foundation"; or
- 3) The library receives a donation in its own name. Such donations are charitable contributions and are deductible under Section 170(c) of the Internal Revenue Code.

**Q: How does a donation-seeking group or "Friends of the Library" organization become a qualified charity under federal tax laws?**

**A:** Section 501(c)(3) of the Internal Revenue Code provides a list of tax deductible groups. Organizations receiving 501(c)(3) status are those that the IRS has considered to be charitable, educational, religious, scientific or literary. “Charitable” is defined in its generally accepted legal sense and includes things such as the relief of the poor, advancement of education, promotion of social welfare and erection or maintenance of public buildings. To become qualified as a charitable organization under Section 501(c)(3) of the Internal Revenue Code, a “Friends” organization or other group must first be organized as a not-for-profit corporation or a trust under Illinois law. Then, the not-for-profit corporation or trust must submit a written application to the Internal Revenue Service using IRS Form 1023. This form can be obtained at the IRS’s web site: [www.irs.treas.gov](http://www.irs.treas.gov).

**Q: How is a not-for-profit corporation formed under Illinois law?**

**A:** To incorporate, a not-for-profit corporation must submit two duplicates of the new corporation’s Articles of Incorporation, with at least one copy being the original and \$50.00 in the form of a certified check, cashier’s check, or money order to the Illinois Secretary of State. Forms and filing information can be obtained at the “Business Services” department, under the heading “Forms and Fees,” at the Secretary of State’s web site: [www.sos.state.il.us](http://www.sos.state.il.us).

Additionally, the organization must register with the Attorney General’s Office, Charitable Trusts Bureau, 100 W. Randolph, 3<sup>rd</sup> Floor, Chicago, IL, 60601, Telephone: (312) 814-2595. Filing requirements for registration can be obtained at the “Charitable Trusts” page of the Attorney General’s web site: [www.ag.state.il.us](http://www.ag.state.il.us).

**Q: What is the purpose of the Articles of Incorporation?**

**A:** The Articles of Incorporation is a legal document through which a corporation is formed. In other words, it gives legal existence to the organization. Certain specific provisions must be included in the Articles to ensure that status as a qualified charitable organization is obtained. The provisions relate to:

- 1) A corporate name for the corporation;
- 2) The specific purpose(s) for which the corporation is organized;
- 4) The address of the corporation's initial registered office and the name of its initial registered agent at that office;
- 5) The name and address of each incorporator; and
- 6) The number of directors constituting the first board of directors and the names and addresses of such directors.

In order to create Articles of Incorporation that will help ensure tax-exempt status is granted by the IRS, certain assurances pertaining to the use of the funds raised, protections against self-dealing by the directors and officers and procedures for distribution of the funds on dissolution, must be included in the Articles of Incorporation.

**Q: What other documents must a not-for-profit corporation adopt?**

**A:** In addition to the Articles of Incorporation, the new not-for-profit corporation must adopt by-laws to specify its organization, establish a Board of Directors, determine the manner of electing its officers and provide specific operating procedures for the organization, i.e. depositing funds, entering into contracts, keeping correct and complete books and records of account. The new corporation must also obtain a Federal Employer Identification Number from the IRS and, if it has or will have paid employees, must register for Federal and Illinois income tax withholding, and for unemployment compensation purposes.

**Q: What are the benefits of achieving 501(c)(3) status?**

**A:** Once the IRS designates a corporation as charitable or educational, the corporation may indicate in any letters, brochures, or materials that it has received 501(c)(3) status from the IRS. This provides advance assurance to donors of the deductibility of their contributions. Additionally, qualified charities are generally exempt from all income taxes, taxes on earnings or savings accounts, dividend or interest income and on sales of property that have been previously donated to the charity.

Our next issue will continue this discussion of relevant issues and procedures involving tax deductible donations and other permissible fund-raising by libraries.

# University Community Outreach for Developing Information Skills on the South Side of Chicago

**Charles B. Wenger, et al.**

*Charles Wenger, Principal Investigator and former Associate Dean of Public Services at the Paul V. Galvin Library at the Illinois Institute of Technology (IIT) in Chicago. Currently, Mr. Wenger is the Head of the Science and Engineering Library of the Marriott Library at the University of Utah in Salt Lake City.*

*The following co-authors are all currently at IIT: **Sohair Elbaz**, Dean of Libraries; **Christopher Stewart**, Associate Dean for Library Technology; **Holly Bravender**, Reference/Instructional Librarian; **Luke Griffin**, Digital Services/ Government Documents/Reference Librarian; **Ellen Keith**, Interim Associate Dean for Public Services.*

## **Introduction**

Classroom bibliographic instruction is, and has been, a major part of the public services mission at the Paul V. Galvin Library at the Illinois Institute of Technology (IIT) in Chicago. Instruction has not been limited to students at IIT, but has included programs targeted to local area residents, primarily minorities from low-income homes-most notably the Chicago Alliance for Minority Participation (ChAMP) and Women in Science and Engineering (WISE), a program open to ninth- to twelfth-grade girls interested in math, science, and engineering. The WISE program, offers young people mentoring from successful women scientists and engineers.

### ***The Community need for increased development of the instruction program.***

The area surrounding IIT is known as Bronzeville and consists of Douglas and Grand Boulevard. Residents of this area have experienced huge Economic, Educational, and Digital Divides. In this area there are over 16,000 students attending 28 Chicago Public Schools. There are also a number of private schools in this area. A number of statistics demonstrate the economic status of the area. The IIT Community Development Office has released the statistic that 96.5% of students in public schools in Bronzeville come from low-income families.

Unfortunately, the 2000 census data was not yet available from the federal government at the time of this writing. However, the 1990 census revealed that in the Douglas, area median incomes were 40% below the poverty level income, while in the Grand Boulevard area median incomes were 65% below the poverty level.

Educationally, in the two-thirds of the Douglas area nearest IIT, the 1990 census showed that 51% of the residents did not have high school degrees, while 55% of the residents of Grand Boulevard also did not have high school degrees.

The Digital Divide is likewise substantial in these areas. Lack of access to computers and the Internet and the accompanying skills necessary to successfully navigate for information by computer are extremely important to educational and professional growth and development. The U.S. Department of Commerce reports that only 12.7% of Americans with incomes under \$15,000 have Internet access at home, while 77.7% with incomes over \$75,000 have access (1). Hecht, former director of the National Center of Tenant Ownership and current Director of Housing Services for the Enterprise Foundation, goes on to state that the Internet is ideal for changing the factors that contribute to poverty. Richard Florida, founder and director of the Software Industry Center at Carnegie Mellon University, states that, "The digital divide is not just a pressing issue of social equity and race. It's fundamental to our ability to innovate, stay competitive, and generate economic wealth"(2).

In President Clinton's State of the Union Address, 2000, he said, "Opportunity for all requires something else today -- having access to a computer and knowing how to use it. That means we must close the digital divide between those who've got the tools and those who don't"(3).

Results of a 2000 survey taken by the Metro Chicago Information Center show that the Digital Divide in Chicago is very substantial. This survey showed that in households within the lowest third of the income bracket 26% had Internet access, while for those in those in the upper third, 78% had Internet access. In addition, in the same survey, 17% of Latino and Black households had Internet access, while 42% of white households had Internet access (4).

The Digital Divide has also been the concern of recent Congressional Hearings. Joseph Pitts, the Chairman of the Subcommittee on Empowerment of the Committee on Small Business of the House of Representatives, noted that “personal computers and Internet access are becoming increasingly valuable.

Interactive computer networks have the potential to enhance many aspects of our lives, including our education and career prospects,” and that “Some socioeconomic groups consistently fall below the national average with respect to access to the tools of the information age”(5).

### ***The Commitment of the Paul V. Galvin Library and the Illinois Institute of Technology.***

Partly, because of the enormity of these economic, educational, and digital divides, universities are reaching out more and more to help local communities improve their way of life. Graham Spanier, President of Pennsylvania State University, in addressing the National Press Club outlined five challenges to higher education one of which was the “engagement of universities with their communities, states, and the nation”(6).

The Galvin and IIT commitment to the community has been substantial. As noted above the Galvin Library has given orientations and classroom instruction for the ChAMP and WISE programs. The university has sponsored a number of other programs that focus on the community including the Discovery Approach to Science Enhancement Program (DASH ), Science and Mathematics Initiative for Learning Enhancement (SMILE), Science and Mathematics with Application of Relevant Technology (SMART), Teachers Academy for Mathematics and Science (TAMS), and CAHMCP. Furthermore, the Community Development Office at IIT obtained funds to build a Digital Media Center.

The IIT commitment to the community is further emphasized in IIT President Lew Collens letter to the U.S. Department of Housing and Urban Development on July 1, 1998, in which he stated: **“IIT’s Board of Trustees recently adopted new university priorities that included reaffirmation of the university’s goal to be a full partner in the transformation of Bronzeville”**.

Several other university libraries have reached out to their surrounding communities. McKinstry and Garrison (7) review cooperative outreach partnerships between the Universities of Maryland, Missouri-Kansas City, and Massachusetts and their communities.

At the Galvin Library there was a need for a classroom with computers. There was a need for computer and information instruction in the community. There was a commitment from both the university and the Galvin Library to the community. And, there was evidence from the literature and experiences of others that universities can play key roles in assisting their neighbors.

### **The Solution.**

The Library Services and Technology Act (LSTA) Program was identified as a source with funds administered through the Illinois State Library as having goals that were consistent with the community and library needs. Goal 4 was selected, “Develop training methods and activities that will allow library personnel and Illinois citizens to become technologically literate and have full access to information available through libraries.”

Once the funding was received, the Dean of Libraries proposed to the university that the instruction room be expanded and remodeled to become a showcase instruction room to the community as well as to other constituencies. The university administration agreed, and allocated about \$200,000 in expansion and remodeling costs to rebuild the instruction room and rename it the Library Learning Center(LLC).

The unique and attractive architecture and design of the room, the state-of-the-art computers and equipment, and the instruction and information and software resources all combined to make the experience a highly positive one for attendees. Area students made numerous very positive comments and were obviously stimulated in this environment. We are hopeful that such an experience may motivate some of them to eventually attend college.

## **Programs**

### **A. Workshops**

Following feedback from the community six two-hour workshops were developed by the IIT library staff and one by the Director of the Career Development Center. These workshops are:

1. Library Online Skills
2. Internet searching
3. Introduction to PowerPoint presentations
4. Introduction to web page construction.
5. Introduction to document scanning and database development
6. Geographic Information Systems
7. Career Research on the Web

Workshops were scheduled to accommodate walk-in attendees as well as for those planned in advance for entire classes of students or teachers.

To present the Library Online Skills workshop the library needed to acquire access to information resources that focused on the needs of elementary, middle, junior, and high-school students. The Associate Director of Public Services invited several database vendors to grant free access of appropriate resources to the IIT community project. Three vendors strongly supported the project. They are to be highly commended for their generosity. They and their databases are:

**ABC CLIO** donated access to:

- American Government
- State Geography (which includes U.S. history)
- World Geography (which includes world history)

**Bell & Howell** donated access to:

- ProQuest Platinum
- JuniorQuest

**SIRS Mandarin, Inc.** donated access to:

- SIRS Researcher
- SIRS Government Reporter
- SIRS Discoverer Deluxe
- SIRS NetSelect

## **B. Outreach.**

At least 64 principals, assistant principals, and librarians at 26 schools and two public libraries were contacted by telephone. Descriptions of workshops along with schedules were distributed to these schools and libraries. Several community technology center meetings were attended at which contacts with an additional 15-20 teachers and administrators were made. In addition, there were visits to three area schools-St. James, DuSable High School, and Wendell-Phillips High School during which presentations and consultations were given to several teachers and administrators.

The Galvin Library also partnered with the IIT Community Development Office in providing access to the new Library Learning Center (LLC) for some of their community outreach programs.

This partnership allowed them to provide more workshops to such participants as the National Society of Black Engineers, Technical Outreach Community Help (T.O.R.C.H.)

Program and the Computer Club from Raymond Elementary School. During the summer of 2001, the Bronzeville Computer Scholars Camp scheduled over 20 sessions in the LLC.

Finally, a Galvin Library/Community web site was developed. At the time of publication, the URL was: <http://www.gl.iit.edu/llc>

## **Results and Discussion**

The results of this experiment lend strong support for the program. A number of measurements were taken and all yielded very positive results. Measurements included attendance and categorization of attendees, pre- and post-testing, in-class exercises, and queries regarding the value of the workshops.

### **A. Workshop Attendance.**

Attendees were given instruction evaluation sheets, asked to sign an attendance sheet, or in a few cases were counted by the instructor. This data is for the nine-month period August 15, 2000 through May 16, 2001. Attendees came from 16 schools and 12 organizations. These are:

### **Schools**

Attucks	James Ward School
Chicago Military Academy	Marshall High School
Coles Elementary	Raymond School
DeLaSalle High School	Shields Elementary

Doolittle West

St. James School

Dunbar Vocational Academy

Wendell-Phillips High School

DuSable High School

Williams School

Haines School

Young Women's Leadership Charter School

### **Organizations**

Abraham Lincoln Center

Lincoln Perry CLC

DSSA Management

Mid South Planning & Development Commission

Genesis Housing

Princeton Center

Golden Country

National Society of Black Engineers- TORCH  
Program

Heartland Alliance

STRIVE

Hope Center

Tolton Center

### **Statistics**

Total number of attendees (does not include 128 for 8 sessions

485

of 16 students each for the Raymond School Computer Club)

Number of workshops:	48
Number of in-depth consultations:	13
Total number of attendees who identified themselves as librarians:	09
Total number of attendees who identified themselves as teachers:	72
Total number of attendees who identified themselves as administrators:	09
Total number of schools represented sending attendees:	16
Total number of organizations represented by attendees:	12

As noted above the Raymond Elementary School Computer Club is meeting in the classroom on a weekly basis. This is one of the schools currently on probation.

## **B. Workshops-testing**

One of the goals of the workshops was to assess the effectiveness of the instruction by testing. Pre-tests and post-tests were designed, in-class exercises were developed, and instruction evaluation questionnaires were prepared. Not all classes were tested. Those classes in which time was limited were least likely to receive the testing as it was deemed more important to spend the limited amount of available time to teaching. In those cases, we either minimized or eliminated the testing altogether.

## 1. Pre-Test/Post-Test.

The primary focus associated with this grant was to develop and deliver workshops to citizens in the area and help them develop and improve their knowledge and skills using computers to retrieve and utilize information. Much more testing could be done, but not with our limited time and staff.

To preserve the limited time for teaching, Pre- and Post-tests were usually kept to between two and five questions. Pre- and Post-tests were administered to the Online Research, Internet Searching, Web Page Development, and the Scanning Documents and Database Development workshops. Questions are found in Appendix A.

<u>Workshop</u>	<u>Pre-Workshop Tests</u>			<u>Post-Workshop Tests</u>			<u>Percent Increase</u>
	<u>No. of Quest.</u>	<u>No. Q. Correct</u>	<u>Percent Correct</u>	<u>No. of Quest.</u>	<u>No. Q. Correct</u>	<u>Percent Correct</u>	<u>Pre-to Post-Test</u>
<b>Online Research</b>	134	68	50.7%	110	80	72.7%	43.4%
<b>Internet Searching</b>	298	173.5	58.2%	220	167.5	76.1%	30.8%
<b>Web Page</b>	156	40	25.6%	156	102	65.4%	155.5%
<b>Scanning</b>	<u>62</u>	<u>22</u>	35.5%	<u>68</u>	<u>58</u>	85.3%	140.3%
<b>Totals</b>	650	303.5	46.7%	554	407.5	73.6%	57.6%

We attempted to make the questions for pre- and post-testing of equal difficulty. Assuming that we were successful, the results show major increases in scores as a result of the workshops.

Differences between workshop types could be due to the effect of different instructors and the degree of difficulty of the questions that they asked. But, they could also be due to the familiarity with the material that the attendees had when they began the workshop.

It seems reasonable that of these four workshops, attendees would have the most familiarity with Internet searching and some familiarity with searching traditional databases of refereed literature. Prior knowledge of web site development and scanning documents would

seem to be less. Pre-test scores were highest for both Internet Searching and Online Skills workshops and lowest for web site development and scanning documents.

Increasing the difficulty of questions for the Online Skills and Internet Searching workshops would likely have increased the spread of scores. This would have strengthened the verification of workshop value by this measure. However, as noted below, attendees had high opinions of the value of not only these but also the other workshops indicating that they had found them substantially valuable by that measure.

With the increases in the pre-test and post-test scores, it is apparent that these workshops had a significant influence on improving the understanding of the material by the attendees. With time, attendees may forget some of the concepts and lessons learned. To make Galvin instructional sessions and resources as available as possible, over a dozen versions of five of the workshops were made available over the community web site.

## **2. Instruction Evaluation.**

Workshop attendees were asked to evaluate the sessions by answering questions that related to such things as knowledge, skills, and/or abilities gained by asking questions such as, “As a result of this workshop...” by giving a numerical rating on a scale of one to five with one being the lowest score and five the highest. They were also asked to evaluate some of the instructor’s characteristics based on the same scale and to comment on the workshop. Data from the evaluation of the instructor were retained in-house for instruction improvement purposes. Anecdotal comments are too numerous to report but were very positive. Details are presented for two of workshop types. Data from the others are summarized.

As the Association of College and Research Libraries notes “information literacy forms the basis for lifelong learning,”(8) and libraries are positioned to be the leaders in pursuit of that goal. The natural extension of librarians’ commitment to teaching skills for lifelong learning is the assessment of those skills.

### (1) Online Research Workshop.

Data is presented first followed by a summary. Results were:

1. As a result of this workshop, my

comfort level at using library resources is:	much less		same	much more	
scale	1	2	3	4	5
raw data	3	0	9	12	7
percentages	10%	0%	29%	39%	23%

2. As a result of this workshop, my

expectations of using library services are:	much worse		same	much better	
scale	1	2	3	4	5
raw data	0	0	2	7	4
percentages	0%	0%	15%	54%	31%

3. As a result of this workshop, my computer

searching skills are:	much worse		same	much better	
scale	1	2	3	4	5
raw data	0	1	3	20	18
percentages	0%	2%	7%	48%	43%

4. As a result of the workshop, my awareness

of information resources/services is:	much less		same	much greater	
scale	1	2	3	4	5
raw data	0	0	3	4	14
percentages	0%	0%	14%	19%	67%

While the data is somewhat limited in size there are many positive indicators. Responses to the queries, “As a result of this workshop...”

- 62% said that they were more or much more(23%) comfortable at using library resources.
- 85% said that they expected to use library services more or much more(31%).
- 91% said the their computer literature searching skills were better or much better(43%).
- 86% said that their awareness of information resources/services was greater or much greater(67%).

A separate group of high school teachers received additional questions and gave the responses when asked, “As a result of this workshop...”:

- 100% reported that their searching for information would be more or much more.

- 100% said that they would “occasionally to quite often(25%)” teach students or other staff about some of the techniques covered in class.
- 100% said that they planned “occasionally to quite often(25%)” inform students or other staff about some of the resources covered in the workshop.

The next level of data collection would involve follow-up studies to see to what extent the attendees actually increased their use of library services and resources, retained their increased literature searching skills and awareness of resources, and instructed others in techniques and informed them of resources. Such follow-up was beyond the time available to conduct such studies.

If, in fact, these beliefs become actions and if this group of teachers is somewhat representative of all area teachers, then the attendance of 72 area teachers and nine area librarians is extremely significant for expanding the teaching of enhancing information skills.

## **(2) Internet Searching Workshop-Data Summary.**

“As a result of this workshop...” (73 patrons responding):

- 77% said that their computer literature searching skills were better or much better (25%).
- 85% said that they believed that they would be either better or much better (38%) at using the Internet.

## **(3) Web Site Development Workshop.**

Data is presented first followed by a summary. The entire questionnaire is reproduced in the appendix. Results were:

1. As a result of this workshop

my understanding of the process of

constructing a website is:

	much worse	worse	same	better	much better
scale	1	2	3	4	5
raw data	0	0	3	19	16
percentages	0%	0%	8%	50%	42%

2. As a result of this workshop,

I believe that my skill in

constructing a web page is:

	much worse	worse	same	better	much better
scale	1	2	3	4	5
raw data	0	0	6	18	14
percentages	0%	0%	16%	47%	37%

3. As a result of this workshop,

my knowledge of resources for

Web site development is:

	much worse	worse	same	better	much better
scale	1	2	3	4	5
raw data	0	0	3	23	9
percentages	0%	0%	9%	66%	26%

4. After taking this workshop I feel

\_\_\_\_\_ about constructing my

Web site.	much worse	worse	same	better	much better
scale	1	2	3	4	5
raw data	1	0	4	18	15
percentages	3%	0%	11%	47%	39%

Responses to the queries, “As a result of this workshop...” were:

- 92% claim to have a better or much better (42%) understanding of the process of web page construction.
- 84% said that they believe that their skill in constructing a web page is better or much better (37%).
- 92% reported that their knowledge of web page development resources was better or much better (26%).
- 86% said that they now feel better or much better (39%) about constructing their web site.

#### **(4) Scanning Documents and Database Development-Data Summary.**

“As a result of this workshop...”(18 patrons responding):

- 100% said that they learned about valuable resources and have a better understanding of the requirements and costs of scanning.
- 88% said that they better understand how to use scanning.
- 50% plan to set up a scanning workstation at their organization.

#### **(5) PowerPoint Workshop-Data Summary.**

“As a result of this workshop...”(42 patrons responding):

- 100% said that they were more comfortable in putting together a PowerPoint presentation.
- 100% reported that they were made more aware of important resources in PowerPoint.

#### **Discussion**

By the end of the first nine months there were 485 attendees. Of particular note, there were 90 attendees who identified themselves as teachers, librarians or administrators. If we take the claims of a class of eight high school teachers as at least reasonable for both themselves and the entire group of adults that as a result of the workshop they attended, they will all “occasionally” to “quite often” instruct others in information research techniques and inform others of information resources, then this project has had very high value.

As a result of these workshops, attendees reported having learned about new information resources and new techniques for retrieving information. They said that they have better

computer searching skills, increased comfort levels at working with various information resources, search engines, databases, web site construction, scanning documents, PowerPoint software, and search techniques. They expect to make greater use of their libraries. They reported having better understanding, skill, and knowledge of web site construction and scanning costs, techniques, and equipment.

Follow-up research could be valuable in elucidating what actually happens in the long-term. While we do not have the resources to pursue such research, we encourage others to do so. The results could be valuable in developing strategies for efficient and effective delivery of instruction.

### **Summary**

LSTA funds were used to purchase computers, equipment, and furniture for an instruction classroom in the library where workshops were given to community residents with a focus on teachers, librarians, and students. Forty-eight workshops were presented in seven different areas--Online Research, Internet Searching, Web Site Development, Document Scanning and Database Development, PowerPoint, Geographic Information Systems (GIS), and Using the Web for Career Development. In the first four of these workshops pre- and post-testing was conducted and all showed major increases in pre-test to post-test scores. The increase in pre-test to post-test scores for all workshops combined was 57.6%.

In nine months there were 485 workshop attendees including 90 who identified themselves as teachers, librarians, or school administrators. Attendees came from 16 schools and 12 other organizations. A small sample of high school teachers (the only group tested) reported that as a result of the workshop, they all planned to instruct others in information research techniques and inform others of information resources from "occasionally to quite often".

Attendee responses to workshops were very positive with over 85% of responses to questions that attempted to elucidate knowledge and skills resulting from the workshops at the level of 4 or 5 on a scale of 1-5 with five being highest and over 40% responding with 5.

A community web site was developed and provides access to information resources as well as online instructional sessions for five of our seven workshops.

We believe that the positive results from workshops, the in-depth consultations, the breadth of geographic coverage, and the development of a community web site with resources and workshops that will provide access to those who cannot come to the library are all indicators of a highly successful project.

### **Bibliography**

1. Hecht, Ben. "Bridging the Digital Divide", Journal of Housing and Community Development, v.58(2), Mar/Apr 2001, p.14-17+.
2. Florida, Richard. "E-inclusion: It's Not a Choice", Informationweek, No. 830, March 26, 2001, p136+.
3. Clinton, Bill. "State of the Union Address 27 January 2000".
4. "Connecting Chicago's Communities Regional Workshop", IT Resource Center and Metropolitan Planning Council. Chicago, April 26, 2001.
5. "The Digital Divide: Bridging the Technology Gap," Hearing before the Subcommittee on Empowerment of the Committee on Small Business in the House of Representatives. 106<sup>th</sup> Congress, First Session. Washington, DC, July 27, 1999. Serial No. 106-25.
6. Spanier, Graham B., "Five challenges facing American Higher Education", Executive Speeches, v. 14(6), Jun/Jul 2000, p19-24.
7. McKinstry, Jill and Anne Garrison. "Building Communities @ Your Library", College and Research Library News, v. 62(2), Feb 2001, p165-167+.

8. Association of College and Research Libraries *Information Literacy Competency Standards in Higher Education* <http://www.ala.org/acrl/ilintro.html>. Accessed May 25, 2001.

### **Acknowledgements**

*Special thanks to databases vendors who contributed free access to information resources specifically for children in grades 4-12: (Database descriptions are presented at the Galvin Community Web Site at: <http://www.gl.iit.edu/llc/index.html>)*

**ABC CLIO** for providing access to databases:

- American Government
- World Geography
- State Geography

**Bell & Howell** for providing access to databases:

- ProQuest Platinum
- Junior Quest

**SIRS Mandarin, Inc.** for providing access to databases:

- SIRS Researcher

- SIRS Government Reporter
- SIRS Discoverer Deluxe
- SIRS NetSelect

Statement from SIRS:

“SIRS Mandarin is honored to partner with the Paul V. Galvin Library in its efforts to enhance information skills among members of the local community. Increased skill competency, greater career opportunities and economic independence of community members are among the objectives of the Paul V. Galvin Library/Illinois Institute of Technology as stated in its recent grant proposal to the Illinois State Library. SIRS Mandarin supports these goals and is confident that our online database products will become an important tool for achieving these far-reaching objectives. We wish the Paul V. Galvin Library/Illinois Institute of Technology continued success in its noble endeavors.”

**Special thanks to:**

**Instructors**

Helen Oloroso

Alison Atkins

**Reference Staff**

Kevin Drees

Aric Ahrens

**Library Admin.**

Robin Leivers

Zaneta Abdul-Ahad

**Library Tech**

Shazib Frahim

**Comm. Development**

Leroy Kennedy Kevin Smith

**Architecture**

**Management**

Marek Babala

Sharon Grant Joy Robinson

Tom Brock

Shakia Boyd

Sara Anderson

### **Letters of Support**

We also wish to acknowledge those who sent letters of support for this project.

David E. Baker, Vice President for External Affairs, Illinois Institute of Technology.

Karen Bozeman-Gross, Executive Director, South Side Empowerment Zone Cluster, Inc.

Cheryl Caplan, Assistant Dean of Students, Illinois Institute of Technology.

Irma Dobbins, Director, Center for Multicultural Programs, Illinois Institute of Technology.

Leroy E. Kennedy, Associate Vice President, Illinois Institute of Technology.

Beverly LaCoste, Principal, Phillips Academy.

Delena W. Little, Principal, Drake Elementary School.

Harold L. Lucas, President/CEO, Black Metropolis Convention & Tourism Council.

Layton Olson, Vice President and Chicago Director, City Innovation.

Mary Ann Pitcher, Director, The Young Women's Leadership Charter School of Chicago.

Mary A. Dempsey, Commissioner, Chicago Public Library

# Preserving a Piece of the Past: the Illinois Newspaper Projects

**Rene J. Erlandson**

*The author is Illinois Newspaper Project Cataloger and Visiting Assistant Professor of Library Administration at the University of Illinois at Urbana-Champaign.*

It is a cold, dark, dreary, late fall day. We arrive at the local university archives. We greet the history intern on duty, collect our flashlights and head back into the archives collection. We exit the main archives room, turning a corner that leads into a pitch-black corridor. As we make our way up a slight incline, flashlights in hand, the intern calls after us, “Don’t worry about the ghost, she’s friendly.” So, begins a day for two Illinois Newspaper Project catalogers, charged with uncovering and preserving a piece of Illinois’ valuable historic record--newspapers.

## **A Brief History of Newspapers in Illinois**

According to the 1810 census of the Illinois Territory, 7,267 people were dwelling in Illinois at the time.<sup>1</sup> The Territory was bordered by two large population centers, Vincennes to the east, in the Indiana Territory, and St. Louis to the west. Local newspapers were established in Vincennes and St. Louis by 1808. It is assumed that many of the early inhabitants of the Illinois Territory obtained their news from these newspapers. However, as the population of the Illinois Territory increased and the delivery of goods and services became more routine, it was natural that newspapers would begin to be published within the Illinois Territory.

The *Illinois Herald*, was published in Kaskaskia as early as 1814, four years before Illinois became a state in 1818. As Illinois entered the Union, the state’s population increased to 36,558.<sup>2</sup> Also at this time, two newspapers were regularly published: the *Illinois Intelligencer* (formerly the *Illinois Herald*) in Kaskaskia and the *Illinois Emigrant* in Shawneetown. Over the next 180 years, newspaper publishing proliferated and, in 1999, the Illinois Press Association reported membership for 686 active newspapers with the population of the state totaling 11,478,902.<sup>3</sup>

As researchers began to view newspapers as a rich information source for local and national history, the need to preserve and create enhanced access to these fragile resources became apparent. Historically, newspaper collections found at libraries and historical societies within Illinois (and the rest of the country) were mostly uncataloged. The holdings for some collections were accessible via traditional print card catalogs maintained by individual institutions, however, this required researchers to travel to repositories all over the state and country in order to locate materials. From the concern of researchers and others, an organized national effort to provide access to and preserve our nation's newspapers evolved.

### **Illinois Newspaper Project Background**

The Illinois Newspaper Project (INP) is part of a larger national endeavor, the United States Newspaper Program (USNP). "The United States Newspaper Program is a cooperative national effort among the states and the federal government to locate, catalog, and preserve on microfilm newspapers published in the United States from the eighteenth century to the present."

<sup>4</sup> The Illinois Newspaper Projects are funded by grants from the National Endowment for the Humanities (NEH) and administered by the Library of Congress (LC). The Illinois Newspaper Projects travel the state of Illinois looking at collections in both public and private institutions. Project catalogers inventory U.S. newspaper collections, catalog titles, and union list title holdings for each institution processed. Unique titles, never previously microfilmed, are noted within each collection and will become candidates for the microfilming stage of the Project. With the involvement of Illinois in the U.S. Newspaper Program, holdings of U.S. newspaper collections in Illinois are now becoming accessible via OCLC's bibliographic and union list services.

In April 1987, the Illinois State Historical Library (ISHL) in Springfield began the planning phase for the Illinois Newspaper Project. To facilitate management of the Project, the 102 counties in Illinois were divided into seven regions. The smallest INP region included 7

counties in the Chicago area, while the largest region encompassed 23 counties in southern Illinois (Figure 1).

Between April 1987 and April 1989, 4,000 newspaper publishers, historical societies, library systems and other institutions and individuals within the state of Illinois were surveyed regarding their newspaper collections. Based on the results of the survey, the three largest repositories of U.S. newspapers within Illinois were identified. These repositories are the Illinois State Historical Library (4,639), the University of Illinois at Urbana-Champaign (3,011) and the Chicago Historical Society (1,917). Due to the vast geographic size and numerous U.S. newspaper holdings across the state, project planners decided to apply for one grant, which would fund two Illinois Newspaper Project sites. The main site would be located at the Illinois State Historical Library in Springfield, with a second site housed at the Chicago Historical Society. Each site would begin work with the collections at the host site.

Two previously published bibliographies of Illinois newspapers<sup>5</sup> and other national bibliographies were used to compile one “comprehensive” bibliography of newspaper titles known to exist within the state of Illinois from 1814 through the late 1980’s. Within the newly created bibliography, titles were collated by place of publication and then grouped by Illinois counties. INP staff used the newly created bibliography in conjunction with the initial survey results to begin investigating collections within each area of Illinois. The INP “wish list”, titles the Project hoped to find as collections were processed, was also based on the new bibliography of Illinois newspapers.

In 1989, two Illinois Newspaper Project sites began to inventory, catalog and union list the U.S. newspaper collections located at their respective institutions, the Illinois State Historical Library and the Chicago Historical Society. Materials were cataloged on OCLC adhering to USNP and CONSER guidelines. Work with these collections was completed in six years. The Illinois Newspaper Project-Chicago cataloged 3,845 titles from the Chicago Historical Society collections. The INP-Springfield added 6,232 bibliographic records for newspapers located at

the Illinois State Historical Library. This made the holdings for 10,077 U.S. newspaper titles located within the state available to researchers via OCLC.

During 1995, the Chicago Historical Society (CHS) applied for a separate grant to continue work in the Chicago Metropolitan area. Ultimately the Illinois Newspaper Project-Chicago would be responsible for Cook County and 6 surrounding counties (INP Region 7). At the same time, the University of Illinois at Urbana-Champaign applied for a grant to continue work in the remaining 95 “down-state” Illinois counties. The National Endowment for the Humanities (NEH) accepted the independent grant proposals, thus terminating an in-state administrative connection between the Downstate and Chicago Projects. The Chicago Historical Society (CHS) continued to host the Illinois Newspaper Project-Chicago as it moved into fieldwork: processing collections outside of CHS. The Downstate Illinois Newspaper Project site moved to the University of Illinois at Urbana-Champaign (UIUC) Library.

### **Illinois Newspaper Project-Downstate**

The INP-Downstate began working with the collections at the University of Illinois at Urbana-Champaign (UIUC) libraries in January 1996. As the INP staff encountered original newsprint within the UIUC collections, they learned preservation techniques from UIUC and USNP staff. By mid-summer of 1999, the Project had finished the inventory, cataloging and classification of 1,963 U.S. newspaper titles at the UIUC libraries. The Downstate Project then moved into the fieldwork phase of the program. During “fieldwork” the Project continues to be hosted by the University of Illinois at Urbana-Champaign Library, while processing collections at other institutions within the state.

Because the Downstate Project office is geographically located in Urbana within Champaign County in INP Region 2, it was decided to continue work in this region. In 1999, 122 surveys were sent to libraries, historical societies and other institutions in Region 2, receiving a 47 percent response rate. Analyzing the survey response data for the size of collections within INP Region 2, staff decided to begin working in McLean County where a

handful of larger collections were located. Illinois State University (ISU) was the first fieldwork site for the INP-Downstate. 469 U.S. newspaper titles were inventoried and cataloged from the ISU collections. While work was being completed at ISU, the INP team decided to “split-up”, with one team member beginning to work at the McLean County Historical Society Library in downtown Bloomington.

The McLean County Historical Society Library (MCHS) was the INP-Downstate’s first “small” collection. The McLean County Historical Society reported holdings for 215 U.S. newspaper titles which were completely comprised of original newsprint, much of which was rare and unique. Previously, 90% of the local data records from ISHL, UIUC and ISU added to the OCLC Union List represented materials in microfilm formats. INP staff worked closely with the McLean County Historical Society librarian to ensure proper handling of the original newsprint materials.

INP staff completed processing most of the collections at the McLean County Historical Society Library in 2000. One third of all the materials cataloged were unique Illinois newsprint titles.

### **Have Catalogers, Will Travel**

Catalogers from both the Chicago and Downstate Illinois Newspaper Project sites are currently traveling within the state processing U.S. newspaper collections. INP-Chicago staff continues to work in INP Region 7. INP-Downstate catalogers are completing work in INP Region 2 and will begin to process collections in INP Regions 1 & 3 during 2002. INP staff contact local libraries and historical societies, as well as, newspaper publishers and other individuals who might collect old newspapers, in hopes of finding long “lost” newsprint to preserve for future generations. All collections are inventoried, then cataloged on OCLC. When materials are available for public use, holdings information is added to the OCLC Newspaper Union List. The Illinois Newspaper Project Downstate at Urbana-Champaign also hosts a searchable World Wide Web accessible database, which includes materials inventoried by both

the Chicago and Downstate Projects.<sup>6</sup> Unique Illinois newsprint titles, those never before microfilmed, are noted within each collection and become candidates to be microfilmed after May 2003 by the appropriate area Project.

Illinois newsprint is a rich source of historical information and an important part of the state's historical record. The rewards of participation in the Illinois Newspaper Projects' endeavors are broader access to U.S. newspapers within the state and preservation of unique Illinois newspaper titles for future generations.

<sup>1</sup> Norton, Margaret Cross, *Illinois Census Returns 1810, 1818, 1935*, p. 53.

<sup>2</sup> Norton, Margaret Cross, *Illinois Census Return 1810, 1818, 1935*, p. xiv.

<sup>3</sup> Illinois Press Association, *1999 Illinois Newspaper Directory*, 1999, pp.113-117.

<sup>4</sup> <http://www.neh.gov/projects/usnp.html>

<sup>5</sup> E.J. James and Milo J. Loveless', *A Bibliography of Newspapers Published in Illinois Prior to 1860, 1899, and Franklin William Scott's, Newspapers and Periodicals of Illinois, 1814-1879, 1910.*

<sup>6</sup> [http://www.library.uiuc.edu/techserv/inp/mergeddatabase/search\\_form.asp](http://www.library.uiuc.edu/techserv/inp/mergeddatabase/search_form.asp)



## **Library Services and Outreach to Homeschooling Families: A Homeschooling Parent's Perspective**

**Charles Rossiter**

*The author lives in Oak Park and is the recipient of an NEA fellowship for poetry. He produces the audio website poetrypoetry.com. Mr. Rossiter's latest book is entitled "Back Beat".*

I read Paul Kaplan's article on libraries reaching out to homeschoolers (*Illinois Libraries*, Vol. 83, No. 1, Winter 2001) with great interest. It is heartening to read of his enthusiasm for serving homeschoolers, and his suggestions are good ones. However, I also thought a few additional suggestions could be made from the perspective of a homeschooling parent who makes heavy use of the library.

Here's our situation. In our household, my wife has the nine-to-five office job and I'm at home, writing poetry and grant proposals along with carrying the major homeschooling responsibilities. Both of us have backgrounds in education--higher education for me, and museum education for her. Our one son is ten years old and very academically able. His academic ability was a key factor in our decision to move to homeschooling. Before we moved to homeschooling in April, 2001, he had attended both Montessori and public schools, in upstate New York and Oak Park from pre-school through most of the third grade.

Despite our son's abilities and our backgrounds, we are typical of homeschoolers in many ways, especially with regard to libraries. At homeschooler meetings and conferences, I find that homeschoolers tend to be book people who know they can look up things that they don't know, and that libraries are a good place to do the looking. Homeschoolers, by definition, have a strong independent streak and are therefore natural patrons of libraries and other institutions that encourage independent learning.

We live in Oak Park, just outside Chicago, and one of the first things we noticed and greatly appreciate here is that our library card can be used through the Chicago area. There are restrictions, of course. Some libraries won't let non-residents check out videos and most won't let non-residents use their computers for Internet access, except for a quick email check. But

overall, the policy is a boon to our homeschooling efforts. We find that each library, much like an independent bookstore, has its individual strengths based on its community's needs and the biases of the person in charge of acquisitions. Oak Park, for example, appears to have de-accessioned nearly all of its old Hardy Boys books, but it has been the lucky recipient of a bequest that provides extra money each year to purchase art books. Another library near us is especially strong in non-print media, while another invests more heavily in periodicals.

For what we're doing, we typically make use of three or four different libraries each week, "making the rounds" to get the best of what we're looking for from each.

### **Library Services We Especially Appreciate and a Couple of Ideas:**

**Books.** In the children's department, we appreciate that a number of libraries display their Newbery Award winners together. This makes for convenient browsing of books which have been pre-selected for their excellence. The parent-teacher resource shelf is also of particular interest to other homeschoolers and us. The better stocked it is, the better we like it.

A useful book service which has not yet caught on, but we hope will, is for the library to keep copies of textbooks for local school systems on reserve. In our area, we're aware of one library that keeps reference copies of texts for the private and public schools in the community for all grades through high school. The books are donated by the school systems and the librarian confided to us that it's a bit of a pain to keep the collection up to date as it requires her taking the initiative to get the texts donated when new ones are adopted. As a homeschooling parent, I find having easy access to these texts extremely helpful for an occasional check on what schools are doing at the different grade levels around the level at which we are working. The librarian also told us that school students and their parents find it handy to have the books in the library. Naturally, for school students, current texts are essential. For our homeschooling purposes, however, relatively recent texts would work just fine.

As children and youth related services are grouped together, I'll mention here that it would be helpful if libraries compiled and prominently displayed a critically constructed list of useful educational websites. For example, the University of Texas Astronomy site ([www.stardate.org](http://www.stardate.org)), which is available in Spanish as well as in English, provides the tips for sky

watching which are heard on National Public Radio. The beauty of the site is that it provides tips for the entire week rather than just for one night at a time. “Math Counts,” an organization much like the Math Olympiad, runs a site ([www.mathcounts.org](http://www.mathcounts.org)) with a Problem of the Week and other math features. There are surely many other useful sites out there and it would be very handy to have an annotated list that includes one or two for each of the major disciplines and an indication of the grade level at which the content is pitched. (The Stardate site is universally applicable; MathCounts is geared roughly to talented 6th to 9th graders.)

In the adult department, travel books are especially helpful. Sometimes expensive, yet only occasionally needed, they are a prime example of how free public libraries make resources available to all. Roadtrips are an important part of our homeschooling and the library is the first place I go, right after the AAA office, for specialized information on the area we’ll be visiting.

### ***Music.***

The media department is important to us. Where else could we freely sample such a wide variety of music or so easily explore specific musical interests? Just recently, when Jack expressed an interest in Beethoven’s 5th, with which he is familiar, I took him to the library’s CD collection to look for a few other Beethoven symphonies, and some Mozart too, that have the same kind of energetic feel to them as the Fifth. I didn’t need to know a lot about music to make that move, but even if I knew nothing, I could have checked out a half dozen or so symphonies by different composers to take home and sample and find out which ones compose the kind of music we were seeking.

If we had one suggestion for the music department it would be to expand the world music collection. Collections of world music are typically small and a lot of interesting material is currently available on CD. There is also a lot more recorded poetry now available that would be appropriate for library collections.

### ***Non-Fiction Videos.***

Since sometime in Jack’s fourth year, he and I have been watching *Nature* and *Nova* as well as history programs and mini-series on special topics. Videos of these types of programs continue to be a major education resource for us. In the last couple of months alone, Jack has watched dozens of informative programs on a wide variety of topics. Here’s a selection of titles

he's recently seen: *The Case of the Flying Dinosaur*; *Cleopatra*; *Designing Earthquake-Proof Buildings*; *American History, a 3 volume summary*; *Complete Guide to Dog Care*; *Irish Myths: St. Patrick & St. Brendan the Navigator*.

The Berwyn library has one of the best video policies we've encountered and we wish it were more widely adopted. At Berwyn, non-fiction videos may be checked out for a full week, rather than just a couple of days. This same policy was in place in the community where we lived in upstate New York just before moving here, so we've seen it work in different size communities. We find it especially convenient to have a week with the educational programs that we might like to view more than once.

### ***Selected Feature Films.***

We're also interested in feature films, but beyond the entertainment value, there's important education content in the feature film department. For example, without our public library collections it is unlikely that we would have seen and compared Mel Gibson and Laurence Olivier's *Hamlets*, particularly when you consider the age of Olivier's classic portrayal. We've also compared *Zorro* and *Robin Hood* productions. Commercial video stores are fine for currently popular films. The library, by making worthwhile films available regardless of age or current popularity, provides us with another important educational resource, older and classic films.

### ***Meeting Rooms.***

Kaplan presented ideas for outreach to homeschoolers, and the library's meeting room provides an excellent opportunity for making contact. In our area, it's typical for libraries to charge for the use of meeting rooms, so a few years ago when a homeschooling group was looking for a room, some libraries asked them to pay. However, the Forest Park library was kind enough to let the group use its meeting room without charge. This may seem a small thing, as room fees are typically low, but this welcoming gesture is greatly appreciated by the group, which still meets there, and the library benefits too. The presence of the group in the library once a month adds to the library's circulation and brings in people who might not otherwise come to that particular library.

Libraries can benefit in other ways as well. Two years ago, the Oak Park library was wise enough to take a parent's suggestion of an after-school chess club and turn it into a library program. Parents monitored the club so no staff was required, and a group of children came to the library for an hour and a half each week to play chess. As the chess club was a library program, there was no room fee. The library got an additional program and the chess club got the benefit of extra publicity through the library's newsletter, flyers and press releases.

Homeschoolers are book people. Inviting a local homeschooling group to use a meeting room without charge for meetings or for programs that are open to the public is an extremely simple and effective outreach gesture that any library can make.

Maintaining readily available information on homeschooling is another service libraries can provide. Homeschoolers in Illinois are well-organized, so with very little effort any librarian can easily acquire basic information and publications about homeschooling to make available for patrons. The organization is called H.O.U.S.E. (Home Oriented Unique Schooling Experience) and the contact number is 708-758-7374.

Homeschoolers both love and depend upon libraries. Virtually everything about libraries is relevant to our purpose. I've attempted to point out some library services and policies we find particularly useful in hopes they'll be more widely adopted. I've also offered ideas for services that would be of special interest to homeschoolers and at the same time benefit the library and all its patrons.

---

---

# Guidelines for Illinois Libraries Manuscripts

---

The purpose of *Illinois Libraries* is to publish articles of general interest to library staff and library governing officials in Illinois and elsewhere, representing all types of libraries and library consortia.

Every effort is made to provide a balanced treatment of library-related issues. Articles are solicited that will address the interests of the publications' audience. Individuals are also encouraged to submit unsolicited articles for consideration. Articles are not limited to Illinois contributors.

**Length:** Articles should be no less than five and no more than 20 double-spaced typewritten pages on white 8 1/2 x 11" paper.

**Style:** For uniformity purposes, all manuscripts should follow the Associated Press Stylebook, if possible.

**Graphics and Illustrations:** All graphs, illustrations and photos must be camera ready. Original copies, apart from the manuscript, should be included for all graphs and illustrations. THIS DOES NOT INCLUDE TABLES.

**Author Information:** The article should include a title and information about the author: author's name, position and where position is held.

**Footnotes:** Footnotes should be listed at the end of the article instead of at the bottom of each page.

**Editing:** The editors reserve the right to make minor copy-editing changes.

**Acceptance of manuscripts:** The Illinois State Library reserves the right to accept or reject articles.

**Number of copies:** One original and one photocopy of the manuscript should be submitted. Additionally, one copy on a floppy disc (Word or WordPerfect format) is needed.

Manuscripts should be submitted to:

Patrick McGuckin, Editor  
Illinois Libraries  
Illinois State Library  
300 South Second Street  
Springfield, IL 62701-1796  
(217) 558-4029  
(217) 782-8261 (FAX)  
[pmcguckin@ilsos.net](mailto:pmcguckin@ilsos.net)

# Directory, Illinois State Library

NAME	TITLE	E-Mail	AC 217
Wilkins, Jean E.	Director	jwilkins	782-2994
Alexander, Barbara B.	Consultant, Network	balexander	785-7334
Bloomberg, Kathleen L.	Associate Director of Operations	kbloomberg	785-0052
Booth, Arlyn Sherwood	Map Librarian	abooth	558-4140
Bradley, Jim	Public Information Specialist	jbradley	782-1890
Brown, Vandella	Manager, ILLINET/OCLC Svcs.	vbrown	785-9075
Bullen, Andrew	Coordinator, Info. Technology	<a href="mailto:abullen@findit.sos.state.il.us">abullen@findit.sos.state.il.us</a>	773-291-0005
Clay, Lisa	Contract Administrator	lclay	785-6924
Colletti, Cyndy	Literacy Program Manager	ccolletti	785-6921
Collins, Margaret	Consultant, Recruitment & Public Library Programs	mcollins	782-1881
Craig, Anne	Assoc. Director for Automation And Technology	acraig	785-5607
Downing, Mary	Consultant, Specialized Services	mdowning	782-5506
Gair, Carole	Coordinator, Illinois Center for the Book	cgair	785-6925
Kellerstrass, Amy	Consultant, LSTA/Educate & Automate	akellerstrass	782-9549
Kelley, H. Neil	Consultant, Trustees Education And Systems	nkelley	782-1891
Krah, Nancy	Commodities & Printing Coordinator	nkrah	782-5870
McCaslin, Michael	State Library Consultant, Chicago	mccaslin	312-814-2913
McCormick, Greg	Deputy Director of Operations	gmccormick	782-3504
McGuckin, Patrick	Mgr., Library Communications	pmcguckin	558-4029
Muskopf, Karen	Consultant, Youth Services	kmuskopf	782-7749
Norris, Patricia	Assoc. Director for Library Development/ Grants and Programs	pnorris	524-5867
Ortciger, Nancy	Coordinator, Construction	nortciger	785-1168
Ragen, Mike	Chief Deputy Director	mragen	524-4200
Redemer, Blaine	Head of Reference	bredemer	782-5430
Rishel, Jane	Collection Management Coordinator	jrishel	782-7791
Ruda, Sharon	Assoc. Director, Illinois State Library Talking Book and Braille Service	sruda	782-9435
Running, Jane	Patent and Trademark Depository Librarian	jrunning	782-5659
Schriar, Suzanne	Coordinator, Digital Access	sschriar	785-1532
Shepard, Jim	Information Systems Coordinator	jshepard	524-0044
Strohman, Vicki	Webmaster/Network Manager	vstrohm	785-0363
Urbanek, Jeanne	Program Development Specialist	jurbanek	524-0050

\*Internet log in names are given. These log in names are followed by an "at" sign (@) and the domain name, ilsos.net