

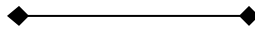
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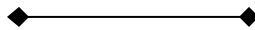
ILLINOIS LIBRARIES



**Response of Public Libraries
to the Events of September 11,
2001**



**Evaluation of Illinois LSTA
Fiscal Year 1998-2002**



Russia: Into the Unknown

Illinois Libraries

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and State Librarian

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OFFICE OF THE SECRETARY OF STATE



Jesse White
Secretary of State

Dear Friends,

This year marks the 10th anniversary of the beginning of the Illinois State Library's free, popular and hugely successful Satellite Teleconference Series. These teleconferences allow librarians, library trustees and others to obtain valuable information and training, while interacting with peers and expert panelists. In February, viewers from 28 states tuned in as the State Library presented a free satellite teleconference to discuss how the events of September 11, 2001 have affected libraries. Leigh Estabrook, director of the Library Research Center at the University of Illinois at Urbana/Champaign, was one of the panelists for this important program. Much of the material Leigh presented during the teleconference is the subject of our lead story in this issue of *Illinois Libraries*. I am extremely grateful to Leigh and the Library Research Center for sharing their findings regarding how we in the library community reacted to one of the most important events in American history.

More than 10,000 people have attended a State Library teleconference since the first teleconference was broadcast a decade ago. Teleconferences may be viewed on the date of broadcast at one of more than two dozen downlink sites located throughout Illinois. Additionally, each teleconference is videotaped, and copies are available via interlibrary loan through regional library systems and the Illinois State Library. Please contact the Illinois State Library for information or to register for a future teleconference.

Through such resources as our Satellite Teleconference Series, the Illinois State Library is committed to providing members of the library community with the most up-to-date tools, education, training and information needed to serve our patrons. As always, I truly appreciate all you do to keep our patrons educated, entertained and enlightened.

Sincerely,

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

JESSE WHITE
Secretary of State
and State Librarian

Preface

Patrick McGuckin

Preface

It is always a pleasure for the staff of the Illinois State Library to welcome visitors to Springfield. We are especially thrilled to entertain visitors from other countries. Such exchanges allow us to experience customs and cultures we might not otherwise enjoy.

Last year we were delighted to welcome a delegation of Russian librarians, archivists, museum employees and municipal government officials who came to Springfield to learn about U.S. trends in libraries, archives and museums. The Russians came to Illinois in part because our state has long had an excellent reputation in the area of development of library services.

Our Russian visitors enjoyed themselves so much that they were anxious to host a similar visit for their Illinois hosts. It was on that note that staff members from the Illinois State Library joined a two-week library and museum exchange program in Russia in January. In this issue, Illinois State Library Chief Deputy Director Mike Ragen shares his thoughts on the adventure, and offers some interesting insights on the similarities, differences and common problems faced by libraries in America and Russia

The Illinois State Library extends a warm welcome to guests near and far to visit us and let us show you the services we offer that seek to enhance the lives of all citizens.

Patrick McGuckin
Editor
Illinois Libraries

The Response of Public Libraries to the Events of September 11, 2001

Leigh S. Estabrook

The author is Professor and Director of the Library Research Center, Graduate School of Library and Information Science, at the University of Illinois at Urbana-Champaign.

In early November 2001, staff at the Illinois State Library and the University of Illinois Library Research Center (LRC) began to question how public libraries had responded to the tragic terrorist events of September 11, 2001, and related fears of bioterrorism. By then--less than two months after the terrorist attacks in the United States--the USA Patriot Act had become law (October 25, 2001), the U.S. Postal Service had issued guidelines for handling mail (October 19, 2001) and libraries had had the opportunity to begin adapting collections and services. With funding from the Illinois State Library (ISL), we sought to understand public libraries' early responses in taking new security measures, in collection development, in programming and in attitudes toward users.

On November 21, 2001, the LRC sent a mail questionnaire to all 629 non-contract public libraries in Illinois. Of these, 553 (87.9%) responded to questions about security, staff attitudes, collection development, knowledge of the "USA Patriot Act", and programming. A second request to reply was sent on January 9, 2002.

An increasing number of articlesⁱ have appeared about the responses of some libraries to 9/11; as has advice about how libraries should deal with the provisions of the USA Patriot Act and increasing concerns about privacy. The results of the ISL/LRC survey point to the importance of these articles--for libraries, at least initially, appear to have been slow to come up with response strategies.

When asked, "Have the events of September 11th prompted your library to review its building security?" only one-fourth (24.2%) of survey respondents answered yes. Three libraries reported hiring additional guards and twenty-five reported taking "other measures." An explanation given by one librarian (and echoed by others) for the small percentage reviewing security was that "we are a small township library...(since I am) the only employee I know everyone who enters our library--security is not a problem." Another noted, "small libraries can spot strange actions very quickly." Illinois consists predominantly of small communities, and therefore approximately two-thirds (357) of the libraries responding to the questionnaire serve populations of fewer than 10,000.

The fact that small libraries are more likely to know their public makes it difficult, however, to understand why they are disproportionately represented among those who reported new forms of surveillance or control of Internet use. As shown in Table 1, libraries serving less than 10,000 are more likely than others to report they "monitored what patrons were doing, either visually or by checking the cache/history" (8.1%) and by becoming "more restrictive of patron use of the Internet" (12.3%).

TABLE 1

Percent of Responding Illinois Public Libraries Reporting New Forms Of Surveillance Or Control Of Internet Use Since 9/11 By Size Of Population Served

Size of Community	Total Number of Libraries Responding	Staff more restrictive regarding patron use of the Internet?		Limited access to some Web sites?		Required the identification of patrons?		Monitored what patrons were doing, either visually or by reviewing the cache/history?	
		Yes	Yes	Yes	Yes	Yes	Yes		
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Less than 10,000	357	44	12.3%	12	3.4%	22	6.2%	29	8.1%
10,000 to 49,999	166	15	9.0%	0	0.0%	6	3.6%	9	5.4%
Over 50,000	30	3	10.0%	0	0.0%	3	10.0%	1	3.3%
All libraries	553	62	11.2%	12	2.2%	31	5.6%	39	7.1%

Nearly half (46.5%) of the 553 responding libraries reported that the events of 9/11 had influenced their collection purchases, although the percentage is smaller than we would have expected. About one-third of all responding libraries (32.0%; N=177) reported acquiring more historical or political materials; 19.4% (107) had acquired more materials related to Islam; and 17.0% (94), acquiring more materials concerning terrorism, bioterrorism, or germ warfare. In written comments, several librarians mentioned they had acquired more books on patriotism and self-help. "I've purchased books on self-help and psychology to help understand and cope with the events such as those on Sept. 11," said one librarian. Other librarians said they had increased the number of "materials emphasizing diversity."

Realizing that answers would be impressionistic, we nonetheless asked, "Have staff members changed their attitude or treatment of library patrons?" Of libraries responding to the survey, 15.4% (85) said yes. Here, too, smaller public libraries (serving

fewer than 10,000) are more likely to report changing their attitude toward or treatment of users. The data are likely to be more reliable from small libraries since many are staffed only by the person who answered the questionnaire, responding for him or herself. In larger libraries, respondents may have only superficial knowledge of whether changes occurred in the attitudes or behavior of many library staff.

Reported changes in attitude include becoming "more likely to notice what materials are being checked out by users" (10.0% of responding libraries) and librarians "realizing there are circumstances necessary to compromise privacy of patron records" (9.9% of responding libraries). Five said they had "voluntarily withdrawn...materials that might be used to assist terrorists." The numbers are small but important to weigh since they relate to some of the fundamental tenants of our profession.

Librarians also commented that, after the tragedy of September 11, they had become kinder to patrons. One said staff was "more friendly and apt to try to get to know others that come in." Another said they were "more courteous, caring and quick to assist patrons with requests." Another commented they were "being more helpful and understanding. Life and family are very precious."

By contrast, other librarians reported becoming more wary. One noted, "(Staff are) less tolerant of eccentric patrons." In sentiment echoed by several respondents, another said, "Some of our staff is less tolerant of Muslims." Without explaining to whom they were reporting, or what counted as suspicious, a librarian stated, "(We are) reporting suspicious patrons."

We find it significant that in the first few months after the terrorist attacks eleven Illinois libraries (seven in communities serving 10,000 to 49,999 persons and four in the

largest libraries) reported that authorities had requested information about their patrons pursuant to the events of September 11. The survey did not ask about the type of authorities requesting information, or the information requested. Nor (unfortunately) did it ask whether librarians complied with the request. One librarians said "The FBI did visit our library...I told the FBI if they wanted anything they would have to come back with a court order. They have not come back." At least one library expects that authorities will be paying greater attention to library records, commenting "I have rewritten policy and procedures in case "officials" come in and want to see a patron's records."

The study asked Illinois librarians about their knowledge of the USA Patriot Act, a complicated piece of legislation. At the time of the questionnaire mailing, the USA Patriot Act was only beginning to be discussed widely in the library profession. Only two in five of our respondents (42%; N=233) said they had heard or read about the Act. When asked to identify some of provisions of the Act, fewer than fifty percent of these 233 respondents who had heard or read about the Act could identify specific provisions correctly. For example, only 27% (63) of librarians who said they knew of the Act, knew that it "allows an agent to begin the search as soon as the warrant is served." Two in five (40.0%; N=94) said correctly that the Act prohibits librarians from disclosing to anyone that a search warrant has been served. The eleven libraries from which authorities had requested information about their patrons appear no more or less knowledgeable about the Patriot Act than the other libraries in the study.

Illinois libraries did relatively little programming related to the events of September 11 in the months immediately following. The only activities reported by more than 10 percent of responding libraries were exhibiting special displays (12.7%; N=70)

and supplying resource lists (11.0%; N=61). Fewer than 5 percent of Illinois libraries held special programming for adults (4.7%) or children (3.1%). Only 13 libraries (2.4%) report having participated in community panels. Only 14 libraries (2.5%) reported having been enlisted by other groups to be an information resource.

It might be easy to conclude from this study that security and services of Illinois public libraries were largely unaffected in the months immediately following September 11, 2001. Collection development was the only area cited by as many as half of the libraries responding. In November and December 2001 librarians were only beginning to become aware of the specific provisions of the USA Patriot Act. Only a small number of libraries reported changes in policies or attitude toward Internet use by the public, even though use of the Internet by suspected terrorists had been discussed in the news. Few libraries reported special programming or reaching out to community groups to act as an information resource.

What should we make of these findings? How do we explain what seems to be relatively little impact on, or change in, Illinois public libraries immediately after the events of September 11. One possibility is that the two-thirds of Illinois public libraries that serve populations of fewer than 10,000 feel relatively safe from threats of terrorism-- they know their users and their communities. It may also be that with a small number of staff, these small libraries are unable to do more with collections or programming than they already do. Even larger libraries suffer significant pressure on their time and resources and may have found it difficult to provide services relating to 9/11. Perhaps a majority of Illinois public libraries need more time to deal with the complex issues they face in the wake of such unexpected events.

Libraries face multiple challenges in response to terrorism. What policies should libraries review, revise and or implement? What should they be doing in practice? What should libraries do as public facilities to protect themselves from future terrorism while at the same time upholding core values and services? What can libraries do to support the information needs of their users in a time such as this? What are librarians' responsibilities and roles in a changing political climate?

Cross-sectional studies such as this cannot answer these complex questions. They can help frame future conversations. Such issues will to continue to be within the profession the subject of discussion and debate, to which we hope this report contributes. Nor can academic researchers presume to practitioners what they should have done after the events of September 11. Should public libraries have done more in collection development and programming? Perhaps, but then most people and organizations may wish they had done more in response to September 11 events. We do hope our findings help increase Illinois librarians' understanding of what happened to their organizations last fall.

1. See for example Judy Matthews and Richard Wiggins, "Libraries, the Internet and September 11", *First Monday*, 12:6 <http://firstmonday.org/issues/issue612/matthews/index.html>

Evaluation of Illinois LSTA FY 1998-FY 2002

Dr. Debra Wilcox Johnson

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Executive Summary

The focus for the evaluation of Illinois LSTA is the state's LSTA long-range plan. The guiding question is: Did the Illinois State Library grant offerings reflect the priorities established in the five-year plan and help meet the needs of local libraries? The current long-range plan has five goals:

- To ensure access to information by the citizens of Illinois by enabling all Illinois libraries to share resources in regional and statewide databases.
- To ensure that Illinois libraries have access to all sources and formats of information.
- To enrich the quality of life for the citizens of Illinois by advocating the pleasures of reading, the ability to read, and the importance of reading.
- To develop training methods and activities that will allow library personnel and Illinois citizens to become technologically literate and to have full access to information available through libraries.
- To continue expanding the role of networks, consortia, and partnerships in library development.

The evaluation of Illinois LSTA included five components: an overview of grant offerings; a review of technology, young adult, and collection grants; an examination of impact from youth and training grants; a comparison of LSTA to Educate and Automate; and an analysis of the *Lighting the Fire* initiative. Data sources for the evaluation included interviews with state library staff, review of existing documentation on the LSTA grants, the Illinois LSTA database, and focus group interviews with staff from each type of library.

Illinois LSTA offerings

The offerings made under LSTA during the five-year period reflect the diverse needs of the libraries in Illinois. Over the five-year period, opportunity existed for field-initiated projects as well as grants targeted to specific client groups and library needs. Major grants offerings were complemented with mini-grants. Targeted clientele during the five-year period included children, preteens, and teens. Topical grant offerings included *bring in an expert*, high cost equipment or reference materials, collections for youth, nonfiction collections, and marketing. The grant categories by fiscal year are:

FY 1998: general grant category for new services and programs.

FY 1999: general grants for new services and programs and bring in an expert.

FY 2000: general grants for new services, bring in an expert, reading initiatives for preteens and teenagers, Project Next Generation, equipment to books, book start, and marketing.

FY 2001: model or innovative programs, libraries in the 21st Century, reaching out to special populations, libraries as community leaders, and collection connection.

FY 2002: Do you have a dream? and grow with a pro.

Distribution of grants

Clearly, one of the most notable features of the LSTA process in Illinois is the remarkable number of grants given out over the five-year period. Based on the federal LSTA annual reports, 3,230 grants were given out during the first four years of LSTA. To date, an additional 292 grants have been given out for FY 2002. The four-year total amount awarded is \$16,613,620, with an additional \$3,306,684 distributed during the first part of FY 2002.

The distribution of grants also reflects the multitype nature of the library community in Illinois. All four types of libraries and regional library systems are represented each year in the grant awards. During the first four years of LSTA, the most grants were given out to school libraries (which represent the greatest number of library outlets in the state), although the largest amount of money was distributed to public libraries.

Grants were awarded in all five goal areas of the Illinois LSTA long-range plan. All types of libraries received funds under each of the five goals. The largest number of grants was given in goal two (access to information sources in all formats). The greatest amount was awarded under goal four (training for staff and public).

Review of technology, young adult, and collection grants

LSTA has clearly been used to support *technology* in Illinois libraries, but perhaps not to the extent as other states. This is due in large part to an alternative funding source for library technology in Illinois – the state-funded Educate and Automate program. The major LSTA technology grants were awarded for resource sharing, extending service to library outlets, adaptive technology, community information networks, reference tools and databases, targeting specific client groups, and special technology applications.

One LSTA mini-grant program featured technology: equipment to books. The funds were intended to supplement local funds for expensive equipment. Under this program, 263 grants were funded for equipment for all types of libraries. In addition, a portion of the *bring in an expert/grow with a pro* grants featured training in technology or development of library web sites. Technology also was often embedded within a new or enhanced service in other LSTA grants.

The element that ties together the varied *young adult* LSTA grants is innovative programming to attract teens and preteens to the library and to encourage reading. Opportunities for self-expression and creativity are the hallmarks of these grant projects. Further, the projects enhance involvement of young adults in the planning and implementation of the library activities.

Partnerships were prevalent in this category, especially between public and school libraries, but also incorporating a number of community agencies and organizations.

Major grants for services for young adults featured reading incentive projects, extending school library hours, writing activities, creative programming for and by teens, specialized information services, book discussions, and homework assistance. Three

unique grants were: book groups for teen mothers, cooperative library and classroom drama projects, and a publishing project that brought together visually-impaired teens and their sighted peers. Project Next Generation grants used a model of service that combined mentoring and technology in public libraries to reach at-risk junior high students. After FY 2000, the state began funding these projects as a Jesse White, Secretary of State, sponsored initiative.

Illinois has used targeted, small grants to support *collection development* across all types of libraries. These mini-grants included collection grants for schools, equipment to books, book start, and collection connection. Some major collection grants were submitted in the open grant category during the five-year period; the majority of these were in FY 1998, as collections became a focus of mini-grant programs in other fiscal years. As with technology, funds for library materials also were nested in service grants for specific clientele. The major collection grants reveal an interest in expanding multicultural and foreign language resources, development of specialized collections, and creation of rotating collections for use by small public libraries.

Impact of youth services and training grants

Youth services

Provision of services and collections for youth is present throughout the five-year LSTA cycle. Libraries offered a range of programming options for children, linked technology to youth services, and reached out to diverse clientele. Partnerships between public and school libraries were prevalent, and linking with a variety of community groups was a natural occurrence in most of the projects. Diverse partnerships, such as those with a museum, police departments, and a Head Start program, lead to effective sharing of resources and expertise.

A sampling of major LSTA grants for young people illustrate the impact of LSTA for youth. A key outcome identified in the analysis was improved information literacy among the children. Use of technology as well as a full range of library resources helped

children see the importance of the library for learning. Public library projects also emphasized homework assistance, which allowed for one-on-one assistance with schoolwork.

As children were engaged in the library in meaningful ways, parents, teachers, and the students themselves reported an excitement about reading, increased knowledge of information sources, and improved performance in school. Most endearing are the impact stories that describe how a library's efforts influenced a child's interest and attitude toward the library and reading and affected his or her self-esteem.

The school library, with additional service hours, also extended library service for families who had limited or no access to public library services. Alternatively, public libraries hosted numerous class visits, welcoming thousands of students to explore the value of both school and public libraries for schoolwork and for leisure.

Use of libraries increased as a result of the youth services projects. Some grants reached underserved groups, such as minority students or English as a second language households. Most projects reported increased use of collections and new library cardholders from grant activities. Increased reading and diversity of reading choices were identified as important outcomes of new or enhanced services for young people.

Training for library staff

The magnitude of the effect of LSTA funding for training in the Illinois library community is difficult to summarize. Just using figures from a sampling of grants shows that a massive number of hours of learning opportunities were offered and that thousands of library employees have participated. Teleconferences, such as those on adaptive technology and change, reached national audiences, while multiple delivery methods within the state made training accessible to even the remotest libraries.

The overriding theme that emerges from analysis of the major training grants is diversity of delivery mechanisms and training designs. Training opportunities ranged from one-hour sessions to weeklong training institutes. Conferences, intensive institutes,

online tutorials, videoconferencing, mentoring, hands-on workshops, and college-credit classes are a sampling of the varied approaches used to educate library staff and trustees in Illinois.

All levels of staff have had learning opportunities, and training has affected library staff in all types of libraries. Extending training to a statewide and even national audience is possible because of an effective videoconferencing system within the state (VTEL) and resident expertise in satellite teleconferencing. State and system sponsored training events illustrated the advantages of collaborative planning for training and provided learning opportunities that were not easily provided by a single institution.

The impact of LSTA in the training category is not completely a story of major grants. Three of the five years of LSTA have included funding for local learning opportunities through *bring in an expert* and *grow with a pro* mini-grants. The majority of these grants (36.0%) supported one-on-one learning in primarily three categories: technology, building planning, and long-range planning. Staff development, including group Internet and computer training, was the focus in nearly one-quarter of the grants (24.4%).

The multilevel, multi-topic, multi-strategy approach used in LSTA training grants has resulted in increased knowledge, improved skills, and broadening attitudes among library staff. Grant reports provide documentation of not only the number of people involved in training, but of progress in learning. In some cases, it is reaching a common set of competencies. In others, making better use of library resources and technology is the outcome. Self-awareness and better understanding of working relationships show personal growth that can positively influence the workplace. Learning from other library experiences – positive and negative – is another outcome of the LSTA-funded training, as are reflecting about the future of libraries and more effective long-range planning. No matter what training strategy is used, the most common outcome reported by participants

is building a network of colleagues to help continue the learning and provide ongoing support for personal development.

User education

The majority of user education grants focused on technology and electronic resources. Themes that emerged were partnerships among different types of libraries, a focus on information literacy, and education of senior citizens. Typically, grants that focused on computer training for library users included a component for library staff training as well.

Training sessions in libraries of all types have been offered to community residents of all ages. Libraries conducted computer training using resources ranging from a state-of-the-art computer lab to a single laptop computer. A key feature of the library-sponsored technology training was that it was accessible, offered in the library and at other convenient community locations. Individual workshops, program series, open labs, and one-on-one tutoring helped library users acquire computer skills, including how to navigate the Internet and use of library electronic resources. The number of hours of training made available and the attendance figures are impressive. Indications of the quality of the training were requests for more sessions and waiting lists from users who had heard positive things about the library training. Participants consistently gave positive ratings to this type of library instruction and, most important, reported use of newly acquired technology skills and increased self-confidence in their abilities.

Improving information literacy curricula and teaching was another theme in the training category. Information literacy projects that teamed teachers and librarians resulted in more interactive learning experiences for students and embedded the library and its resources into the learning process. Of particular importance was the increased ability of young people to evaluate electronic resources, especially those found on the Internet. The resulting classroom projects “represented new creative thinking about the roles of teachers and the library media specialist and new ways to assess student

learning.” Not only did the students benefit, but teachers improved their technology, planning, and information literacy skills as well. The information literacy projects reinforced the value of planning time for teachers to incorporate the library and technology into instruction. In some of these grants, a stronger link was made with the public library as an educational resource for teachers and students.

The grant projects that featured computer training for seniors identified a strong need in their communities for customized training for this clientele. All the projects specifically designed for serving senior citizens reached, and in some cases exceeded, the expected levels of participation. All the projects reported repeat attendance at workshops and tutoring by older adults, resulting in increased use of technology in the library and at home. The benefit of intergenerational technology training was documented in the projects that had high school students teaching senior citizens. Convincing testimony was given about the quality of the instruction and the relationships that resulted from this kind of learning. Libraries learned that the library can be a home for senior citizens as they learn about technology, but more important, the value of reaching out to older adults at other community locations was confirmed.

Educate and Automate grants

Illinois has offered its own grant program to support technology in libraries during the past five years. Educate and Automate, a state-funded initiative, is a key contributor to the progress being made toward meeting LSTA goals and in further development of libraries statewide. The two programs complement each other, helping to assure that the Illinois library community can offer a full range of technology-based and technology-enhanced library services.

Basic equipment, digitization projects, adaptive technology, and networking solutions are the primary categories of funding in Educate and Automate. Assistive technology was a funding area in three of the five years.

The scope of the Educate and Automate program is impressive. During the last five years, 2,794 grants have been awarded at a cost of \$11,001,632. A comparison with LSTA competitive grants during the same period showed that for every two dollars awarded in LSTA, more than one dollar was awarded in Educate and Automate. The greatest impact of the Educate and Automate funds comes in the area of networking. Grants were funded in this category each of the five years, with a total of \$5,085,842 awarded in 421 grants.

Libraries in Illinois make use of both LSTA and Educate and Automate grants to improve library services. For FY 1998, 6.4 percent of the Educate and Automate grants went to libraries that also received LSTA during the same fiscal year, representing 24 libraries. Nearly half (46.7%) of the FY 1999 Educate and Automate grants went to libraries that also received LSTA; this totaled 99 libraries.

In FY 2000, 58.2 percent of the Educate and Automate grants went to libraries that also received LSTA grants in FY 2000. The largest number of libraries using grants from both programs is in FY 2000 as well – a total of 160 libraries. The picture was similar in FY 2001, with 54.5 percent of the Educate and Automate grants going to libraries that also received LSTA funds, representing 140 libraries. The final year of comparison, FY 2002, shows that 25.4 percent of the Educate and Automate grants went to libraries that also received LSTA grants in the same year; this totaled 102 libraries.

Lighting the Fire

The Illinois State Library began a new LSTA grant initiative in the summer of 2000 called *Lighting the Fire*. The overall goal was to “ignite” the flame of creativity in the library community as well as take a deeper look at alternative approaches for encouraging participation in seeking grant funding. The project also serves as an important element in the evaluation of LSTA and the development of a new LSTA five-year plan.

Lighting the Fire incorporated two training and information sharing meetings for teams from each of the regional systems. Following the first retreat, each regional system designed a training event (or multiple events) to carry the flame of creativity to its member libraries. Each system team also developed criteria and a process for awarding the *Lighting* grants. The criteria and local grant processes developed within each system provide the Illinois State Library with an array of approaches that could be used in future LSTA grant making.

In total, 316 *Lighting* grants were submitted, with 167 grants being funded (52.8%). The majority of the grants went to public libraries, with more than 20 percent being awarded to school libraries. Academic and special libraries represented the remaining percentage of grants, with special libraries receiving the smallest number of grants.

Creativity was defined as new to the individual library or service community. The diversity of the funded grants shows how broadly that creativity was defined. The largest number of grants specifically targeted adults (nearly one-third). Services for young adults and children were funded, as were program series, reading-related activities, history-centered projects, training for librarians and teachers, and marketing.

One of the goals of this initiative was to increase participation in the grant seeking process. The system-level *Lighting* activities clearly brought new grantees into the grant process. One out of four *Lighting* grants went to libraries that had not received an LSTA grant during the four-year period prior to *Lighting* (45 grants, 26.9%). For some libraries, *Lighting* also served as a catalyst for renewed grant seeking, since several of the libraries had not applied for a LSTA grant in the previous two fiscal years.

Fundamentally, the *Lighting the Fire* initiative illustrated what can happen when an idea from one person is supported and shared. The geometric progression of the *Lighting* concept from one person to a statewide library community in a one-year period is one of the most compelling aspects of *Lighting the Fire*.

At the November 2001 *Lighting* retreat, each system team was asked to select one member to serve as an “ambassador” to continue the work of the *Lighting the Fire* initiative. The ambassadors now serve as a working committee for LSTA in Illinois, providing feedback on the LSTA funding categories, review criteria, and the grant-making process. Each system team also created a set of ideas and priorities for carrying on the *Lighting* initiative. Across systems, the primary types of activities planned were brainstorming grant ideas for new LSTA grants and other funding sources, networking among libraries for improved library services, grant writing assistance and workshops, and celebration of the successes of local libraries.

Focus groups conducted at the November retreat provided valuable input into future LSTA activity. Eight focus groups were conducted. The results of the interviews reveal an increased understanding of the challenges of awarding LSTA grants statewide. The variety of criteria and particularly the weighting of some criteria suggest areas of change in the review point system currently being used for Illinois LSTA grants. Three areas to add or strengthen in the criteria (and points) were creativity, partnerships, and encouragement of novice grant writers. Other suggestions also were made for modification of the LSTA grant process. Among these was the development a grant mentor program in concert with regional library systems. Support was given for bringing people together before, during, and after a LSTA grant cycle for developing grant ideas, building better personal networks, and sharing results and learning from funded LSTA projects.

The use of LSTA mini-grants was reinforced with the *Lighting* project. Smaller grants appealed to libraries less familiar with the grant process or libraries with more limited personnel resources. One of the most positive outcomes of the *Lighting* initiative is the level of engagement of the local and system library communities in LSTA and the grant-making process.

Observations and recommendations

The basic question guiding this evaluation was, “Did Illinois make progress toward the goals in the LSTA long-range plan?” The answer to this question is yes. The state library solicited and awarded grants that support the goals in the plan. Throughout the years of LSTA funding, the state continued to be responsive to statewide needs, as indicated by changing program offerings and use of state funds for additional library projects. The LSTA funds have been used to enhance the quality of library services in strong libraries that can provide models for other libraries as well as improve the basic services and collections in libraries with limited financial resources.

This evaluation clearly documents the extent to which the Illinois State Library has worked to be inclusive of all types of libraries. Another characteristic of LSTA grants in Illinois is collaboration. The review of the major grants revealed partnerships as one of the strongest elements in the projects across LSTA categories.

There is active sharing of products and information from LSTA grants throughout the state and nationally. Databases and web sites are accessible via the Internet, and CD ROM and printed products are widely disseminated and available through ILLINET. The state library features selected grants on its web site as well as in *Illinois Libraries*.

It is important to acknowledge the quality of the administration of LSTA in Illinois by the state library. The number of competitive LSTA grants awarded in Illinois is larger than the total of many other states combined. The database developed for LSTA allows for multiple ways of analyzing and tracking the grants, and state library consulting staff assumes major responsibility for not only reviewing and monitoring grants, but as key informants for libraries engaged in the grant-seeking process. In total, the management of LSTA funding in Illinois is impressive and effective.

LSTA is complemented in Illinois with strong state-level funding for libraries. This is manifested in per capita funding formulas for school and public libraries, public library construction equalization grants, and ongoing support for ILLINET and other

statewide electronic services and resources. The Educate and Automate program extends the impact of LSTA by offering grants in networking, equipment, and digital imaging technology.

LSTA funding, along with its predecessor LSCA, has been a catalyst for additional state funding for libraries. Construction, adult and family literacy, public library equalization, and Project Next Generation grants trace their roots to federal funding.

The *Lighting the Fire* initiative shows the Illinois State Library's strong commitment to continuous improvement in its grant process, the quality of grant projects, and inclusiveness of eligible libraries. The results from *Lighting the Fire* are influencing future LSTA offerings, the grant process, and the development of the new LSTA long-range plan.

It is important for the Illinois State Library to continue the good work it is doing with LSTA funds in Illinois. In choosing future grant priorities, it is valuable to continue to invite field-initiated projects, especially using the current "Do you have a dream . . ." approach. Maintaining the use of mini-grants also is recommended for meeting specific needs in the state, including those of underfunded and small libraries. Building on the strength of the current LSTA efforts in Illinois, eight enhancements are recommended:

- Documentation of impact remains an area for continued improvement in reporting by grantees. Ongoing training in outcomes-based evaluation is needed for all types of libraries. The Illinois State Library also can model quality evaluation by sharing effective grant evaluations and reports.
- The Illinois LSTA database builds on the state library's systematic reporting process from grantees. To build the capacity of the database for evaluation of LSTA, a few additional reporting elements could be required to allow for better statistical analysis across projects. Additional index terms for all grants would help in grouping similar projects. A simple thesaurus of terms would streamline this process, perhaps leading to requiring the grantees to assign index terms as part of the reporting process.

- The emphasis in *Lighting the Fire* on creative grants suggests that an adjustment could be made in the evaluation point system used for reviewing LSTA grants. Recognizing and rewarding creativity along with other core elements potentially would encourage more creative grant projects. Embedding criteria directly tied to collaboration in the grant guidelines is a practice that should be continued.
- A portion of funds could be set aside for modest planning grants that would lead to the possible development of major grants in the following year. The planning grant year can be spent documenting more fully the need for services, solidifying and extending partnerships, identifying sources of expertise and equipment, brainstorming on alternative service approaches, creating a more complete implementation plan, and gathering baseline data to support a stronger evaluation component in the next grant proposal.
- A sampling process to collect qualitative and quantitative evidence of impact from grants funded in previous years would help assess long-term impact from LSTA. In addition, this follow-up on major grants could provide a clearer picture of the continuation of services after grants have ended and address how well the projects have been integrated into the operations of the libraries.
- In restructuring the LSTA long-range plan, consideration needs to be given for a broader goal in the area of training. Currently, Goal Four focuses on training for staff and public in technology and information literacy. LSTA support for training of all kinds is a key impact area in the Illinois library community; the new long-range plan needs to more clearly reflect this priority.
- To encourage networking and to enhance the quality of grant projects, some consideration should be given to bringing together “like” grant projects early in a fiscal year to promote sharing of ideas and mentoring among staff working on similar projects. An alternative (or supplemental) approach would be for the library systems to bring all grantees from their regions together for brainstorming and mentoring on newly funded LSTA grants.
- There is always room for further sharing of what worked in LSTA projects and avoiding reinventing the wheel on similar grant projects across fiscal years. The Illinois State Library can facilitate additional methods for communicating learning from completed LSTA projects.

Russia: Into the Unknown

Michael P. Ragen

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For any United States citizen traveling to Russia for the first time in our modern era, there may be a natural tension and apprehension about being in a country that was long dominated by a totalitarian government known for its ruthlessness. Several generations of Americans grew up viewing Russia as the land of the repression of intellectuals, the land of purges, and the land where political dissidents were cast into harsh prisons known as “gulags”. Russia was the “evil empire”, our adversary during the Cold War, our opponent in the nuclear "High Noon", where thankfully no shots were ever fired. Would members of this new government spawned by "glasnost" and "perestroika" be receptive to their former enemies? For twelve such Americans representing the Illinois State Library and the Illinois State Museum, traveling into Russia in the cold of January, 2002, this question was about to be answered.

In the summer of 2001, the Mortenson Center for International Programs, an affiliate of the University of Illinois at Urbana-Champaign, was host to a contingent of Russian cultural officials who toured the United States. This delegation spent several days in the Springfield, Illinois area, visiting the State Library, several small public libraries, farms and other public institutions. Having enjoyed their time in Illinois, the Russians cordially invited their hosts to visit their homeland.

Marianna Tax Choldin, Director of the Mortenson Center, together with Jean Wilkins, Director of the Illinois State Library and Dr. Bruce McMillan of the Illinois

State Museum, set about the task of arranging a visit to Russia soon after the Russians returned home. Also involved in the program was Lincoln Library, the public library serving the city of Springfield, Illinois.

C. Walter and Gerda B. Mortenson endowed the Center for the purpose of strengthening international ties among libraries and librarians worldwide. Tax Choldin and Susan Schnuer, Assistant Director of the Mortenson Center, had both been to Russia in the past as part of the mission of the Mortenson Center. Their work basically involves meeting with librarians in foreign nations on an individual, not group, basis. The anticipated trip to Russia involving the two Illinois State agencies would be a first for the Mortenson Center. The Open Society Institute of Russia, a member of the Soros Foundation network, also helped sponsored the trip. The Soros Foundation devotes resources to assist developing nations gain information and contacts necessary for international communication regarding common problems.

The central factor of the trip was to develop presentations informing the Russians about how libraries and museums operate in the state of Illinois. The intent of this American journey to Russia was to provide for the useful exchange of ideas between the two nations. American visitors would learn that Russia has a deep and vast cultural institutional history. However, according to Tax Choldin and Schnuer of the Mortenson Center, the Russian government is the primary source of support for cultural institutions, but the government is still grappling with limited resources that complicate budgetary allocations. It would be the goal of Illinois State Library and Illinois State Museum staff to develop presentations that would help the Russians understand how our cultural institutions operate within our government. To that end, we planned to conduct

presentations on the subjects of advocacy with elected officials, special program funding, providing library and museum service to the physically challenged, and issues related to intellectual freedom.

Once the journey into Russia began, our initial fears and trepidation melted away very quickly. The Russian people are joyful, friendly and extremely accommodating. Despite the language barrier (resolved by two excellent translators), there was no resentment about past political tensions between our nations. The Russian winter even cooperated by providing our group with unexpectedly warmer temperatures than are usually associated with January.

On the topics that were chosen for our dialogue with our Russian hosts, we found many similarities and almost as many differences. For advocacy with government officials, we had explained how libraries and museums contact their elected legislators at both the state and federal level. The Russians told us they contact the appointed government agency officials rather than members of their parliament, known as the Duma. On the issue of special program funding, we made a presentation on the Illinois State Library "Live and Learn" Construction Grant program that receives funds from motor vehicle title transfer fees. These funds provide matching grants to public libraries for new facilities and remodeling of existing buildings. The State Museum staff discussed how the "Museum Society", a not for profit organization, raises private funds to support the Museum's activities. The Russians were extremely interested in these approaches to financing their cultural institutions. On the subject of services to the physically challenged, we discovered that Russia shared our problems of insufficient funds to serve an ever-growing population.

On the subject of intellectual freedom, our Russian hosts did not avoid discussing their past, but chose to focus on the present and the future. As in America, Russian librarians are constantly defending items they maintain in their collection, and the right of the public to have access to these materials. In a different vein, one librarian mentioned that there was an effort by the religious community to have icons displayed in the library, and another stated a local politician wanted his picture displayed in the library. This, of course, represents a common problem shared by both of our nations—namely that libraries are community centers often swirling with controversy.

The most surprising aspect of the Russian libraries we visited was that the public reading rooms were almost always filled with patrons. A casual observation confirmed that these patrons were not merely keeping warm or biding their time. Instead, the carrels and tables used by patrons were laden with books, pamphlets and notepads. Russia seems to be a nation of people eager to absorb the vast array of information the world has to offer. Their thirst and enthusiasm for knowledge was extremely encouraging.

The museums visited on the tour also were a testament to the tremendous pride the Russian nation has for its cultural heritage. In Vladimir, a small city not far from Moscow, we toured an innovative children's museum that depicted daily life in Russia through the centuries. In Tula, a major industrial city, we were honored to visit the home of the renowned *War and Peace* author Leo Tolstoy. The residence of the great writer is virtually a shrine for the Russian people. Though we toured many other museums and cultural institutions, none compared to the glorious Hermitage, the palace of Catherine the Great, that is now one of the most outstanding art museums in the world.

It is clear, based upon the museums and libraries we visited, that the Russian people have immense pride in their long and rich culture. Russian history is filled with images of war, revolutions and repressive regimes. However, the Russian people have ensured that Russian culture has been kept remarkably intact. In numerous cities we were told of bombed out buildings that were carefully reconstructed, and how historical artifacts and books were hidden in Siberia to be safe from invading armies. Without question, the Russian people have long committed themselves to preserving and enhancing their cultural heritage.

Perhaps one the most important lessons the staffs of the Illinois State Library, Lincoln Library and the Illinois State Museum learned was how Russian cultural institutions collaborate closely with one another. Museums and libraries often participate in joint efforts to pool resources and utilize collections for the maximum benefit of the Russian public. As the result of this trip, all three Illinois entities are discussing joint programs.

At the end of our ten-day visit, the Americans all talked of returning to Russia someday. Russia is a nation in transition, with too many of its poor citizens suffering through desperate circumstances, and citizens seeking personal financial stability. Still, Russia is an exciting place that is literally exploding with a renewed intellectual energy. For the American travelers who participated in this journey, that energy was contagious, and instilled a spirit of great respect and admiration for a great nation and a great people.

Searching for Chinese Bibliographic Records in ILLINET Online

Junlin Pan

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ILLINET Online (IO) is the union catalog of the Illinois Library Computer Systems Organization (ILCSO)—an organization of 44 Illinois libraries. The database currently contains the “holdings” information of the member libraries’ collections, which consist of more than nine million titles and over 22 million pieces. The Northern Illinois University (NIU) IO interface offers two general groups of search options, i.e., Exact Start and Keywords.² The former is further classified into Title, Author, and Subject Heading, and it requires exact match between the search term entry and the aiming topic. The Keywords group embraces four branch options: Title Words, Author Words, Subject Words, and Any Words. It allows free vocabulary entry.³ Users with a valid borrower ID from one of the ILCSO member libraries may search for and request materials from any of the ILCSO member libraries via IO.

Many users, including librarians, however, may encounter problems searching IO for Chinese records. Searches using identical words or phrases at the same access point may receive quite different results. Such phenomena may find explanations in (1) the variation of the Chinese language Romanization systems used in the database; (2) disunity of Chinese Romanization rules in different systems; and (3) the Chinese way of writing personal names, which differs from that of the Western tradition. The purpose of this article is twofold. First, I will analyze problems that most likely occur in searches for Chinese records. Second, I will introduce some useful solution strategies for obtaining the most desirable results in searching IO for Chinese language materials.

Coexistence of Multiple Chinese Romanization Systems

Chinese is a non-alphabetical language. Bibliographic records of Chinese materials in English-speaking countries, including the United States, are coded in its phonological or Romanization format. Among the many Chinese Romanization systems⁴, the most commonly seen in American libraries are Pinyin (full name: Hanyu Pinyin, meaning Chinese alphabetic system) and Wade-Giles. The name of Wade-Giles came from Thomas Francis *Wade* who developed and published the system in 1859, and Herbert Allen *Giles* who modified the system in 1912. Wade-Giles formerly was used almost exclusively in English-speaking countries. Its status, however, is being taken over by Pinyin. Since its promulgation in Mainland China in 1958, Pinyin has gradually gained popularity into the world's standard. It was adopted as the United Nations Standard in 1977, and became the International Standard Organization (ISO) standard in 1982. Libraries currently are at varied stages of conversion from the Wade-Giles system to Pinyin. National Library of Australia has already accomplished conversion of more than 500,000 Chinese records. In the United States, the Library of Congress (LC) first proposed conversion of library records from Wade-Giles to Pinyin in 1980.⁵ Since then, joint efforts of the LC, the Research Libraries Group (RLG), and Online Computer Library Center (OCLC) have been made towards the conversion project.

As the conversion continues, the coexistence of Wade-Giles and Pinyin in library databases such as IO is the reality and will remain so for a long time. To obtain desirable results, one needs to conduct searches with both systems respectively. 'China', for example, is Zhongguo in Pinyin and Chungkuo in Wade-Giles. A Title Words search with Zhongguo may receive as many as 5330 title entries, but only 8 with Chungkuo.⁶ Wade-Giles and Pinyin differ in some

significant ways that have certain rules to follow. Useful and convenient conversion tables of these two systems may be found on the Internet.⁷

Disunity of Chinese Romanization Rules

Another factor that often causes inconsistent search results is the disunity of Chinese Romanization rules in different systems. The presence or absence of a hyphen or a space in place names can cause significant variation in data retrieval. To illustrate this effect, the results of a Title Words search, a Keyword search in IO, using Suzhou (in Pinyin) and Suchou (in Wade-Giles) are tabulated below, where Suzhou or Suchou is the name of a city in southern China.⁸

TABLE 1

Title Words Search for Place Names

Romanization	Place Name	Search Results	Analysis
Pinyin	suzhou	23	Desirable.
	su zhou	5	Some irrelevant titles.
	su-zhou	0	Should eliminate “-”.
Wade-Giles	suchou	0	Space or hyphen is required.
	su chou	20	Some irrelevant titles.
	su-chou	13	Desirable.

The information presented in Table 1 may suggest the following for searching. First, do not use a hyphen between Pinyin place name syllables. Second, link Wade-Giles place name syllables with hyphens. Third, eliminate spaces between place name syllables. This last strategy is

necessary to avoid getting irrelevant titles. Retrieval in Title Words search mode disregards word sequence. As a result the space separating su and zhou may receive titles such as Zhou dai li su yan jiu, where zhou in combination with dai means ‘the Zhou Dynasty’, and su following li means ‘social life and customs’, which are off target.

These rules of hyphens and spaces, however, are not quite the same in cases with non-place multiple-syllabic word construction. Although the Chinese language has a large number of monosyllabic words, many more of its words are made up of characters in combination following certain rules. Xue, for instance, can combine with sheng, you, and xiao, respectively, to carry different meanings. The Title Words search results of xuexiao ‘school’ is illustrated below:⁹

TABLE 2

Title Words Search for Non-Place Multiple-Syllabic Words

Romanization	Place Name	Search Results	Analysis
Pinyin	xuexiao	4	Very limited titles.
	xue xiao	136	Some irrelevant titles.
	xue-xiao	37	Desirable.
Wade-Giles	hsuehsiao	0	Space or hyphen is required.
	hsueh hsiao	102	Some irrelevant titles.
	hsueh-hsiao	52	Desirable.

Here, the use of a hyphen between syllables is required in Wade-Giles, and is desirable with Pinyin. Although spaces between syllables result in retrieving the largest number of titles in the case of both Pinyin and Wade-Giles, they also cause failure in filtering irrelevant titles.

Among the retrieved titles are not only those containing xue xiao, but also titles containing xue sheng ‘student’, xiao you ‘schoolmate’, and etc.

Chinese Personal Name Conventions

Chinese author searching in IO also involves rules to follow. Unlike the Western tradition in writing personal names, the Chinese last name always precedes the first name. This may cause confusion in identification of the last name. A good solution to the problem is to search by using Author Words, a Keyword name search, in different sequences.

Most Chinese first names consist of either one or two characters, and almost exclusively, each Chinese character is a monosyllabic unit. Whether to use a hyphen or a space between first name syllables is treated differently in Pinyin and Wade-Giles. Table 3 presents the author search results using various formats of Mao Zedong, where mao is the last name, and zedong the first name consisting of two syllabic units ze and dong.

TABLE 3

Author Search for Mao, Zedong

Romanization	Search Mode	Author Name	Search Results	Analysis
Pinyin	Exact Author	<u>mao zedong</u>	487	Desirable.
		<u>mao ze dong</u>	Cross-reference ¹⁰	Same for “mao ze-dong”.
		<u>zedong mao</u>	0	Surname must precede first name. Same for “ze dong mao” and “ze-dong mao”.
	Author Words	<u>mao zedong</u>	494	Desirable. Same for “zedong mao”.
		<u>mao ze dong</u>	0	Eliminate space in first name. Same for “ze dong mao”.
		<u>mao ze-dong</u>	0	Eliminate hyphen in first name. Same for “ze-dong mao”.
Wade-Giles	Exact Author	<u>mao tsetung</u>	Cross-reference	Same for “mao tse-tung” and tse-dong mao”.

	<u>mao tse tung</u>	487	Desirable.
	tsetung mao	0	Surname must precede first name. Same for “tsetung mao”.
Author Words	mao tsetung	0	Space or hyphen is required Same for “tsetung mao”.
	mao tse tung	1	Same for “mao tse-tung” and “tse tung mao” and “tse-tung mao”.

Searches on authors less popular than Zedong Mao, or by pen names, may indicate phenomena different from the above. For instance, (1) instead of receiving a cross-reference (see mao ze dong in Exact Author search), zhang ai ling (where zhang is the surname, and ai ling first name) receives zero retrieval in both Exact Author and Author Words searching. (2) Typed in reverse order, lu xun¹¹ (in Pinyin) or lu hsun (in Wade-Giles) will be cross-referenced instead of zero retrieval in Exact Author searching. (3) The absence of a space or a hyphen between Wade-Giles first name syllables (e.g., chang ailing) usually leads to zero retrievals, but mao tsetung is cross-referenced. Despite these individual cases, generally speaking, a few things may be followed in Chinese author searching. First, in doing Exact Author searches, use the surname + first name sequence for both Pinyin and Wade-Giles. Second, in doing author searching (Exact Author or Author Words), do not use any space or hyphen between Pinyin first name syllables, but do use a space or a hyphen between Wade-Giles first name syllables.

Concluding Remarks

Searching tips for obtaining desirable results of Chinese bibliographic records in IO can be summarized as follows. First, do respective searches with Pinyin and Wade-Giles, since the two systems coexist in the database. Second, when needed, try author name words in different sequences to identify the last name. Finally, the rules of hyphens and spaces are presented in Table 4:

TABLE 4

Rules of Hyphens and Spaces

Search Words Category	Pinyin		Wade-Giles	
	Hyphen	Space	Hyphen	Space
Place Names	No	Not Recommended	Yes	Not Recommended
Multiple-Syllabic Words	Yes	Not Recommended	Yes	Not Recommended
Personal First Names	No	No	Yes	Yes

Although discussion in this article focuses on a database basically used in geographical confinement of Illinois, difficulties in searching for Chinese language materials are not limited to the application of IO. The coding of Chinese bibliographic records in library databases nationwide has followed similar data entry mechanisms, and has gone through similar historical changes. Therefore, coexistence and diverse rules of different Chinese Romanization systems are universal to databases containing Chinese records. In this sense, solution strategies for IO also apply to other local or global union catalogs such as WorldCat.

Notes

¹ I would like to thank Professor Byron Anderson and Professor Gaoyin Qian for their valuable comments on the earlier version of this article.

² IO interfaces vary from library to library. The NIU IO interface is described here because searches illustrated in this article were conducted in this environment. IO also has been undergoing software upgrades over the years. However, searching principles presented in this article are not changed with such variations.

³ To look at the Northern Illinois University IO interface, visit <http://libws66.lib.niu.edu/>. To enter the search screen and repeat the example searches in this article, go to Research, Online Catalogs, Illinet Online, Web Version, set location option to All Locations, and click the START button.

⁴ For a background description of the seven major Chinese Romanization systems, see <http://www.edepot.com/taoroman.html>.

⁵ For information on Library of Congress Pinyin Conversion Project, see <http://www.loc.gov/catdir/pinyin>.

⁶ Example searches in this article were conducted in IO in mid December 2001. Results may vary, as database changes are constant.

⁷ Two web sites that carry easy-to-use conversion tables of Wade-Giles and Pinyin are <http://sun3.lib.uci.edu/~oclcck/pytowg.htm>, and <http://www.library.utoronto.ca/east/ptow.htm>.

⁸ See Note 5.

⁹ See Note 5.

¹⁰ Cross-reference in this table is: Search Under: Mao, Zedong, 1893-1976.

¹¹ Pen name of Shuren Zhou.

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.

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