

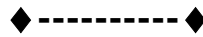
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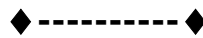
ILLINOIS LIBRARIES



**A Time for Change: New Models for
Improved Service**



**Encouraging Community in Library
Instruction**



Grassroots Library Training



**Sources for Illinois Weather and Climate
Information**

Illinois Libraries

Jesse White
Secretary of State
and State Librarian

Jean E. Wilkins
Director
Illinois State Library

Patrick McGuckin
Editor

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Table of Contents

A Time for Change: New Models for Improved Service...Cherie L. Weible.....	1
Encouraging Community in Library Instruction: A Jigsaw Experiment in a University Library Skills Classroom...Michael Lorenzen.....	5
Grassroots Library Training: A Planning and Implementation Model.....Barbara Love.....	15
Sources for Illinois Weather and Climate Information.....Lynelle Looker	23
Guidelines for Illinois Libraries Manuscripts	30
Directory, Illinois State Library	31

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2003**

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OFFICE OF THE SECRETARY OF STATE



Jesse White
Secretary of State

Dear Friends,

This issue of *Illinois Libraries* arrives shortly before the annual celebration of Family Reading Night in Illinois November 20th. On the third Thursday each year, families are encouraged to set aside time that evening to read together, especially families with children ranging in age from pre-kindergarten to sixth grade. Since 1992, the Secretary of State's office has worked in conjunction with libraries, schools, educational associations, publishers, literacy programs, community organizations and others to sponsor Family Reading Night as a way to celebrate the enormous benefits and special joy and unity of family reading.

The theme for this year's Family Reading Night is "Dreams Begin in Books." One of the greatest gifts an adult can give a child is time spent together reading. An adult who makes time to read to a child sends a strong message that they care about that child. Children from families who read together are better prepared for success in the classroom.

Reading together strengthens the family unit, creates a positive environment for learning, and instills a love for reading among our children. Thanks to all Illinois librarians who participate in Family Reading Night and help set our children on the path to lifelong learning by helping them develop a love of books and reading.

Sincerely,

A handwritten signature in black ink that reads "Jesse White". The signature is written in a cursive, flowing style.

JESSE WHITE
Secretary of State
and State Librarian

Preface

Patrick McGuckin

One of the major reasons our libraries in Illinois are so strong is the commitment exhibited by librarians to constantly find new ways to improve service to patrons. In this issue of *Illinois Libraries*, Cherie Weible discusses changes in loaning practices at the University of Illinois Library's Interlibrary Loan Department. The changes affect all ILLINET and ILCSO libraries that request thousands of items each year for loan from the UIUC library for their patrons.

Any teacher will probably tell you that one of their hardest jobs is getting a room full of students interested and involved in a presentation. Michael Lorenzen discusses his efforts to teach library skills and foster a sense of community at classes at Central Michigan University.

Barbara Love discusses how a group of library directors in West Central Illinois recently approached the issue of improving relations and understanding between directors and library trustees.

Having lived all my life in this state, I know that Illinoisans have a tremendous interest in our four seasons and the various extremes of weather we experience. I was surprised to learn from Lynelle Looker's article about the many different sources that exist for librarians and others to obtain important information about our weather and climate. You'll want to save her piece...for a rainy day, perhaps?

As always, please contact me if you have a story that you believe may be of interest to the library community.

Patrick McGuckin
Editor
Illinois Libraries

A Time for Change: New Models for Improved Service

Cherie L. Weible

The author is Assistant Librarian, Information Resource Retrieval Center, University of Illinois Library at Urbana-Champaign.

During the past year, the interlibrary loan department (Information Resource Retrieval Center) at the University of Illinois Library at Urbana-Champaign implemented a new method by which borrowing libraries could request materials. A lending web form now allows libraries to directly request photocopied material online, instead of submitting requests by fax, email, or postal mail. Libraries are assigned a logon name and a password to access their institutional account that is maintained by the IRRC.

The driving factor behind this change was the large volume of loan and photocopy requests received each day. In the past, the IRRC accepted faxed, emailed, or mailed requests for loans or photocopies. However, as the volume increased it became more difficult to provide quick turnaround and quality service for both filled and non-filled requests. The IRRC receives more than 700 requests a day during peak times. That total includes approximately 70 faxed, emailed, and mailed requests. The borrowing libraries have appreciated the many requesting options available to them. However, these options became too problematic to maintain, resulting in backlogs and delays for requests. With the proliferation of computers and online connectivity, the IRRC staff hoped the change in policy for accepting requests would have a positive impact for the department's workflow and for the requesting libraries.

The implementation of ILLiad offered the IRRC new workflows for request processing. Once ILLiad was installed, the IRRC chose to enter the non-electronic requests manually to allow IRRC staff to use ILLiad for request tracking. However, receiving up to 70 requests per day that needed to be re-typed made processing these requests in ILLiad a laborious task that was often difficult to keep up with in addition to the 650 other incoming requests. The following semester, lending web pages were created to allow borrowing libraries to place requests directly into the ILLiad system themselves. This form of requesting provided the borrower with a status tracking

function. Each item requested has its own unique transaction number that libraries can use to see the status of their request at their convenience.

The system has allowed the IRRC to improve its service and response time. The time required to input the request (usually one to three days) has been eliminated. The software forces consistency for shipping and billing addresses that has also helped streamline the workflow. Having the library directly enter requests prevents difficulty reading illegible faxes, allows for tracking of the item by the borrowing library, and has helped with the copyright compliance question for photocopy requests. Many times a request for a photocopy needed to be returned to the borrowing library because no indication of copyright compliance was included on the request. Since the paying of copyright is the responsibility of the borrowing library, the IRRC was obligated to ensure that requests were properly filled out before supplying the item. This additional transaction with the borrowing library caused more delay in supplying patron's materials in a timely fashion.

Once a request has been made online using the ILLiad account, it appears directly in the ILLiad manager in an electronic queue for immediate attention. These requests are now in the same workflow as the other requests received electronically by the IRRC through the OCLC interlibrary loan system and the DOCLINE system.

Service has also improved because cancelled requests are also turned around much more quickly. The online system allows the IRRC staff to choose a reason for cancellation that the borrowing library can see immediately since they have access to each request they have made through their account. By locating the tracking number or the bibliographic information, they may view any request along with the reason it was cancelled.

The new method for requesting was implemented in August of 2002, which coincided with the change in circulation systems for the ILCSO consortium from DRA's Classic system to Endeavor's Voyager. Implementing the web page requesting at this time allowed ILLINET libraries to continue requesting materials for loan even though the ILCSO request system was unavailable until February of 2003. Currently, ILLINET libraries may request loans from UIUC through their accounts on the Voyager system,

while photocopy requests may be made through the online ILLiad web forms through the IRRC office.

One of the best advantages of the system is the cost savings achieved. Using the web instead of a fax machine has eliminated phone line costs. This has been especially helpful since many libraries are facing serious budget issues. The requesting library may also use the web forms 24 hours a day, seven days a week. This flexibility enables public libraries to check on the status of a request for a patron during the weekend and evening hours when the IRRC or the University Library is closed.

ILLINET libraries that need to request a photocopy from the UIUC Library can register for an ILLiad account, if they do not already have one, by visiting the IRRC homepage at <http://www.library.uiuc.edu/irrc/>. Clicking on the link, "Request an ILLiad Account" will bring up a web form to submit information about their library, such as address, contact, and shipping information. The submitted form is delivered directly into the IRRC departmental email and ILLiad account requests receive a response within two business days.

The library will receive a response in the form of an email that notifies them of the user name and password for the account, along with instructions for using the account. Once the response has been received the library can begin requesting photocopies for materials. While loans may also be requested, the IRRC strongly encourages the use of the ILLINET Online system, which is set up to allow the request to be checked at all of the ILCISO libraries for availability and possible supply of material. Since multi-volume sets may be difficult to order successfully through the ILLINET Online system, the IRRC accepts loan requests through the lending web pages.

Each successfully submitted request has a transaction number that appears at the top of the screen. This number assists the library in tracking their order as it travels through various stages of the process. Libraries are able to use this tracking function to identify when an item has been searched, filled, and shipped to the address provided in their account information.

Implementing the web pages and encouraging their use took place over a five-month period. The IRRC currently has approximately 425 institutions using an online web account to request materials. The advantage for the IRRC has been streamlined

workflow, with an increase in the level of service to those 425 participants. The one drawback to requestors has been the limiting of incoming requests to the online web forms instead of allowing requests to be faxed, emailed, sent through Ariel, or postal mail.

The staff and faculty of the IRRC are committed to providing the quickest turnaround, the timeliest responses, and the highest quality of service to all borrowing libraries. The decision to move to the online web pages has allowed the IRRC to maintain its current number of employees, while handling a significant increase in volume (See Table 1). Future enhancements to our service include a delivery option to allow libraries to receive photocopies as a .PDF attachment sent to an email account at their library. Please visit our web site at <http://www.library.uiuc.edu/irrc/> or call the IRRC at (217) 333-1958 with questions or comments about our services.

Table 1. Six-Year Comparison of Requests Received and Filled

<u>Lending</u>	<u>1996/97</u>	<u>1997/98</u>	<u>1998/99</u>	<u>1999/00</u>	<u>2000/01</u>	<u>2001/02</u>
Received	100,538	102,888	96,008	116,299	123,815	132,423
Filled	65,031	65,895	57,961	72,527	77,787	99,763
Fill Rate	65%	64%	61%	62%	63%	70%

Encouraging Community in Library Instruction: A Jigsaw Experiment in a University Library Skills Classroom

Michael Lorenzen

The author is Head of Reference Services at Park Library, Central Michigan University, Mount Pleasant, Michigan.

Introduction

Creating a sense of community is important in a classroom. Students benefit when they trust other students and the teacher. Communication increases and students learn from one another. However, creating a sense of community is difficult for academic library instruction sessions. How can you create a community feeling in a one-shot library orientation session? How do you get students to connect with each other when the students will probably never return to your classroom? One method is to use the active learning technique of the jigsaw. It allows the academic librarian to teach library skills and at the same time further communication and the sense of community in the classroom.

A jigsaw activity was used at Michigan State University in the fall of 2002. Several courses of freshmen writing students participated in a jigsaw to teach each other the features of several databases. Feedback from the instructors and from the students was positive. The students enjoyed the activity and appeared to have achieved the desired learning outcome. This paper will look at literature relevant to this activity, describe the jigsaw assignment, and detail how the students reacted to it.

Literature Review

Many educators have noted the importance of developing a classroom where students talk with one another and are active participants in their own education. Wrote Jones and Jones (2001), "Peer relationships influence students' achievements in several ways. First, peer attitudes towards achievement affect students' academic aspirations and school behavior. Second, the quality of the peer relationships and personal support in

classrooms affects the degree to which students' personal needs are met and, subsequently, their ability to be productively involved in the learning process. Third, peer relationships can directly affect achievement through cooperative learning activities. Finally, at-risk students are more likely to feel alienated from school and have low rates of participation in school as early as the 3rd grade. It is likely that the quality of peer relationships students experience in the classroom and throughout the school day dramatically influence the extent to which students become involved in school (pp. 122)."

Librarians have seized upon the concept of active (also known as cooperative) learning. Active learning is a method of educating students that allows them to participate in class. It takes them beyond the role of passive listener and note taker and allows the student to take some direction and initiative during the class. The role of the teacher is to lecture less and instead direct the students into areas that will allow the students to "discover" the material as they work with other students to understand the curriculum. Active learning can encompass a variety of techniques that include small group discussion, role-playing, hands-on projects, and teacher driven questioning. The goal is to bring students into the process of their own education.

Some of the pioneers in the push for active learning during the last several decades are David Johnson, Roger Johnson, and Karl Smith. Although none of the three are librarians, all work in academia and have taught widely to faculty in higher education. Many academic librarians (including the author) have heard them speak, and they are widely cited in library literature dealing with active learning. They believe lecturing relies too much on active learning, even though lecturing has several limitations. They wrote (1991) that students have trouble focusing on lecturing, and that their attention diminishes over the course of a class. They also postulated that lecturing promotes the acquisition of facts rather than the development of higher cognitive processes such as analyzing, synthesizing, and evaluation. Finally, they believed that students find lectures boring.

Bonwell and Eison (1991) wrote that strategies that promote active learning have five common characteristics. Students are involved in class beyond listening. Less

emphasis is placed on transmitting information and more emphasis is placed developing the skills of the students. The students are involved in higher order thinking such as analyzing, synthesizing, and evaluation. The students are involved in activities like reading, discussion, and writing. Finally, greater emphasis is placed on the exploration of student values and attitudes.

Active learning can also overcome the individualistic and competitive nature of traditional education. Wrote Johnson, Johnson, and Smith (1991), "When engaged in cooperative activities, individuals seek outcomes that are beneficial to themselves and to all other members of the group. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (pp. 3)."

Another reason for using active learning by many is that non-traditional students in higher education (those older than 18-24) prefer it to lecturing. Slavin (1991) reported that traditional students have been lectured to their whole lives and expect it. However, older students have had the opportunity to work and have life experiences that have shown them that they can learn things on their own and can participate and interact with both other students and the teacher in the classroom. Cook, Kunkel, and Weaver (1995) found this to be true of non-traditional students in library instruction as well while dealing with students at the different branch campuses of Kent State University.

Wrote Lorenzen (2001a), "While many active techniques are useable by academic librarians, most of these librarians are probably already using active learning in their lessons without realizing it. Hands-on learning is an important component of many library instruction lessons. Passing reference works around a room and allowing students to look at them is a low-level active learning exercise. With a little work, adding perhaps an opportunity to discuss why the reference works are useful, coupled with a group assignment to look up some information, the activity can become a truly beneficial and exciting active learning exercise. Even allowing students to use computers and conduct searches during class is an active learning approach. While active learning looks like it

can be difficult for librarians to accommodate, with some modification librarians can build on what they are already doing and make their teaching more effective (pp. 20).”

A jigsaw is an active learning technique. The teacher decides to teach a concept. This concept is then divided into smaller parts. A class of students is broken down into small groups. Each group is assigned one of these parts to work on. Later, the students come back together as a class. Each group then teaches what they have learned to the whole class. The teacher guides each group and is there to clarify and correct the group presentations as necessary.

Ragains (1995) wrote about using a jigsaw in a library context. His jigsaw method was based on Drueke’s Active Learning Paradigm. Other recent authors have written about the jigsaw activity as well. Wedman et al (1996) discussed how the technique could be used to teach students in a reading methods course. Business faculty members’ experiments with jigsaws were reported by Lindquist (1997). Adult students using this active learning method were written about by Will (1997). Biology students were subjected successfully to the jigsaw as reported by Colosi and Zales (1998) in lab courses. Finally, Ali Charania et al (2001) wrote about using the jigsaw technique with nursing students in Pakistan.

Problems with the One-Shot Library Class

The author and other librarians have noted many limitations offered by the one-shot library instruction session. Students are not very motivated to learn the material being taught. In most cases, the student will not be tested on what they are supposed to learn. The librarian is unfamiliar to the students, so there is no level of trust between the librarian and the students. Since the students will only be in the library classroom one time, it is hard for the librarian to get the students to talk or engage with each other. Finally, the student can always get help at the Reference Desk in the library. If the student fails to learn, there is no consequence, since the student will get one-on-one service later.

The nature of academic library instruction makes many of these issues difficult to address. A faculty member who brings his/her class over to the library initiates almost all library instruction. Hence, it is the faculty member who sets the tone for the class and builds community. Even if the faculty member is successful in building a sense of community in the class, it rarely translates to the library session, as the students have been put in a new environment with a new teacher for the day. It is also up to the faculty member to assess the learning from the library instruction. Unless the faculty member makes it clear that the material being covered by the librarian will be graded in some fashion, most students will not take the library instruction seriously.

The author decided to use a jigsaw assignment to address the problem of student connectedness in the classroom. It was hoped that this activity would encourage the students to talk with each other and the librarian. By being required to work in small groups and teach each other, the belief was that the students would learn more than they would in an unengaged straight lecture.

One problem with the jigsaw activity is that it is time intensive. Most of the library instruction sessions the author teaches only last 50 minutes. It was decided that these would be poor classes in which to try the jigsaw activity. Instead, the jigsaw was used with four sections of freshmen writing courses that lasted for an hour and a half each. Conceivably, it would be possible to cram this jigsaw into 50 minutes. However, the author would recommend against doing this since it would cut down on the amount of time the students could collaborate with one another. A good active learning assignment that uses other less time intensive methods would work better for the shorter classes. Lorenzen (2001b) is a good example of such an assignment.

The Jigsaw Activity

Before the assignment was handed out, the librarian began class by lecturing on several topics including the importance of limiting a search topic and how to use the online catalog. The librarian also asked the students about some of their library experiences. After this introduction, the jigsaw activity was explained.

The jigsaw assignment required students to think about four separate databases. These included WilsonSelect, ProQuest, Lexis-Nexis, and MD Consult. The four classes each had between 22 and 25 students. The class was divided into four groups consisting of 4 to 5 students each. These groups were then asked to learn about one of these four databases.

Questions included:

1. What is the scope of this database? What is included? Why would you use it?
2. How do you start a search? Is there more than one collection to choose from at the initial screen?
3. What are some of the options for advanced searching?
4. How do you e-mail or print off results?
5. What did you like about this database?
6. What did you dislike about this database?

Students were informed before beginning that they would be asked to share what they learned with the entire class. Each group was asked to select one spokesperson that would get up and speak about the group findings. Each group was then given 25 minutes to find the information about the database. Each group and group member had access to computers. During this time, the librarian walked around and helped each group. This also helped to keep each group on task. At the end of the 25 minutes, each group talked for about 5 minutes about the database. The presenter was allowed to use the instructor PC in the classroom that projected onto a screen. The librarian added details as each student spoke, and corrected any erroneous details.

The librarian completed class with an overview of what had been covered during the lesson. Students were also given an opportunity to ask any additional questions. The librarian then asked the students what they thought of the jigsaw assignment. The faculty member then dismissed the class.

Student and Faculty Reactions

The reactions to this assignment were overwhelming positive. The two faculty members who allowed this assignment to be used with their students were happy with the amount of enthusiasm the students exhibited. The students themselves seemed pleased that they were able to do a project and have “fun” in the library. Unfortunately, no surveys or other assessment tools were used to determine if the student learned more than they would have with the traditional lecture method. Students were unsure of this assignment at first. They had not expected to do any work in the library beyond listening to the librarian. When the assignment was passed out, the librarian received several blank or perturbed stares. Once the groups were established, there was also some indecision over who would be the group spokesman.

Within a few minutes, however, the students became engaged. They began working together on the computers and started making discoveries about the databases. The librarian mingled with the groups to keep the groups on track and focused. Some students were more engaged than others. However, as a whole, the students talked a lot with each other and the librarian.

Students who researched MD Consult and Lexis-Nexis required the most assistance. These databases are more specialized and complicated than WilsonSelect and ProQuest. The librarian had to give the groups examining MD Consult and Lexis-Nexis more attention than the other groups. Other problems resulted from students who inadvertently crashed their computers. Outside of these two areas, there were no problems with the assignment research.

The presentation went well. Some of the students were more charismatic than others. Hence, the enjoyment factor of the different presentations varied greatly. However, all of the groups were able to give credible and mostly accurate presentations about the databases. A few of the students in the class were engaged enough to ask the presenting students additional questions. Some non-presenting members of other groups

yelled out additional findings to the class when the group presenter failed to mention something.

At the end of class, the students were asked what they thought about the assignment. The students appeared to be overwhelmingly positive. Several mentioned that the class was not as boring as they had expected. The author is mindful of the fact that this method of assessment has built-in bias. If students were unhappy or did not like the jigsaw, it is probable they would not have been bold enough to tell me. However, the high number of positive responses is a good indicator that the assignment was well received.

Both faculty members commented on how surprised they were at how the students reacted to the jigsaw. They had expected quiet compliance but not much excitement. Both expressed interest in having the jigsaw assignment used with their classes in future terms.

Conclusion

Many educators and some librarians have used active learning and jigsaw assignments over the years. There is much literature supporting these teaching methods. Academic library instruction has several problems that can be difficult to address due to the nature of the one-shot library instruction session. One of these is a lack of student involvement and motivation in class. Another is the lack of connection that students have with each other in class.

A jigsaw assignment was used with several Michigan State University library instruction sessions to try to deal with the aforementioned problems. The assignment worked well and students seemed more engaged with the lesson, the librarian, and each other than they are in a traditional library lecture. More practice and research needs to be conducted before this assignment can be deemed successful. However, initial indicators are that this method of instruction works in the library classroom. Other instruction librarians would benefit from using this type of assignment in their classrooms.

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Grassroots Library Training: A Planning and Implementation Model

Barbara Love

The author is the director of the Farmington Area Public Library District in Farmington, Illinois. The Rural Directors group includes library directors from West Central Illinois who are part of the Alliance Library System.

Not so long ago, in a place not so far away, a group of library directors faced a problem not so uncommon in the library world. It was a difficult problem that they all shared. They realized that one solution to the problem might be some type of training situation. How this group of directors planned and implemented a regional workshop to meet this training need and address the problem can serve as a model for other groups.

I call it the most important meeting I attend each month in my role as library director. The other members may not feel quite as strongly about it, but everyone agrees that the sharing and networking that happens at the monthly meeting of *Rural Directors* is worth the investment of time. The twenty or so rural library directors who form the group always have a flexible agenda in mind when we meet at one of our libraries. Sometimes we follow the agenda, and talk about patron behavior, or collection development, or personnel issues. Sometimes we just talk.

The “just talk” element may be the most important of all. It is in those moments that we find ourselves sharing the joys and frustrations that we face as we lead our libraries. We ask how other people handle over-dues among their staff, which book jobber actually responds best to small libraries like ours, and how things are going at our board meetings. During one of these discussions of board meetings, we found ourselves sharing a common concern about the widespread challenge of board trustee-library

director relations. While we had good boards of civic-minded people whose desire was to support our libraries, we all agreed that too often there seemed to be confusion about who should be doing what. We had trouble helping our trustees understand the difference between governance and management. In the best of our situations, balancing the continual dynamics of leadership personalities and expectations was a challenge. In the worst cases, the balancing act became a nightmare. The old joke about the trustee who got elected to the library board because he wanted to choose the library's books, was no joke. Even worse was the reality that one director faced of day-to-day challenges to their smallest management decisions.

We all agreed trustee-director relationships were problematic--if only trustees and directors could talk about the situation and learn to work together. What we needed was some type of non-threatening environment in which the discussion could be held. There might be someone who could meet with the trustees and directors in the worst situations to try to explain the roles they should each play, maybe someone from the library system, but that would be threatening to everyone involved. Trustee-director relationships were a common topic at Trustee Day at a recent Illinois Library Association Annual Conference, but few of our trustees were able to attend. They were also unlikely to attend a system-wide workshop that might address the issues. The workshops always seemed to be too far to drive and to require too much time. We could just agree these relationships were one of those unsolvable problems and continue to offer mutual support and sympathy. Or maybe we could address the problem ourselves.

I don't remember who first had the idea. We were fortunate to have an Alliance Library System consultant as part of our group. It may have been her idea that a solution

might a regional workshop, aimed at a defined geographic area within the 14,000 square mile library system. The discussion began immediately; there is very little standing on ceremony in this group. Who could make presentations at this type of workshop? Where and when could it be held? What type of format would be good? How would we pay for it? And most important of all, would they come? That was our main concern--could we plan a training workshop that would be attractive enough to entice our busy trustees to attend? Although this did not seem an impossible plan, it would require some careful thought. Lunchtime was nearing, and then we all needed to return to our respective libraries. Would there be two or three volunteers who would meet with the system consultant to discuss feasibility and plan the workshop? Was the entire group interested, and would everyone support it when it was planned? A volunteer committee was formed and support was expressed. We went to lunch having taken the first steps in the process of planning and implementing a training workshop.

The committee set a date to meet a few weeks later. The goal of this meeting was to discuss feasibility and format, and then to begin to focus on the many details that would be involved. At this point, we needed to develop a tentative plan that our system consultant could present at the upcoming system consultant's meeting to plan continuous training events. If the plan was approved there, the workshop would be more or less official, and the consultant would be free to continue to work with us.

In planning any type of communication event, it is important to begin with a clear understanding of the audience that you want to reach and of exactly what it is you want to communicate. In this case, our audience was clear. We wanted to address the library board trustees of our area libraries. A secondary audience was our own group, the library

directors. At this preliminary meeting, we spent time clarifying the purpose or message of the workshop. The purpose was to help trustees have a better understanding of their roles as members of public library boards. A secondary purpose, we decided, was to help trustees and directors think about how they work together in leadership groups by considering their personal decision making styles.

With audience and purpose clearly defined, the four-person committee brainstormed to set a tentative agenda, consider possible presenters, and to begin hammering out the logistics of date, time, and place. We kept in mind all we knew about adult learners, and planned a morning that would vary presentation styles and also use a variety of learning group activities. We knew adults needed to be involved and active in order to facilitate learning.

There was no actual budget for the workshop, so our plans had to incur little or no cost. A larger library with an adequate meeting room would be solicited to host the workshop. We would all donate our time. We would seek out volunteer presenters. Printed program materials and door prizes would be donated, as would refreshments for the morning. Realizing the value of volunteer time, we were all committed to investing our time and effort to make the workshop a success. Committee members left with individual assignments –securing the place, date, and time for the workshop, recruiting the presenters, soliciting door prizes and other giveaways, publicity, and registration. All the plans had to be coordinated. The place and date were needed before presenters could be recruited. The presenters had to be committed before the publicity and registration process could take place. Many phone calls and e-mails were necessary in this early planning stage to make everything work together.

One of the most important decisions for any workshop is the choice of speakers. We knew it would be a challenge to recruit volunteer speakers who could communicate effectively about trustee-director roles and responsibilities. We knew that previous workshops for trustees were best attended when trustees were included on the agenda, and that a trustee might best present the important information we wanted to share. The question was, did any of us know a trustee who had a good understanding of the ideas we were aiming for, and would also be a good presenter?

We realized this was a sensitive issue. It might be risky for a library director--one of us--to ask one of our board members to think and talk about their understanding of the relationships involved in serving on the board. We would provide the information in different forms from several sources that spelled out the ideal expectations. Then we would need to trust the board member to digest it all and present it. The presentation needed to be a clear, accessible, and a correct interpretation of the material. We were trying to clarify the situation, to help everyone to a better understanding of the dynamics involved. We could not afford an ambiguous presentation that might cause more problems than it solved. The presenter needed to be on target so that the presentation did not cause even more confusion. After careful consideration, we decided on two trustees who would be able to fulfill this need. As it turned out, only one of the two was available for the date that was set, and so our decision was made.

As we planned agenda, we decided to include as much interaction as possible, realizing that networking was valuable for our board members. We would ask the trustee presenter for a brief presentation and then follow up with role-playing situations that would help everyone think about the ideas presented. The second part of the workshop would be a library director's presentation of personal behavior and decision-making styles, and the affect those styles have on the ways we work in groups. Small group application of the ideas presented would follow. We hoped the elements of the workshop would work together to help attendees obtain a new understanding of their place on the library board.

At this point in the process, we had considered and planned for the basic philosophical platform of the workshop and all the details that would allow the presentation of the important ideas that we wanted to communicate. We had assigned tasks and agreed to meet together the following month to report on progress and finalize details. Before our next meeting, the system consultant presented the workshop idea to the system group that was planning continuous training events for approval of concept and date. Their support facilitated registration through the regular library system registration process. One of the system consultant's areas of responsibility is trustee education. She was interested in the workshop as a trial regional workshop for trustees. A regional workshop might be one way to meet the challenges of the large geographic area covered by the library system.

The planning committee met once more about a month later. Since we had been successful in setting a time and place, and in recruiting speakers, we planned every detail of the agenda and the logistics of the workshop which was still several months away.

Because we all had busy schedules, we hoped that this would be the last time we would meet in person. As it turned out, we were able to finalize and coordinate the rest of the plans via e-mail and phone calls. As is usually the case in planning groups, one or two people assumed responsibility for all the details and tried to keep everyone on-track for their areas of responsibility.

The day of the workshop brought thirty-five people to the library meeting room. Good coffee and refreshments helped getting-to-know-you discussions along. The agenda was set up with questions that helped set a relaxed mood. The questions were: What Have I Gotten Myself Into? How Do We Make This Work? and How Do I Fit Into The Picture? Every minute of the three-hour morning was planned, with lots of movement and interaction so that no one could be bored. The presenters exceeded expectations, sharing their message with a light touch and humor. Everyone present participated in the group activities that allowed networking and idea sharing. The evaluation sheets reflected an overwhelmingly positive response to the morning's activities. The workshop was a success.

In retrospect, and just as importantly, our group, the *Rural Directors*, had worked together to meet a common need. At our next meeting, we saw that the informal feedback from the workshop was just as positive as the formal evaluations. Our attending trustees felt they benefited from the day. In several cases they had shared the ideas with their board colleagues who did not attend. Although there was no way to measure the long-term effects on the trustee-director relationships of the individual libraries, we felt that all of our boards had a better understanding of the roles and relationships involved in their jobs. Our experiment in grass-roots library training was

successful. We felt the effort had been worthwhile, and realized that we could apply the process to other training needs that might present themselves.

The basic steps we had used in the process of planning and implementing the training workshop were:

- Identify a problem that needs to be addressed.
- Brainstorm possible training solutions. Choose the solution that seems to best meet the need.
- Define the audience and purpose of the proposed training activity.
- Choose a planning committee to handle all details.
- Plan and implement the training activity.
- Evaluate the training activity. Consider the value of the process as a basis for future training needs.

The training workshop that the *Rural Directors* planned and held this spring accomplished several goals. Library board members and library directors met together to think and talk about their roles and relationships as they work together in their libraries. A group of library directors had the positive experience of planning and presenting a successful training workshop. Maybe most important of all, the directors' group discovered that as a group, we were capable of creatively and successfully addressing a common need with a shared solution. This type of grassroots problem solving can serve as a model in future situations faced by the *Rural Directors* group, and we hope our suggestions may benefit the larger library community.

Sources for Illinois Weather and Climate Information

Lynelle Looker

The author is Assistant Librarian of the Illinois State Water Survey.

What are the average high and low temperatures at Chicago's Midway airport during the first week of September? How much precipitation did Belleville receive during the month of August 1996? What was the largest amount of rain that fell in one day in Springfield in the month of June 2000? These seemingly difficult questions can be readily answered, thanks to the treasure trove of weather and climate data available for Illinois.

Illinois has "more data and information about its weather and climate than any other comparable entity in the world."¹ There are currently more than 220 active weather observation sites spread evenly across Illinois. The majority of these are "cooperative" stations, run by the National Weather Service, some of which began in the late 1880s. Five Illinois locations are National Weather Service "First Order sites": Chicago, Rockford, Moline, Peoria, and Springfield. These First Order sites are located at airports, and record continuous (24-hour) hourly observations, rather than the once-per-day observations of most sites. First Order site observations typically include more than the standard temperature and precipitation observations, and may even include "off hour" observations, in the case of unusual weather events.

The majority of Illinois weather observations are made by dutiful observers across the state that record their observations by hand on forms. The daily observations are then sent to the National Weather Service's automated system, sometimes by "keying" the observations into the telephone keypad, or by filling out a form on a web site, or through actual person-to-person contact over the telephone. However, at the First Order sites, most observations are completely automated, often being transmitted automatically from instruments in regular intervals.

A significant amount of current and recent Illinois weather information can be found online. A good place to start an online search is the Illinois State Climatologist's

web site: <http://www.sws.uiuc.edu/atmos/statecli/index.htm>. This site offers a tremendous amount of data, including daily temperature, precipitation and snowfall readings for many Illinois locations, some dating back to the late 1880s. Most data is available at no charge, and can be downloaded as a zipped text file. Answers to each one of the questions in the first paragraph of this article can be found easily at the State Climatologist's web site. Wondering how much snow fell in Watseka during the month of April 1997? At the State Climatologist's web site, simply click on "On-line Climate Data", and choose "Watsseka" from the resulting screen. You will then be given the opportunity to limit the type of data, such as only snowfall, or only high temperature, and will be able to limit the time period of the data you retrieve. Another highlight of this web site is data accumulated from "Benchmark" sites in Illinois. These locations are selected for their reliable, long-term records of temperature and precipitation. Benchmark sites usually have had very few actual location changes during their period of record, and are typically located in smaller towns or cities, which escape the "urban warming" of larger cities. These Illinois sites are: Aledo, Anna, Carlinville, Hoopeston, Marengo, McLeansboro, Minonk, Mt. Carroll, Rushville, Sparta, Walnut, and Windsor. Data from these locations is presented in time series graphs, to show how Illinois compares with national trends. Other Illinois weather facts and information found at the State Climatologist's site include record high and low temperatures, record precipitation amounts, and climate maps of the state, showing monthly precipitation averages and temperature averages.

The office of the Illinois State Climatologist, located at the Illinois State Water Survey in Champaign, Illinois, also accepts inquiries about Illinois weather. Contact the current State Climatologist, Mr. Jim Angel, by telephone at 217-333-0729 or by email at jimangel@uiuc.edu.

Some of the data offered at the State Climatologist's web site is made available through the Midwestern Regional Climate Center (MRCC), another valuable source for Illinois weather information. Visit this source at <http://mcc.sws.uiuc.edu/> to see the nine-state area of Midwest weather coverage. The MRCC is also located at the Illinois State Water Survey, and is funded by the National Oceanic and Atmospheric Administration (NOAA). The MRCC offers a subscription-based service that provides real-time climate

information and derived products for individuals, businesses, and public and private agencies. At the MRCC web site, click on “Midwest Climate Watch” to see examples of the many forms of climate data provided. The MRCC accepts weather inquiries, and can be contacted by telephone at 217-244-8226 or by email at mcc@sws.uiuc.edu.

Another useful online source is the Water and Atmospheric Resources Monitoring Program, or WARM, at <http://www.sws.uiuc.edu/warm/>. WARM began in the late 1980s as a data coordination tool for the numerous data collection networks across Illinois. This succinct description of their services is quoted from WARM’s web site: “Included on the following pages are data archives for several current network collections. In addition, listings of current and past data sets collected or archived by ISWS (Illinois State Water Survey) over the last 100 years are provided. Concomitant with the data is basic information on each network where available, and links to many data sets collected and maintained by other state agencies or private businesses in Illinois. Most data are public domain in content; however, some have proprietary restrictions to their use.” WARM provides not only weather and climate data, but also water resources data, such as groundwater levels, and water levels in major lakes and reservoirs located within Illinois.

At WARM’s web site you can view a monthly publication entitled Illinois Water and Climate Summary, which is also available in print format. The Illinois Water and Climate Summary gives current monthly summaries of Illinois temperature and precipitation statistics, along with monthly data on soil moisture, river and stream discharge data, and much more. Each year the January issue of this publication includes a comprehensive list of all Illinois reporting locations used to gather data.

For even more in-depth data, visit the WARM Database, also available at the web address given above. The WARM Database is a valuable collection of atmospheric and weather monitoring programs, all accumulated at one site. A concise description of each program is given, including explanations of which variables were measured at what locations and for how long, as well as information on the availability and accessibility of archived data. The user is able to choose which program’s data set to access. For instance, one choice is the National Weather Service Cooperative Observer Temperature Network, which contains daily maximum and minimum air temperature data back to

1870. A similar choice is available for daily precipitation data. There is a cost to retrieve data from some of these sources.

The Illinois Agricultural Statistics Service (IASS), a division of the Illinois Department of Agriculture, also has a long history of compiling temperature and precipitation records, dealing particularly with the weather's effect on Illinois agriculture. The IASS publishes a weekly bulletin entitled Illinois Weather & Crops. The current and previous week's issue of this bulletin is available during the growing season at <http://www.agstats.state.il.us/>, and is also published in print format. Every issue of Illinois Weather & Crops includes a "Weather Information Table", listing weekly maximum and minimum temperatures and precipitation amounts for 40 locations across Illinois. The first issue of each year also includes an annual Illinois weather summary for the preceding year. In this summary issue, data is provided in graph format to show precipitation and temperature departures from normal. Also included in the summary issue are very useful tables showing Illinois monthly temperature and precipitation statistics, grouped by regional district, such as northeast, northwest, central, etc.

The National Weather Service's Central Region Headquarters is another source for Illinois weather and climate information. At this web site, <http://www.crh.noaa.gov/>, there is a "clickable" map of the United States to narrow your search. Click on an area of Illinois to find data for a particular region of the state.

As concern grows over use of non-renewable energy sources, wind and solar data becomes more important. Sources for Illinois solar radiation and wind data are not as numerous as those for temperature and precipitation. Four good sources published by the Illinois State Water Survey are: Illinois Solar and Wind Climate (Miscellaneous Publication 61), Illinois Solar Weather Program (Contract Report 304), Illinois Windpower Program (Contract Report 266), and Wind Data from Radar Echoes (Contract Report 1). Another source is Northeast and Great Lakes Wind Atlas which groups Illinois with other Great Lakes states, and gives state by state maps of wind speed and wind energy.

The Illinois State Water Survey Library also holds a wealth of Illinois climate and weather resources. The ISWS Library is housed at the same Champaign location as the Illinois State Climatologist office and the Midwestern Regional Climate Center. The

library retains many of the historical print resources used in the electronic sources listed above, including handwritten U.S. Weather Bureau climatological data for Illinois beginning in 1896. Contact the Library at 217-333-4956 or library@sws.uiuc.edu. The Library's web site, <http://www.sws.uiuc.edu/chief/library>, includes links to many of the references mentioned in this article. The Library also holds a complete archive of all Illinois State Water Survey publications, beginning with the first Bulletin published in 1897. Many of these publications are useful for comprehensive Illinois weather or climate studies, or "event-related" studies, such as tornadoes or winter storms. Access to all Illinois State Water Survey publications is available at <http://sws.uiuc.edu/pubs>. Some of these publications are available online in full-text PDF format. Bibliographic and loan information is given for those publications that are not available electronically.

Aside from raw data, the meteorologists and climatologists at the Illinois State Water Survey produce a significant amount of valuable "derived" weather information, done by interpreting weather observations and deriving useful and practical data. For instance, in order to know how large a street sewer should be, an engineer may need to know the maximum amount of rainfall to expect in a certain time period. Or, in order to know how many snowplows to purchase, a city administrator may need to know the maximum amount of snow to expect during a winter storm. "Derived" weather publications published by the Illinois State Water Survey give helpful answers to questions like these.

Begin your Illinois weather information search at any of these sources. With so much weather and climate information available, you are certain to find your answer and much more.

¹ Changnon, Stanley A. and Floyd A. Huff, *A Scientific Historical Review : The Atmospheric Sciences Program at the Illinois State Water Survey*. Illinois State Water Survey, Miscellaneous Publication 171, (1996), p.1.

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WORLD WIDE WEB SITES

Illinois Agricultural Statistics Service (IASS): <http://www.agstats.state.il.us/>

Illinois State Climatologist: <http://www.sws.uiuc.edu/atmos/statecli/index.htm>

Illinois State Water Survey Library: <http://www.sws.uiuc.edu/chief/library/>

Illinois State Water Survey Publications: <http://www.sws.uiuc.edu/pubs/>

National Weather Service, Central Region Headquarters: <http://www.crh.noaa.gov/>

Water and Atmospheric Resources Monitoring (WARM) Program:

<http://www.sws.uiuc.edu/warm/>

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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.

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(217) 558-4029
(217) 785-4326 (FAX)
pmcguckin@ilsos.net

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