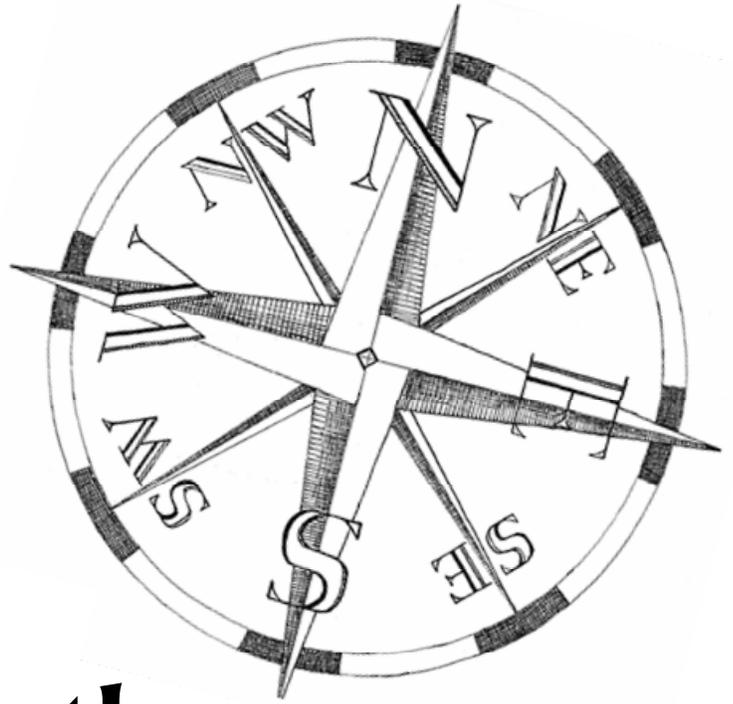


**draft**



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# **Navigating the informatics moment**

**A preliminary research report  
on the CyberNavigators program  
at the Chicago Public Library**

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## Executive Summary

2 The focus of this report is the CyberNavigators program that was launched by the  
4 Chicago Public Library (CPL) in 1999 and operates today in 40 of the library's 79  
6 locations. CyberNavigators (CNs) help people in 38 branches, the 2 regional libraries,  
8 and the Harold Washington Library Center to use computers and the internet. This report  
10 puts the program in the context of the library and its history and then presents preliminary  
findings and key ideas from a 2009–2010 study of the CyberNavigators program. Stage  
one has focused on gathering data from the CyberNavigators themselves; stage two will  
turn to the branch libraries they work in, especially the branch managers.

### 12 **History of the Chicago Public Library: The social libraries, the public library, and 14 the public computing library**

14 The history of the Chicago Public Library can be divided broadly into three eras since the  
16 founding of the city in 1833: the social libraries, the public libraries, and the public  
18 computing library. Prior to the 1871 Great Chicago Fire, people were served by a  
20 number of social libraries. In 1872 the Chicago Public Library as a formal institution  
came into being. And in 1981 the first computers were installed in a branch for use by  
the public, a service that has expanded ever since.

### 22 **History of the CyberNavigators: An experiment, affirmed, then expanded**

24 Likewise, the history of the CyberNavigators program has seen three stages:  
26 experimentation, affirmation, expansion. From 1999 to 2002, it was an experimental  
summer program funded by AT&T in roughly one-third of the branches. Then the  
28 funding ended, but demand continued, so from 2002–2007, the program operated year-  
round, placing part-time CyberNavigators in approximately five branches. In 2008,  
30 having secured major new funding from the Bank of America, CPL expanded it to more  
than half of its branches. As of 2010, the experiment has become a major system-wide  
effort towards digital literacy in the library and across Chicago.

### 32 **A helping interaction, an informatics moment**

34 At the core of the CyberNavigator experience is a moment of help given to a patron.  
36 That help gets the patron across whatever digital divide he or she is facing at that time.  
38 The moment might last a few seconds or an hour. CyberNavigators provide this help  
constantly on some days, intermittently on others, but they are always 'on call' and  
available to the patron.

40 We have created a technical term for this moment of help because it has to be understood  
42 in context. We call it an 'informatics moment' in order to contextualize the  
CyberNavigator program within today's information revolution. This social process has  
44 been described as a wave moving across one sector of society after another, where what  
results is a transformation of the institutions we live and work in. With ebooks, public

computers, databases, and the many-to-many multimedia experience that the internet has become, the Chicago Public Library (with every other public library in the US) is experiencing and even shaping this transformation. As they inhabit the public spaces of branch libraries, sought after by Chicagoans of all types, the CyberNavigators are at the center of this transformation. This research project is aimed at understanding this and helping Chicago Public Library, and the public library world more generally, steer their libraries into the future.

### Into the field: Research methods

A team of faculty, students, and volunteers went into the field to learn about the CyberNavigator program. Four methods were employed to gather data on the rich experience and knowledge in Chicago Public Library.

1. Reading: We examined the archives and files of the Chicago Public Library and the literature about the Chicago Public Library.
2. Asking: We surveyed the CyberNavigators and collected 37 completed questionnaires.
3. Observing: We arranged with Chicago Public Library staff to spend several days in six branches, shadowing CyberNavigators and taking notes on the interactions they had with patrons and others.
4. Discussing: We conducted 6 focus groups—group conversations guided by a short set of questions—with a total of 27 CyberNavigators to collect their reflections on their experience.

These four methods resulted in texts and data—narratives and numbers—that the research team then analyzed. Our analysis was guided by past research on communities using information technology, which alerted us to pay special attention to people’s social networks as they overcome digital inequality.

### Key findings

There are three key findings so far:

A. The informatics moment consists of patrons overcoming four kinds of literacy challenges. They seek out the CyberNavigators for four categories of help. These are:

1. Basic literacy: Reading and writing.
2. Computer literacy: Using the mouse, the browser, the Windows operating system, free email services and other applications, even buying and maintaining a computer.
3. Library literacy: Using library-specific systems such as printing, reservations, the online catalog, and databases the library makes available to patrons.
4. Domain literacy: Functioning in specific domains of modern life—job seeking, getting government benefits, doing homework, learning about health, even

2 navigating life in Chicago itself—that draw on the CyberNavigator’s own  
knowledge, experience, and resourcefulness.

4 B. Community-based social capital is a critical factor that can and does contribute to the  
success of the CyberNavigator program and the informatics moments it facilitates.

6 C. We can develop and use an understanding of the informatics moment to help design  
8 the library of the future. In other words, all the shop-talking and kvetching can be used  
like in jujitsu to make a better branch library for the digital age we live in.

10 **A draft preliminary report**

12 This is a draft report because we are presenting it to the CyberNavigators and other  
14 Chicago Public Library staff in order to get their feedback and corrections and generate  
more ideas. It is a preliminary report because it covers only stage one of the research.  
16 Stage two, in summer 2010, will include focus groups and surveys of branch managers in  
Chicago Public Library, and will result in a final report. We hope that our summaries and  
18 generalizations—drawn from the library’s own front-line experiences and expertise—can  
help Chicago Public Library going forward.

20 **Acknowledgments**

22 First, we would like to thank Mary Dempsey and Amy Eshleman, who approved our  
24 research proposal and made it possible; Roberto Pang, who has generously shared his  
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26 appreciate the honesty and enthusiasm of the CyberNavigators we have talked and  
worked with. Other library staff members have also been very helpful. We are thankful  
28 for Charles Benton of the Benton Foundation, who helped spur the conversation that led  
to this research. And we acknowledge gratefully the Institute for Museum and Library  
30 Services, which has funded this research.

32 Contributors to this research include members of the Community Informatics Research  
Lab at the University of Illinois, especially Abdul Alkalimat, Aaron Fleisher, Aiko  
34 Takazawa and Hui Yan; transcriptionist Sarah Meadows; and volunteers Samantha  
Lester, Matt Hampel, and Aysha Marsh.

## 1. Introduction

2 At one point, public libraries had mostly books. Recently, they added computers.  
4 Computers and related digital technologies are claiming more and more of the library  
6 budget, and more and more space. The patrons of the library are facing a new situation, a  
8 digital divide within the library. Either they don't know how to use computers, or the  
10 technology in the library is not sufficient for what they want to do. Each of these are  
12 digital divides. But within the library, people need help and they are getting it. It is  
14 important to understand what people learn and how they learn it when they are getting  
16 help crossing the digital divide.

12 The Chicago Public Library has a program to help patrons use the computers called the  
14 CyberNavigator program. This is a draft preliminary report about this program. The  
16 research has been carried out by the Community Informatics Lab at the Graduate School  
18 of Library and Information Science at the University of Illinois at Urbana-Champaign.  
20 The principal investigator is Kate Williams. The members of the research team included  
22 Aiko Takazawa, Hui Yan, Samantha Lester, and Aysha Marsh from the CI Lab, and Matt  
24 Hampel from the University of Michigan.

20 This research has been funded by the Institute for Museum and Library Science with  
22 complementary research support from the Benton Foundation and eChicago conference  
24 support from the Chicago Community Trust.

24 This report is divided into four sections and then into chapters. The first section is the  
26 historical background: one chapter on the history of the Chicago Public Library and one  
28 on the history of the CyberNavigator Program. The second section is focused on our  
30 research framework : one chapter on theory and one on method. The third section  
32 contains our research findings, each based on a different mode of collecting data, so one  
34 chapter each on the survey, the ethnography, and the focus group. The fourth section is a  
36 summary and discussion of next steps. This is a draft preliminary report and its purpose  
38 is to get feedback and assistance in interpreting the data and seeking more data.

### How the study came about

34 This study emerged from a study of how Chicago ethnic communities are using  
36 information technology. We collected and geolocated URLs (websites) by and about  
38 those communities. We partnered with a small museum to digitize their collection and  
40 size up the results and effects of that work. But how to reach into Chicago communities  
42 from 140 miles away? From that distance, it can appear as though the communities are  
demobilized. Organizations for communities can be easy to find and work with, but  
Organized communities less so. We were looking for the community's own agency,  
people's activity in their own self-interest.

44 Because we were engaged every year in organizing eChicago, we began to find the  
communities. Chicago Public Library opened a door for us when they sent

2 CyberNavigators to eChicago. eChicago is a free and open discussion space for taking  
all of Chicago into the digital age, where researchers and practitioners connect. Chicago  
Public Library wanted to better understand the CyberNavigator program that has been  
4 so successful, so a research partnership was possible. We all want to know: What does it  
do? In what way does it represent the future of the branch library?

6  
8 **Why is this an informatics moment?**

10 One argument we make here is that CyberNavigators present us with an informatics  
moment. This is easy to reject as academic jargon. But two things are always true about  
12 society. One, change is constant. Two, social processes involve someone relating to  
someone else in a physical setting. Our Informatics Moment is a social process of a  
patron and a worker getting and giving help in front of a library's public access computer.  
14 'Informatics' because we are examining this process in the context of a thoroughgoing  
social transformation from industrial society to informational society. 'Moment' because  
16 in any given social sector, this transformation gathers so much speed that it can seem like  
it happens overnight, momentarily. And also 'moment' because actually this  
18 transformation takes decades and we are only looking at a brief slice of time. Our data is  
only from 2009 and 2010. And 'moment' because our data focuses on the few minutes  
20 (sometimes as long as an hour) while a CyberNavigator helps a patron at the public  
access computer. The research reported here is a biopsy.

22  
24 Our focus is on the Chicago Public Library as it is taking shape as a system of public  
computing libraries. The original and continuing focus of the branch of social science  
known as community informatics is public computing. It was apparent from the moment  
26 we encountered the CyberNavigators that they are agents of change in the social structure  
of the branch public library. They enable the branch to provide a new service that the  
28 other staff hasn't the time, the skill, or the charge to provide. And they demonstrate new  
skills and tasks that may be needed in the branch for some time to come.

30

## 2. History of Chicago Public Library

Every social institution has a history and that history is played out in the larger history that surrounds it. This chapter contextualizes the CyberNavigators program in the larger history of Chicago Public Library and the city of Chicago itself.

Several features of this history stand out. First, Chicago was a literate city by the mid 1800s, in part due to its public school system. Second, popular activities molded the library, especially before and immediately after the Great Chicago Fire in 1871. Third, moving to the 20th century, the library computerized itself before the local community did; library computing preceded community computing or public computing. And Finally, when it came to public computing, the local communities jumped in as early as 1981 and helped set the course.

While Chicago per se is not drawing the immigration that it once did, it, ChicagoIn continues to surge in population and Chicago is at the heart of this. As a result, Chicago remains highly influential and one of the world's global cities.

In Chicago we have a library system that has gone through three specific stages: the social library, the public library and the public computing library. Chicago developed into a major industrial city out of the western frontier. Founded as a city in 1833, Chicago became a rail center, with stockyards and steel mills as we know from Carl Sandberg's poem. In many ways, the overall logic of Chicago history is from an agricultural hub to an industrial metropolis to an informational city. This general historical framework is reflected in Chicago's public library history. We will discuss briefly the social libraries of Chicago (1833-1871), the public library (1872-present) and what we call the public computing library in Chicago Public Library (1981-present).

### **The social libraries (1833-1871)**

The state of Illinois chartered Chicago as a city in 1833, when its population was only a few hundred individuals. Subsequent census counts are below, linked to the three periods of library history. This first period was the most explosive period of growth. To manage this growth, the city established a municipal school system in 1835 and then a succession of governmental units before the free Chicago Public Library opened its doors in 1872.

This first period reflects an enlightened commercial and (nascent) industrial elite providing itself and increasingly larger segments of the working public with the tools of lifelong learning. One half of the 48 known libraries during this period took the form of social libraries. They were established by particular social forces to provide shared access to a collection of printed matter: associations that reflected class, education, religion, nationality, and/or business. Alongside the social libraries there were a smaller number of libraries belong to an institution (9) , such as a church or school, and special libraries of a more private nature (9). Twelve of these 48 libraries were open to the public. (See table below from Spencer 1943 p 121)

2

	Year	US Rank	Population
	1833	n.a.	350
The social libraries	1840	92	4,470
	1850	24	29,963
	1860	9	112,172
	1870	5	298,977
	1880	4	503,185
The public library	1890	2	1,099,850
	1900	2	1,698,575
	1910	2	2,185,283
	1920	2	2,701,705
	1930	2	3,376,438
	1940	2	3,396,808
	1950	2	3,620,962
	1960	2	3,550,404
	1970	2	3,366,957
	1980	2	3,005,072
	1990	3	2,783,726
The public computing library	2000	3	2,896,016
	2006-2008	n.a.	2,725,206

4

6

sources:

8

1833.

10 POPULATION OF THE 100 LARGEST CITIES AND OTHER URBAN PLACES IN  
 12 THE UNITED STATES: 1790 TO 1990, Campbell Gibson, Population Division, U.S.  
 Bureau of the Census, Washington, D.C., June 1998 Population Division Working Paper  
 No. 27

14 American Fact Finder, US Census 2000 and 2006-2008 American Community Survey,  
<http://factfinder.census.gov/>

TABLE 2\*

ANALYSIS OF CHICAGO LIBRARIES, 1833-72

	Number
<i>General types:</i>	
Social.....	24
Institutional.....	15
Special.....	9
Free public.....	0
<i>Establishing agencies:</i>	
Lyceums.....	4
Young men's associations (varying titles).....	4
Educational institutions or societies.....	14
Religious institutions.....	14
Catholic church.....	4
Protestant churches.....	8
General organizations.....	2
Commercial (for rental).....	3
Miscellaneous.....	6
Foreign-speaking groups.....	4
<i>Special interests served:</i>	
Library associations.....	4
Institutions of higher learning.....	17
Classical and professional institutions.....	13
Theological seminaries.....	3
Profession of law.....	2
Profession of medicine.....	5
Foreign-speaking people.....	4
Historical association.....	1
Commercial interests.....	4
Hospital.....	1
General public.....	12

\* Some libraries belong to more than one of the classifications used. For that reason no totals are given for "General types," "Establishing agencies," and "Special interests served" (see explanation on p. 119).

2

4 The leaders of the social libraries were a rising class of professional and commercial  
 elites. Spencer (1943) in a study of library leaders from 1833 to 1872 (who were all men)  
 6 found the following:

8           Approximately two thirds of the leaders in the library movement were engaged in  
 professional pursuits. All but 9 of the remaining third were occupied with  
 10 commercial interests, including the railroad interests then so important. The  
 number of lawyers among the professional men was 29; journalists, 9; ministers,  
 12 9; physicians, 7. (p 169)

14 Their average age was in the 20s or 30s, depending on the decade measured, and none of  
 them were Chicago born.

16

(compare with JOeckel p 370 population with library cards, profiled)

18

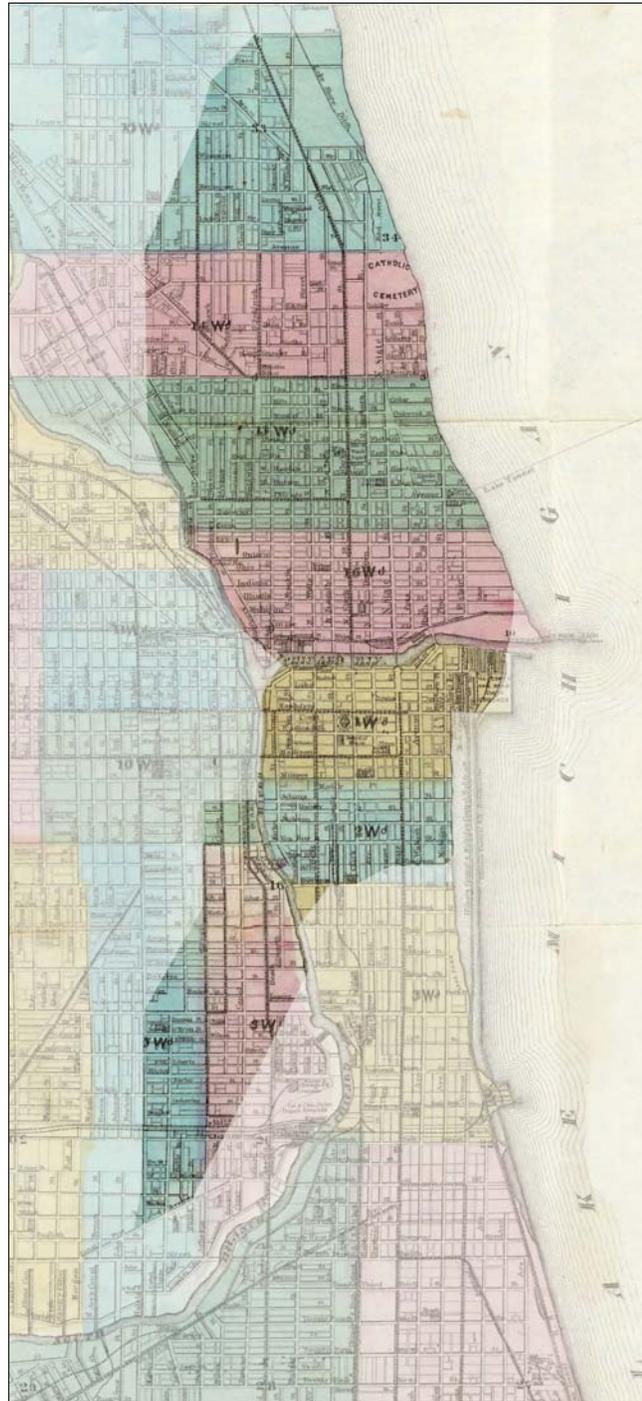
20 These libraries were developed and grew with the city. IN the 1830s and 1840s there  
 were important scientific libraries established (the Mechanics institute, the Lyceum). By  
 1850s some libraries were commercial ventures, others supported language communities  
 22 or the professions of medicine and theology. By the 1860s, higher educational libraries

especially for theology, were dominant. The libraries mirrored the growth of the city, and a closer examination would show us they also facilitated its growth, by sustaining its commerce, education, and culture.

**Transition: The 1871 Chicago fire**

The Midwest experienced drought and heat in summer 1871, and a very hot, dry, and windy fall that led to a simultaneous breakout of fires across Michigan, in Ontario, and in Illinois. The city of Chicago was at the time built most of wood, with a concentration of lumber and coal manufacturing and warehouses just west of the Loop. On Saturday night, October 7, 1871 a fire broke out between Canal and Clinton Street north of Van Buren Street. Having fed off of nearby lumber mills, lumber yards, and a paper box factory, it was still smouldering on Sunday October 8. That night, a second fire broke out one half mile south, near Roosevelt and Canal. That fire burned for two days, destroying all but five public buildings and a few houses in a swath from roughly 21st Street and Halsted, across the entire Loop, across the Chicago River and north to Fullerton, as the map at right shows (map from Wikipedia) About one third of Chicago's real estate property was gone, particularly what became known as the Loop, its industrial and commercial heart.

Also destroyed were an estimated two to three million books in private collections (cite: Roland Tweet, *Miss Gale's Books: The Beginnings of the Rock Island Public Library*, Rock Island, IL: Rock Island Public Library, 1997, 15). That included all the social libraries mentioned above.



2 **The public library (1872 to present)**

4 Having destroyed the social libraries, the fire helped the leaders of those libraries  
6 persuade the state to authorize the city to collect a library tax. This was what many of  
8 them they were aiming for before the fire. Because Chicago was already a global city,  
10 and its cultural elite connected to England, the library leaders were also able to make an  
12 appeal for books that rallied Queen Victoria and many others there. The public library  
14 movement catapulted forward, recruiting a librarian-intellectual who had started the long-  
running Index to Periodical Literature at age 27 and built up Cincinnati's library to rival  
Boston's. Under the leadership of William Frederick Poole The Chicago Public Library  
opened its doors in 1872 less than one year after the fire. The speed was remarkable, as  
was the location: a round water tower on top of an existing building that the new library  
equipped with reading tables and lined with bookshelves.

16 This period of Chicago Public Library history was a period of institutionalization as well  
18 as growth. Important systems were built inside and outside the library. Outside the  
20 library, two research libraries came into being, Newberry for culture and Crerar for  
22 science, which relieved Chicago Public Library of some responsibilities to the citizens as  
24 well as some of the opportunities for synergy that other cities have (New York Public  
Library for instance) where the research role has remained within the city's public  
26 library. A system of funding for the library was put in place as well, perhaps  
permanently affected by Andrew Carnegie's decision not to fund Chicago Public Library  
as he did other big city libraries; accounts decades later refer to "perennial underfunding"  
but also document that usage continued to climb, most notably through the depression  
years.

28 Inside the library, a complex and fluid system of different types of libraries came into  
30 being, and Chicago was known for this approach: regional libraries, branches, sub-  
32 branches, depository agencies (drop-off spots for books) and even booktrucks. The  
storefront library, for example, was an economical and relatively flexible solution for a  
city built up from strong but shifting neighborhoods.



2 A larger storefront library.

4



6 An event in the Czech community's Toman Branch Library.

8

10 The public library thus became a fundamental anchor of a Chicago neighborhood, along with parks, schools and churches.

12 Also in this period, computerization began. A 1969 report excerpted below (text and  
14 image) suggests the vision of the time. The diagram shows the computer, with its magnetic tape memory, at the center of reengineering library processes. At bottom right, one output is a new form of the catalog, more easily accessible by the public as a book!

2 Terminals were much too expensive at the time to even imagine putting them everywhere for patrons.

## **8 *New Technology and the Chicago Public Library***

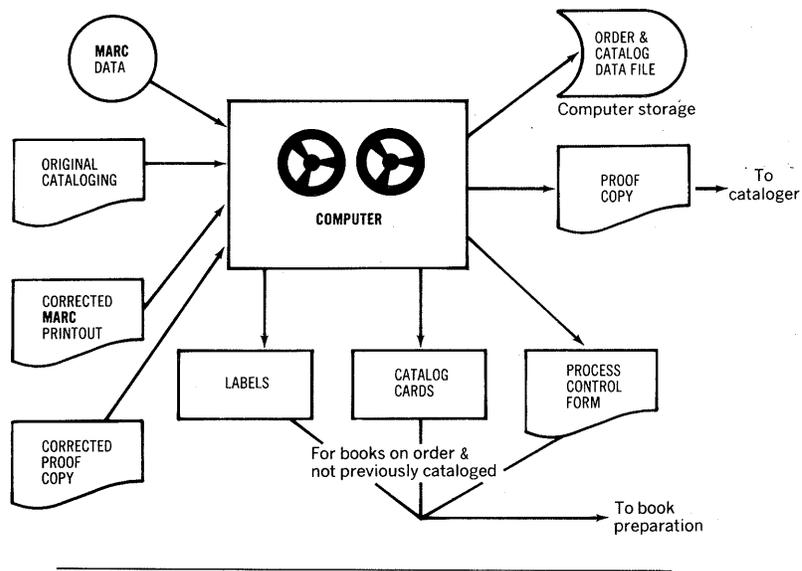
Computer control and electronic communication will apply to the Chicago Public Library in the near future and in time will significantly transform the institution.

4 However, it is an oversimplification to assume that the push-button library or the library-in-a-computer is just around the corner. No matter how far one looks down the road of new communication technology there will still be a central source, collection, or information-resource bank (i.e., a library), and somewhere an individual reader, viewer, receiver (i.e., a library user). Eventually the user may not come to the library but will have electronic access to the central resource directly from his home, office, and classroom.

6 The prospect was not really in a newspaper

thing to program isolated bits of information into a machine for later retrieval, but something very different to computerize the complex sequence of searching a library and then of reading a hundred or a thousand pages. For this essential library purpose the book remains a remarkable invention.

The proper course is neither to expect miracles from technology nor to reject it as somehow alien to or improper for libraries. The Chicago Public Library must start now to apply available techniques to its present operations and recordkeeping, as outlined below. It must also begin experimentation with new prospects, starting with facsimile transmission and information and bibliographic control. A Computer Communication Center



Further Step for Production of Catalog in Book Form

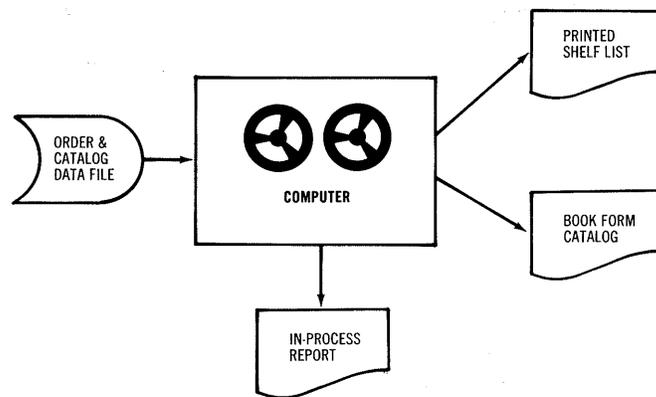


Figure 27. Automated cataloging system

2

4

**The public computing library (1981 to present)**

6

The public computing library is the library with computers that the public can use. A main feature of this period is that it was ushered in by librarians and patrons working together. This is reasonable, because at that time the librarians were also preoccupied with harnessing computers to make pre-existing library services better. From the start, this created entirely new library services—accessing library information from home via BBS systems at first and later from the web, software provision and training, and so on. For instance, in 1980 Chicago Public Library was an early supplier of instructional material via the University of Illinois time-sharing computer system PLATO.

14

As we periodize the history, the period of the public computing library (1981-present) overlaps with that of the public library (1872-present).

Different sectors of society have adopted computers at different times, primarily according to cost and usefulness. So as the library itself was reorganizing its work around computers, future-minded patrons began to bring computers into the library for what became a new library service – the public access computers.

North Pulaski Branch Library appears to have been the first here, with two Apple II machines that offered business software, games, and other possibilities to staff and patrons alike. Branch manager Patrick Dewey put out at least one issue of a newsletter called *Public Computing*, and reported (Library Journal 1984) that while 40% of patrons first heard about the computers from a librarian, 30% heard about them from a friend. So not only was social capital at work as volunteers (local as well as the Friends of the Library) brought in the computers, it also helped spread the news. One of the services offered was a BBS, or bulletin board system—a forerunner of today’s social networking sites—where your computer could dial in and you could talk, read posts, and even retrieve software



Patrick Dewey, branch manager and system operator at North Pulaski Branch.

In 1985 Computer Smarts was the name of a lecture series at the Cultural Center helping the public understand the personal computer era. And Rogers Park Branch was close behind North Pulaski in the last 1980s, installing an XT personal computer. Chiu (2000) recalls learning games, math, typing, and word processing as the most popular, and a constant waiting list. It is worth noting that the library staff was learning computers

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2 alongside the patrons. So while the central library administration was computerizing  
library systems, staff were independently exploring computers.

4 Public computer access accelerated in the 1990s and after:

- 6 • In 1991 Harold Washington Library Center opened with space allocated for a  
microcomputer center
- 8 • In 1992 the city funded and opened that microcomputer center
- 10 • In 1994 a federal grant put computers in 7 locations: Harold Washington,  
Woodson, Sulzer, Uptown, Portage Cragin, Mount Greenwood, and Kelly
- 12 • In 1996 Mary Dempsey announced Chicago Public Library would have PCs in all  
branches by fall, although they would not offer email; that summer hotmail  
debuted as one of the first web email services.
- 14 • Also in 1996, a literacy center at Chicago Bee was the ninth location with public  
computers, funded by Depaul, Chicago Public Library, and MacArthur
- 16 • As of 2000, 202 internet terminals were operating in 78 locations, and library  
leaders laid out plans for 480 by end of year, 6 or more per branch, using both  
18 Gates and Chicago Public Library funds
- 20 • By 1999 battles over porn in the libraries had begun: an alderman protested in  
1999; a librarian filed a complaint in 2001, anti-porn demonstrators assembled  
22 outside Harold Washington Library Center in 2002, and filtering went on the  
children's computers in 2005.

24

Locations with public computers	
1981	1
1986	2
1992	3
1994	7
1996	9
1997	79 (all)

26

### 3. History of the CyberNavigator program

2 The previous chapter reviewed the three stages of the history of the Chicago Public  
4 Library itself: the social libraries (1833–1871), the public library (1872–present), and the  
6 public computing library (1981–present). Since 1981, the public computing library has  
8 been taking shape in the library and beyond: in the library, when public access computers  
10 were first installed, and beyond, as the internet has become a mass phenomenon  
12 nationwide, and remote access to library resources began to be offered. The  
CyberNavigator program began in 1999, and there have been three stages to its  
development as well: experimentation (1999–2002), affirmation (2003–2007), and  
expansion (2008–present).

#### ***The lead-up to the CyberNavigator program: Project MIND***

14 In 1981, when Chicago Public Library’s first public access computers were installed, they  
16 were accompanied by volunteers who were “helping to orient others in the use of the  
18 computer and how to run most of the major programs and work your way through the  
20 others” (Public Computing newsletter, North Pulaski Branch Library, 1981—see  
appendix 6). Moreover, these volunteers helped staff as well as patrons.

22 But it wasn’t until the mid-1990s that government and philanthropic resources were  
24 mobilized nationwide to address the digital divide. From the start, this included public  
26 libraries, and Chicago Public Library and its foundation worked together. Installing  
equipment and insuring effective access and use were closely linked goals. A 1998  
progress report from the Chicago Public Library Foundation explains this:

28 The objective of Project MIND [Meeting Information Needs Democratically] is to  
30 provide *all* Chicagoans, regardless of their income level, equal access to  
32 information by making available to the public at no charge the same information,  
resources, services and technology in all locations of the Chicago Public Library.  
This is particularly important in neighborhoods where personal computers are still  
considered luxuries and where public schools cannot compete with schools in  
more affluent communities.

34 All 79 neighborhood locations of the Chicago Public Library are now  
36 linked to the internet and provide PCs for public use in accessing the internet.  
38 The challenge now is to provide training and assistance to the thousands of  
children and adults who lack familiarity with computers. To meet this challenge,  
librarians and library staff must first be trained. (Source: Chicago Public Library  
CyberNavigator files)

40 Elsewhere Project MIND is explicitly identified with electronic information provision.  
42 The first year of funding for Project MIND came from local philanthropy: the Chicago  
44 Bulls, a fund-raising gala event, and RR Donnelley. In 1996 Microsoft and other local  
funders joined in. But the largest investment came from the City of Chicago itself, which

2 spent \$4 million in 1996 and 1997 for “personal computers, wiring, servers, training, and  
databases” (Project MIND progress report, March 1998). One Project MIND planning  
4 document mentions establishing three training centers. What is clear from the records,  
though, is that by 1997 public access computers were in every library location.

### 6 ***Three stages to the CyberNavigator program***

8 Chicago Public Library has now operated the CyberNavigator program for eleven years,  
1999–2010. We characterize the three stages to this program as experimentation,  
10 affirmation, and transformation.

12 Experimentation (1999–2002): Chicago Public Library raised funds from the telecom  
giant AT&T to hire CyberNavigators for the summers of 1999, 2000, and 2001.

14 Affirmation (2003–2007): When the first summer ended, Chicago Public Library retained  
a small number of CyberNavigators , mostly by using extra funds from the summer  
16 program. However, in the fall of 2003, no major funder was found for the next summer.  
Roughly five CyberNavigators became year-round part-time workers in branches, funded  
18 by the “adopt-a-branch” fundraising efforts of the Chicago Public Library Foundation.

Expansion (2008–present): By 2008, Chicago Public Library had raised additional funds  
20 from Bank of America. Year-round CyberNavigators were hired for 40 branches, around  
half of the total number of branches.

### 22 ***Experimentation (1999–2002)***

24 In 1998 Chicago Public Library was seeking funding for a summer Computer Camp to  
26 provide computer help, and found a willing donor in AT&T. By the time the program  
began it had come to be called CyberNavigators. In June 1999, 27 college students began  
28 summer jobs as CyberNavigators in 23 Chicago Public Library locations. The program  
maintained this design and scale for four years, as the table below suggests.

30 The first annual report, written in fall 1999, spelled out the goals of this program:

32 Chicago-area college students with computer science skills were hired by the  
34 Library to provide hands-on computer assistance to children and adult library  
patrons and provide support to Library staff members by troubleshooting  
36 hardware and software problems. The goals of the AT&T CyberNavigator  
program were to address the need for additional on-site technology support and  
38 assistance for Chicago Public Library patrons and personnel and provide local  
college students with meaningful summer employment and training. ...

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	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>CPL Locations</b>	23	23	27	27
<b>Cybernavigators</b>	27	27	30	30
<b>Hourly pay</b>	\$8.50	\$9.50	\$10.00	\$10.00
<b>Weeks</b>	10	15	12	10
<b>Hours/week</b>	35	35	35	35
<b>Funder</b>	AT&T	AT&T	AT&T	AT&T, Morse
<b>Funding</b>	\$125,000	\$200,000	\$175,000	\$125,000
<b>Wage expenses</b>	\$96,000	\$147,000	\$141,000	\$121,000
<b>Marketing expenses</b>	\$23,000	\$30,000	\$30,000	\$11,000
<b>CNs continuing for fall or Xmas holidays</b>	4	17	not available	not available

2

4

The CyberNavigators program began as a pilot project to study how the Library might meet the increasing need to provide training and reference assistance using new online resources for both Library patrons and staff. ... [Chicago Public Library hopes] to address the existing public service challenges of librarians who are dealing with the increasing demand to provide assistance with online resources while maintaining traditional library resources.

6

8

10

From the beginning, the program operated both outside and inside the existing library organization. CyberNavigators were paid as consultants by the Chicago Public Library Foundation, not the library. But they were trained by librarian staff and the library's IT department.

12

14

16

The Library attempted to give the local library location as much autonomy and control over the duties of the CyberNavigator as possible, in order to meet the specific needs of that library.... [D]uties can generally be categorized into five main areas: regular ongoing support and maintenance; troubleshooting; one-on-one patron inquiries, patron training, and downtime projects (1999 annual report to AT&T on the CyberNavigator program).

18

20

22

The program hit its mark. As of August 1999, every branch wanted the CyberNavigators to continue into fall, and four of them did. What did the CyberNavigators accomplish that first summer?

24

26

They took on the time-consuming and contentious task of scheduling patrons into time slots on the computers (a task done with paper sign-up sheets), as well as keeping printers stocked with paper and print jobs moving. They made the branches less reliant on Chicago Public Library's IT department by resolving basic PC problems on-site and showing branch staff how to do so. Despite having less than one week's training in reference, they also joined in the library's reference work:

28

30

32

2 [O]ne on one assistance and training was the highlight of the program for both the  
CyberNavigators and library patrons. CyberNavigators received extensive  
4 training in utilizing the Library's online resources (web site, Internet access,  
databases and online catalog) to assist patrons of all ages with their basic  
6 reference questions. The CyberNavigators were also trained in how to utilize the  
expertise of the librarians to help them guide patrons to the proper online and/or  
8 print resources.

10 Relations with staff: Reflecting that the library wanted to learn from the program, the  
CyberNavigator program manager, herself a former librarian and internet trainer,  
organized and summarized midsummer and final evaluations of the program. According  
12 to one branch manager, the CyberNavigator program manager wrote:

14 The CyberNavigator came just as they got their administrative PC. The  
CyberNavigator worked with staff and they became noticeably more relaxed. She  
16 was like a gift for everyone, especially staff... There was a bit of friction with the  
techie in the branch as far as roles.

18 In one branch the techie—a regular library staff person with better computer skills,  
20 someone other staff relied on—“had a hard time relinquishing tasks to the  
CyberNavigator.” The challenges mentioned by the 1999 CyberNavigators at summer's  
22 end were summarized as:

24 How do I fit in?  
Staff as a group may have previous problems (that I get caught in).  
26 Staff doesn't know my role.

28 Some CyberNavigators were not introduced to the staff when they started. Others sat at  
the reference desk and worked out a way to share tasks with the librarians. Others  
30 worked at the circulation desk during downtime. Another “worked well with the techie.”  
The branch managers saw the CyberNavigators as role models for the less-privileged but  
32 same-age pages (what is/was job description of page?). Oft-mentioned areas with which  
the CyberNavigators helped staff included email, databases, searching, and PC  
34 familiarity. During downtime when patrons weren't seeking their help, CyberNavigators  
produced webliographies on relevant topics and did installs and other projects. In the  
36 evaluations, CyberNavigators asked questions and made suggestions for better PC and  
peripheral configurations and complained about unresponsive IT staff and inadequate  
38 equipment: “In my branch patrons are waiting 5-7 days for a one hour internet session.”

40 Relations with patrons: The branch managers called the CyberNavigators “a gift” and  
commented approvingly that the CyberNavigators were from the local neighborhood.  
42 They and the CyberNavigators told stories of bonds between CyberNavigators and  
patrons. One patron told his CyberNavigator, “I've been waiting all week for you to  
44 start, I'm having problems with internet search.” One CyberNavigator's weekly training  
session “became very popular and were attended by a loyal and ‘raucous’ following of  
46 adults from the neighborhood” (1999 report).

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2 The 27 CyberNavigators hired for summer 1999 were 59% male, 74% enrolled in  
4 Chicagoland schools, 52% at public colleges or universities, and 78%  
engineering/computer science students.

6

**1999 Cybernavigators majors**

<b>Computer-oriented</b>	<b>22</b>	<b>81%</b>
Engineering or computer science	21	78%
Graphic communications	1	4%
<b>Other</b>	<b>3</b>	<b>11%</b>
Premed/Nursing	2	7%
Human resources	1	4%
<b>Undeclared</b>	<b>2</b>	<b>7%</b>
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

8

**1999 Cybernavigators schools**

<b>Chicago and metropolitan area</b>	<b>20</b>	<b>74%</b>
Public colleges/universities	9	33%
Private colleges/universities	11	41%
<b>Other Illinois</b>	<b>7</b>	<b>26%</b>
Public colleges/universities	5	19%
Private colleges/universities	2	7%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

10

Public colleges/universities	14	52%
Private colleges/universities	13	48%

**1999 Cybernavigators gender**

Women	11	41%
Men	16	59%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

12

14

***Affirmation (2003–2007)***

2  
4 When AT&T declined to continue its funding, the CyberNavigator program was scaled  
6 back. It became a year-round program, though with half-time employees, and was  
8 managed by a senior administrator and/or the branch manager rather than a program  
10 director. The Chicago Public Library Foundation turned to a strategy called “Adopt-A  
12 Branch” whereby they recruited donors with a connection to a particular neighborhood or  
branch, and some of these funds paid the CyberNavigators. There was no manager  
dedicated solely to the program, and very little data is available on this stage of the  
program. The fact of its continuation through these years indicates local demand in the  
branches and local support through the foundation.

***Expansion (2008–present)***

14  
16 In 2007 Chicago Public Library and the Foundation recruited Bank of America, which  
18 had become somewhat of a Chicago bank on account of its takeover of the then-federally-  
20 owned Continental Illinois Bank, to fund an expansion of the CyberNavigators program.  
22 A new multilingual program manager was hired who is not (yet) a librarian but has a  
24 technical background as well as extensive experience working with information  
technology and Chicago non-profits, including running a public computer center in  
Chicago’s Latino community. A four-class curriculum covering the mouse and  
keyboard, email, the internet, and word processing (check this) was developed for the  
CyberNavigators by Harold Washington Library Center staff. Roughly 40  
CyberNavigators were hired. This funding, supplemented by Adopt-A-Branch donors,  
continues today.

26  
28 In December 2009, the CyberNavigators were converted from independent contractors to  
30 employees of a staffing agency hired by the Chicago Public Library Foundation. This put  
32 them in alignment with stricter IRS rules and made them eligible for benefits. As of  
March 2010 the CyberNavigators work for \$14 an hour, 20 hours a week, for the full  
year. This era of the CyberNavigators program is the focus of the current study.

34 From the beginning, almost all of the CyberNavigators have been posted to the 76  
36 branches, and only a few to the two regional libraries or to the main library (Harold  
Washington Library Center). Because of this, and because they are constantly at the front  
38 lines of library service, listening to patrons, the CyberNavigator story is one of the history  
40 and the future of the library from below, from the people rather than the institutions. It’s  
42 more typical to read about technological revolution as something imposed by elites, for  
indeed it is they who were the first to use computers. But in the library, from the North  
Pulaski Branch in 1981 and forward to the 100%-wired branch library network of today,  
the grassroots are in the lead. This is suitable for an institution that is the setting for  
literacy and democracy.

44 An early Ph.D. dissertation on the branch library in Chicago (Schlipf 1969) found a  
pattern to branch usage: in higher-income communities, patrons would travel farther from

- 2 home to a branch to borrow books. So if branches reflect their locality, then cyberspace also reflects the localities. This is part of what the current study is aiming to understand.

## 4. Cybernavigating and the informatics moment

2 This is empirical research, in other words, it collects and analyzes new data. It is guided  
4 by a theoretical conception that is both historical and sociological. As a result we use the  
6 term ‘informatics moment’ for the process of a patron getting computer or internet help  
from a CyberNavigator. This chapter explains this term and the theory behind it.

8 To start: On one level, the informatics moment is when a CyberNavigator is helping a  
10 patron with computer literacy. Prior research leads us to investigate how social capital  
might support this process, and this is very meaningful when other forms of capital that  
12 might support digital literacy are scarce: money, human capital, and so on.

14 On a more abstract level, the informatics moment is something that each society, each  
sector, has passed through or is passing through. Industrial society is giving way to an  
16 information society. To take as an example a social sector we are all familiar with: the  
US mail system has been transformed by new developments such as Fedex and email that  
18 rode into existence on networked computing. The word informatics signifies the digital  
revolution and the network society: reorganizing and reengineering social and economic  
20 processes around digital information flows. This is a computer enabled transformation,  
but is social as well as technical. The tools change and so do the people, the social  
22 arrangements, the division of labor in workplaces and the social relations between people.  
The postman may still carry us our monthly bills, but Fedex or DHL delivers documents  
24 to business, and, even more likely, email and its attachments ping us all day long with  
what used to be notes, letters, and memos.

26 To understand the informatics moment in the branch public library—when the patron is  
making a leap as the broader society did when we shifted away from snail mail and phone  
28 calls towards emails and IM—we looked back at reference service.

30 Under various labels, reference work is one of the most examined processes in the  
library. This began in the 1870s as librarianship became professionalized and then the  
32 dominant library form morphed from the private lyceum to the public library.  
Industrialization was on the rise and the library shifted from handicraft to serve a narrow  
34 elite to a factory system to serve the broad population, with interchangeable parts (catalog  
cards) and a search for the “one best way.” (Taylor 1911)

36 In sum, over 130 years, as the U.S. public library was institutionalized and standardized,  
38 public adult library service delivery was codified in the framework of the reference  
interview. At one point the literature debated, What in fact was reference success? One  
40 scholar provided an answer that regardless of the source that was provided or not  
provided, the criteria was simply “willingness to return” (Durrance 1995) to the same  
42 librarian again. Social relations had come to the fore.

**Reference interview**      **→**      **Informatics moment**

2

4 The very most recent breakthroughs in research on reference make a leap to a  
6 phenomenon they call social reference, that is, people volunteering to help each other via  
8 their social networks. (Shachaf 2010) Thus, through examining an earlier library  
10 service, we reinforce our understanding of the role of social capital.

8

10 But the CyberNavigator is not hired as a reference librarian. She does not sit across a  
12 desk interviewing someone in order to convey resources or facts or information leads to a  
14 patron. Her knowledge base does not include 130 years of library practice. She sits next  
16 to the patron providing just in time training (or sometimes an organized lesson) as the  
18 patron tackles a task he has in mind.

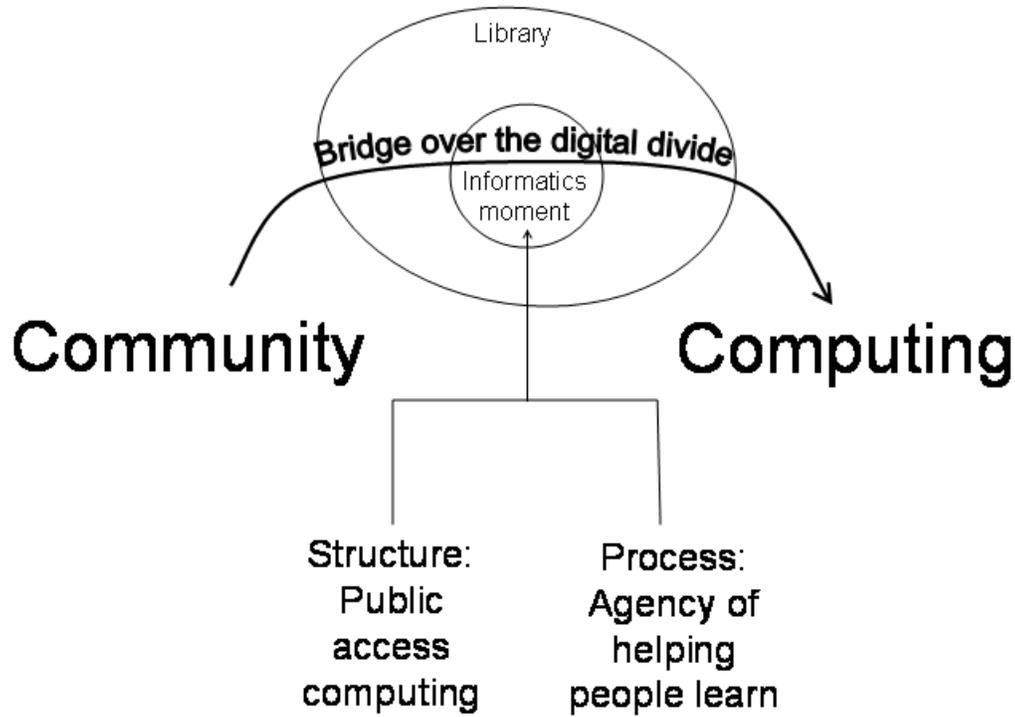
14

16 Conceptually the historical shift is from “the reference interview” to “the informatics  
18 moment.” The reference interaction was paradigmatic for the first century of the public  
20 library, and continues today. The informatics moment—cybernavigating—may be  
22 paradigmatic for the present and the future, now that public computing is available in the  
24 library.

20

22 When the library placed computers in a common space as a lab the digital divide became  
24 a serious library issue: How to help? Who would help? What help should be available?  
These were questions that were outside of the skill set of even the professional library  
staff. What emerged as a paradigmatic library service is helping people with the  
computers, and this we call the informatics moment.

24



2

4 Our model for the informatics moment includes the community moving through the  
6 library as a way of crossing over the digital divide. Inside the library the necessary  
8 ingredients are the computers and internet along with staff—the agents who help people  
learn. Perhaps they are the spark plugs of the library as an engine of the information  
society.

10 The next stage of research will tell us more about the library staff per se, but so far, the  
12 primary staff in this study are the cyber navigators. They are our point of entry into the  
informatics moment, so we can understand the process whereby people are crossing over  
14 the digital divide, help figure out how it works. This is critical for a democratic  
transformation of people's everyday skill set, but also for the 21<sup>st</sup> century transformation  
of the library.

## 5. Research methods

2 The last three chapters presented historical context and a conceptual framework: 1)  
4 Chicago Public Library from 1833-present; 2) within the last stage of that, the history of  
6 CyberNavigator program from 1999-present, and 3) the new riddle of the informatics  
8 moment as compared to the clarity of 130 years of practicing and thinking about  
reference work. This helps us formulate specific questions to investigate.

1. Who are the agents of change in the public computing library?
2. What do they do? How do they fit into the library?
3. What factors, social capital, lead to their success?

### ***Data collection***

14 We used four basic approaches to data collection about the cyber navigator program in  
16 the Chicago Public Library: we read, we asked, we observed, and we discussed.

18 1. We read: This included being granted access to the archive that had been  
20 developed on the program, the research literature on the Chicago Public Library, the mass  
media, and dissertations and other research.

22 2. We asked: We carried out a survey (see appendix) that was answered by 37 cyber  
24 navigators. The questionnaire was focused on answering the following general questions:  
26 Who are the cyber navigators and to what extent are they involved with computer  
technology and working with other people? What do they do? What help do they give  
people at the library's public computers? How do they fit into the library?

28 3. We observed: We used a method called ethnography, researchers going into the  
30 branch to join the cyber navigator, both to observe and to emulate, indirect and direct  
experience. We used the innovation of being engaged in the situation, continuing the  
32 tradition of Malinowski and Kenneth Clarke that much can be learned by belonging and  
participating in real life. Our reading of Michael Burawoy's studies on the ethnographic  
34 method was very important for our work. We sent research team members into six  
library branches for one week each to observe, interact as naturally as strangers with a  
36 notebook can, and take notes. Their work was guided by a field handbook. (See  
appendix). Each researcher wrote daily summations of their experience. They later  
typed them up. Then we analyzed the electronic texts.

38 4. We discussed: Thus far we have had two forms of discussion about the  
40 CyberNavigator program. Through our work organizing three (soon four) annual  
42 eChicago gatherings, we met the CyberNavigators and their manager, and heard from  
them as a panel presentation about what they do. That session, and all of eChicago in  
44 fact, was our background text. (See appendix for each year's program) Each year we  
have discussions that bring together officials and staff from all levels of the library

2 system and other city organizations for an open and democratic discussion of the digital  
3 transformation society is going through and what we have learned about it so far. Staff is  
4 joined by community patrons, and academics who study the library or the community.  
5 Everybody is at the table.

6 Besides this initial discussion, once the research started, discussion was still  
7 central. We organized three days of focus groups that enables 27 CyberNavigators to talk  
8 in small groups about their work. These discussions were audiorecorded and transcribed,  
9 and that electronic text was also studied.

10 This resulted in a diverse set of data:: Chicago Public Library's texts, published texts,  
11 ethnographic field notes, quantitative and textual data from the survey questions, and  
12 discussion transcripts from the eChicago conferences and the focus groups.

### 14 ***Analysis***

16 The questionnaires enabled us to count answers and find patterns in them. To find  
17 patterns in the text, we identified specific chunks of text and sorted them by content. In  
18 the case of the ethnographic descriptions we concentrated on each instance of helping  
19 that we recorded in our notes. In the case of the focus groups, we chunked the text into  
20 598 separate observations made by CyberNavigators. What follows here is an analysis of  
21 each type of data: the surveys, the ethnographies, and the focus groups.

22 Even with analysis, we are now returning to the experts in the field for their ideas. This  
23 draft and preliminary report is aimed at an audience of CyberNavigators and Chicago  
24 Public Library managers, as a tool to help everyone discover what the data has to say.  
25 Discussions at eChicago 2010 and soon after, and then another round of field work this  
26 summer, will lead to a final report.

## 6. Asking: Results from the survey

2

As of last fall, 40 CyberNavigators were working in Chicago Public Library locations. Of these, 37 completed an extensive survey. Additional demographic information was provided by Chicago Public Library. The goal with the survey was to collect trend data regarding four questions:

8

Who are the CyberNavigators?

What help do they provide to patrons?

10

What is the social context for that help?

How is social capital involved?

12

### *Who are the CyberNavigators?*

14

Half of the 40 CyberNavigators are men, half are women. Their average age is RR, with the youngest being SS and oldest TT. On the job they speak English (100% of 37 reporting), Spanish (32% of 37), and the Chinese languages Mandarin and/or Cantonese Chinese (8% of 37). The 40 CyberNavigators are ethnically diverse.

20

African American	48%
Latino	25%
European-American	20%
Asian	5%

22

24

What else do we know about them? First, they are Chicago locals. A majority of them (68%) were born in Chicagoland; an even higher percent (84%) attended local grade schools; and a similarly high percent (81%) attended local high schools. Most of the 72 schools mentioned (82%) were public schools.

28

Percent born in metropolitan Chicago	68%
Percent attended K-8 schools in metropolitan Chicago	84%
Percent attended high school in metropolitan Chicago	81%
Public schools as percent of all schools mentioned	82%

30

32

Second, they are well educated. Close to half of them have already completed college or university studies, at a wide range of institutions, primarily in Chicago or elsewhere in

34

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2 Illinois. The rest are enrolled in either associate's, bachelor's, or master's degree  
 2 programs at area universities.

4

Last or current degrees	Enrolled	Completed	Total
Associates	4	2	6
Bachelors	12	11	23
Masters	1	4	5
ABD (PhD coursework completed)	0	1	1
Not given	--	--	3
Total	17	18	40

6

**Currently attending, or place of last degree**

University of Illinois at Chicago	8
Columbia College Chicago	3
DePaul University	3
Loyola University	3
University of Illinois at Urbana Champaign	3
Western Illinois University	2
Wright College	2
A. T. Still University (OK)	1
Calvin College (MI)	1
Chicago State University	1
Illinois Institute of Technology	1
North Park University	1
Northeastern Illinois University	1
Northern Illinois University	1
Northwestern Business College	1
Not given	1
Oakton Community College	1
Olive Harvey Community College	1
Roosevelt University	1
School of the Art Institute	1
Southern Illinois University	1
Temple University (PA)	1
Truman College	1
Total	40

8

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2 Unlike the CyberNavigators hired in 1999, 81% of whom were in engineering or  
computer science, the current CyberNavigators are educated or getting an education in  
highly diverse fields.

4

Professional Studies		20
Communications	9	
Business	3	
Engineering	2	
Library and Information Science	2	
Other	6	
Social Science		7
Science		4
Humanities		3
Not given		4
All		40

6

8

10 Their jobs as CyberNavigators are by and large their first jobs with Chicago Public  
Library. Seven of them had already worked elsewhere in the library: six as pages, one as  
a summer reading intern. Two had worked in other libraries and two others had worked  
12 in tech support. Slightly more than half are working no other job. Only a small minority  
of CyberNavigators have children.

14

First time at Chicago Public Library	81%
No other job	59%
Have children	16%

16

18

20 They have at least one computer at home, and often two.

Have a home computer		36
Both desktop and laptop	14	
Laptop	13	
Desktop	7	
Not specified	2	
No computer at home		1
All		37

22

2

At home, they also generally have a fast internet connection.

4

Broadband	33
Dialup	2
No home internet access	2
All	37

6

8

They have a wide variety of digital tools at home:

10

12 blackberry	24 game device	36 scanner
camcorder	HDTV	self-made go-cart
14 cellphone	26 iphone	38 smart phone
computer microphone	laptop computer	telescope
16 desktop computer	28 minicam	40 TV
digital cable with on demand	mp3 player	video camera
18 digital camera	30 nintendo	42 viliv S5 (handheld ultramobile PC)
digital turntable	nintendo wii	44 webcam
20 dish cable	32 playstation 2	wii
DJ equipment	playstation 3	46 xbox
22 DVD	34 printer	xbox 360
DVD/VCR player	remote control airplane	

48

50 And, they are highly active digitally. Below are their answers to the question: What have  
you used a computer for in the past week?

52

54 airline check in	74 check international news	94 filled out my time sheet
all of google	check weather	fix friends blackberry pearl
56 apply for jobs	76 check/read info from school	96 8110
attend distance ed classes	website	flights
58 and do homework	78 checked emails	98 games
back up files	communicate with friends	help on managing email
60 banking	80 create facebook	100 helping with email
basic google searches	data entry	helping with social
62 basic spreadsheets	82 did some research for an	102 networking
basic web research	assignment	homework
64 bill pay	84 different cell phone	104 importing contacts to
bills	companies webpages	different email
66 blogging	86 donorperfect	106 index
blogs	downloading	instant messaging
68 book an airflight	88 downloading music	108 internet browsing
bowling research	email	internet research
70 build resumes	90 everything	110 internet resources
buy software	excel	job search
72 catalog personal library	92 facebook	letters
chat	facebook (games)	listen to music

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2	look up weather	32	researching to get a visa for oversea study	62	typed a timeline for a character i'm playing in school
4	lots of instant messaging and some videochatting	34	reservations	64	typed homework assignments
6	made a calendar	36	resume creation	66	typing proposals
8	make e-harmony accounts	38	schoolwork	68	typing tutorials
10	making movies	40	searched for info on popular articles and scholarly articles	70	update my social network
12	messaging	42	searched for internet websites on michael jackson	72	use ms word for papers
14	microsoft office	44	searched for jobs	74	used ms excel for booklist
16	microsoft word	46	searches	76	using microsoft publisher to make flyers, bookmarks, handouts
18	movies	48	searching for jobs for people	78	view class powerpoint
20	music	50	searching for sponsors	80	vlog
22	myspace	52	set up email account	82	watch movies
24	online searching for research article	54	shop amazon for text books	84	watch videos (youtube)
26	organization prep	56	shop online	86	watched shows/movies etc.
28	paid bills	58	shopping	88	watching videos of bowling
30	papers	60	skype		watching youtube or hulu
	played games		social network facebook		web browsing (youtube and wikipedia)
	post events		social networking		word docs
	post in a forum		study		word processing
	read comics		study for exams		work
	read news		surf the web		write papers
	reading online articles		travel search and arrangement		writing
	readings		tv shows		youtube
	research		twitter		
	research databases		typed a proposal for class		
	research names				
	researching graduate schools (general searches)				

90

A total of 34 CyberNavigators also answered the following questions about specific computer uses. The questions are ranked in order from most typical use to least.

92

94

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	<b>In your life or work, do you...</b>	<b>% yes</b>
1	create documents on a computer	100%
2	talk on a cellphone	100%
3	use Wikipedia	97%
4	send or receive e-mail as part of group activities	97%
5	look for information on the Web	97%
6	text on a cellphone	97%
7	use wireless to connect to the Internet	94%
8	share photos, audio or video or that you have made	91%
9	use instant messaging	91%
10	use a spreadsheet	88%
11	use online chat	88%
12	take digital photos	85%
13	send/receive email on a cellphone	76%
14	browse the web on a cellphone	74%
15	read an online bulletin board	71%
16	post to an electronic discussion list or bulletin board	71%
17	post information on the Web in some other way, blogging for instance	71%
18	talk over the Internet as you would on a telephone (e.g. Skype)	71%
19	belong to an electronic discussion list	68%
20	record digital video	65%
21	record digital audio	59%
22	create or maintain web pages	29%
23	host or edit an electronic discussion list or bulletin board	26%
24	use Linux or any open-source software	24%
25	use bookkeeping software	21%
26	add to or change a Wikipedia entry	15%
27	write a program	12%

2

4 Altogether, the CyberNavigators are upwardly mobile, plugged-in young people, the very  
netizens that have been identified as the leading force in the information revolution.

6

8 ***What are the informatics moments, or in other words, what help  
do the CyberNavigators provide to patrons?***

10 In order to develop a profile of the informatics moments that take place in Chicago Public  
Library branches, the survey asked a number of questions about the help given to patrons.

The informatics moments can be broken down into four categories of literacy, or put another way, social practices involving recorded information. These four categories build on each other:

- Basic literacy: Reading and writing
- Computer literacy: Using computers and the internet
- Library literacy: Using the library’s tools and systems, and
- Domain literacy: Combining the above literacies to accomplish a task within a certain domain of life or work.

Two questions involved basic literacy. Most CyberNavigators reported helping people with reading or writing either daily or weekly. So in almost all locations, patrons using the public access computers are seeking help with basic literacy. In most branches these types of informatics moments happen every day.

How often do you...	Daily	Weekly	Monthly	Less than monthly or never	N
...help people write something?	56%	33%	8%	3%	36
...help people read something?	51%	24%	11%	14%	37

Six questions involved computer literacy: using the mouse, the browser, email, an office application, social networking sites, online games, or a computer class taught in the library. All CyberNavigators reported helping patrons use the mouse, the browser, and email either daily or weekly. Nearly all (95%) of CyberNavigators reported helping patrons produce or update documents (besides resumes, see below). Patrons are obtaining help using social networking sites, but less often. And 68% of CyberNavigators reported helping patrons with an online game.

A particular approach to computer literacy is scheduling a class and teaching people who have signed up for that class; 70% of CyberNavigators reported that mode of help giving (48% daily or weekly, 22% monthly).

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<b>How often do you...</b>	<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Less than monthly or never</b>	<b>N</b>
... help people use the mouse or the browser?	84%	16%	0%	0%	37
... help people get or use email?	76%	22%	3%	0%	37
... help people produce or update a document other than a resume?	49%	38%	8%	5%	37
... help people use social networking sites (MySpace, etc)?	30%	22%	30%	19%	37
... help people play an online game?	22%	16%	30%	32%	37
... teach a class from a set curriculum that people have signed up for in advance?	5%	43%	22%	30%	37

2

4 A third type of informatics moment involved helping with computer uses that are  
 6 particular to the branch library. These are forms of library literacy: printing and making  
 8 reservations via the library’s own technology and procedures; using the library’s online  
 10 catalog; and searching its databases. Printing and reservations help were by far the most  
 12 frequent for all CyberNavigators. To print a document or to make, change, or extend a  
 14 reservation at one of the public access computers involves interacting with multiple  
 16 computers and staff members. The configuration of people and tools for these  
 18 interactions is unique to Chicago Public Library and reflects an engineered solution to the  
 20 problem of scarce resources: paper and toner on the one hand, and computers on the  
 other.

14

16 Less often, but still almost universally (92%), CyberNavigators report helping patrons  
 18 with the library’s online catalog and databases. These informatics moments are  
 20 somewhat less unique, being rather common across all U.S. libraries. They are more  
 usually considered “information literacies” that MLS-degreed library staff are taught, and  
 expected to teach others.

20

<b>How often do you...</b>	<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Less than monthly or never</b>	<b>N</b>
... help people print?	97%	3%	0%	0%	37
... help people handle their reservations?	92%	8%	0%	0%	37
... help people use the library catalog?	46%	41%	5%	8%	37
... help people use online databases?	32%	41%	19%	8%	37

22

24

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The fourth and final set of informatics moments involved literacies concerning particular content areas. In other words, they involve using computers to do work in a specific domain. As a result, they require some domain knowledge on the part of the CyberNavigator. The three most frequent involve job seeking: applying online, searching for jobs, and working with resumes. Various types of domain literacy help are listed below, according to how many CyberNavigators provide this help daily. Help with job seeking, research, homework, benefits, and government information more generally are provided most frequently. Help related to current events and culture, e-commerce, health, and homeless issues is provided less frequently.

<b>How often do you...</b>	<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Less than monthly or never</b>	<b>N</b>
... help people apply for a job online?	62%	24%	11%	3%	37
... help people search for jobs?	62%	32%	3%	3%	37
... help people produce or update a resume?	49%	30%	16%	5%	37
... help people do other research?	43%	46%	0%	11%	35
... help people do homework?	35%	32%	22%	11%	37
... help people get or check on benefits?	22%	28%	39%	11%	36
... help people use other government websites [besides benefits]?	19%	47%	31%	3%	36
... help people look into current events or cultural information?	11%	35%	24%	30%	37
... help people bank, buy, sell, or do other e-commerce?	8%	14%	27%	51%	37
... help people get health information?	8%	11%	49%	32%	37
... help people seek resources relating to being homeless?	5%	14%	27%	54%	37

***What is the social context for the informatics moments in the library?***

The context for the CyberNavigators’ providing of help includes the library itself and the broader community. The survey asked briefly about two aspects of the library: staff and space.

CyberNavigators in the branch libraries reported that on average 3.4 non-librarian staff and 2.3 librarian staff were onsite at any given time.

**Library staff on site, on average**

Branches	average	minimum	maximum	N
Paraprofessionals (33 CNs reporting)	3.4	0	10	33
Librarians (35 CNs reporting)	2.3	1	4	35

2

4 The library space can be divided into two zones: space accessible only to staff, and space  
 6 for the public. Hired by the Chicago Public Library Foundation, but in the library 20  
 8 hours a week year round, CyberNavigators are not quite library staff. The computers and  
 the patrons are in the public space. About-one third of the CyberNavigators report that  
 they usually sit in the public space.

10

	In staff-only space	In public space	Both
Where do you usually sit at work? (37 CNs responding)	11	23	3

12

14 Their patrons inhabit a neighborhood that may have other places to get online.  
 CyberNavigators mentioned three kinds of places they knew of where their patrons were  
 16 accessing computers: other public places run by nonprofits, government organizations, or  
 businesses (32 mentions). Personal spaces or making use of portable personal devices  
 18 was also mentioned. Workplaces were mentioned, but least frequently.

20

Public computing	32
Non profit: community center, job help center, senior center, places of workshop	14
Government: schools, colleges, libraries, unemployment office	12
Commercial: internet café, computer store	6
Personal computing: one's own home, family's house, friend's house, apartment complex, senior housing, mobile devices, gaming systems	22
Private computing: at work	7
<b>Total</b>	<b>61</b>

22

**How is social capital involved in the informatics moments in the library?**

2

4 Resources that come to you on account of your social contacts are called social capital. Social capital can be expressed as familiarity with others; help given freely, people  
 6 choosing to cooperate or spend time together, and so on. The survey asked about three kinds of social capital that might be involved in the informatics moments: the  
 8 CyberNavigator’s own social capital; the community’s or the patron’s social capital; and staff social capital.

10

The CyberNavigators report a high level of familiarity with their patrons—every day they help someone they recognize or know by name. A smaller number of CyberNavigators choose to bring their own laptop to work as an additional tool for helping patrons, with some of them even letting patrons use their personal laptop. Fifty-one percent of the CyberNavigators help someone they know in another setting. Very few CyberNavigators get together with patrons outside the library.

18

<b>Social capital indicators: How often do you...</b>		<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Less than monthly or never</b>	<b>N</b>
Cybernavigator	... help someone you recognize but don't know their name?	70%	14%	8%	8%	37
	...help someone you know by name?	68%	27%	0%	5%	37
	...bring your own laptop to work?	24%	11%	0%	65%	37
	...help someone you know from an activity or organization you are part of outside work?	11%	5%	35%	49%	37
	...you have your patrons use your laptop as part of your helping them?	11%	19%	5%	65%	37
	...see, run into or get together with library patrons outside of work?	8%	5%	11%	76%	37

20

22 The community itself is formed of social networks that may be robust or weak, densely knit or sparse, and the patrons reflect this. Patrons frequently (73% daily) know the  
 24 CyberNavigator by name. They often indicate that they were referred by someone they know (28% daily, 50% weekly). And they often come in pairs or groups for help (14%  
 26 daily, 41% weekly).

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<b>Social capital indicators: How often do you...</b>		<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Less than monthly or never</b>	<b>N</b>
<b>Community</b>	...help someone who already knows your name?	73%	22%	3%	3%	37
	...help someone who tells you that non-CPL-staff referred them to you?	28%	50%	8%	14%	36
	...help a group of two or more people who have come together for help?	14%	41%	24%	22%	37

2

4

A workplace is also a social network, and social capital may be in evidence as staff work together. The library staff frequently refer patrons to the CyberNavigator for help, particularly the librarians. But they also help the patrons themselves (41% daily, 35% weekly), even beyond the most common requests for printing or reservations help. A small number of cybernavigators get together or even run into staff outside of work.

6

8

10

<b>Social capital indicators: How often do you...</b>		<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Less than monthly or never</b>	<b>N</b>
<b>Staff</b>	... have the librarians connecting you with someone to help?	86%	14%	0%	0%	37
	... have the security guard connecting you with someone to help?	68%	16%	11%	5%	37
	... have the paraprofessionals connecting you with someone to help?	65%	16%	8%	11%	37
	... have other library staff providing computer/internet help, apart from printing/reservations?	41%	35%	5%	19%	37
	... see, run into or get together with library co-workers outside of work?	0%	3%	22%	75%	36

12

14

One additional measure of social capital is computer/internet help that the CyberNavigator gives to people outside of their job. All the CyberNavigators reported helping someone. Most often were family members, friends, or coworkers (which primarily means other library staff), and one CyberNavigator each mentioned neighbors, strangers, patrons, job-seekers, and fellow church members.

16

18

2

Family	31
Parents	14
Siblings	4
Children	1
Cousins	1
Wife	1
Older relatives	1
Friends	22
Boyfriend	2
Girlfriend	2
Co-workers	6
Neighbors	1
Strangers	1
Patrons	1
Adults returning to employment	1
Church	1
At least one of the above	37

4

## 7. Observing: Results from ethnographies

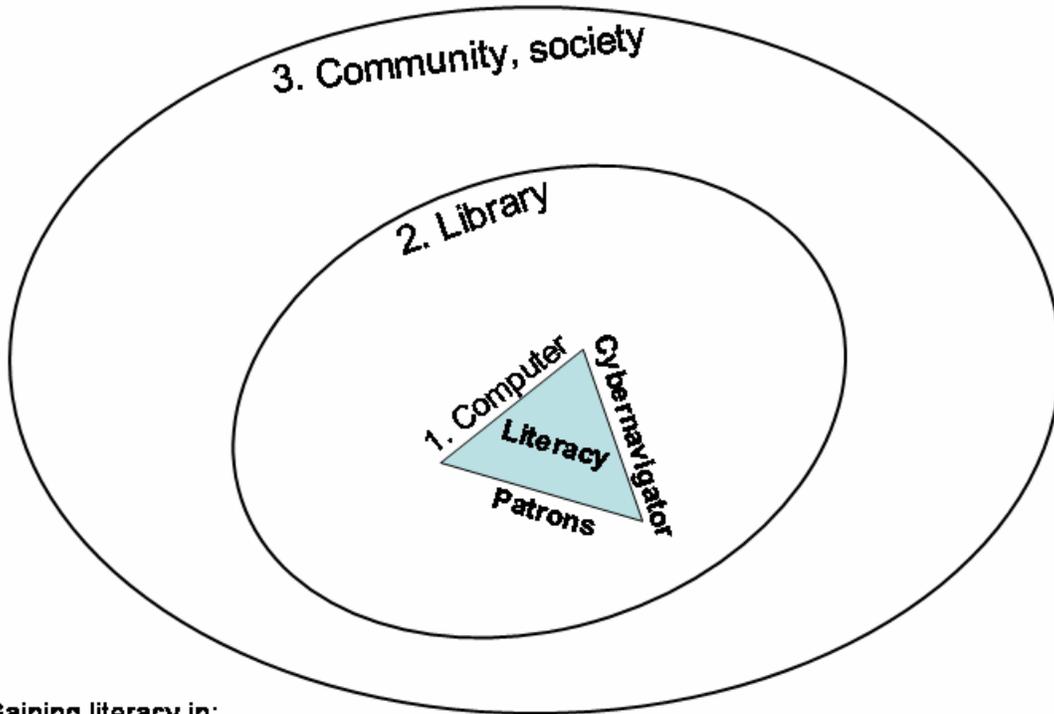
In the surveys, CyberNavigators told about four different types of literacy that their patrons sought help with. But the research team also witnessed informatics moments themselves by observing for several days in six branches. To do this, we developed and used a field handbook that spelled out what to look for (Appendix 2). While in the field, researchers wrote notes that included what they saw and what they thought of what they saw: observations and individual reflections. This helped to begin the synthesis of raw data into findings.

The result of the field work was handwritten notes, so the next step was to type them up. This made them easily searchable. All the informatics moments, any specific instances of CyberNavigators helping patrons, were marked. We had recorded information about 156 informatics moments across all the branches.

Each person’s notes were somewhat different, but patterns were visible. We coded the 156 informatics moments according to the four categories of literacy reported in the surveys and a pattern emerged. Three of the four types appeared in the field notes. Library literacy was most frequent; then computer literacy; then domain literacy. We did not see any moments of help with basic literacy.

<b>Coding the helping interactions reported in field ethnographies</b>	<b>N</b>	<b>%</b>	<b>%</b>
basic literacy (as in the survey data)	0	0%	0%
computer literacy (as in the survey data)	46	27%	29%
library literacy (as in the survey data)	76	44%	49%
domain literacy (as in the survey data)	34	20%	22%
TOTAL	156	90%	100%

These three types of literacy can be thought of as three concentric circles, each providing wider and wider access to information. First comes computer literacy. That enables a patron to gain library literacy. These two forms of literacy then enable a patron to gain domain literacy, that is, to participate in specific online aspect of community or social life—looking for work, doing homework, and so on.



Gaining literacy in:

1. how to access and use the computer
2. how to access and use the library's information
3. how to access and use information more broadly

2

#### 4 **Computer literacy**

6 We observed 46 instances of helping with computer literacy, or 26% of all the  
8 informatics moments observed. Eight stories, told in the original language of the  
observer, illustrate how CyberNavigators help with computer literacy.

10 Passwords and security questions are recurring problems for patrons who may not use  
accounts often enough to remember them, though people do persevere and learn.

12

14 (1) Patron couldn't sign in Yahoo, so came to CN. Gave instruction to answer  
security questions, but the patron couldn't remember so that ended up creating a  
16 new account. Then asked suggestions for his new account name at yahoo. Again,  
they communicated in Spanish. The patron gave CN eye contact (no voice heard,  
18 no hand raised). CN recalled this patron asking him a lot of questions at the  
beginning. Now that the patron got used to the Internet, there are much less  
20 questions he asks CN.

20

22 Big computer questions often have to be broken down into smaller questions. As this  
story also shows, there is camaraderie and mutual help between patrons and with CN,  
even when they are meeting for the first time.

2 (2) (A Chinese male senior. *Language in which they talked with CN:*  
Mandarin; *What does he ask for help from CN?* “What to select on Internet?”  
4 (在网上可以选择一些什么?) *What do they do?* CN presents a list of useful  
websites to the patron, shows how to close and open a computer in library. How  
6 to search and find places and get information on how to take public transportation  
to the destination. *Does the patron know the CN before?* No, they know each  
8 other just when they reserved the one-on-one training.

*Other issues:* (1) an another male senior came to say hello to the CN “Teacher,  
10 how are you doing?”, and then sat in front of the computer next to the CN; (2)  
later the man later interrupted the one-on-one training suddenly, and asked the CN  
12 that how to use the yahoo email. But the CN refused the patron’s request because  
she’s so busy with the hands-on training. Then the second patron began to browse  
14 news in Chinese instead of using email. (3) shortly before class ended the three  
began to discuss with each other about geography information of Chicago such as  
16 where’s some places or bus stops.

18 CNs become a neighborhood “go-to person” for computers, as one librarian put it and  
these three stories of informatics moments show.

20

(3) People ask for advice on buying computers. Price ranges, operating  
22 systems are common questions. The CN will take people to the websites of  
various retailers —Best Buy, Target—to give them an overview. That opens up a  
24 host of questions, like “What is 4GB of RAM?” The Chicago Public Library  
doesn’t offer a “how to buy a computer” class.

26

(4) A fifth-grade boy student who has just immigrated to Chicago with his  
28 parents; his mother takes him to the library to learn how to use library. They told  
me they have no TV and computer at home; so they come to learn and use  
30 computer in library. *Language in use.* Mandarin (with strong Southern China  
dialect); *What does he ask for help from CN?* To learn English and computer at  
32 the same time. *What do they do?* Teach the little boy to access to free WIFI in the  
library on a library’s laptop and use the search engine to find assistance for  
34 homework. The little boy wants to learn email, but CN says there is some  
restriction on kids to learn email. Only those who are above 12 can be taught how  
36 to apply email account and use it. CN also helps them to find suitable laptop  
prices on Best Buy to assist their purchasing wish. *Whether does the patron know*  
38 *CN before?* His mom ever heard of neighbors’ talking on the free computer  
training course in library.

40

(5) I noticed regular patrons coming to CN and asked about their personal  
42 computers. The major purpose of the computer use at the library is the Internet,  
which is the only thing they can do. If the computer has more to offer, what could  
44 happen?!

46 The reservation system is tricky at many levels. This is just one example.

2 (6) First-time patron needs help figuring out reservations system, logging into  
4 computer. (“Is the 0 on the library card a zero or an oh?”)

6 Here is an example of a basic computer lesson offered by one CN. As she said about her  
8 work, “It takes patience, not computer skills.” Her inside knowledge of the patron’s  
10 recent layoff helped orient her to helping him.

12 (7) Patron asked about one on one and about class on friday. Patron wants to  
14 get better at his laptop which he brought. He had an appointment with Cn so  
16 asked for her by name. She did not know him before. Did he want to use his  
18 laptop or the library computer, CN asked. The library computer. “My nephew  
20 showed me a few things” but I want to learn more. I don’t like the mouse on the  
22 laptop, would rather use the mouse like the library PC. She began by explaining,  
24 the keyboard and the mouse is how you tell the computer what to do. You control  
26 it, it follows your commands. The screen is what it tells you back. The real  
28 computer is the box here that the screen is sitting on. Then she explained and  
30 moused around the items on the browser window already open. Then the address  
32 box. She explained the parts of the URL. Including .gov, .edu, .org, .com, saying  
34 you can’t believe everything on the internet, especially the .com, so look at that to  
know where the information is coming from. Then she had him type  
www.pdclibrary.org/mousing which was a tutorial introducing the mouse and  
read through the screens and moused herself, and then passed the mouse to him  
and he worked through each page. The right side of the mouse is disabled on the  
library PCs she explained. She read out loud for the first part, following the words  
on the lesson screens closely. First part she had the mouse, then she gave to him  
and he followed instructions on the screen. He made it through the lesson which  
took close to an hour. She explained you could get a mouse and plug it into a  
laptop if you don’t like the trackpad. Patron mentioned the local pawn shop as a  
source. When she introduced the text box for typing in she said, this is for when  
you fill in a job application. A practical personally-tailored explanation of the  
importance of this form for someone who is unemployed. CN later explained that  
he was recently laid off and wants to do something, not sit home.

### ***Library literacy***

36 We observed 76 instances of helping with library literacy, or 44% of all the informatics  
38 moments observed. These moments were extremely repetitive and often brief, to get a  
40 patron unstuck in a complex and unfamiliar process. Or they were difficult because  
42 technology or policy prevents the library from helping, and the patrons aren’t aware of  
this. Printing a document brought into the library is only permitted at a few locations,  
elsewhere it can be done via a workaround, but viruses can be a risk.

44 (8) Man came in asking CN at front circ desk if she would print something  
that he had on a flash drive he held up. CN didn’t know him. She said no, had to

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2 insist that she could not help him as he asked more than once, clearly  
3 disappointed. She told him to go to Woodson Regional where they would put his  
4 file on a floppy and then he could print it. Woodson's Word computers don't take  
5 flash drives, only floppies. There is no place in the neighborhood CN knows of  
6 where people can drop in and get something printed. The two places that teach  
7 Microsoft Office do not allow people to drop in.

8 (9) Circ desk staff shows another patron how to access the print machine.

10 The reservation system is confusing to many patrons.

12 (10) Patron returns to complain that another patron somehow has 30 minutes  
13 on the 15 minute Quick Access computer. Library staff looks exasperated and  
14 checks the time on the computer—it actually says 30 seconds. Patron apologizes.  
15 He had two reservations but missed his first one so CN makes a new reservation  
16 for him.

18 (11) CN helps a patron with a reservation sign on.

20 (12) A male patron in a bicycle helmet needed help reserving a computer.

22 File management, printing, and reservation processes are frustrating enough for everyone  
23 involved that rules are bent in order to satisfy patrons and make life easier for all.

24 (13) CN helps a man in the adult computer room. He wanted to attach a resume  
25 to an email, but he couldn't since they can't download on the computers. She  
26 circumvented this by saving to the Temp folder and attaching the resume for him  
27 she said that you have to pick your battles. It would have taken him an hour to do  
28 it, and it took her 5 minutes to get around it.

30 (14) Man in his 70s was standing in front of computer with other patrons. ->  
31 CN asked what help he needed. Found out that the patron's reservation was  
32 cancelled because he didn't log in within 10 minutes of his reserved time. CN  
33 went to the reserve machine and made him a second reservation

36 Some tasks are easy enough, and the CN busy enough, that the researcher observing  
37 could step in to expedite matters.

38 (15) I help a patron with a Mac laptop access the wifi.

40 (16) Boy wanted to print. I taught him to use printer station and assisted him to  
41 send a printer job.

44 The catalog is not transparent to all patrons.

2 (17) CN helps a kid find a book, search the catalog, points out the reference  
librarian for more help.

#### 4 ***Domain literacy***

6 We observed 34 instances of helping with domain literacy, or 20% of all the informatics  
8 moments observed. Far and away the most instances of domain literacy involved the  
10 domain of job seeking. The CyberNavigator is juggling unique and lengthy online  
application forms, computer time limits, job advice, established relationships with  
12 patrons, and other patrons waiting. One of the other domains is apartment seeking, and  
Craigslist is an example of a resource people have heard of, but don't know how to use.

14 (18) Immediately after CN offered help, she asked "Can I check craigslist?" ->  
CN told her the computer she was pointing to was catalog machine. CN told her  
16 she would need a library card and reserve computer. She asked "Does it cost  
money?" CN answers "only if you want to print something." CN set up a  
18 computer (opening a browser, opening the craigslist page for Chicago apartment.)  
CN explained her here are apartment for rent postings and scroll down for more  
information.

20 (19) Same person as one hour ago. CN approached her as seeing her screen  
22 that said "complete." Asked what to do next and also showed him a little bit of  
anxiety if she really did complete the process by saying "is it really done? Do I  
24 need confirmation or anything like that?" to CN. -> CN suggested either go to the  
shop directly and tell them you applied online or call them you completed online  
26 application. I asked CN how could you give her such a practical suggestion. As  
like the above (previous session with her and following questions/insights) he  
28 learned about it from experiences helping and his own experiences. He said it  
would be great if they called you, but usually they don't. So it's good to call or go  
30 to them telling that you did it. => it sounds to me very life-experience advice. He  
is just 21 years old!

32 (20) A race against the clock: we help the patron publishing his resume to  
34 Career Builder find the submit button. The formatting of his document has been  
parsed poorly by the website, so we have to scroll several screen lengths over to  
36 find it. We find the button, but with only five seconds to go. The page doesn't  
submit fast enough; the patron goes to make a reservation for another day.

38 (21) A woman wants help writing a resume, but CN doesn't help with the  
40 writing part. She helps her find books on writing resumes and directs her to some  
places that can help with that. She makes an appointment with her to come in for  
42 help uploading and typing it after she writes it out by hand. CN made an  
appointment for her to help her upload a resume and find job information  
44 pertaining to nursing. CN also went to find books on resumes for nurses and  
people in the medical field because this woman was an RN. CN couldn't find any

2 books specific to jobs in that field at first, but later she found a book called  
something like “Jobs in Health and Science” which had a lot of useful information  
4 in it. She identified some of the best sections of the book and set it aside so that  
she could use it in their meeting on Friday.

6 (22) A confident young woman came to the desk and quietly asked about  
uploading a resume. She already had a Gmail account so CN assumed she was  
8 computer savvy, but the woman said that she had only had the account for a week.  
She made an appointment for Friday for help with creating her resume and  
10 attaching it to an email. She seemed young and tech-savvy and confident. This  
moment helped me realize that all types of people have different problems with  
12 technology.

14 (23) A person whom CN had helped before came by to tell her that she got a  
job at Au Bon Pain.

16 (24) Female looked for a website for the job application. -> CN saw her with  
18 someone else at her computer desk, so he went to her an offer for help. Needed  
what to do with the application. -> He asked which McDonald shop she want to  
20 work at, its zip code. Did not know the address or zip -> He navigated her to  
locate the shop by asking which neighborhood and city name using MapQuest.  
22 Did not know (or forgot...) how to access to the website. -> He asked her if she  
wanted him to do it. She said yes. He began reading loud what the site asks to fill  
24 out one step at a time. (the website requires to fill out online resume type of  
information as well as 60 questions maybe about her past experiences and etc.)  
26 She has handwritten information of her past work experiences such as address and  
name of the company she has worked, year, and length of the employment. Joan  
28 helped her quite long time reading it loud and teaching her how to use a mouse and  
how to click. In the middle, when it asks social security number, he told her “You  
30 need to fill the all the blanks, there are 60 questions you have to answer. The  
application for the management you have to answer a lot of questions.” He also  
32 offered her an extension of time to use the computer. Set-up time for reserved  
computer use is 60 minutes.

34

### ***Other observations***

36

In several branches we learned about “regulars” who come often enough to be known  
38 among staff, just like in the neighborhood bar.

40 (25) A regular who is sometimes difficult to help needs help because the paper  
is out in the receipt printer on the computer reservation machine.

42

One CN and librarian mentor each other.

44

2 (26) Chat between the CN and a librarian. (1) The librarian told us that she's  
getting old and becoming less clever, and couldn't learn computer skills the same  
4 fast as youth. The CN comforted her with a story of a seventy-year-old lady. The  
senior attended the CN's course, and she practiced typing by keyboards for three  
6 hours in three weeks. Finally she's so good at typing. The librarian said: "So  
many seniors knew the computer training course from their friends and came in  
8 the library to learn from the CN." (2) CN told us that she wandered on the street  
some other day. A young lady stopped her and shouted excitedly that "you're the  
10 teacher who ever taught my mom to use computer!" (3) The librarian complained  
that it's so expensive to use computers and access to internet in cybercafe around  
12 the neighborhood. The CN and the librarian hold a solid relationship in culture,  
working and lunch time.

14 (27) *Who's the STAFF needing technical support?* A librarian in branch.  
*Language in use:* English. *What help from CN?* How to attach the scanned  
16 documents to email; *What they do?* Scan the documents and send email in the  
form of attachment. *Whether they know the CN before?* Yes, they know each  
18 other for some years because of the job relations. The CN keeps a close  
relationship with the librarian.

20 (28) The CN decides to go print extra flyers. "Patrons sense you're gone and  
22 need help," she says about going into the staff area for any amount of time.  
Internet job search flyers go the fastest. CN makes 10 copies. Also makes copies  
24 of her schedule, some other documents. All of these she has made herself. She  
says Chicago Public Library docs must go through some sort of process—or at  
26 least have the logo at the top and bottom [I'm the one who's unclear about this,  
not her—have to check]. She just does hers because it's faster, not too much of a  
28 worry. She has a flash drive in a drawer in the staff area with forms and flyers and  
etc. CN has built a business-card sized template for GMAIL addresses. It has a  
30 space to write the address. She gives them to patrons when they sign up for  
emails, because they tend to forget them and ask why the CN hasn't remembered  
32 for them. Self-made bookmark with the various parts of a browser window  
explained in Spanish.

34 (29) Security guard came to CN, telling a girl at the kid's station is too small or  
36 old to be in the kid's station. -> CN went to her and asked every kid his or her  
age. And he specifically asked that girl, and she was actually 14 years old with  
38 her little brother and sister. Eventually CN explained the difference between adult  
and kid area for computer use. He instructed her for next time she would need to  
40 check in for adult section.

CN brought up an issue of role being not only CN but also monitor. When two  
42 people were allowed to share one pc, there were more interaction and sometime  
disturbing. But now that only one person can use one computer, and CN is present  
44 as well as security guard, the atmosphere and environment of the library become  
much quieter and distilled from those disturbance.

46

2 (30) CN says, Lots of mothers looking for jobs at the branch. They want hand-  
holding, want the CN to tell them when it's o.k. to click. Jewish, Arabic, Spanish  
4 population there. Could use someone fluent in Arabic (she knows none).

6 (31) People in the neighborhood call the CN "The circuit breaker lady" [Circuit  
Breaker is state assistance for low income/senior/disabled.] Most people come in  
8 by word of mouth—CN grew up locally, goes to church down the street. People  
often think I am working outside my job but this (helping with computers) is my  
10 job I tell them—one woman got help with an insurance problem and brought her  
fruit, was so appreciative and I really didn't do that much. The elderly people are  
12 the ones that request one on one most often. And my work is more about having  
patience than knowing about computers. All this while behind the desk she is  
14 doing as she jokes "50 million things at once" getting people reservations and  
checking out books and answering all kinds of questions. CN comments how it  
16 was great at this branch she could do all these things, when she had been a page at  
the start elsewhere she couldn't, just had to direct patrons to the other staff, but  
18 here her former branch manager wanted everyone to be able to do everything. A  
good thing and a bad thing, she laughed, because now she did a lot.

20 (32) In class patrons talk with each other, help each other. Kids help each other  
all the time, CN learns things from them, they don't come to her for help unless  
22 there's a breakdown or malfunction.

24 (33) The CN's first student was a man with a learning disability. His wife is the  
one who contacted her about computer classes and actually made an appointment  
26 with her first to see how she would be teaching. This demonstrated to me that  
there are strong social ties among the patrons of the library and that the people  
28 who come to her aren't isolated individuals.

30 (34) Public libraries are unpredictable in their patrons and their level of  
activity. Especially in smaller libraries, the staff has to multitask to keep things  
32 afloat. There seems to be less job differentiation here.

34 (35) The majority of questions I observed were simple to the point of triviality.  
There seems to be little difference between the ability of nonprofessional staff and  
36 professional librarians to handle these. The security guard seemed as competent as  
any of the staff at helping patrons register for a computer session or search for a  
38 book.

40 (36) In the library, teaching "technology" or "computers" doesn't seem to help  
the patrons as much as we'd hope. What does help is inside knowledge of the  
42 tools, procedures, and skills necessary for accessing the resources patrons need.  
People who have access to the Internet and the skills to use it usually don't need  
44 the library's help to get information—at least, not anymore. The people who do  
bring their deep questions to the library need service from someone who is a  
46 CyberNavigator and more.

2 (37) The CyberNavigators are expected to walk a line between teaching people  
4 how to use computers and relating to their personal problems. It doesn't seem that  
6 they are trained or expected to triage social service problems. That creates a  
8 tension: the CyberNavigator can show patrons how to write a resume, but should  
10 they give advice on activities that might improve their chances for a job later? I  
think so. Social service programs have developed a large system of services.  
Libraries should at least have a formal pipeline into that network and be expected  
to use it.

## 8. Discussing: Results from focus groups

2

The CyberNavigators are a workforce that simultaneously isolated and immersed. Their closest peers are other CyberNavigators spread out across the city. Their closest co-workers are library workers who inhabit their own occupational hierarchy. Their closest contacts are members of the public seeking to carry out tasks that require more digital literacy than they have. So the CNs had not had face to face time with each other, and they wanted it. As a result, the focus groups turned out to have an interventionist impact.

10

Over a three day period, we conducted six focus groups including 27 CyberNavigators. The focus groups were recorded and transcribed. We identified 598 meaningful segments of the discussion, and we looked for patterns. In these segments the CNs affirm each other, almost complete each others sentences, and enjoy talking to each other.

12

14

1. The helping experience. First, 104 segments (17% OF 598) told stories about the informatics moment. What happens when a CN helps someone with computers or the internet?

16

18

2. The broader environment:

20

22

a. ... outside the library. A total of 79 segments (13% of total) talked about the social conditions outside the library and how they enter into the library. The most sensational (and rare) were about people having sex in the library, which is perhaps just an expression of a level of mayhem due to poverty, substance abuse, homelessness, and a breakdown of the social contract or mutual respect between people and the public library.

24

26

28

b. ... and inside the library. Forty-one segments (7%) discussed different approaches to space and staff computer access, with the CNs generally having uncertain claims to space or to systems.

30

32

c. ... especially the public access computers. These segued into complaints (and a few suggestions) about the public access technology in the library (65 segments, 11%).

34

36

3. The CyberNavigators. In 97 segments (16%) CyberNavigators talked about themselves: their attributes, training, and skills; their isolation and how useful it would be to overcome this isolation.

38

40

4. System to system. Finally, the largest number of segments (212, or 35%) compared what they do with the library itself. A picture emerged of two systems that collaborate, conflict, co-exist, and are a bit confused by each other.

42

44

What follows are the most salient segments of each type, organized to walk the reader though a summation of the 150+ page transcript that was the raw focus group data.

2 ***Best and worst stories***

4 Each focus group began with telling stories. Each CyberNavigator was asked to bring  
6 two stories—the best that they’d experienced on the job, and the worst. One set of stories  
8 were about people gaining computer literacy. Here is one victory story that is typical in  
that the patron returned with a small thank you gift. (Researchers comments are here in  
*italics.*)

10 (1) My best experience was helping this old lady to learn how to use a computer.  
12 Afterwards she was so thankful for me because maybe it was her culture or  
something to thank the people who helps her and she made me a box of  
homemade chicken legs. I didn’t go hungry that day.

14 *Researcher: What were you teaching her to do?*

16 Just basic computer usage like going on the internet. She came to me for about  
18 five weeks, maybe one or twice days a week. Eventually I started teaching her  
about the mouse, the keyboard, and then we went on about teaching her about the  
internet. She eventually got, know how to use the email and browsing the web.

*What language were you helping her in?*

20 Mandarin.

22 They are teaching people who are just beginning to understand the digital world, for  
24 whom (research has shown) emotional support in learning is at least as important as skills  
development: (Line breaks signal one person answering another within one segment.)

26 (2) The elderly I have fun with too and the children. The elderly because they  
28 come in as such eager learners. I mean you really just have no problem with them.  
You can see them light up about what they’ve been missing and all that when they  
30 get used to computers and everything. And I’ve told a story, I say, “You know  
when computers first came about and all this, I was kind of put off by it. I said I’ll  
32 never catch on. But I ain’t going to worry about it. And look at me now, I’m  
helping people make the transition, that bridge to technology as it were.” Once  
34 they get used to pushing them buttons and typing and all that, it’s no big deal.  
And then when they get that email address? Oh, that’s a real biggie—

Opens the door.

36 They’re like “I have it now?” And you’re like “Yes! You just did it.” And they’re  
like “How do they know I’m here?”

38  
40 CyberNavigators have success even when they have to improvise to teach people who  
might have special needs.

2 (3) Just recently these two, a handicapped couple, came into the library. They just  
4 recently got married about a year ago and they came in and wanted to use the  
6 internet to learn how to do email. At first I thought it was going to be really hard  
8 for me 'cause I don't really have any training dealing with people with disabilities  
10 and things like that. I went into it thinking that I was going to try my best and  
12 whatever and so when we did it, it went really well and I actually, it's amazing  
14 how going into things you think one way and coming out of it you think  
16 completely different because it was one of the best experiences I've had in my  
18 two years of doing this. He completely caught on to everything. It took a couple  
20 of times. We didn't really sit down and have, he just dropped in whenever he had  
22 the time and he [said] "—, I want to check my email." "OK, let's do it." The best  
24 part of the story is when I was making his account for him he sat down and I said  
26 "Think of a password that you'll remember." And he said "—." So that was just  
28 really cool and that's what caught my eye. They're mentally handicapped. I  
30 actually look forward to him coming in now. Cause it's just one of those things.  
32 Cause when he comes in he's like "Hi, —. How are you?" And other people who  
34 don't have that issue tend to be sometimes rude. So it's interesting to think how  
36 people go into it thinking "Oh, this is going to be really hard. This is going to be a  
38 challenge." And it turns out to be a really good experience.

20 One more story of computer literacy illustrates the community building that goes on in  
22 the lifelong learning setting of the library, when a patron and CyberNavigator end up  
24 teaching each other.

26 (4) There is one experience that sticks out more than the rest for a positive  
28 experience, and that's with Miss ——. She started out being afraid of, like,  
30 breaking the internet. Wouldn't even touch the computer. Like, she came, she's  
32 looking at it, I'm like, "It's OK, you can touch it. It won't break." And it took a  
34 little over two weeks before she was able to get the hang of, like, the whole thing.  
36 She could go make a reservation, she could go to the computer, get it started, go,  
38 like, look up things, like, here in Chicago, and she's so excited, she'd come back:  
"Oh, you're such a good teacher." And I think the best part of it was that she  
actually started schooling me on little things. I'm like: "Oh, how do you know  
about that?" I told her, I'm like: "I think you're spending a little too much time on  
the internet!" {laughs}

36 The dominant narrative of cybernavigating work is helping people find jobs. Many  
38 CyberNavigators told success stories that ended with a patron expressing deep gratitude.

40 (5) One of my best success stories was a young lady I was assisting with job  
42 searching. We originally started out with just the internet basics and, you know,  
44 she just wanted to learn how to use the computer. And it went from learning how  
46 to use the computer, then she wanted to do a resume, and then—she seen me  
helping someone else do a resume prior to her session, and then she was  
interested in wanting to make a resume. We went from resumes to applying for  
jobs online. And she was coming out of a [battered] relationship, and it went

2 from—she wanted to have her own identity, her own income, and she went from,  
like, not really having a job or having a lot of experience, but I was able to utilize  
4 just her volunteer experience and some of—you know, just some of the life  
experiences that she had, to be able to articulate it into a resume format. And we  
6 applied for a job at — as a — specialist, and she actually got the interview and  
went in and got the job and everything. And I was just so, so happy for her  
8 because she was like: “This is, like, the most money I ever made in my life,” and  
she’s like: “I would never have made it if it wasn’t for you,” and everything, and I  
10 just—I felt good because she was looking for something and she got it, you know  
what I’m saying? And then it went from her being able to go from [a certain point  
in] life and not thinking that she can actually get to that point.

12  
14 These victories happen even though online job forms combined with time limits on the  
computers put excruciating demands on new computer users.

16 (6) I had these three guys come into the library, and they were all trying to apply  
for jobs. Like, two were brothers, and one was their cousin, and they were all  
18 trying to apply for a job at a job fair or, you know, something or other. And so the  
recruiter told them to hurry up and fill out the application; they were a shoe-in.  
20 The only thing they had to do was the application. And they got to the library,  
they had been there before, but they couldn’t get the application done because  
22 they couldn’t, like, get the an example of how to enter it in, like, either use dashes  
or slashes or something. And they had to keep coming to the library because they  
24 kept running out of time because they weren’t filling the forms out correctly  
because it kept saying: “Please, do this again. Please, do this again.” So they  
26 eventually had to keep coming back and keep coming back, so they could finally,  
you know, get it done, and so I was there through the whole application with  
28 them, and one of them came back and said, you know, we got the job. Well, I  
haven’t seen him in the library since, and they just kept coming back. So that was  
30 the good thing. I enjoyed that.

32 Applying for a job in the current online formats usually means starting at the very  
beginning, working closely together on a very personal matter, and the successes become  
34 icons for the CyberNavigator and the community.

36 (7) It was an older gentleman who came into see me. He needed help, a lot of  
help. He needed very basic computer help, setting up an email but ultimately he  
38 wanted to find a job. His main issue was that he had just been in prison for seven  
years and for a non-violent crime as far as I know. Because when you help people  
40 with job stuff you end up finding out about their records just cause it’s part of the  
questions on most applications. And then people have been pretty open with  
42 telling me how long they were there and why and not cause I’m asking just cause  
they just usually tell me in one sentence like “Oh, well I was you know...”  
44 So. And he was really sweet but it took a very long time working with him and I  
had to use a lot of patience with him and he was really nice when he came in. He  
46 always called me Miss —. He was always very respectful and so we took some

2 pretty long sessions and he's actually one of the reasons why I had to sort of  
decide that I needed to cap my sessions at five because you know he basically  
4 kept coming in for several, several sessions and they would stretch. And just  
because he was so nice I would kind of make an exception for him and then you  
know once he sort of graduated from learning with me I gave him some resources,  
6 some connections to other organizations around — where he could go and learn  
even more skills than just internet and basic computer.

8 And he did that and he would come back and report and say “Oh, Miss —, I’m  
taking this class” and you know, I was like “Oh, I’m so proud of you and that’s  
10 really great” and he would just come and see me and say hi. And then one  
weekend I was at my grocery store shopping and he was working there! And he’s  
12 like “Hey, you helped me get this job” and he’s like “I’m working full time” and  
he was really happy and you know he was just, and to me that’s like one of the  
14 best stories ever that I was able to help this guy and he really wanted to turn his  
life around and he was just so sweet and willing to learn and just very eager and  
16 you know, I’m just really glad that in the hard times we are having right now that  
he was able to find a job even with all these things, obstacles in his way.

18 And I think of a lot of people that come out of jail are very anxious about trying  
to find a job, and being able to tell them “Hey, I know this guy who” and I  
20 obviously don’t give them too many details but I just say “He was able to find  
something” and you’re willing to learn and yeah, and you’re willing to put  
22 something into it and you will get something out of it.

24 Without any particular professional preparation, but as trusted peers, CNs serve as job  
coaches and job counselors and invent ways to work which mirror trained social workers  
26 and librarians, for instance, in striving for follow-up.

28 (8) I actually assisted this lady who had been coming in for awhile with her  
resume and looking for work. She had been coming—she’d been coming to me  
30 for about —since I started back in —.So four months. We just—I just spent so  
many, like, times with her, filling out—helping her fill out job applications.

32 Eventually, she kind of got the hang of it so she would come in regularly, and  
then she would just ask me: “Well, help me print out this,” and so I’d show her  
34 how to print out her resume on her own.

36 So she would come in with different jobs. She was looking for truck driving  
jobs. So we constantly looked for different jobs everywhere. Chicago jobs.com  
and different work sites. So she came in one day, and she told me, she said: “—, I  
38 got an interview.” I said: “Thank God.” I’m like: “Thank God, that’s so good.  
Because, you know, you’ve been so persistent and you’ve been coming in to me,  
40 like, you know, three times a week.” And I was really excited for her. The only  
issue was that she had a felony, she had that on her record from, like, a few years  
42 back. I told her, you know, “Be honest on the application. You know, if you  
decide not to, you know, it’s not up to me to decide that.”

44 So—but she did put down that she did have a felony on her record, and I’m  
hoping that everything went well with her. She normally comes in all the time, so  
46 I haven’t seen her in a week. So I’m hoping that she did get the job, though. So

2 that has to be one of the good—one of the best because, you know, they saw that  
on her application, and for them to still ask her, you know, to come in for an  
4 interview, I felt like that was really good. And it was actually with —, so I'm  
hoping. That was one of the best.

6 I said: "If you don't do anything else for me, I can't accept money. But if you  
can't do anything else, just let me know. Because, you know, even if you have to  
8 email me, let me know." I make sure all my patrons, like, do a follow-up with me  
when I help them with something like that. Or even with – you know, even when I  
10 help patrons with – with even, like, email classes. Like, let me know how it went,  
and let me know if you need help, you know? Always. If you can't come in, just  
call me [at the library].

12  
14 At the same time, jobs are scarce. Online applications even for a basic service job are  
the rule, and when patrons find this out it can undo them, the CyberNavigator, or both.

16 (9) First, it requires a lot of patience for this job. And even when the patron thinks  
that you're wrong, although, you know, clearly you're helping them, but they are  
18 so convinced that you might be doing it wrong. Or sometimes we're not allowed  
to actually handle their personal information. Like, something where they need to  
20 put their Social Security number in, things like that. Like, I want to help them,  
but, I can't really put in your number. You know, like, I can tell you, whatever  
22 your number is, you know, put it in there. I'm going to turn around. You put it in.  
They're like, "Well, then what are you here for?" You know? You're helping  
24 them! Like, some of them get confused between the assistance and, like, assistant,  
you know? Because some people come in with, like, a resume, and they're like: "I  
26 need to put this online." I'm like: "OK, well, I can assist you and help you and  
show you exactly what you need to do, set you up. I will stand right next to you  
28 the entire time while you're typing it. You know, everything." They're like:  
"Well, I don't know how to type. I've never typed." I was like: "Well, we can do  
30 some typing exercises before we even start." And they're like: "I don't have time.  
I need a job," you know. And that's understandable. I can understand the  
32 frustration. Like, who doesn't want to feed your family, continue on, and get this  
over with and have a job? But at the same time, they understand that I can't sit  
34 there and type it for them, as much as I want to, and do it quickly because I'm just  
going to have a line of patrons that all expect me to type it for them. So you're  
36 going to have to be fair.

38 So I feel kind of bad, though, because I can understand. You know, they just want  
to get that job. They don't want to learn, you know, all this. So I tried to explain  
40 to them that it's—it's going to help you in the long run. Even if it's not for this  
job, it's going to be for the next. You know, the computer is being used more and  
42 more, so it's to your benefit to learn more about it. I mean, still, some of them  
say: "OK, I'll come," and they'll schedule an appointment with me, and things  
44 like that. But some just, like: "Well, then you're just no use to me. Thanks a lot.  
You are no use to me," and things. And they just walk out in a rage.

2 People are alienated about the job search, or emotional, or even carrying addictions that  
gnaw at them, and the CyberNavigator is the nearest target of their bad feelings.

4 (10) Probably the worst thing that happened to me is, I was helping someone with  
their resume and trying to apply to a job, and it was taking a long time because,  
6 you know, some of the websites, you have to, like, fill out these personality  
profiles, and they take 45 minutes to do it, and that's after you, you know, finish  
8 the application process. So we had to go to my computer because the library  
computers didn't allow for us to upload the resume that was necessary, I just did it  
10 with her on my computer. And, you know, I was OK with doing it, you know,  
because I don't mind going out of my way sometimes because a lot of times I'm  
12 not very busy. So I'm helping her, and she says to me: "Can you please hurry up?  
Because my beer is getting hot in the car." And then I was just like— looked at  
14 her, and I was like: "OK, I'm trying to help you get a job, but that's fine."

16 Library workers show the wear and tear of public service and in the discussion  
CyberNavigators distance themselves from that.

18 (11) One thing I would say – I didn't think about this when you're asking, like,  
20 the best experience. There was a gentleman, I could tell he was a little mentally  
challenged. He was in the Army or something, so something maybe related to  
22 that. But he's fine. He – you know, he talks with good sense. Sometimes he'll go  
off the track but, you know. It's not bad, it's not what you feel frightened at. But  
24 he told me – we sat down, and we started doing some computer stuff, and he  
came, and he came, and at the end, he said: "Thank you, ——. You're the only  
26 person here that ever treated me like I was a human." I was—and he brought me  
flowers. And it was—it was. Yeah. The library staff overall—I will say this on  
28 record. I don't want to give my age, but I've been working a long time, since you  
get your first job after eighth grade when you graduate—I've been working for  
30 probably almost — years, now. And now, most of my jobs have been  
independent, but I've had jobs working in customer service, working in shoes,  
32 working in ——— and other things. I have never seen such mean, nasty, lack  
motivation, no integrity, no "this is my job," no ownership. I have never seen such  
34 blue people in the workplace before.

Lack any sort of empathy.

36 You ain't got 15 cents? I'm sorry!

I'm not even talking about the money. I'm just talking about the way they—their  
38 whole—I have never—such meanness, such lack of respect for each other, for  
their boss, for the public. I have never seen that. So to me, as a CyberNavigator,  
40 we're in the system, but we're not part of that system. We are totally independent.  
I come in, good morning, good morning, and bam, I'm right with the patrons.

42 Along with jobseeking, another stream of patrons come in to get Illinois Circuit Breaker  
44 tax relief, transit cards, and prescription drug benefits. This story is remarkable for the

multiplier effect of a CyberNavigator helping one person, and then him helping many others, with a critical service that comes faster to people who apply online. And this despite a substance abuse problem.

(12) The truth is, if you're filling out a Circuit Breaker, you probably have some hard luck stuff going on in your life. Period, you know? But there was this guy, Mr. ——. I haven't seen him in awhile. But he would come into our branch, and he asked me for help filling out a Circuit Breaker one day. Really nice guy. I mean, totally, was like, typing on the computer, he was—he was intimidated but also, like, not so intimidated that he couldn't do it. Like, he was willing to learn. He was always drunk. Like, he always stank of alcohol, and he would always be, like, "Oh, I'm sorry, Miss. I've been drinking. No, I don't mean any offense." And I was like: "Hey, man. It's cool. If I didn't have to be here right now, I'd probably be doing the same thing." You know, like, totally joking around with him. And so we filled out a Circuit Breaker, and then he comes back, like, later in the week and he's like: "Hey, remember me? I'm back. I got more Circuit Breakers." And I was like: "OK." Turns out, he—in his world, he was, like, the Circuit Breaker man. He filled them out for him, for his wife, for his mother. I don't know if I was supposed to be helping him fill it out for everybody, but it was, like, he took a lot of pride and joy in being able to help his friends and family get their paperwork done. And so each time he came back to do another one, he would get a little bit more proficient, but he was also drunk, and so sometimes he would make mistakes and, like, get bumped back to the beginning of the form. I miss him.

### ***Social conditions around, and therefore in, the library***

A particular theme in the focus groups was dismay at the level of social mayhem they observed. Homelessness is a major theme and prompts struggles over library resources:

(13) I know this is weird but I don't think the public should use the libraries bathroom either because we have a lot of homeless people who come in and get plastered in the library bathrooms and go to sleep. And a lot of the issues stem around the bathroom as well.

Less extreme, but still a stressor are parents using the computers and the CyberNavigators as babysitters:

(14) You all were talking about the kids. Now, I've actually had parents come in and like, "OK, well, I'll be back. So can you, like, you know, make sure that they are on some educational websites?" And I'm like: "I don't remember being the babysitter!" You know.

Did you tell them that?

2 No, but I told the lady, I said: “I’m going to try, I’ll try to make sure that they’re  
all right, but,” I said, “I have a lot of other stuff to do around here.” She’s like—  
“Watch these kids!”

4 But she brought—it was, like, five of them. She brought, like, five of them in, and  
then she just set them all on the computers.

6 Oh, absolutely.

Everyone knows that the library is the unofficial babysitting, period.

8 It is.

10 Isolated adults of all ages bring their loneliness to the CyberNavigator.

12 (15) Where I used to work there was a lot of senior homes around there, like five  
14 in a one mile radius it seemed. So they didn’t have much to do at their senior  
home so they would come over there and just, it didn’t get on my nerves but I just  
16 felt bad for them because they needed some family members, some friends or  
girlfriend or something. It just couldn’t be me. It’s a lot of pressure sometimes as  
18 a CyberNavigator cause people really do start to believe that you’re like family.  
And it’s hard to let them down.

You give them good customer service.

20 Yeah, you’re so nice to them that they just think that it’s personal instead of like  
good business, yeah.

22 Right. I have a guy that asks me to marry him every day he comes in. Yeah. I’m  
married!

24

Not every CyberNavigator has become well-known and therefore sought after, but in  
26 many communities, demand for their help is nearly constant.

28 (16) People in the community—when I first started, there was no one coming, and  
now every day it’s: “Oh, well, such-and-such at the community center told me  
30 that you were here, so can you help me do this?” And so I’m doing all this  
different stuff, and sometimes I literally have to, like, run out the back door so I  
32 can go home because I will get, like—they’re waiting for me, and I’ll have people  
get mad. Like, the library people calling me will be like, you know, “People are  
34 getting upset that you’re not here.”

The two senior clerks that work in my library, when I’ll be like, “I’m going. I’ll  
36 see you,” they’ll say, “Oh, you’re going already? Well, we need you all day. Are  
you coming tomorrow?” No. “Oh, you need to be here tomorrow. What about  
38 Saturday?” No. “Like, you can’t work extra?” Like, “No, they won’t let me go  
over 20 hours. Sorry.” I literally have to bookmark everything, like “Here are all  
40 the bookmarks on the circulation computer for every single form that I know  
somebody’s going to come in for.” If it’s not in the bookmarks or if the people

2 [haven't] just put in their library card number incorrectly, it's called "He'll be  
here Tuesday, Wednesday, and Friday."

4 One reflection of the weak social fabric in Chicago communities is how needy the  
6 patrons looking for work can be. Cybernavigating becomes unlicensed clinical social  
work.

8 (17) It almost becomes therapy. I've heard everything. Because you're helping  
10 them with, like, their personal life, you know, applying for a job. They're going to  
tell you their story, why they're not working, how they got laid off, and this  
position, this, that, and the other. And you really hear a lot.

12 They sit there, and like, especially when they're trying to fill out their  
14 employment history or their work history, and it's like: "Well, I stopped going to  
school here, and then I stopped working here because I had to go all the way  
16 here." And they just go off on a tangent again, like, just talking about this and this  
and this. And sometimes they go a little overboard. And I'm not going to be like,  
you know, "I don't want to hear it," because they're just venting.

18 And you always want to make them feel so comfortable because they're – like  
20 you said, they're so fearful when they come in, in the beginning. And I think  
sometimes they look at you more as a friend.

22 Social conditions include drastically different levels of literacy, and the disparity between  
24 the computers in constant use and the almost empty bookshelves prompts questions about  
that social reality and the library's response.

26 (18) We check out way more kids' books than we do adult books. But, I mean,  
our computers are booked from, like, 9:00 am until we close. Solid.

28 People don't want books.

30 They don't like reading. A lot of people in my generation and younger, they don't  
really like reading. They—you know, they're more into Facebook and Twitter and  
things like that. And, you know, it's understandable—in the digital age that we're  
32 in right now, it's understandable. Everything is computerized, and so therefore,  
we do teach a lot of more adult patrons because, you know, they dealt with  
34 typewriters. They're not into computers they don't know that much about.

36 That's a little bit frightening to me. I really like books, and I think that they totally  
need a place.

38 At my branch, they ordered tons of cool new fiction, and that was just up to the  
librarian, and they circled [circulated] a lots of those. It's just the way they're  
displayed.

40 [Everyone talking at once.]

42 I haven't looked at any numbers, but I would guess more poverty-stricken areas  
circ fewer books.

2 Well, they have lower literacy rates. I worked in this branch in my neighborhood,  
which is a really bad neighborhood, and they had no circ. There's low literacy.

4 In the chaotic social environment, stories of caring and mutual aid stand out.

6 (19) Then there was a husband and wife team, the husband had had a brain injury  
and his wife [was] a little concerned what he could remember and what he could  
8 pick up. So I actually tutored her first so that she could see what my teaching style  
was like and then I tutored them together. And then she would say, "OK, well,  
10 I'm going to go look for something" and I would just tutor him on his own.

### 12 ***Access to the library's space and computer systems***

14 A fixed location is a key way that patrons find services in the library: circulation has a  
counter, reference is at a desk. Different CyberNavigators and their branch locations  
16 have negotiated different arrangements—or not—that affect the CyberNavigator service.  
Access to the computer systems used by staff is a similar issue that was discussed by  
18 many CNs.

20 With regard to space, one CyberNavigator reported:

22 (20) I don't even have a place to sit.

24 Another explained it as being invisible or visible to patrons.

26 (21) It's a problem because the area that I sit at, most people think that I'm just a  
patron. Even though I have a CyberNavigator thing, they think that I'm a patron  
28 because I'm sitting outside of the circulation desk. And all the people are just like:  
"Oh, we thought you were, you know, a patron here." It frustrates me because it's  
30 like, well, there are probably a lot of people that I could be helping, but they don't  
have a clue that I'm here. For a while, I actually did sit behind the circulation desk  
32 for maybe, like, a month or so, but then the branch manager got upset and told me  
not to. Even though it was really an area that really no one was sitting at. And it  
34 was working. People knew what I was there for.

36 As a result, the CyberNavigator typically joins the security guard and they are the two  
workers who occupy the public area, the same space as the public.

38

40 (22) The first day I worked it was kind of just "OK, go stand over there." You  
were kind of on your own basically. And half the time people in the branch really,  
they'll be like "Oh, you're here today?" So it's really weird. And it's funny cause  
42 the security guard will actually know more about how I work, how I do all my  
reservations and stuff and the clerks won't. Because she sits right next to the

2 reservation station so she just hears me doing things and I talk to her cause I stand  
right next to security. So she knows basically more about how to make [an]  
appointment for somebody with me than the clerks do.

4

Being seen and having a place; combined problem of space and computer access

6

8 *(23) Researcher: Do you all have a place to be? Or do you rove? Do you have a  
desk?*

10 Not necessarily. Not everyone. Some people do. Like, I don't have one. I was  
going to the reference, but then we got a new librarian, so it's three reference that  
12 are out there, and the branch manager. So they don't want me to be at the  
reference desk. I can't be at the back desk most of the time because the clerks are  
back there doing things. So—and you know I can't be at the circulation desk, so I  
14 have to stand there—

16 OK, where do you want me to sit today? OK, I'll sit over here today. If you need  
me, I'm right over here.

Right.

18

*And do you have a sign?*

20 I do have a sign, and I wear my tag most of the time—when I remember, to be  
honest with you. But, you know, that's just the issue I have that I think they  
should find someplace for us. At least give us a computer. Even if they gave us a  
22 little laptop, a little section where people know—big sign: “CyberNavigator, right  
here.” But there are things that we probably can do and help someone in one-on-  
24 one type situations and have our own computer to help them—better help them,  
better serve them.

26

There is confusion over access to staff computers and software

28

*(24) Do they let you do the [circulation]?*

30 No, that's the thing. My branch manager doesn't let me – well, I'm not supposed  
to, also. Well, she's all about following the rules, and I respect that. But, like,  
32 sometimes I'm like: “Oh, you could kind of bend them because I need to [get on  
this].”

34

Yeah, that's the whole reason that [you have] your own password and username,  
so that you're able to.

36

I know, that's true. I can log onto them if I wanted to, but I'm not supposed to.

38

They only gave me, like, a username and password or my email address, but I'm  
not supposed to be using the library computers.

What?

40

Yeah, I'm not supposed to touch them. ... No, I can't use any of the computers.  
I'm not supposed – I'm not even supposed to be in the circulation desk.

No, OK. But what about the reference?

2 I can't sit at the reference desk. Only the reference librarians can sit there.

4 And that was one of the biggest issues when we had the big training. Because I  
went to the manager's meeting and I went to the training meeting, and their  
6 biggest concern is, the branch managers, that they didn't want us to be able to. I  
think that they did not stress it enough to help them understand that we should be  
8 able to utilize any computer that has that master program for the reservation  
station on it. Because it's almost impossible to do your job and only be able to use  
10 the computer that the patrons use. You cannot go in the system and see what the  
problem is or correct the problem, and you definitely can't stand there and wait  
12 for a clerk [who is busy] checking out a book and ask them to do it because that's  
really a part of your job.

14 At least one CN shares a computer with staff.

16 (25) I don't have my, like, own computer. I share it with the reference librarians.  
But they're, like, incredibly generous, and also, I think they hate using computers.  
18 Which is sort a weird thing where I, like, love it, and they don't like it. So I sit at  
the computer most of the time, and whenever they need it, I'm just, like, off in  
20 seconds. You know, I'm just like, log off, done, OK, get on. So that's nice, but  
also, like, people have gotten, like, really frustrated with me because I won't, like,  
22 plug in their flash drives to my computer and open stuff. Because, like, as soon as  
you do that, then everybody wants you to, and that's not a good idea.

24 This comment segues directly into a topic that was a big source of complaints from CNs:  
26 the library's public computing technology.

## 28 ***The library's public access technology***

30 Observations in the branches showed a lot of patron confusion with printing, and much  
time spent helping people print. In the focus group the CNs began to complain about this  
32 aspect of the library's public computing technology, as well as about the applications, the  
configuration of the operating system, and speed. On printing:

34 (26) The print jobs. I think I would make that a little bit more simpler because the  
36 process of printing is, you have to go up to the front desk, give them your card  
and money. But then if you don't remember how many pages you're printing, you  
38 got to go back to the print station, click on it, type in your number, find out how  
much you owe, go back up to the front desk, add the money to the card, then go  
40 back over there, click on the website you're trying to print, which, how do people  
know, because everything's just joined together [in one long filename]. The  
42 website is merged into the date and time that you printed it.

And you can't even see the whole thing.

2 Right. How do you know where to go, where to click it? There's nothing telling  
you to click here. It's just – to me it's too much.

It is.

4

It was a bit hard for people to envision improving the printing system.

6

8 (27) I hate the print system. It's just too complicated for new people. New people  
come in there, you know, you got to print from over here. They're already having  
a problem because the print button there doesn't work, so they have to go to file  
10 and hit print. OK, then you – then they go over to you: "Where's it's going to  
come out at?" OK, now let's take your library card and go to the circulation desk.  
12 Then after they do that, still, nothing's going to come out. So now—

*What could they do that would be better?*

14

Sometimes it doesn't seem like it'll come – one print screen will come up, and  
then they'll press OK. But then you have to wait for another one to come up to  
16 say OK again, so you only hit it once, and then you forget about it, it's not going  
to send it.

18

It's too many steps.

20

Maybe they could put the money in the—you know how they do the copier.  
Maybe that would be simpler than having to wait in the line and—

Three steps.

22

Yeah. From your computer, you go to the circulation desk, which is checking in,  
checking out books, and all of that, arguing with people, doing library cards. Then  
24 you got to go to the – then you have to go to the print release. Something needs to  
be more efficient about that. I totally agree.

26

Then even when you're at the printing machine, so you have to select. And they  
have some kind of crazy numbers up there, you know what I'm saying? It's like  
28 XY, to the power of 10, and then it says may be what your document is and what  
time, and you have to scroll over there, see which one you want to – it's just too  
30 extra.

32

There was many instances of kibitzing over word processing in the browser, and handling  
documents with or without flash drives.

34

36 (28) I feel like it would improve things to have some more programs to work with  
people. Specifically with word processing. I'm not sure how you [guys] feel about  
that cause I know the regional libraries have it, but the branch neighborhood  
38 libraries don't have word processing and then you have to ask, "OK, well, are you  
familiar with Google? Can we set you up with Google Docs? Do you have an  
40 email address? Do we have to create one?" Then it just creates this whole other  
issue and people bring in their flash drives and you have to say "No, you can't use  
42 that here. The [ports] are disabled on the computers." You have to send them

2 somewhere else. To me it almost seems like I'm not sure, I'm assuming this that it  
3 will be less headaches if people who are already familiar with Word can have  
4 access to it. It will create, yes, a little bit more work with people who aren't  
5 familiar with it but, I mean, even Google Docs, I've been using Word for a really  
6 long time myself and even Google Docs took me awhile to get used to just cause  
7 it's not the same exact thing. I'm just afraid that if people learn Google Docs and  
8 then they have to use Word in a job or something, they're going be lost cause it's  
not exactly the same.

10 As the speaker above argued, another CN described the problem with teaching people  
11 computing with a system configuration that does not exist outside the library.

12  
13 (29) I think the computers could use more software programs. Since they only  
14 have Internet Explorer I can't really teach them about other softwares. If a person  
15 comes up wanting to learn the basics of computers, I just kind of tell them that I  
16 can only teach you about the basics of the internet. I can't tell them there's going  
17 to be other programs. I kind of just tell them that if you use your own computer  
18 it's gonna be different and it's gonna involved double clicking and opening the  
19 other programs. If they give us at least Microsoft Word or something like that we  
20 could tell them that this is what you gotta do.

22 Brainstorming led to opportunity—or impossibility—of sending people to other public  
23 computing facilities. It seems an inventory of such facilities would be helpful.

24  
25 (30) Going off what she said, I would recommend partnerships with community  
26 [places] where you could send them easily cause some people can't really afford  
27 to get all the way to Woodson cause that's the closest place where I tell them to  
28 go use their flash drive. They can't get over there or just they don't have the,  
29 some people are needing stuff [to be] in the community. The last library I worked  
30 at we had a long list of local churches, community centers where you could go to  
31 use different type of stuff that the library didn't offer. It's not like abundance of  
32 places where they could go, I don't think. It's probably some, I just don't know  
33 where. But we need them highlighted, obvious, in the library.

34  
35 A problem with speed also came up.

36  
37 (31) The staff computers are a lot faster than the public computers. And so—  
38 They're way better.

39  
40 Way faster. And so sometimes if I'm helping somebody, like, do a search for  
41 something, the slowness of their computer combined with their not-so-excellent,  
42 like, internet research skills—I'll be like: "OK, so you start working over here.  
43 Like, you start searching stuff over here." And then I run over to my desk and  
44 I'm, like, replicating the search that they're doing, but faster. So that way, they're  
helping themselves, but I can, like, boost the process along.

2 ***The CyberNavigators themselves, talking shop***

4 Many comments in the focus groups centered on the CN themselves. This was in large  
6 part the result of the research goal. But the focus groups were a release for the CNs and  
the discussions about CN work followed a line of argument from self-revealing moments  
and celebrations to proposals to collaborate and learn from each other.

8

10 First people were heard out and affirmed. Hard experiences of public service to  
struggling patrons of all kinds needed to be aired. As one CN put it,

12 (32) This is therapy. You're paying us to have therapy.

14 "We're good!" the CNs declared.

16 (33) You know, the people in this room, every CyberNavigator I met, we all have,  
like, this certain personality. I think they're really—

18 We want to save the world.

20 Very down to earth, and all that stuff. Like, they've been really good as far as the  
hiring process. The people who are in these different branches are the perfect fit  
for their branch, or at least — is really good at trying to find a way to move you  
22 around.

Yeah.

24 To accommodate your schedule. And the flexibility actually does work, too, to  
get, you know, qualified and get good people in. The hiring process is a really big  
26 part of it.

28 I agree because a lot of times, people come in, and they're intimidated to even ask  
you, to even talk to you, because they think they're going to sound dumb about  
certain questions. So if you can talk to them and say: "I understand."

30 Yeah. Yeah. Then they don't feel so bad. I agree with you.

32 "Why are we good?" CNs began to explain.

34 (34) I always wanted to be a teacher, so I felt like that was the easy part of the  
CyberNavigator job, because I'm very patient, and I can talk in a way that the  
36 patrons aren't intimidated, and they don't feel bad about asking certain questions,  
you know? And they ask me—there is a patron that comes in every day and asks  
me the same thing every day. Like, he's pretty tech-savvy, but say he's logging  
38 into his email, he's going to put www. He's going to put his whole email address  
in the username, and I'm like: "OK you don't have to put www." You know, just  
40 saying it patiently, like I didn't say it, you know, 20 times [laughter] before, but I  
42 don't know, I just tell everybody, like, repetition is the mother of learning, you

2 know, and you just have to continue to do it, and then you get more and more  
comfortable with it. I always wanted to know the things that I know, like we had  
4 computer classes in sixth or seventh grade. I felt like you, —, maybe I didn't think  
that I was qualified before because I didn't know how to put it into words exactly,  
6 step-by-step. You have to break it down. I just keep telling my patrons, practice  
makes permanent. So usually they try to keep up with that.

8 They began sharing experience and solutions—talking shop. And being considerate of  
each other as they did.

10

(35) Thinking back about the typing a resume. They really want you to just do  
12 them for them. They want you to sit there and type it up for them. But I found,  
like, on Hot Jobs, it's like, they just type name, address, then at the very end,  
14 whatever template that they chose, it automatically put all the information in the  
resume format.

16

They fill in the box.

Right. So it's a little less complex to them.

18

The only thing—sorry. Are you still speaking?

No, you go ahead.

20

The only thing about the Hot Jobs thing is you can only use it on Hot Jobs.

Right. And as an attachment.

22

Right. So what I actually recommended to them was to use IllinoisWork.net. I  
don't know if you've heard about it? Yeah, well, you can actually take it out as a  
24 document, a PDF, and you can attach it. And you can save it temporarily on your  
desktop.

26

But you can copy and paste over to IllinoisWork.net.

You can copy and paste the Hot Jobs one?

28

Yeah!

30

Tricks of the trade were shared.

32

(36) You come to me, and you have to save your username and password. That's  
another thing, that [patrons] lose that also. But the good thing is that I've created a  
34 format [for their email accounts]. I've made it that it's their — of their birthday,  
then — and —, and their password is their — and —. So that way, they already  
36 know their birthday and already know their —.

Right.

38

Community-building techniques were laid out.

40

2 (37)I have a personal work email that I made up so that anytime I setup an email  
with someone I tell them “This is how far we can go. Any other questions you  
4 have with the computer, just email me to, or write me to this email.” So [one older  
woman writes me on occasions, “Hey my cousin or my son-in-law or my  
6 grandchild in Sweden is doing this, here’s a picture, and blah, blah, blah.” She’s  
awesome. And it continues their education. “How are you doing?” and if I don’t  
8 hear from them in awhile I’ll write them and be like “I haven’t seen you in  
awhile. Are things OK? Do you need anything from me? Here’s some helpful  
websites” and I keep going.

10 Then a variety of ways to get together and to talk and improve the work came forth.

12 (38) I love teaching the classes. There was a—you know, a curriculum set up for  
14 lesson plans which, at this point, I’ve kind of, like, adapted a little bit. You know,  
I mean, you find what works in those lesson plans and what doesn’t. And I love it.  
16 It makes me feel really—it makes me feel like an education professional, you  
know? Which is really nice. And that’s a part of my job that I’m interested in  
18 expanding. And so that’s why I try, you know, to start writing – like, piloting  
some of my own lessons. And so, you know, just, like, to put it on the record, and  
20 again, as an answer for this question, I would really like to see us going forward  
with that, like, volunteer corps of CyberNavigators who get together to develop  
22 more lessons to target—you know, pool our knowledge about, like, OK, what are  
people doing? People need help with resumes, and we don’t have word  
24 processing? Let’s put our heads together and come up with, like, a pretty bang up  
lesson for resume writing in the public library where there is no word processing.  
26 You know? Or, like, job searching classes or, you know, like whatever. Different  
classes. So I think that would be really good because then what you produce at the  
28 end of that are these lesson plan documents which are the kind of thing that we’re  
talking about that we love to have. Like, actual documents that people can refer  
30 to.

32 (39)All of us have different limitations. I know a CyberNavigator that was  
teaching how to build web pages, something that’s totally over my head. If  
34 someone knows how to teach how to build a web page, let us know that so I can  
refer you to somebody. Because if it’s something that I’m not good at – like,  
36 sometimes I do not want to compile another resume. I don’t want to do it; it’s just  
too much. So if there’s so-and-so, she loves doing resumes? I will send you over  
38 there. Or for me, I love social networking. Some people don’t want to teach social  
networking. Mike, he may not even social network. Me? I’m a social networking,  
40 like, fiend. I mean, Twitter, Facebook, MySpace, LinkedIn, whatever, bring it to  
me. I’ll sit on your Facebook for 13 hours and teach you how to build the best  
42 profile. So it would be good if we all maybe had our specialties so we can  
reference each other.

44 That’s a great idea.

2 (40) It might be nice to have maybe a date where you pull the CyberNavigators in  
and either show them films about conflict resolution or different things that  
4 people may not verbalize as going on a good example would be... There's a guy at  
the branch that's deaf. OK and a lot of times if you don't pick up that he's deaf  
6 people start to get aggravated because he's speaking loudly. Once you get that  
he's deaf, you got two options. You hand him a pad of paper. He just wants what  
8 any other patron wants. But if you don't pick up that he's deaf, staff or other  
people in the library, "That guy makes all this [noise]." If you were able to see a  
10 film about that, or a film about people getting angry because they are getting  
ready to lose their home or people who are getting angry because they have to  
12 come to the library to add, to fill out an application. All of a sudden you're  
answering questions which may forever be unmentioned but people face  
everyday.

14 (41) We did get some training about how to teach people, but it's kind of hard in  
16 one session to really learn how to teach people. It's more of doing it and learning  
yourself. I think if we got more training with how to deal with people who are  
18 aggressive and people who come in and their intoxicated or people with  
disabilities. Maybe that would help a little.

20 (42) I think that would actually be a good thing if we met up more cause there's  
22 only been one time that we've met, had all the CyberNavigators together. All as  
one big group. I think that if every six months or so we have a meeting and  
24 discuss our issues and work from each other and that would be a better help.

I actually talk about work with my friend a lot. She works in —.

26 None of my friends work as a CyberNavigator so it's kind of like just me. So if  
we did have a group like this, with all of us, that we could discuss things like this,  
28 I think it would actually help and let other people know our issues.

30 (43) I would think that the program could be just a little bit more structured. I  
definitely think more check-ins, more unity, that it's a job, because, you know, if  
32 we just feel like, you know, we are contractors, that's fine. But there just has to be  
some more unity in the fact of what we do, what our mission is, you know, rules  
34 and regulations, so on and so forth. So just that I am a CyberNavigator, you know,  
I may not work for [the library or the foundation] but, you know, I'm in relation  
36 to [them], and what their overall purpose is. I don't really know anything about  
the Chicago Public Library foundation and what their mission and their vision is.  
38 And how I play a part in that, even as a contractor. And then as a library, as a  
whole, I just think that just sensitivity—my heart goes out to people, and I just  
40 think that people are completely just [in routine with] the situation. With the  
public that we serve. I think there's a disconnect going on with the hierarchy and  
42 the people that they serve.

## ***Two systems co-existing***

2

A collective sense emerged from the focus groups of two systems co-existing, the library and the CyberNavigators.

4

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(44) I think, actually, we get used more than the librarians. Like, especially at my branch because I feel like nobody goes to the library for books anymore.

8

Everything seems to be online. So it would only make sense that, you know, with books came the librarian, and with computers came the CyberNavigator, you know? So we really do get used a lot, but they don't know that we're here sometimes.

10

12

One branch is even puzzling over this.

14

16

(45) My library has discussions on their library. Patrons and staff, they have discussions about the impact of the computers on the concept of library. On the impact of computers. I can think of discussions that I have been party to about how the computers detract from what a library is suppose to be. And it's just very relieving I guess. When you start talking about library and what a library should be. Some of think of books. Some of us think of access, generally speaking. I'm traditional from the standpoint of when I think of a library I think of sacred space not necessarily church-level space but large, really high ceilings, very quiet which I guess is the model of the libraries as I remember as a kid. And it really takes some adjustment. A library with an eight foot ceiling? Are you kidding me? I mean because libraries are suppose to be this space. There are whole generations of people, for them a library is not represented by that model. It's just very interesting conversation. If you define library as a compendium with information then the computers are just another arm of that compendium. But that assumes that you're looking at information and looking at the some of the many other things that our patrons look at as adults in the library. It's just a very interesting conversation on both ends.

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Two CNs voiced dismay over archaic methods at Chicago Public Library, not using computers themselves.

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(46) I'm, like, an analytical person. It just seems like everything is done backwards. Like, for them to sit there and, take every single book and, like, if it's going to Manning, they write it on a tag and they put it in Manning, and then they print off a slip and they put it in the book, and then they put that one book in a piece of plastic, and they put the plastic in this, and then they have a truck driver. I'm thinking, why don't your books go through the El system or some type of other system? Like all the money they get, which is change, they sit there and they count it. And then they have to go to the currency exchange and get a money order. If I can pay my bills online, why are you guys counting out nickels? Like, a

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2 whole table worth of nickels. You don't even have a counting machine? It just  
seems like stuff is going on in the dark ages.

4 And also, like you said, our staff doesn't know how to open a flash drive. But you  
work at a library. That just doesn't match, like, when I see the library full of  
6 knowledge and all this. Why aren't you trained that way? Does it make me want  
to be a librarian? No. What I get from working in the library is that I just see the  
8 city of Chicago. When I was laid off I went to the employment office, and I had to  
get food stamps. Same thing. Stacks of paper. You sit in the [Link] office for, like,  
10 five hours for them to input your information. Like, I could have done this at  
home. So it just seems like everything with the city—the unemployment, the  
12 CPL, CPS, everything is just not working. I go to corporations where everything  
is seamless. But this is our city, these are our people, and somehow things aren't  
14 working right. I can go work at McDonald's, and McDonald's, you can get your  
meal in 30 seconds, seamlessly. Burger, fries, where everything's in order. But  
you to go to the library—

16 To add to that, I was thinking the exact same thing. McDonalds' purpose, though,  
is to make money. CPL's purpose isn't to make money, that's why I guess, you  
18 know, they have a better flow.

20 All CPL staff, even managers, are not up on technology, so sharing of knowledge is  
valuable.

22

24 (47) If — is away on vacation like she was a couple weeks ago, then I'll come to  
— and I'll say: "I need you to send out my timesheet." And he'll send it off. But I  
26 always have to show him how to attach the file. So I show him each time, and,  
you know, I don't know who mentioned the patron who each week you have to  
show them a new thing. That was you?

28 Yeah.

It's kind of like that with him.

30 He does not know how to attach a file?

32 The branch manager. And I showed him how to scan, I showed him everything  
about Google.

34 And there can be a hands-off attitude to helping patrons with computers, but training can  
overcome that.

36

(48) *Researcher: Do non-CyberNavigators help people with the computer?*

38 No.

40 Sometimes. In my branch, we have – there's three of us that do. And then the  
people who don't know how to do it, like security guards, they've been giving  
42 people bad information. But there's two, but if I'm not there, they help. But they  
have their own job functions so, you know, that's why we need more hours.

Yeah. I think we need more hours.

2 Or train staff to learn it.

You know, I thought about that.

4 Because it's good that we're efficient, but sometimes they'll have people lined up. Like, if I look up, oh, they're waiting for you. Wait a minute.

6 Right when you walk in the door.

8 So I have started with staff. You know what? If they have special, simple requests like this? Go here. The same things I would give a patron, I give it to some staff members just because I look up and take a breath and, you know, it's like they have these people lined up. Now it's like: "Oh, she's here for the computer? We're not going to answer any computer questions." No, it shouldn't be like that, you know? And there's no reason to send people away when there's a human being—I mean, if it's just setting up an email, you may be able to assist them with that.

16 The library service that is the closest in CN's minds to their job is reference work.

18 (49) I feel that we, in our positions, walk this weird line where we are kind of expected to perform reference work to some extent. But, you know, there's a chain of command, and everything's really structured in terms of, like, who does what and who can do what, and whatever. So there are times when sometimes I'll be like: "OK, yes, you might want to do this on a computer, but it is a reference query. It's definitely a reference query. I'm taking you to the librarian right now." And so I can also imagine scenarios, that are also the opposite of yours, where you can also get reamed out by a supervisor for not asking for help—  
26 I actually have.

"That was a reference question." "Oh, OK."

28 Exactly. And so it puts us – we're constantly trying to balance – like, [finesse] that line, then it's like, well, do I extend myself to try to do this? Or at what point do I need to turn it over to my supervisor and ask for help? And I there's not a clear rubric. You're just self-managing all the time. And then you don't want to tell a patron, like: "That's a librarian question. I'm a CyberNavigator."

34 This high school student came in the other day, and she knew how to use the computer. Like, I could have showed her, like, you know, database stuff on the computer, and she was doing – she had to do a – some kind of research paper for her school class on Cottonwood trees. I do have a rough idea of how to use the databases. But going back to efficiency and, like, not giving people the runaround.  
38 Am I going to be able to give her, like, the fastest way online to, like, find age-appropriate, or whatever, information for school about Cottonwood trees? Heck no. I took her to the children's librarian, you know? I'm like: "This is a reference query."

2 CN's asked, What is reference work nowadays and what should people be paid to do it?

4 (50) I'm a little hesitant about learning references and being trained on how to do  
references.

6 Without no pay.

8 Without getting the pay to actually be a reference person. You know what I  
mean? Like, you're going to be actually a librarian at the end of the day because  
you're doing references now. And now there's electronic sources.

10 Well, there's more to being a librarian than that, but yes.

12 I mean, it almost seems like all the – not to diminish your job – it almost seems  
like all they do is go on Find It, nowadays.

That's the bulk – almost the bulk of their job.

14 I mean, and if you know how to organize and do this and do that, it feels like  
16 you're a librarian a little bit. And so I know that they're getting, you know, at  
least a yearly pay. I don't want to, you know, quote their pay.

18 Showing people how to use the computer is our job. Once they start searching,  
that's kind of a reference situation.

But I think what they mean is reference in terms of the books and everything.

20 I think they mean reference, as opposed to programs and databases.

22 We've got to get clarification on that, because I was under the impression that it  
was reference in terms of where to find the books, how to, you know, help them  
with books, the Find It, and all that.

24 It's because there's a variety of stuff on the CPL website, the resources, internet  
26 resources, that the librarians, the library associates, are supposed to be able to  
show them. I think we naturally take it as our job, but—

Yes.

28 Our jobs kind of overlap. They already overlap because the CyberNavigator  
30 program is just naturally internet resources and things. At the same time we've  
got to get retrained, or well, trained.

They trying to get rid of some librarians, or something?

32 Hmm.

34 Strife between associates and CNs comes from who is busy when, and tasks that need  
36 doing, but by whom?

38 (51) I'm not putting my job at risk to go put away a book and then it's in the  
wrong place. And plus, no one ever trained me. Like, in different positions,  
you've been there longer, you've caught on. And you used to be a page, but me? I

2 don't have access to any databases. I wouldn't know how to check out a book, I  
don't know where the fiction section is.

4 But it's just like we're saying, it creates strife. You ever get that? Like, people are  
looking at you like they're just jealous, and they're overworked, and you know.

I've gotten side comments. One of the clerks.

6 I've always been really lucky, mine never complain at all to me.

8 I have a great relationship with my entire staff, but I think when my manager did  
introduce me to the staff, she did make it clear my job description is different  
10 from the rest of your job descriptions and not an employee of CPL. "He's an  
outside contractor for Bank of America so, you know, he doesn't necessarily play  
by the same playbook."

12 CyberNavigators recruit patrons—especially "regulars"—to help provide service to other  
14 patrons.

16 (52) We're limited to what we can do with [a patron's] laptop. So if there's  
someone who comes regularly that I know doesn't mind, I say, "They've got a  
18 Dell. Go talk to that person." or "They've got [an Apple] so see how they log in.  
It didn't work when we went through our procedure. Check with them." Usually  
20 that will do it.

22 So is that a written rule? How do you know that you're not supposed to do that  
with laptops?

24 We were told that in our training. That we were liable for anybody else's  
equipment so we have to instruct them on how they do it.

And you want to get it done.

26 Yeah, you want to get it done and you want to help them.

28 Library staff don't understand how the CN job works, or if they do, they've just learned  
by doing over the years.

30 (53) The clerks'll make a reservation for people for class with me or one-on-one  
32 time without asking them any questions. So when they come in they're like  
"Well, I don't have a library card" or "I didn't make a reservation for this time"  
34 and then I get all the heat for it then because "Well, that person didn't tell me.  
Why isn't it on your sheet?" At first there was issues with the co-workers not  
36 knowing my place and then doing things when I'm standing right there, kind of  
overlooking me but now that I've been at my branch for — years now, it's gotten  
38 a little better but it seems like when we started, and maybe some people still think  
this way, that they don't really know how to go about interacting with us to figure  
40 out how to do certain things when it comes to like making a reservation for a  
patron to see us or doing stuff like that.

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Standards or descriptions of the process of cybernavigating would help everyone.

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(54) I think if maybe the staff better understood, maybe if there was some kind of procedure that they put in place that everyone had to follow cause basically with us, cause at each branch you'll find something different on how we schedule our appointments and do all this kind of thing. Every different branch is completely different. I was detailed at —. I was working there for a little bit and it was a totally different atmosphere. They had a binder and their classes were run with a librarian and where as in my branch I do it all by myself. And so I think if there was a standard that everyone knew about and everyone in the staff knew about then it would link everything together better.

## 9. Conclusions

2

4 Our most basic finding is that the CyberNavigator program is very good bang for the  
6 buck. Since demand increases for their services as they become known in their  
8 communities, it is important to find ways to make the program sustainable for the  
10 Chicago Public Library and experiment with making it more central to the local library  
branch.

8

Thank you for your help.

10

## Appendix 1. Bibliography

Forthcoming.

D R A F T

Appendix 2: Field handbook  
and consent form for ethnographies

# **Cybernavigator Research Field Handbook**

**July 2009**

**Community Informatics Research Lab**

**University of Illinois at Urbana Champaign  
Graduate School of Library and Information Science**

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## **Abstract**

With the cooperation of Chicago Public Library, through library staff Amy Eshleman and Roberto Pang, we are conducting a study of the library's Cybernavigator program. This program hires college students or college graduates to help people use computers and seek information online in 37 of 79 branches. The study asks a number of questions. Roughly ordered from abstract to concrete, reflecting basic research as well as evaluation research, these questions are:

- Is community possible in the digital age?
- In what ways do our new technologies weaken, augment, or perhaps rely on our local, historical communities?
- How and under what conditions are people self-reliant and resourceful in getting across the digital divide?
- How are Chicago's ethnic communities using information technology, and where do they turn for help?
- How do cybernavigators help the library, the patrons and the local community?
- What does the Cybernavigator program do and how does it work?

The research relies on four methods or sources of data:

1. the library's archives on the program
2. observation in several of the branch libraries that have cybernavigators
3. a survey of all branch heads and cybernavigators, and
4. focus groups with the cybernavigators.

For the observation, six of us will go into six branches.

- from Tuesday July 21 through Saturday, July 25
- one graduate student, faculty member, or experienced community/library worker in each branch
- we will practice "involved observation," that is, we will help the cybernavigator and the branch, following their guidance, removing obstacles, as well as observe.

This handbook focuses on the field observation work.

## **Research plan**

Based on an opportunity with the Chicago Public Library (CPL), the Cybernavigators study will augment other research planned in an IMLS-funded research project, Chicago Community Informatics, or eChicago. Cybernavigators is a ten-year-running, newly expanded program at CPL where special staff are hired to help patrons use computers and

the internet. Outside of management reports, it has not yet been studied outside of the library.

We will explore the interaction between Cybernavigators and local social capital/social networks. Our overarching questions are:

- How is community possible in the digital age?
- In what ways do our new technologies weaken, augment, or perhaps rely on our local, historical communities?

More specifically in this study, we are asking how a program of local skilled IT help benefits from and in turn impacts the local community it serves. The study team will collect data from library archives, ethnography (involved observation), online surveys, and focus groups. We will be observing, interacting with, and collecting data from library staff.

There are four ways we will collect data from individuals and these entail different recruitment methods/contacts:

1) **ethnographic involved observation in selected branch libraries** (6). Library management and the research team have identifying branches that meet our research criteria (serve a range of ethnic communities, have cybernavigator staffmember, have current director in place). The PI will recruit six branches via email communication with the branch head, explaining the observation and obtain a consent form from the director, the cybernavigator, and any library staff member with whom the researcher has significant interaction.

2) **survey of all branch library directors** (79). Library management will tell the directors about the study, explain the library's role as facilitator, invite directors to respond to upcoming online survey which will be emailed to them, and provide research staff with emails of all branch library directors. Research team will implement online survey using a tool called surveygizmo. This will entail up to three invitations/reminders to the directors. The tool enables absolute anonymity of respondents while keep track of who has not responded so that reminders are sent only to those who have not responded.

3) **survey of all cybernavigators** (42). Library management will tell the cybernavigators staff about the study, explain the library's role as facilitator, invite them to respond to upcoming online survey which will be emailed to them, and provide research staff with emails of all staff. Research team will implement online survey using a tool called surveygizmo. This will entail up to three invitations/reminders to the directors. The tool enables absolute anonymity of respondents while keeping track of who has not responded so that reminders are sent only to those who have not responded.

4) **focus groups (6) with cybernavigators (42)**. The PI will invite these staffmembers to participate in one of six scheduled focus group meetings of no more than seven staff.

## **The ethnographic research task**

**What is it:** David Garson quotes Johnson who defines ethnography as “a descriptive account of social life and culture in a particular social system based on detailed observations of what people actually do.” Garson’s handy short essay defining ethnography is available at <http://faculty.chass.ncsu.edu/garson/PA765/ethno.htm>.

*We are looking at what cybernavigators (and patrons, and less so other staff) actually do.*

**Involvement:** Kenneth Clark (*Dark Ghetto*) practiced involved observation as the director of an enormous poverty program in Harlem. He talked regularly with a close colleague who challenged him, forced him to set aside his director perceptions and attitudes and look at things more objectively. Involved signifies a participant who engages, battles, the social forces that appear as obstacles in a process that he or she is studying. It is a step beyond participation that he emphasizes and explains in the “Introduction to a Epilogue” section of the book, which is browsable in google books.

*We are battling for digital democracy, for the fullest use of ICTs by all. This is a core value underpinning our research.*

**Theories and questions:** Michael Burawoy (*The Extended Case Method, Ethnography Unbound*) asserts how our theories, our questions, allow us to do ethnography, because we cannot perceive everything, we have to look out for specific things and use perceptions to test our beliefs. Best to be explicit and conscious about the theories and questions we take into the field. He elaborates how the so-called “more scientific” methods like surveys and interviews aren’t necessarily more scientific than the ethnography, and how different methods have always complemented each other and been in dialogue with each other. Browsable on google books.

*Aiko’s notes in the appendix are a good start at musing over what our theories and questions are. She developed these from a read of the social capital/social network literature and our own earlier studies. Look too at the powerpoint slides for the eChicago mapping study, appended here. That last slide summarizes the theory and the operationalization; compare to slide 2 in the may 2009 research proposal to CPL, also appended.*

**Results:** Shoshana Zuboff (*The Age of the Smart Machine*) demonstrates what tremendous discoveries are possible by paying attention to what happens in a workplace. Her book is a classic of social informatics which is browsable on Google books.

*Shoshana's book is vividly detailed but expresses one big idea –informating the workplace means shockingly different skill sets and transformed power relationships, for managers and workers. It is exemplary for social/community informatics scholars.*

## **Questions / note taking technique / equipment**

Use a notebook (less obtrusive than laptop) as well as a laptop (more accurate and the ultimate home for all notes – remember d3, Digitization). Transfer everything into your laptop daily.

Make two spaces or columns, one for observations and one for reflections. Observations means what do you see, what do you see happening. Reflections means what do you think or feel about what you see. Strive to produce both each day.

Make jottings in your notebook during the day as you can. Be ready to jot down actual quotes as well as behaviors as specifically as possible. Specific details are crucial. AND twice a day – midway through your time and near the end of the day – allow at least 30 minutes for writing up notes.

The first set of questions is for each field worker to answer every day, so that we have comparable and consistent data.

(1) How many public access computers are in use 15 minutes after you get in?  
How many are in use midway through your time there?  
How many are in use 15 before you leave?  
Note the times that you do these counts.

(2) For every request for help or interaction with a patron, note down:

Time of day?  
What did the patron ask about?  
What was the patron trying to do?  
Who did they ask for help?  
What language did they use?  
Did they seem to know the cybernavigator already?

(3) For each day, write at least one paragraph about each of these:

The most interesting moment  
The greatest problem  
The greatest solution

The second set of questions is for you to use to jump start your note taking.

Describe the layout and number and placement of computers and printers.

Describe the staffing and the placement of staff. How close is everyone to each other and to the computers?

Describe the relations between staff and patrons and between staffmembers, especially the CN and others.

Do you see any evidence of patrons who are representing or acting for, groups in the community, or for other patrons?

## **Data collection and equipment**

You should have both a notebook for paper notetaking and a laptop. If we need to, we can borrow laptops from GSLIS.

## **Structure and schedule of the field work week**

Tuesday July 21:      depart Champaign-Urbana  
                                 drop-off at hostel, check in (Matt meet up at hostel)  
                                 purchase CTA passes  
                                 travel to branch, meet branch head and staff and start observation  
                                 evening debriefing

Wednesday:            observing in the branch  
                                 evening debriefing

Thursday:              observing in the branch  
                                 evening debriefing

Friday:                  observing in the branch  
                                 evening debriefing, dinner with local host

Saturday July 25:      check out of hostel, items into car  
                                 observing in the branch, lunch with branch head and CN  
                                 leave Chicago for Champaign-Urbana

## **Each site, its community, its staff**

Each library location is in a particular neighborhood with a particular ethnicity:

**Cybernavigators:  
A social capital study of community, library, and technology use  
Consent form for cybernavigator/library staff**

In conformance with federal rules about informed consent, this document briefs you about what we're doing and asks for your voluntary consent to participate. This research is led by University of Illinois faculty member Dr. Kate Williams of the Graduate School of Library and Information Science. The purpose is to learn how the Cybernavigators program at Chicago Public Library works, how the library and the community impact technology use and vice versa. This consent form concerns our field observations in several library locations. Your branch manager has agreed that your library location will participate, and we are now seeking your consent.

This document is to ask if a research may observe and work alongside you while in your library. The idea is to learn about the Cybernavigators program by doing as well by observing. He or she will keep notes on his or her experiences. The notes will be written so as to preserve the anonymity and privacy of all individuals with whom he or she interacts, and the notes will be shared only within the research team and not with any Chicago Public Library managers or staff. Consent forms will also be used with any of your staff with whom the researcher has significant interaction.

No risks to this research are foreseen beyond those of daily life. It is expected that your library location will benefit in from the volunteer work that we do during our observation, and the research will be disseminated to the library as well as to the professional/research community, to add to knowledge that may lead to a better understanding of how libraries and communities work together in the digital age.

At any point, you may choose not to answer any questions from the researcher. You also may discontinue participation in the research at any time without prejudice. The decision to participate, decline, or withdraw from participation will have no effect on your or anyone's grades at, status at, or future relations with the University of Illinois. You will receive no monetary compensation for your participation. The University of Illinois does not provide medical or hospitalization insurance coverage for participants in this research study nor will the University of Illinois provide compensation for any injury sustained as a result of participation in this research study, except as required by law.

The materials from this research will be used for research presentation/publication. Any information that is obtained in connection with this research that can be identified with you or any individual will remain confidential. The only documents that will be retained with your name on it will be the signed consent form.

If you have any questions regarding the research, please ask. You can email or call the lead researcher collect at any time ([katewill@illinois.edu](mailto:katewill@illinois.edu) or cell 419-215-2563). If you desire additional information about your rights as a participant, please feel free to contact

the UIUC Institutional Review Board office at 217-333-2670 or [irb@illinois.edu](mailto:irb@illinois.edu). A copy of this document will be given to you.

I have read and understand the above consent form and voluntarily agree to participate in this research.

---

Name and signature of cybernavigator/library staff

---

Name and signature of researcher

---

Date

# Appendix 3: focus group plan and consent form

## **Cybernavigator focus group / October 26-27-28, 2009**

### **Setup.**

Linda Naru / room access and parking stickers  
Computers, survey on each machine, folder 'survey' on desktop  
Tables (food and coat near door, welcome table)  
Recording

### **Check in.**

Aiko: give name tag, offer refreshment or lunch, place to put coat and bag.  
Kate: go over consent form, receipt form, give them \$ and parking sticker.

### **Monday**

8 we arrive  
9:30-9:45 CNs arrive, welcome, consent forms, payment  
9:45-11:30 focus group  
11:30 food arrives, commence lunch and online survey  
1:30 two people come, welcome, consent, lunch  
2:30 end focus group  
2:30-3 survey

### **Tuesday and Wednesday**

9:30-9:45 morning CNs arrive, welcome, consent forms, payment  
9:45-11:30 focus group  
11:30-1 lunch and leave  
12-12:30 afternoon CNs arrive, welcome, consent, lunch  
12:45-2:30 focus group  
2:30-3 survey

**Part 1.** Go around the room asking each person to introduce themselves and tell two stories. One the, worst thing that happened as they were working as Cybernavigator. Two of the best thing that happened. This is “best” and “worst” in whatever way you think of it.

Who  
What  
When  
Where  
Why  
How

**Break.** Ask everyone to move to a different seat.

**Part 2.** How would you make the cybernavigator program, and your job, better?

1. **working conditions** – hours – pay – benefits – qualifications
2. **training** – their own, other staff, the public
3. **collaborations and cooperation** – with other staff, with other organizations in community, other libraries
4. **outreach and marketing** – what do people call you? Is the name cybernavigator important? Does the community know enough about you? What should they know? How best to tell them?
5. **Technology:** internet speed – public PCs – printing and reservations system – staff computers – how would it change your job if you had a laptop?
6. **Policy:**
  - a. office applications on PCs?
  - b. time limits – too long? too short?
  - c. are you an activist? are you a missionary? do you feel burnout?
  - d. porn a problem? should it be allowed or banned?
  - e. should computers be given more space in the library at the expense of other activities?
7. Should CNs work **more than 20 hours a week**? could students do that? Should it be a **full time permanent position**? should CNs do **other functions at branch**? Should they get **library training**?
8. What have you **learned about libraries** since becoming a CN (good and bad)
9. Are you considering going to **library/information school**?
10. What contributes to your enthusiasm for your job, what detracts? **What would boost your sense of purpose and mission**? What would combat burnout?

## **Cybernavigators: Consent form for focus group and questionnaire**

In accord with federal rules about informed consent, this document explains what research we're doing, informs you of your rights, and asks for your voluntary consent to participate.

We are studying how people in Chicago use computers and the internet and who helps them. The research is led by Dr. Kate Williams of the University of Illinois at Urbana Champaign Graduate School of Library and Information Science, with funding from the Institute of Museum and Library Services.

By participating in this research, you are helping inform libraries and others towards a better understanding of how to serve people and communities in the digital age. This document is to ask if you will:

- 1) join a focus group of cybernavigators
- 2) allow us to audiorecord the focus group discussion
- 3) answer a brief questionnaire.

Your identity, your participation, the audiorecording, and your survey answers will all be kept confidential, safeguarding your privacy. They will be shared only within the research team and not with any Chicago Public Library managers or staff. The materials from this research will be used for research presentation/publication. Any information that is obtained in connection with this research that can be identified with you or any individual will remain confidential. The only document that will be retained with your name on it will be the signed consent form, and that will be part of the data kept confidential by the researchers.

No risks to this research are foreseen beyond those of daily life. Benefits of the research include a \$50 payment to you in appreciation for your time and knowledge.

At any point, you may choose not to answer any questions from the researcher. You also may discontinue participation in the research at any time without prejudice. The decision to participate, decline, or withdraw from participation will have no effect on your or anyone's grades at, status at, or future relations with the University of Illinois.

If you have any questions regarding the research, please ask. You can email or call the lead researcher collect at any time ([katewill@illinois.edu](mailto:katewill@illinois.edu) or 217-244-9128). If you desire additional information about your rights as a participant, please feel free to contact the University of Illinois at Urbana Champaign's

Institutional Review Board office at 217-333-2670 (collect calls accepted) or [irb@illinois.edu](mailto:irb@illinois.edu). A copy of this document will be given to you.

I understand the above and voluntarily agree to participate in this research.

I consent to the digital recording of the focus group.

---

Name and signature of cybernavigator/library staff

---

Date

## Appendix 4: Survey

### Technology inventory

Write your file number \_\_\_\_\_ and then check the things below that you do

- create or maintain web pages
- read an online bulletin board
- belong to an electronic discussion list
- post to an electronic discussion list or bulletin board
- host or edit an electronic discussion list or bulletin board
- post information on the Web in some other way, blogging for instance
- use Wikipedia
- add to or change a Wikipedia entry
- take digital photos
- record digital audio
- record digital video
- share photos, audio or video or that you have made
- send or receive e-mail as part of group activities
- create documents on a computer
- use a spreadsheet
- use bookkeeping software
- look for information on the Web
- talk over the Internet as you would on a telephone (e.g. Skype)
- use Linux or any open-source software
- write a program
- use online chat
- use instant messaging
- talk on a cellphone
- text on a cellphone
- send/receive email on a cellphone
- browse the web on a cellphone
- use wireless to connect to the Internet

	Daily	Weekly	Monthly	Less than monthly or never
<b>How often do you help...</b>				
a group of two or more people who have come together for help				
someone who tells you that non-CPL-staff referred them to you				
someone who already knows your name				
someone you know by name				
someone you recognize but don't know their name				
someone you know from an activity or organization you are part of outside work				
<b>How often do you help people...</b>				
handle their reservations				
print				
write something				
read something				
use the mouse or the browser				
search for jobs				
do homework				
get or use email				
get health information				
produce or update a resume				
produce or update another type of document				
apply for a job online				
get or check on benefits				
use other government websites				
seek resources relating to being homeless				
bank, buy, sell, or do other e-commerce				
look into current events or cultural information				
use the library catalog				
use online databases				

	Daily	Weekly	Monthly	less than Monthly
do other research				
use social networking sites (MySpace, etc)				
play an online game				
<b>How often does the security guard connect you with someone to help?</b>				
<b>How often do the paraprofessionals connect you with someone to help?</b>				
<b>How often do the librarians connect you with someone to help?</b>				
<b>Apart from printing/reservations, how often do other library staff provide computer/internet help?</b>				
<b>How often do you teach a class from a set curriculum that people have signed up for in advance?</b>				
<b>How often do you bring your own laptop to work?</b>				
<b>How often do your patrons use your laptop as part of your helping them?</b>				
<b>How often do you see, run into or get together with library patrons outside of work?</b>				
<b>How often do you see, run into or get together with library co-workers outside of work?</b>				

***You and others***

List all the branches where you have worked as cybernavigator, from first to last.

How many paraprofessionals are usually at work in your current branch?

How many librarians are usually at work in your current branch?

**Do you live in the same neighborhood as your current branch? (If you have worked as CN in more than one branch over time, please answer for each)**

**Did you work for Chicago Public Library in any other job? What job? What branch(es)?**

**Please list any church or team or other community organization you belong to or participate in.**

**Which of these groups might your current branch patrons belong to?**

**What languages do you use as a cybernavigator?**

**Where were you born?**

**What K-8 school(s) did you attend, and in what town(s)?**

**What high school(s) did you attend, and in what town(s)?**

**What college(s) or graduate schools did/do you attend, and in what town(s)?**

**What were/are your major(s)?**

**If you work another job, who is your employer?**

**What is your job title there?**

**How many hours a week is that job?**

**Do you have any children?**

### ***Your computer use***

**In the past week, what sort of work or activities have you done on computers or the internet?**

**Do you have a laptop or desktop at home? Which?**

**If you have internet access at home, is it dial-up or broadband?**

**What do you pay for it monthly?**

**What other digital tools do you own or have at home? (cell phone, game device, digital camera, other peripherals, be as specific as possible)**

***You helping others***

**Would you say your help-giving is mostly scheduled in advance, or not?**

**Where do you usually sit at work, in staff-only space or public space?**

**What websites do you remember using last week in helping people?**

**Where do you get your curriculum for teaching? (Be as specific as you can)**

**Outside of cybernavigator work, who else do you help with computers and the internet?**

**List the other places you know of where your patrons use computers and the internet.**

***Others helping you***

**List up to five people who help you with your own computer/internet use questions (first names or initials).**

**For each, are they family, friend, co-worker, acquaintance, or an institutional resource you don't know in advance?**

**For each, how often do you see them? (Daily, weekly, monthly, less than monthly)**

**For each, how often do you have other contact with them besides face to face? (Daily, weekly, monthly, less than monthly)**

**For each, are they paid to help you or is their help given for free?**

**Thank you!**

## Appendix 5: eChicago symposia

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# eChicago 2007

**Kate Williams, editor**

**Proceedings of the inaugural eChicago symposium  
held at Dominican University, River Forest, Illinois, April 20, 2007  
A Dominican University Graduate School of Library and Information  
Science monograph co-published with the University of Illinois  
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Chris Hagar, Tracie D. Hall, Susan Roman

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# eChicago 2008

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# eChicago 2009

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# eChicago 2010

## Seizing the Broadband Moment

8:30-5:00 on Friday, April 30 and 8:30-3:30 on Saturday, May 1  
UIC Student Center West, 828 S. Wolcott, Chicago  
Medical District stop on Blue Line, Polk stop on Pink Line  
<http://www.echicago.illinois.edu>

From grassroots to citywide agencies, on campus and community, Chicagoans are demonstrating digital expertise and creativity. Now, will the 2010 arrival of broadband—fast internet—help us launch community and economic recovery? Can it generate sustainable livelihoods for everyone?

Hear from:

- Broadband projects leaders from Chicago and beyond
- Cybernavigators and others from our branch libraries
- Asian, Latino, and African American community-based leadership
- Chicago's eGovernment experts
- Chicago contributors to Wikipedia
- Community archivists and media organizers
- Graduate student researchers and activists
- ...and more

Keynotes: **Hardik Bhatt**, City of Chicago CIO; respondent **Neville Roy Singham**, Executive Chairman, Thoughtworks; **Erik Garr**, General Manager of the FCC's Omnibus Broadband Initiative; respondent **Drew Clark**, Director, Partnership for a Connected Illinois.

This fourth eChicago meeting is a practice, policy, and research symposium sponsored by  
University of Illinois at Urbana-Champaign Graduate School of Library and Information Science  
University of Illinois at Chicago Institute for Policy and Civic Engagement  
University of Illinois at Chicago College of Urban Planning and Public Affairs  
The Benton Foundation  
And we gratefully acknowledge support from the Chicago Community Trust

<b>eChicago 2010: Seizing the Broadband Moment</b>				
<b>Thursday, April 29, 2010 / 6:00-7:30 pm / Roundtable Reunion: Job?Tech at 15</b>				
<b>Friday, April 30, 2010</b>				
8:30-9:00	Registration and coffee			
9-10:15	Introductory Remarks: Terry Mazany, The Chicago Community Trust (invited) Seizing the Broadband Moment in Chicago / Hardik Bhatt, City of Chicago; Neville Roy Singham, ThoughtWorks, respondent			
10:15-10:30	Break			
10:30-11:45	Building Broadband Infrastructure <i>Mark Pradun, Chair</i>	Latino Perspectives <i>Hector Hernandez, Chair</i>	Cybernavigators: Research findings <i>Roberto Pang and Kate Williams, Co-Chairs</i>	Public Computing Center
11:45-12:45	Lunch in the Market Place (poster session)			
12:45-2:00	eGovernment: information and civic engagement <i>Joe Hoereth, Chair</i>	Graduate students: research and action <i>Brooke Bahnsen, Chair</i>	Broadband and Small Business	Public Computing Center
2:00-2:15	Break			
2:15-3:30	Perspectives on the Economic Recovery <i>Alexander Sherman, Chair</i>	Community Archives in Chicago: Technological Opportunities and Financial Obstacles <i>Lisa Calahan, Chair</i>	The future of the branch public library <i>Linda Naru, Chair</i>	Public Computing Center
3:30-3:45	Break			
3:45-5:00	Strategies for Broadband Use <i>Susana Vasquez, Chair</i>	Work and Workers in the Twenty-First Century <i>Abdul Alkalimat, Chair</i>	How will online tools impact community media? <i>Thom Clark, Chair</i>	Public Computing Center
5:15-8:00				
<b>Saturday, May 1, 2010</b>				
8:30-9:00	Registration and coffee			
9:00-10:15	Seizing the Broadband Moment Nationwide / Erik Garr, FCC; Drew Clark, Connected Illinois, respondent			
10:15-10:30	Break			
10:30-11:45	Latino Perspectives <i>Hector Hernandez, Chair</i>	Wikipedia Chicago <i>Tony Vernon, Chair</i>	Frontiers in Broadband Use: Healthcare	Public Computing Center
11:45-12:45	Lunch			
12:45-2:00	eBlack: Introducing the Black Experience in Cyberspace <i>Abdul Alkalimat, Chair</i>	Seniors going digital <i>Don Samuelson and Adrian Kok, Co-Chairs</i>	Smart Communities: Research and Practice	Public Computing Center
2:00-2:15	Break			
2:15-3:30	The way forward: Abdul Alkalimat, Charles Benson, Amy Eshleman (invited), Matthew Guilford, Karen Mossberger, Kate Williams			

## **Thursday April 29, 6:00-7:30 pm**

In Conference Room A: *Roundtable Reunion: Job?Tech at 15*

*Chair:* **Abdul Alkalimat**, University of Illinois at Urbana-Champaign Graduate School of Library and Information Science and Department of African American Studies

## **Friday, April 30, 8:30 am-5:00 pm**

8:30-9:00 Coffee and registration second floor of UIC Student Center West

9:00-10:15 Plenary in Conference Room A

*Chair:* **Kate Williams**, University of Illinois at Urbana-Champaign

*Welcome:* **Terry Mazany**, President and CEO, The Chicago Community Trust (invited)

*Speaker:* **Hardik Bhatt**, CIO, City of Chicago, “*Seizing the Broadband Moment in Chicago*”

*Respondent:* **Neville Roy Singham**, founder and Executive Chairman of Thoughtworks

10:15-10:30 Break

10:30-11:45 Breakout sessions

In Conference Room B: *Building the Broadband Infrastructure*

*Chair:* **Mark Pradun**, Governor’s Office State of Illinois

**Alan Kraus**, Northern Illinois University

**Doug Power**, Northern Illinois University

**Mike Smeltzer**, University of Illinois at Urbana-Champaign

In Conference Room C: *Latino Perspectives*

*Chair:* **Hector Hernandez**, Chicago Public Library

**Christina Gomez**, Northeastern Illinois University

**Jaime Guzman**, The Resurrection Project

**Alejandro Molina**, Dr. Pedro Albizu Campos High School

In room 206: *CyberNavigators: Research and findings*

*Co- Chairs:* **Roberto Pang**, Chicago Public Library, and **Kate Williams**, University of Illinois at Urbana-Champaign

**Matt Jensen**, Chicago Public Library, Legler

**Kera Kelly**, Chicago Public Library, Thurgood Marshall

**Theresa Kettler**, Chicago Public Library, Edgewater

**Aldo Vasquez**, Chicago Public Library, Belmont

In room 213: *Public Computer Center*

*The Public Computer Center is a hands-on opportunity for conference participants to enhance their technical knowledge, skills, and experience by learning about online resources from fellow eChicago attendees in 15 minute sessions.*

11:45-12:45 Lunch: Meal tickets for the Marketplace onsite will be provided to conference attendees

*Available during lunch:* Poster Session in Conference Room C

12:45- 2.00 Breakout sessions

In Conference Room B: ***eGovernment: Information and Civic Engagement***

*Chair:* **Joe Hoereth**, University of Illinois at Chicago

**Joe Germuska**, Open Gov Chicago

**Karen Mossberger**, University of Illinois at Chicago

In Conference Room C: ***Graduate Students: Research and Action***

*Chair:* **Brooke Bahnsen**, Fremont Library

**Andrew Gordon**, University of Michigan

**Kristen Kogachi**, University of Michigan

**Gabriel Krieshok**, University of Michigan

**Catherine Le**, University of Michigan

**Alex Pompe**, University of Michigan

**Lauren Walker**, University of Michigan

**Aaron Fleisher**, University of Illinois at Urbana-Champaign

**Jeff Ginger**, University of Illinois at Urbana-Champaign

**Noah Lenstra**, University of Illinois at Urbana-Champaign

**Anna Pederson**, University of Illinois at Urbana-Champaign

**Susan Rodgers**, University of Illinois at Urbana-Champaign

**Aiko Takazawa**, University of Illinois at Urbana-Champaign

In room 213: ***Public Computer Center***

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2:00-2:15 Break

2:15-3:30 Breakout sessions

In Conference Room B: *Perspectives on the Economic Recovery*

*Chair:* **Alexander Gail Sherman**, Civic Consulting Alliance

**Marie Lynch**, Chicago Career Tech

**Justin Massa**, MCIC

**Andrew Pinçon**, Digital Workforce Education Society

In Conference Room C: *Community Archives in Chicago: Technological Opportunities and Financial Obstacles*

*Chair:* **Lisa Calahan**, Black Metropolis Research Consortium

**Joy Kingsolver**, Shel Silverstein Archives

**Andy Steadham**, Black Metropolis Research Consortium

**Lourdes Torres**, Center for Latino Studies at DePaul University

In room 206: *The Future of the Branch Public Library*

*Chair:* **Linda Naru**, University of Illinois at Chicago

**Richard Dohnalek**, Chicago Public Library (Lincoln-Belmont)

**Veyshon Edmond**, Chicago Public Library (Bessie Coleman)

**Moshi Kamau**, Chicago Public Library (Woodson)

**Zach McMahan**, Chicago Public Library (Harold Washington)

In room 213: *Public Computer Center*

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3:30-3:45 Break

3:45-5:00 Breakout sessions

In Conference Room B: *Strategies for Broadband Use*

*Chair:* **Susana Vasquez**, LISC

**Patrick Barry**, LISC

**Bill Callahan**, One Community

**Kurt Demaagd**, Michigan State University

**Scott Goldstein**, Teska Associates

In Conference Room C: *Work and Workers in the 21<sup>st</sup> Century*

*Chair:* **Abdul Alkalimat**, University of Illinois at Urbana-Champaign

**Lenny Brody**, Progressive Democrats of America

**Sheila Garland-Olaniran**, National Nurses Organizing Committee/National Nurses United

**Bruce Parry**, activist

In room 206: *How will online tools impact community media?*

*Chair: Thom Clark*, Community Media Workshop

**Ralph Braseth**, Loyola University of Chicago

**Suzanne McBride**, Columbia College of Chicago

**Glenn Reedus**, South Suburban News

**Ernie Sanders**, Greater Auburn-Gresham Development Corporation

In room 213: *Public Computer Center*

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5:00-8:00 All invited to drinks and dinner at Rosebud, 1500 W. Taylor Street, Chicago  
(complimentary for students of the University of Illinois Graduate School of Library and Information Sciences LEEP program)

## **Saturday, May 1, 8:30 am-3:30 pm**

8:30-9:00 Coffee and registration second floor of UIC Student Center West

9:00-10:15 Plenary in Conference Room A

*Chair: Kate Williams*, University of Illinois at Urbana-Champaign

*Speaker: Erik Garr*, General Manager of the FCC's Omnibus Broadband Initiative,  
*"Seizing the Broadband Moment Nationwide: Mapping, Planning, Doing,"*

*Respondent: Doug Clark*, Executive Director, Partnership for a Connected Illinois.

10:15-10:30 Break

10:30-11:45 Breakout sessions

In Conference Room B: *Latino Perspectives*

*Chair: Hector Hernandez*

**Pablo Castro**, Casa Central

**Jaime Guzman**, Resurrection Project

**Elvia Rodriguez Ochoa**, Pros Arts Studio

In Conference Room C: Wikipedia Chicago

*Chair: Tony Vernon*, Wikipedia Chicago WikiProject

In room 213: *Public Computer Center*

*The Public Computer Center is a hands-on opportunity for conference participants to enhance their technical knowledge, skills, and experience by learning about online resources from fellow eChicago attendees in 15 minute sessions.*

11:45-12:45 Lunch: box lunches will be provided to conference attendees

12:45-2:00 Breakout sessions

In Conference Room B: *eBlack: Introducing the Black Experience in Cyberspace*  
*Chair: Abdul Alkalimat, University of Illinois at Urbana-Champaign*

In Conference Room C: *Seniors Going Digital*  
*Chair: Don Samuelson*  
**Adrian Kok**, Dominican University  
**Bo Xie**, University of Maryland

In room 206: *Smart Communities: Research and Practice*  
*Chair: to be announced*  
**Rishi Desai**, Bickerdike Redevelopment Corporation  
**Karen Mossberger**, University of Illinois at Chicago  
**Norma Sanders**, Greater Auburn-Gresham Development Corp.

In room 213: *Public Computer Center*

*The Public Computer Center is a hands-on opportunity for conference participants to enhance their technical knowledge, skills, and experience by learning about online resources from fellow eChicago attendees in 15 minute sessions.*

2:00-2:15 Break

2:15-3:30 Plenary in Conference Room A: *The Way Forward*

*Chair: Abdul Alkalimat, University of Illinois at Urbana-Champaign*  
**Charles Benton**, Benton Foundation  
**Amy Eshleman**, Chicago Public Library  
**Matthew Guilford**, City of Chicago Department of Innovation and Technology  
**Karen Mossberger**, University of Illinois at Chicago  
**Kate Williams**, University of Illinois at Urbana-Champaign

**Each eChicago symposium becomes a published book. Pick up your copy of eChicago 2009 (complimentary to last year's speakers) and celebrate with us.**

# PUBLIC COMPUTING

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VOLUME 1, Number 1

## WHAT'S HAPPENING AT YOUR PERSONAL COMPUTER CENTER?



Appendix 6:  
Public Computing

THIS IS THE INAUGURAL ISSUE OF A SMALL NEWS-LETTER devoted to the dissemination of news and events to interested persons about the Personal Computer Center of the Chicago Public Library located at the North-Pulaski Branch Library, 4041 W. North Avenue, Chicago, Illinois 60639. Our phone is 312-235-2727. Our Electronic Bulletin Board Number is 312-235-3200.



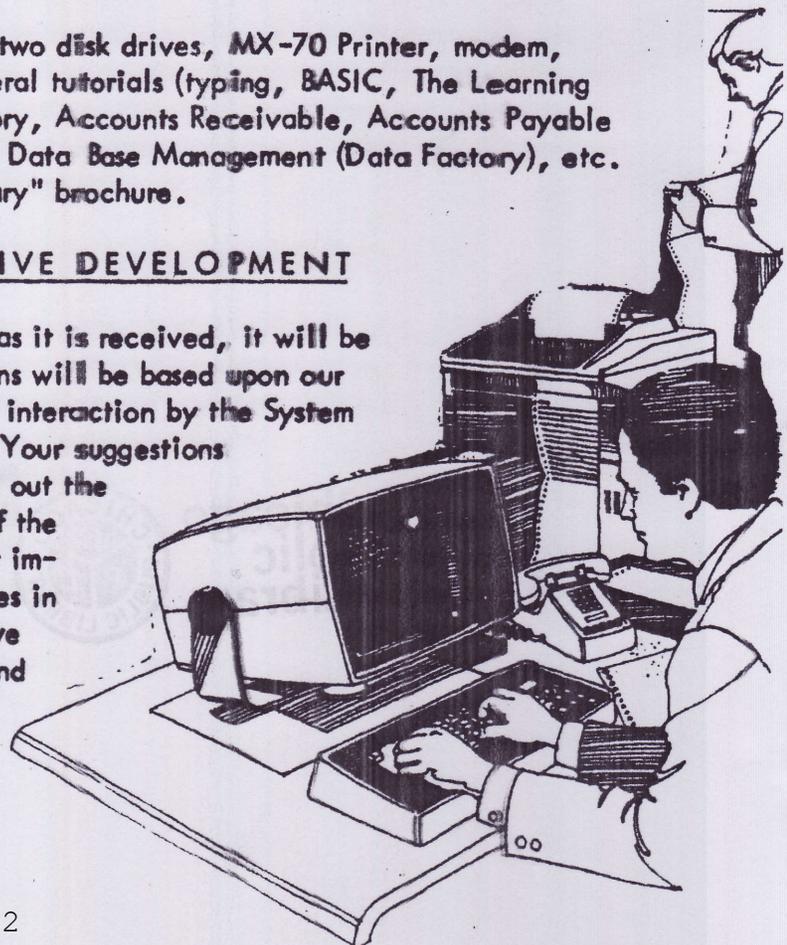
### EQUIPMENT AVAILABLE TO USERS

The equipment (hardware) at the Personal Computer Center was made possible by a generous grant from The Friends of The Chicago Public Library. This grant funding also paid the full cost of an on-site service contract which gives our Center same-day maintenance and repair when necessary. (Down time has always plagued services of any type to the public when dealing with machines but perhaps more in the case of a computer: since it will do more, it is missed more when it is unavailable.) Software has come from several sources: 1) non-book materials library budget, 2) computer club software library, and 3) donation of software by individual microcomputer enthusiast.

At the moment, the Center has one Apple II, two disk drives, MX-70 Printer, modem, and 48K RAM memory. Programs include several tutorials (typing, BASIC, The Learning System, US Constitution, SAT), Invoice Factory, Accounts Receivable, Accounts Payable General Ledger, Compu-Spell, Compu-Read, Data Base Management (Data Factory), etc. For a full description, see our "Software Library" brochure.

### CENTER TO UNDERGO PROGRESSIVE DEVELOPMENT

Each year we will receive new software and, as it is received, it will be reviewed here in these pages. Our acquisitions will be based upon our own reading of reviews and (hopefully) actual interaction by the System Operator(s) of the programs before purchase. Your suggestions are eagerly sought. Please don't forget to fill out the user's questionnaire each time you make use of the facility: you may register your suggestions for improvements or thoughts about software purchases in the spaces provided therein. Remember that we want to obtain software that people will use and not something that will just sit in a notebook on a shelf. Let's keep the dialogue that has begun between Center staff and patrons going and even increase it.



## CENTER VOLUNTEERS

The Personal Computer Center now has two active volunteers, we would like more. If you have at least four hours per week for at least four months to spare that you could devote to this community project as a volunteer, please let us know. Call Dewey at 235-2727. The job involves learning the use of the equipment and then helping to orient others in the use of the computer and how to run most of the major programs and how to work your way through the others. Some programs require specialized learning and have manuals hundreds of pages thick. However, most are simple and run from a menu. Carry-over from one program to another is great.

## COMPUTER LITERACY SHORT COURSES

TO MAKE OUR CENTER MORE VALUABLE we are planning a series of short computer classes or seminars, to begin in February. The series will last for approximately ten weeks for one two-hour period each week. Included will be discussions of micro-computer uses, programs, fundamentals, guest speakers, films, etc. Computer literacy materials have been provided by Apple Computer, Inc. and consist of 25 Apple manuals, a "Computer Literacy Show and Tell Kit" and several guidebooks. The next "Public Computing" will include more details.

## COMPUTER CLUBS WELCOME

We have begun discussions with a number of Special Interest Groups in local computer clubs in hopes that they might use our meeting room to hold their periodic gatherings.

## COMPUTER MAGAZINES TO BEGIN IN JANUARY

Orders were placed this year for about a half dozen computer magazines here at the North-Pulaski Branch, including BYTE, PERSONAL COMPUTING, and several Apple Journals. Subscriptions are scheduled to begin shortly after the new year. Back issues are available for several magazines, including a couple of years of BYTE; CREATIVE COMPUTING, and PERSONAL COMPUTING.

## A COMPUTER BOOK CLUB SCHEDULED FOR THE KIDS

Keep your eyes peeled for publicity around the branch to clue you in on the rules for joining up in our "Computer Book Club". Winners will obtain a certificate and an amount of time for playing their favorite games at the computer, including Space Invaders, Raster Blaster, Chess, and so on. The Big Prize: ONE HOUR GAME TIME. Several second and third prizes. Some kind of prize will be computed for anyone who reads at least one book.

The Personal Computer Center is sponsored by a generous grant from the Friends of the Chicago Public Library.

PROGRAM PACKAGE OF THE MONTHDISKETTE #035

The following programs all run from diskette #035. Simply type: RUN HELLO and then hit the return key and the following "MENU" will be displayed --

CATEGORIES AVAILABLE ARE:

1. BUSINESS
2. MATHEMATICS
3. STATISTICS
4. MISCELLANEOUS

WHICH WOULD YOU LIKE?

Please reply to the question with a 1,2,3, or 4. It is not necessary here to hit RETURN. According to what you select from the above MENU you will be presented with one of the MENUs depicted below-- On those MENUs below you MUST enter a number and then RETURN.

Programs in the business category:

1. Future value of an investment
2. Annuity
3. Regular deposits
4. Regular Withdrawals
5. Initial investment
6. Min invest for withdrawals
7. Nominal interest rate
8. Effective interest rate
9. Earned interest table
10. Depreciation rate
11. Depreciation amount
12. Salvage value
13. Discount commercial paper
14. Principal on a loan
15. Regular payment on a loan
16. Last payment on a loan
17. Remaining balance on loan
18. Term of a loan
19. Annual interest rate on loan
20. Mort amort table

Programs in the mathematics category:

1. Greatest common denominator
2. Prime factors
3. Area of a polygon
4. Vector analysis
5. Parts of a triangle
6. Vector operations
7. Coordinate conversion
8. Coordinate plot
9. Angle conversion
10. Polar equation plot
11. Function plot
12. Linear interpolation
13. Curvilinear interpolation
14. Simpson's rule
15. Gaussian quadrature
16. Trapezoidal rule
17. Derivative
18. Quadratic formula
19. Real roots: Newton
20. Real roots: Half-interval search
21. Tric polynomial
22. Simultaneous equations
23. Linear programming
24. Simple matrix operations
25. Matrix multiplication
26. Matrix inversion

BE SURE YOU'RE ON OUR MAILING LIST!

CALL 235-2727 to make appointments -- Ask for Patrick Dewey/Librarian/System Operator

**STATISTICS PROGRAMS:**

1. Permutations and combinations
2. Mann-Whitney U Test
3. Geometric Mean
4. Binomial distribution
5. Poisson distribution
6. Normal distribution
7. Chi-square distribution
8. Chi-square test
9. Student's T-distribution
10. Student's T-distribution Test
11. F-distribution
12. Linear correlation coefficient
13. Multiple Linear regression
14. Linear regression
15. Nth order regression
16. Geometric regression

**MISCELLANEOUS CATEGORY PROGRAMS:**

1. System reliability
2. Average growth rate
3. Federal withholding taxes
4. Tax depreciation schedule
5. Check writer
6. Recipe cost
7. Map check
8. Day of the week
9. Days between two dates (enter as 00,00,0000)
10. Anglo to metric

SOME of the category entries will produce a MENU of their own. For example, in the next column is produced the MENU you would get if you entered 10 (Anglo to metric) above under the Miscellaneous category and pressed RETURN.

**EXAMPLE OF SUBMENU.....**

Which program would you like to use? 10

(RETURN)

**ANGLO TO METRIC**

1. Inches to centimeters
2. Feet to centimeters
3. Feet to meters
4. Yards to meters
5. Miles to kilometers
6. Teaspoons to cubic centimeters
7. Tablespoons to cubic centimeters
8. Cups to liters
9. Pints to liters
10. Quarts to liters
11. Gallons to liters
12. Bushels to liters
13. Pecks to liters
14. Ounces to grams
15. Pounds to kilograms
16. Tons to kilograms
17. Fahrenheit to celcius

(TO END PROGRAM ENTER 0)

WE ALSO HAVE:

US CONSTITUTION TUTOR

&

SAT TUTOR...

...a review next month

CALL 235-2727 to make appointments -- Ask for Patrick Dewey/Librarian/System Operator

Appendix 7: Table from Spencer 1943, p 120  
 TABLE 1  
 LIBRARIES OF CHICAGO, 1833-72

Name of Organization	Library Founded	Library Discontinued	Remarks
Aurora Turnverein	1857	.....	
Baptist Union Theological Seminary	1867	1892	Became University of Chicago Divinity School
Bell's Commercial College	1854	?	
Burley's Circulating Library	184—	.....	Formerly Gale's Circulating Library
Catholic Library Society	1842 (?)	?	
Chicago Academy of Design	1866	1879	Burned
Chicago Academy of Sciences	1857	.....	Burned; revived
Chicago Arbeiterverein	1857	.....	
Chicago Astronomical Society	1863	1876	
Chicago Board of Trade	1850	1886	Burned; revived; discontinued
Chicago Charitable Eye and Ear Infirmary	1858	1870	Became Illinois Charitable Eye and Ear Infirmary
Chicago College of Pharmacy	1859	1896	Became Illinois University School of Pharmacy
Chicago Historical Society	1856	.....	Burned; revived
Chicago Law Institute	1857	.....	Burned; revived
Chicago Library Association	1868	1871	Continuation of Young Men's Association; burned
Chicago Lyceum	1834	1837	Books taken by Young Men's Association
Chicago Medical College	1864	1891	Became Northwestern University Medical School
Chicago Normal School	1867	1885	
Chicago Theological Seminary	1856	.....	
Chicago Turngemeinde	1856	1885	
Civil Engineers Club of the Northwest	1869	1880	Became Western Society of Engineers
Cobb's Library	1869	1894	Rental library; discontinued
Cook County Normal and Training School	1867	1896	Became Chicago Normal School
Excelsior Society	1846	?	
Franklin Library	1869 (?)	.....	Burned
Gale's Circulating Library	1838	184—	Became Burley's Circulating Library
Hahnemann Medical College	1855	.....	
Hyde Park Lyceum	1867	1891	Became Chicago Public Library branch
Iron Moulders Union	1860	.....	
Junior Lyceum	1842	?	Short-lived
Illinois Charitable Eye and Ear Infirmary	1870	.....	Was Chicago Charitable Eye and Ear Infirmary
Mechanics' Institute	1842	1861	Sold for debt
Michigan Avenue Free Library	1871	?	Discontinued; books sold about 1874
New Church Library	1838	1871	Burned; revived; soon discontinued
Newberry Library	1868	.....	Bequest received; organized, 1887
North Shore Rolling Mill	1870	1885	Discontinued
Presbyterian Theological Seminary of the Northwest	1859	1886	Became McCormick Theological Seminary
Rush Medical College	1869	.....	Eventually part of University of Chicago
St. Francis Xavier's Library	1846	1885 (?)	
St. Ignatius College	1870	.....	
St. Luke's Hospital	1871 (?)	.....	
Svea Society	1857	.....	Burned; revived
Union Catholic Library Association	1868	.....	Burned; revived
University of Chicago (old)	1858	1886	University closed
University of Chicago law department	1870	.....	
Young Men's Association	1841	.....	Became Chicago Library Association
Young Men's Christian Association	1865	.....	Burned; revived
Young Men's Christian Union Library	1871	.....	Organized ten days after fire
Young Men's Library Association of the First Presbyterian Church	1870	.....	
Young Men's Lyceum	1843	?	
West Side Library	1869	.....	Rental collection
Zymotechnic Institute	1872	.....	



