Centered on student success

Library’s programs and activities crucial to helping students feel they belong on campus

The University of Illinois at Chicago takes a multipronged approach to ensuring that all of its students have an equal opportunity to receive a high-quality education that prepares them to graduate and achieve their future life goals. A wide range of student success initiatives support students (especially undergraduates) in every phase of their educational progress at UIC. These include preparing students to manage their time and course loads, giving them paid internship opportunities in their fields and offering them experiences that encourage leadership development, to mention only a few. Learn more at studentsuccess.uic.edu.

Participation from each of the colleges at UIC is essential to these efforts. The UIC University Library plays a unique and central role in student success because it is the only college that collaborates with and serves all of the other UIC colleges. Additionally, the Library’s physical spaces are used by more than 3.2 million visitors each year for a variety of purposes, from collaboration to quiet study, to research, classes and workshops, to events held by UIC’s academic and cultural centers and much more.

The Library continually strives to cultivate partnerships and to create a welcoming and productive environment for all.

The Library is currently focused on working toward three goals that support student success:

1. Instill confidence in students by giving them the knowledge, tools and resources to effectively find and evaluate information in order to complete their class assignments

2. Ensure that all students feel they belong and see their heritages and interests reflected in instruction, collections, exhibits, resources and events at the Library

3. Make the Library environment conducive to productive study and research by providing students with facilities and activities that allow them to focus on coursework and maintain healthy work and rest habits

(Story continues on p. 4)
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Mission
Empower the UIC community to discover, use and create knowledge.

Vision
A world of equal access to information and resources where everyone is inspired to achieve their goals.
UIC broke enrollment records again this fall. More than 31,600 students now attend the University, an almost four percent increase over last year. Our student body remains one of the most diverse in the country with no racial or ethnic majority. Many of our students are the first in their families to attend college and more than half come from households with incomes that qualify them for federal financial aid. UIC has embraced its mission to educate our students and is committed to their success.

While our students appreciate that an education can help them advance their careers and improve their potential earnings, they sometimes struggle to learn study and research skills, to develop support networks and to seek help with the many issues they face in an unfamiliar university environment. Over the past several years, extensive research has been conducted at UIC to better understand at what points in their college years students are most vulnerable, what factors are the most significant influences on performance and retention and what interventions work for which students. Based on this research, units across the University are actively engaged in developing and assessing programs and services intended to ensure all students succeed—and the Library is part of these efforts.

In this issue of the newsletter, you will read about some of the programs the Library is offering to promote student success. These include in-class instruction for freshmen in their first research and writing course; dialogue courses that help students learn the skills to communicate in a diverse and increasingly divisive society; relaxation activities during high-stress exam periods; and partnerships with academic and cultural centers to ensure students are made aware of the full range of resources available to them. The Library also strives to help students feel that they belong (an important factor in retention and success) by hosting events, mounting exhibits and building collections in which students can see their and others’ cultures reflected. We are also working hard to recruit and retain faculty and staff who more fully reflect the diversity of our user population.

Another important role the Library plays in student success is providing spaces for students to study, research and collaborate. This fall, especially in the Richard J. Daley Library, it sometimes feels like all 30,000-plus students are in the building at one time looking for a place (even on the floor) to work. While we do have exciting long-term plans for an extension to the Daley Library, we continue to undertake modest renovations to provide more and better space for students. As we mentioned in our last newsletter, over the next 18 months, we will be working with architects to expand seating on the 2nd floor, to provide a variety of furniture settings for collaboration and to improve the acoustics. Undesignated gifts to the University Library this next year will be used to create this “Collaboration Commons,” as we are calling it.

We are very excited that our diverse collections are well-represented in the Department of Cultural Affairs and Special Events exhibition, “African American Designers in Chicago: Art, Commerce and the Politics of Race,” at the Chicago Cultural Center. Mounted this fall as part of Art Design Chicago, the exhibition features many items from notable African American designers whose materials are housed in the Library’s Special Collections and University Archives. Open until March 2019, the exhibit provides our own community and visitors from around the world the opportunity to see these significant works.

I hope you enjoy this issue of the newsletter. I look forward to hearing from you and to sharing more news through our emails and letters. In the meantime, sincere thanks for your continued support of our efforts to help ensure UIC students excel!

Sincerely,

Mary M. Case
University Librarian and Dean of Libraries

We wish to acknowledge and thank the donors who have recently made significant gifts to our IGNITE campaign. Your generosity enhances our ability to create new knowledge and transform lives.

The Kula Family
Merck & Co., Inc.
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Library’s programs and activities crucial to helping students feel they belong on campus

Centered on student success

Teaching students to use the library and conduct research with confidence

Students who are new to college research and unfamiliar with navigating a large academic library may not feel comfortable seeking in-person help directly from a librarian. When the pressure is on to complete course assignments, the Library’s Chat with a Librarian instant messaging service on library.uic.edu can be a lifeline. The online service is anonymous and available late into the night when students may be doing research. It gives students the opportunity to ask questions without fear of being judged. Paula Dempsey, Ph.D., head librarian for Research Services & Resources, manages Chat with a Librarian and has published research (crl.acrl.org/index.php/crl/article/download/16525/17971) on the impact of the service. She notes that “the library values collaboration, equity and inclusion, and Chat with a Librarian is a service that reaches everyone. It is a way to connect with and teach students whether they are on or off campus, in the moment when they need help.” Raising the level of information literacy, which includes learning how to evaluate if a source is credible and appropriate and how to develop a range of search terms and key words to increase the chance of finding relevant information, is an important aim of Chat with a Librarian. Another is to increase the level of interaction with students so they will continue to use the Library and develop positive experiences and ongoing relationships with faculty and staff members that benefit them throughout their time at UIC.

All new students are introduced to the Library during orientation, but most are not able to take advantage of the range and depth of assistance and information available to them until they take English 161. In this required introductory composition class, students learn to conduct independent research and write a fully documented academic paper. Approximately 4,000 students each year receive hands-on instruction in research techniques from Library faculty who partner with English faculty to ensure that students learn how to comprehend and effectively incorporate the information they discover into their papers through group and individual instruction. This longtime partnership between the Library and the English Department of the College of Liberal Arts and Sciences has been instrumental in getting UIC undergraduates off to a good start as they begin their academic studies.

In addition to working with English 161 students, liaison librarians who specialize in disciplines taught at UIC hold workshops on how to read a scholarly research article, how to use a citation manager and how to do an effective online search. Mastering these fundamental research skills early is critical for students to be able to perform well as they pursue their degrees. Liaisons also instruct students in how to conduct research using techniques that are specific to their particular disciplines. For example, in Research Methods in Inquiry in Kinesiology, Information Services and Liaison Librarian Amelia Brunskill discusses the PICO model with students. The PICO model is often used within the health sciences as a framework for clinical research questions, and involves identifying the different components of a study: Patient/population (P) being studied, Intervention (I) being used with the patient/population, Comparison (C) to other potential intervention or the lack of any intervention and then the hoped for Outcome (O). Identifying these components can clarify the scope of a student’s own research interests, and help them perform a targeted literature search. Classes and workshops offered in Special Collections and University Archives give students a chance to handle primary historical materials and open a door for students to develop their own original critical analyses of sources.

“I am a public health student so meeting with [Information Services and Liaison Librarian] Rosie Hanneke to discuss my capstone, literature review, or group projects has been sooo helpful! She also gave a presentation in my class my first semester and it was incredibly helpful to get me to understand how to create detailed searches in PubMed.”

– Comment from the Library’s 2018 Student Survey
Diverse collections, exhibits, initiatives and events

UIC is a Hispanic- and an Asian American and Native American Pacific Islander-serving university and in September 2018 received the Higher Education Excellence in Diversity Award for outstanding commitment to diversity and inclusion (Learn more at go.uic.edu/heed). In lockstep with the University’s diversity efforts, the Library includes underrepresented groups in its collections by selecting materials that represent a plurality of voices. For example, librarians seek out literature and poetry from culturally diverse writers; political science and history texts that interpret trends and events from the perspectives of minority populations; music and performing arts from the broadest spectrum of genres. And they look for small and alternative press titles that reflect unconventional views.

Rotating exhibits of the Library’s and other organizations’ collections that speak to the concerns and issues that impact underrepresented communities are regularly featured throughout the Library. Recently at the Richard J. Daley Library, Honors College students of the “City at a Crossroads: Local, National and Global Politics in Chicago, 1968” seminar in the Library’s Special Collections and University Archives curated an exhibit of materials about historical student protests at UIC during the late 1960s and early 1970s, years marked by a democratic National Convention in Chicago, Martin Luther King Jr.’s assassination, the Vietnam War and many riots and protests.

Learn more at today.uic.edu/library-exhibit-highlights-historical-uic-student-protests. During the spring and summer months of 2018, the Library of the Health Sciences at its Chicago and Peoria locations hosted a traveling exhibit from the National Library of Medicine, “Opening Doors: Contemporary African American Academic Surgeons.” Leading African American medical professionals gave presentations in conjunction with the exhibit in Peoria. Also at the Daley Library in early fall 2018, an exhibit of publications focused on accessibility topics was displayed on the first floor, adjacent to the UIC Disability Cultural Center’s office and the Library’s multipurpose room that is the site for special programming sponsored by UIC’s many cultural and academic centers. The Daley Library was the venue for the Disability Cultural Center’s opening celebration with a program that featured a talk on disability culture interspersed with arts performances from Chicago artists who have disabilities.

The Library’s UIC Dialogue Initiative has a broad impact across the entire campus and plays a key role in promoting diversity and community. Several courses and workshops are offered at the Library and other locations throughout the east side of campus which bring together groups with a history of social conflict. These groups learn to work collaboratively and increase their understanding of and empathy for one another. Students learn to engage in open dialogue without judgment about emotionally-charged topics such as racial discrimination, stereotyping, sexuality, class, religion, etc. The classes focus on topics that students choose and are designed to help them learn about the process of problem-solving rather than finding definitive solutions. Classes are led by Library faculty member and Intergroup Dialogue Coordinator Steven Whitley in partnership with other faculty members from other colleges at UIC (Read more about the UIC Dialogue Initiative on page 8).

Librarians dedicated to undergraduate student engagement

To further strengthen its commitment to undergraduate student engagement activities that promote success and cultivate a sense of belonging at UIC, the Library has two undergraduate engagement coordinators, Jennifer M. Jackson and Teresa Helena Moreno. Their role is to collaborate with academic and cultural centers to help students take advantage of the full range of resources available at the Library. Like the liaison librarians who serve the academic departments, they also conduct workshops, provide instruction to classes and meet one-on-one with students to provide research support.

The undergraduate engagement coordinators also host “Relaxation Station” activities during the Library’s extended hours for finals week each semester. Students who visit the Relaxation Station can grab a free cup of coffee, play board games, color, get a chair massage or do some stretching exercises to take a break and recharge from long study sessions. In fall 2017 and spring 2018, the Library also co-sponsored study hall and tutoring sessions during finals week with the African American Academic Network. During these sessions, students could stop by for help preparing for exams from tutors, eat dinner or use the quiet space (a rare commodity in the Library during finals) to focus on studies.

UIC has a growing number of international students, many of whom have never used a library in the U.S. To help them feel more comfortable using the 162,317 square-foot Richard J. Daley Library, the students participated in a scavenger hunt-like activity in which they observed different sections of the building and documented what they encountered and any questions they had about the collections or activities that take place in those areas. As a result, the students learned about the different quiet and collaborative study zones, various collections such as Popular Reading and Special Collections and University Archives, how to pick up books requested from other libraries in Illinois and how to ask for help with research projects at the desk in the IDEA Commons.

A Student Success Committee comprised of Library faculty and staff from the Richard J. Daley Library and the Library of the Health Sciences sites is developing measures to assess the effectiveness of the Library’s teaching and co-curricular programming on an ongoing basis to continually improve and expand these efforts to benefit UIC students. As students’ needs evolve, so will the Library’s services and programming. But what remains constant is the Library’s commitment to helping all UIC students reach their potentials and ultimately achieve their dreams.
Container Corporation of America

Collection documents innovative advertising and marketing materials inspired by European and New Bauhaus design

During the processing and preservation of an archival collection, any extraneous cardboard included with the materials at the time they were acquired by the library is usually discarded because it is highly acidic, deteriorates easily and can contaminate other items. But there is one special collection at the UIC University Library that elevates mere cardboard to fine art—The Container Corporation of America (CCA) Collection. The large manufacturer of cardboard boxes and paper-based shipping supplies was well known for creating packaging and shipping solutions for its top corporate clients like Procter & Gamble, Sears, Roebuck and Co. and General Electric and for the innovative, European and Bauhaus-inspired designs featured in its own marketing and advertising materials. Within the CCA Collection, researchers interested in graphic design, marketing, art, art history and related disciplines will find a fascinating array of three-dimensional packaging examples; richly-colored posters, brochures and pamphlets; whimsical artifacts and many other beautifully-designed marketing and advertising materials.

In fall 2018, Elena Bulgarella, a UIC museum and exhibition studies graduate student who works in the Library’s Special Collections and University Archives department, reorganized and completed the processing of the 165-linear-foot CCA Collection. When the collection materials arrived at the Library, they were already labeled with the CCA’s own inventory numbers and organized by the numerous divisions within the company such as Composite Cans, Corporate, Folding Cartons, etc. Bulgarella was tasked with better organizing the complex collection and creating a finding aid (an inventory list) adhering to the Library’s cataloging standards so that researchers can now easily access the contents. To do so, she had to learn about the CCA’s history and contributions to commerce and design. “In the process of graduating with a museum and exhibition studies degree, I have had a lot of experience working with museum archives. Working in Special Collections was interesting especially considering the magnitude of the materials. [I had to] think about a collection as a whole vs. thinking about an individual object as separate from the rest. A lot of museum collections tend to place a lot of importance on the individual object or artwork. It was interesting to process all the material to get a general sense of what the CCA was about, how it changed over time and within the context of the historical moment. I got to know the collection so intimately on a range of so many different topics. I had no idea how important the CCA was for Chicago and globally,” says Bulgarella.

Businessman, philanthropist and art patron Walter P. Paepcke founded the Container Corporation of America in 1926. He began his career at age 25 working for his father, Hermann Paepcke, at his Chicago Mill and Lumber Company. The senior Paepcke was interested in using paperboard as a supplement to wood in container production and had introduced a paperboard mill to his company in 1915. Hermann Paepcke died in 1922 and his son assumed leadership of the company. By the time Walter took on this role, the Chicago Mill and Lumber Company held two paperboard mills and two corrugated fiber plants. The CCA was established by joining fourteen factories, mills and subsidiaries from Chicago eastward to Philadelphia and southward to West Virginia. From 1926-1930 the company manufactured only corrugated and solid fiber shipping containers. The CCA added folding cartons to its product line with the acquisition of the Dixon Board Mills in Carthage, Indiana and the Sefton Manufacturing Company.

At the same time that Walter Paepcke was working to develop the CCA, he and his wife Elizabeth pursued their shared interest in the arts and were influential supporters of the Hungarian artist László Moholy-Nagy and his New Bauhaus school in Chicago, which later became the Illinois Institute of Technology’s Institute of Design (Learn more at findingaids.library.uic.edu/sc/MSIDes72.xml). The couple also established the Aspen Institute for Humanistic Studies, the Aspen Music School and the International Design Conference in Aspen (findingaids.library.uic.edu/sc/MSIDCA87.xml), institutionalized visions of the convergence of commerce and culture.

As a patron of the arts, Walter recognized the potential for the use of appealing design to help distinguish the CCA from its competitors. The CCA collaborated with several Bauhaus-affiliated artists including
György Kepes, A.M. Cassandre and Jean Carlu. Encouraged by his wife, Walter hired the CCA’s first art director, Egbert Jacobson, in 1936. Although the art direction profession was new in the U.S. at the time, Walter felt the role was vital to the company’s brand recognition. Jacobson inaugurated the CCA’s corporate design program and retained Bauhaus art movement member Herbert Bayer to continue to help incorporate professional graphic design into the company’s product development efforts and advertising. Bayer transformed the CCA’s corporate identity system, including re-designing its logo. He also art directed the CCA’s most successful, longest running advertising campaign, “Great Ideas of Western Man.” The campaign was inspired by a “Great Books of the Western World” discussion group Walter and Elizabeth Paepcke participated in at the University of Chicago. The innovative campaign materials did not mention any of the CCA’s products, but instead lent an air of sophistication to the CCA’s image by associating it with ideas of western philosophers and visual imagery from renowned contemporary artists and designers featured on posters.

In 1940, the CCA was established in the Southwest with the new Ft. Worth, Texas plant producing both folding cartons and shipping containers. From 45 to 50 percent of the company’s output was directed to the war effort during this period and the “Paperboard Goes to War” campaign. The Export Department was established to oversee business in South America and its first overseas operation in Colombia and later Venezuela and Mexico.

The CCA sponsored several exhibitions featuring European-born artists. “Modern Art in Advertising,” displaying the company’s design works, was first exhibited in 1946 at the Art Institute of Chicago and then at the San Francisco Museum of Art. The CCA’s artwork collection was subsequently donated to the National Museum of American Art. A book commemorating the donation is featured in the Library’s CCA Collection. In 1957, design director Ralph Eckerstrom updated the company’s corporate identity with a focus on typographic arts later enacted by designer John Massey. Massey eventually became the CCA’s director of communications.

John Massey initially wanted to become a political cartoonist, but while pursuing his degree at the University of Illinois at Urbana in 1953, he was a student intern at the International Design Conference in Aspen and was inspired to study advanced design. After graduating in 1954, he worked as a book designer for the University of Illinois Press under Ralph Eckerstrom, who at the time was the design director. Eckerstrom left the Press in 1957 to join the CCA and soon thereafter hired Massey as a graphic designer. Walter Paepcke died on April 13, 1960.

When Eckerstrom left the CCA in 1964, Massey became manager of design. His design firm, which he had been running concurrent to working at the CCA, was acquired by the corporation as a subsidiary and called the Centre for Advanced Research in Design (CARD). CARD developed corporate identity schemes for external clients including the Atlantic Richfield Company, Inland Steel and the U.S. Department of Labor. Massey departed from the CCA in 1983 and taught at UIC from 1984-2000. He is a research professor emeritus of design. Massey generously facilitated the Library’s acquisition of the CCA Collection.

In 1968, the CCA merged with Montgomery Ward & Co., becoming MARCOR, and was bought by the Mobil Corporation in 1974, which later sold the CCA to the Jefferson Smurfit Corporation.

To learn more, visit library.uic.edu/special-collections-university-archives.

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“[Working in Special Collections and University Archives] has made me more aware of the vastness and magnitude of materials collected. It is more than just rare books. There are so many interesting objects and other artwork.”
– Elena Bulgarella, UIC Library Special Collections and University Archives Student Worker
**UIC Dialogue Initiative**

*Lessons in building trust, empathy and appreciating differences*

Each year, approximately 400 UIC students enroll in courses and seminars, or take part in workshops offered as part of the UIC Dialogue Initiative in order to learn how to better understand and communicate with one another while respecting each other’s different backgrounds and beliefs. The Initiative is a partnership of the Office of Diversity, Student Affairs and Academic Affairs. The UIC University Library has served as the academic home of the Initiative since 2014.

The classes are based in Intergroup Dialogue, an educational practice developed at the University of Michigan which seeks to open lines of communication among groups of people with a history of social conflict. A dialogue is an open-ended conversation and allows for emotions to arise and to be expressed among the participants without fear of judgment. The goal is not to try to solve a problem or persuade someone to change their mind or feelings, but to practice empathy for others to better understand differences between groups of people. Although many people think of empathy as an innate capacity, research shows that it is actually learned behavior that can be cultivated. By participating in dialogues with one another, students have the opportunity to develop their empathy skills, broaden their ability to see another’s perspective and learn about systems of societal power.

Students in these courses begin to examine how their experiences with race, sexuality, class, religion, etc. impact how people interact with one another. They also examine the origins of power differentials and how they are learned through socialization. By dismantling these constructs and recognizing that the origins of inequalities are systemic rather than tied to certain “bad” individuals, students have an opportunity to learn more about one another. They accomplish this by listening to each other and acknowledging that conflict is happening and that it is uncomfortable rather than trying to actively solve the problem. This practice of simply listening to one another and taking the time to learn more about a particular conflict leads to deeper understanding and opportunities to create connections.

The initiative is run by Steve Whitley, clinical assistant professor and Intergroup Dialogue coordinator for the Library, who oversees the planning, curriculum, assessment and training required for instructors. The cornerstone of the Initiative is the eight-week First-Year Dialogue Seminar which introduces the Intergroup Dialogue model and introductory content on social identity, privilege, discrimination and communication across difference. Students spend time getting to know one another and practice conversation and empathy skills and are asked to consider how social identities impact how different groups of people interact with each other and live their lives. Students are then asked to identify a real-world divisive topic and to engage in an Intergroup Dialogue about it. Through the Dialogue, students move beyond merely expressing their opinions and instead dig deeper to examine the causes of problems connected to the topic and how their lives connect to it. In the last class, students are encouraged to think about what they can do in large or small ways to impact societal injustices. Some examples include participating in a protest or simply interrupting a conversation in which discriminatory language or ideas are being expressed.

A sequel to the Seminar taught by Whitley and Danielle Smith from the College of Liberal Arts and Sciences in the Criminology, Law and Justice Department, Intergroup Dialogue 220, focuses specifically on race and gender. Students work together on a group project throughout the semester. Students are intentionally assigned to groups where conflict will emerge. The project is both content- and process-focused, so while the design, execution and result of the project is important, more so is the students’ ability to recognize how societal power differentials play out on the interpersonal level, regardless of intention or consciousness, and to then devise ways to work toward more equitable collaboration. These conflicts could be rooted in racialized or gendered expectations and roles; problems with schedules and availability; personality clashes; or divisions of labor.

After having completed one of the Intergroup Dialogue courses, students consistently report feeling greater confidence in taking action to interrupt injustices and do so more frequently than they did before. About 85% report they are interested in volunteering or participating in community service. Since its inception in 2012, approximately 2,100 students have taken an Intergroup Dialogue course during their time at UIC. Interest continues to grow and the Library hopes to offer additional courses next year to accommodate the high demand.

“The Seminar introduces students to the foundations of dialogue: perspective-taking, empathy, reflection and inquiry, and we use those skills to explore how different identities overlap and contribute to our interactions with the world. It’s difficult and often deeply personal work, and we encourage them to engage with the conflict that arises, rather than ignoring or avoiding it.”

- Steve Whitley, Clinical Assistant Professor and Intergroup Dialogue Coordinator for the Library

“I think one of the most valuable aspects of the course for me in retrospect was learning how to actually listen to my peers and realize how incredibly valuable each individual is.”

- UIC student
Illinois Occupational Therapy Association

New records reveal important role within the Hull-House movement

By Megan Keller Young, Special Collections Librarian

The Illinois Occupational Therapy Association (ILOTA) records have been part of UIC’s Special Collections and University Archives since 1989. Recently, more archival materials were added to the collection, enriching its scope and almost doubling its original size. The addition strengthens and provides more context for the history of the association, which has its origins in the Chicago settlement house movement, particularly Hull-House. Hull-House was founded in 1889 by Jane Addams and Ellen Gates Starr to “provide a center for higher civic and social life, to initiate and maintain educational and philanthropic enterprises and to investigate and improve the conditions in the industrial districts of Chicago.” Learn more about Hull-House: go.library.uic.edu/hull-house.

Occupational therapists help people at all stages of life tackle any struggles they may have while trying to complete everyday activities, whether due to illness, injury or disability. As Hull-House and other settlement houses existed to improve the lives of people around them, they were ideally positioned to offer occupational therapy to their communities and saw a need to create education specifically for this service. Julia Lathrop, a prominent Hull-House resident, helped organize the Chicago School of Civics and Philanthropy, which began offering an early occupational therapy course in 1908. Eleanor Clarke Slagle attended the Chicago School of Civics and Philanthropy intending to be a social worker, but after an interaction with a patient at the Kankahee State Hospital and with the encouragement of Jane Addams and Lathrop, was inspired to pursue occupational therapy. Around 1915, Slagle organized the first occupational therapy training course at the Henry B. Favill School in Chicago, and later was a founding member of the American Occupational Therapy Association, which recently celebrated its centennial.

Graduates of the Favill School went on to manage hospitals and other institutions. These new occupational therapists came together to found the Illinois Occupational Therapy Association. The exact date ILOTA was founded is unknown (its earliest records appear to have been destroyed) but it was probably organized around 1918-1920.

By 1925, there were occupational therapy departments at many Chicago-area hospitals, including Cook County, St. Luke’s, Great Lakes Naval Hospital and the Home for Destitute and Crippled Children. These departments’ efforts as well as the development of occupational therapy education are chronicled in the collection. The organization is still active today, educating the public about the opportunities occupational therapy provides and aiding people of all ages in learning and maintaining skills necessary for everyday life.

The Illinois Occupational Therapy Association records chart its beginnings when occupational therapy began to be recognized as a professional field and continues through the technological and theoretical advancements the profession experienced. The records contain but are not limited to newsletters, conference programs, reports, by-laws, research, board and committee minutes and photographs. Correspondence from Eleanor Clarke Slagle, as well as from other notables including Barbara Loomis and Beatrice Wade, the first director of the University of Illinois’s School of Occupational Therapy in 1946, can be found. Materials regarding licensure and professional regulations within Illinois are also included.

To learn more, call Special Collections and University Archives at the Library of the Health Sciences-Chicago at (312) 996-8977.

UIC Richard J. Daley Special Collections Research Award

Each year, the UIC University Library offers local area high school students the University of Illinois at Chicago Richard J. Daley Special Collections Research Award as part of the Chicago Metro History Fair. The award is generously funded by the Richard J. Daley Collection Committee. A $300 prize is given to the high school student who best uses the Library’s Special Collections and University Archives resources, either at the Richard J. Daley Library or the Library of the Health Sciences-Chicago. Students work on projects throughout the academic year and the winners are recognized each spring.

The topic for the 2017-2018 History Fair was “Conflict and Compromise in History.”

Congratulations to the 2017-2018 winner!
Leslye Calvillo
Prosser Career Academy
“The Jane Collective: How Jane Illegally Provided Safe Abortions”

Learn more at chicagohistory.org/education/historyfair/.

library.uic.edu
I am grateful to have received a Short-Term Travel Fellowship from the UIC University Library. This opportunity to work in Special Collections and University Archives contributes both to an article titled tentatively “Engaging Workers: Anxieties over Working-Class Apathy and Action in the Postwar City” and to a book in progress, Losing Hope: Workers’ Disengagement in Metropolitan America. This research is national in scope but includes a series of case studies from selected metropolitan areas. My research at UIC in the Industrial Areas Foundation records, along with the papers of other civic and labor organizations, allows me to build both the Chicago case and the national story.

Although I am only a third of the way through my research in Special Collections, I am confident that the Industrial Areas Foundation (IAF) records will prove especially useful. This is a large, well-organized collection, covering decades of Saul Alinsky’s and the IAF’s work. Many of the usual items found in a collection of this sort—correspondence, articles and drafts, studies—are valuable pieces of evidence. Especially revealing and fascinating are the many lengthy field reports from organizers submitted to the IAF office. Alinsky and Nicholas von Hoffman were clear about the detail they expected from organizers, not just for the sake of supervising but for developing and adapting an organizing strategy. For the historian, these reports offer a close view of urban neighborhoods, organizations and people.

The article and the book are a close examination of what is often portrayed as the “golden age” of working-class public activity, the postwar years when union membership peaked. Political and labor organizers, as well as later scholars, highlighted the pivotal role played by the urban, industrial working class in Harry Truman’s 1948 presidential election. Yet worries about working-class political disengagement and apathy, as well as public life more generally, filled late-1940s and early-1950s accounts by labor officials, political operatives and social scientists. Commentators and activists sought to understand workers’ public attitudes and behavior, especially in the contexts of workplace changes and controversies over workers’ and labor unions’ role in the Cold War-era U.S. While some observers believed that this shift in workers’ public lives signaled the advent of a classless society, others feared that workers’ disengagement paved the way toward a diminished democracy.

The article “Engaging Workers” charts discourses about working-class public life, found in the records and papers of labor and community groups, civil rights organizations, political campaigns, local officials and charitable foundations, as well as newspaper accounts and published studies. For instance, the early postwar Congress of Industrial Organizations, while increasingly bureaucratic, devoted considerable attention to grassroots organizing. In the face of anti-union assaults, they sought to stem members’ “decline of a sense of community feeling” and motivate them to be active civically and politically, to be better “door-bell ringers.” Likewise, the Industrial Areas Foundation and its funding organizations acted on their concerns that working-class apathy and an assortment of barriers to participation threatened to undermine democracy. While some observers spoke about a narrowly defined working class, concentrating solely on white male blue-collar workers, other activists and analysts addressed a working class that was neither exclusively white nor solely male, and that was changing rapidly. This article focuses on West Coast and Midwestern cities, including Chicago, in which organized labor played a prominent role—labor cities.

This article paves the way to Losing Hope, a book that investigates working-class public life in cities and suburbs from the 1940s to 1970s. Losing Hope tells the history of disengagement and diminished political efficacy (punctuated by episodes of activism), evident in the intensifying volatility of the working-class electorate, increasing levels of public distrust and the thinning of working-class public life. These changes in working-class political culture—which cannot be explained by concentrating only on conservative backlash or populist uprising—help to account for a contemporary politics that both shuns public remedies and sanctions inequality.

Research at UIC
- Industrial Areas Foundation records
- Richard J. Daley collection
- Martin H. Kennelly papers
- United Service Employees Union records
- Chicago Federation of Settlements and Neighborhood Centers collection
- League of Women Voters of Chicago records
- Chicago Urban League records

These sources, along with others found in collections elsewhere, will be used to interpret changes in working-class voting, organizational life, civic participation and attitudes about working-class engagement in public life. My ongoing research underscores that concerns about working-class public participation and political engagement preoccupied labor organizations, social scientists, community and political organizers and a larger public during the early postwar period. Especially significant for my research are sources that indicate how organizers, activists and leaders sought to engage workers in public and political endeavors, along with observations about the frustrations and barriers they encountered.

To learn more about the 2018 UIC University Library Fellows, visit go.library.uic.edu/fellows2018.
Recognizing outstanding student library research

Announcing the 2018 UIC University Library Research Awards recipients

In June 2018, the UIC University Library presented its second annual awards to recognize outstanding student library research completed using Library collections and research tools. Recipients received $300 for describing their projects and articulating their research process and use of library services and resources.

**Best Use of UIC Library Research Tools and Materials Award – Graduate**

**Ryan Walsh, Department of Occupational Therapy**

Activity Engagement and Everyday Technology Use Among Older Adults in an Urban Area

With Ruxandra Drasga, Prof. Jenica Lee, Caniece Leggett, Holly Shapnick and Prof. Anders Kottorp

The group’s project filled a gap in the occupational therapy literature concerning how older adults’ use of technology correlates with their level of activity engagement. The exploratory study found that older adults with more available and relevant technologies demonstrate higher engagement in activities and occupations. Ryan Walsh acquired research skills in an occupational therapy research methods class and an in-person consultation with Abigail Goben, associate professor at the Library of the Health Sciences-Chicago. Ryan developed tables to track key terms and harvested related terms from the published papers, such as elders, seniors, retirees or geriatric. He learned the Zotero platform to organize and track citations. He discovered that “Scopus offers the option to search forward and backward citations of journal articles. This feature elevated the quality of my searches in this project and others, and Scopus is now one of my favorite databases. Interlibrary loan services connected me with resources not freely accessible.”

**Best Use of UIC Library Research Tools and Materials Award – Undergraduate**

**Annabel C. Clodius, Departments of Biological Sciences and Psychology**

Keeping the Hippocratic Oath Alive: How Requiring Medical Ethics in the Collegiate Pre-Medicine Curriculum Will Later Counteract Empathy Decline in Medical Students

With Prof. Eric Swirsky

Annabel Clodius developed her Honors College capstone project intending to focus on medical ethics of empathy and compassion. She became frustrated trying to narrow her research question, and her capstone supervisor recommended scheduling an appointment with Cathy Lantz, assistant professor and librarian liaison to the Departments of Biological Sciences, Chemistry, and Earth and Environmental Sciences. Annabel learned techniques for selecting key terms, categorizing articles, reading abstracts to determine their relevance and navigating many different databases. Her final research question focused on whether a medical ethics course in the collegiate pre-medicine curriculum would sustain empathy in medical students later on in their careers. She identified a set of 31 articles that provided evidence for her claims about the decline of empathy among medical students and presented methods and strategies to support a proposed medical ethics class for college students and a study of its impact.

**Special Collections and University Archives Student Research Award – Graduate**

**Marla McMackin, Department of History**

Potential Delinquents: Chicago Youth, Hull-House and the War on Poverty

Marla McMackin’s project was a successfully defended dissertation proposal for an investigation of the Hull-House social service agency after the Halsted Street settlement closed in 1963. Marla started this project by studying the finding aid, an online resource that illustrates how the archive is organized. In the Richard J. Daley Library Special Collections and University Archives reading room, she photographed documents and consulted with staff. In her winning essay, Marla notes that “Many Ph.D. students in history successfully defend their prospectuses with far less knowledge of their key archive. However, because my archive is on campus, my advisor and I agreed that a deeper understanding of these foundational materials was possible and would result in a more useful research plan. With this in mind, I needed to not only illustrate the potential of this project and of myself as a historian, but also the true value of the Hull-House Association records.”

**Special Collections and University Archives Student Research Award – Undergraduate**

**Amanda McDonald, Departments of Sociology and African American Studies**

A Diaspora of the Persistence to Thrive: Students of the African American Studies Department at the University of Illinois at Chicago

Amanda McDonald’s project was completed for her AAST 206 course, Interdisciplinary Research Methods in African American Studies, taught by Prof. Jane Rhodes. Amanda had not been aware before this research assignment that the library houses historic documents in addition to books and journals. With assistance from librarians Jennifer Jackson and Kellee Warren, Amanda was able to use the papers of Prof. Grace Holt, who established the Black Studies Program at UIC Circle Campus in 1971, as well as original documents such as course evaluations, student surveys and correspondence with well-known figures such as Cicely Tyson and Carol Mosley Braun. Amanda visited the archives numerous times and faced the challenge of distraction from the rich array of relevant resources: “I did not know that seeing handwriting and notes from decades ago would affect me and motivate me the way it did, but I am happy to have been introduced to the archives.”
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With your support, the Library will:

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Make all of our collections easily accessible to everyone.

Enhance expertise and service to empower our students to succeed in an information-rich world.

To spark new ideas and grow their potential, UIC students must have access to spaces and resources that engage and encourage discovery. The UIC University Library must have the technology, information and expertise to connect students to the world and help them build the crucial life skills to navigate it.

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