WORLDS AWAY
Serving a Community of Millions in Second Life
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When asked to describe the typical GSLIS student, I’m hard pressed to find the right words. This is because GSLIS students come from all kinds of academic backgrounds: our most recent incoming class has students with undergraduate majors in advertising, agriculture, anthropology, art and art history, biology, chemistry, classics, computer science, East Asian studies, economics, English, French, government, history, journalism, Latin-American studies, law, life sciences, linguistics, mathematics, music, philosophy, physics, political science, psychology, religious studies, rhetoric, Russian, sociology, Spanish, theater, and zoology—and I’m sure I’ve missed a few.

And when our students graduate, they enter all kinds of fields—not just every kind of librarianship, but many different kinds of research and consulting, and all kinds of information management positions outside of libraries, as well as teaching, law, medicine, and other professions.

In an interdisciplinary field such as ours, it is essential that our School is supported by a university structure that encourages and values cross-departmental collaborations. Illinois is just such a place. I’m glad to say that Illinois’s collaborative environment, coupled with the resources of a major research university, make it possible for GSLIS to foster some strong partnerships across campus. For example, GSLIS faculty work with faculty in the Academy for Entrepreneurial Leadership, African-American studies, anthropology, art history, communications, computer science, education, English, fine and applied arts, French, history, the Institute of Government and Public Affairs, the University Library, the National Center for Supercomputing Applications, urban and regional planning, and other units, on projects ranging from children’s literature to language evolution to music-information retrieval and many other topics. Our faculty also collaborate broadly outside of the Illinois campus, with colleagues at universities from Maryland to California, Canada to South America, and Norway to New Zealand.

In teaching, too, GSLIS reaches across disciplinary boundaries: in addition to our master of science in library and information science, we have graduate specializations in scientific data curation, humanities data curation, and K-12 school media, as well as a certificate of advanced study in digital libraries. We are also part of campus-wide informatics programs, including the master’s in biological informatics and the undergraduate minor in informatics, for which GSLIS supplies one of three required core courses and a number of electives.

With the encouragement of the Provost, we are also part of an expanding effort to develop new interdisciplinary undergraduate majors—in our case, a major in informatics. Several things are exciting about this. First, informatics is becoming a crossroads for the campus, with new opportunities for GSLIS coming into view every day. Second, this infusion of new energy and new ideas invigorates our core, the master of science in library and information science, and provides those students with a broader selection of courses and a broader view of the information professions. And third, it offers us the opportunity to reach undergraduates in a sustained way for the first time. Led by faculty members Lori Kendall and Les Gasser, we are designing an undergraduate major that could be offered in parallel by several cooperating colleges: our initial discussions have been with Fine and Applied Arts, but the College of Media is also interested, and Liberal Arts and Sciences is beginning to consider our planning framework. That framework calls for coursework in core areas like mathematical foundations of informatics; social, legal, and historical perspectives on informatics; computational thinking and practice; information (what is it? how is it represented? etc.); methods for creation and discovery; and the design of information systems. Not all participating colleges would require courses in all of these areas, but they would agree to overlap in at least half of them, and they would work together to create a flexible environment for students, where it is easy to follow one’s interests, even if those interests take you across disciplines and across campus.

Interdisciplinarity characterizes GSLIS hiring as well: recent additions to the faculty have come with research and teaching interests in African-American studies and digital divide issues, in biomedical informatics, in children’s literature and librarianship, in community informatics, in the history of the book, in information organization, and in the history of information organizations. This year, we’re hiring again, and we’re particularly interested in faculty with expertise in digital libraries, data curation, information science, human-computer interaction, data-intensive computing, informatics, or organizations and management.

All of this—an interdisciplinary student body, an interdisciplinary graduate and undergraduate curriculum, and an interdisciplinary faculty—ensure that GSLIS will have a rich and rewarding role to play in the future, on a campus that is increasingly interested in working across the disciplines to address the major challenges of the information age.

All the best,

John Unsworth
Dean, Graduate School of Library and Information Science
WORLDS AWAY
Serving a Community of Millions

by Kim Schmidt and Cindy Ashwill

The first floor of the Smith Building at the Alliance Virtual Library is dedicated to art and photography. Floor-to-ceiling paintings greet Lucylane Hancroft as she approaches the information desk. A comment and suggestion box lies to the left of a bank of computers but there are no stubby pencils or scraps of paper to be found.

That’s because the Alliance Virtual Library is located on Info Island in the ever-growing, ever-changing virtual (and paperless!) world of Second Life.

Second Life is one of the most popular computer-based, online communities with over 15 million “residents.” As the name implies, the interaction between users in Second Life is real: each user selects an “avatar,” a personal three-dimensional representation of him- or herself that navigates within the virtual environment. Avatars can purchase land, open a business, shop, and, yes, visit the library, all “inworld.”

And what would a library be without a librarian?

“Virtual world librarianship allows us to conceptualize libraries and library services in a completely different way,” explains Marianne Steadley, director of continuing professional development at GSLIS. “We are no longer constrained by the area of disciplinary focus, type of institution, or geographic location.”

The Evolution of a Community

Info Island is one island of forty that make up the Information Archipelago. Only islands related to education, nonprofit groups, or libraries are part of this archipelago.

Activity in the Information Archipelago closely mirrors what you would find in brick and mortar libraries. Residents ask reference questions, both about inworld and real-world topics; librarians mount exhibits, hold book discussion groups, and celebrate Banned Books Week, to name but a few. As the number of professional librarians active in Second Life grows, professional organizations have begun to build a presence there as well. The American Library Association has their own island, as does the Special Libraries Association and the Association of College and Research Libraries.

Barbara Galik (MS ’77) is the executive director of the Cullom-Davis Library at Bradley University. She became a resident of Second Life in 2006. “I came in [to Second Life] because the buzz that was surrounding virtual worlds was the same type of buzz that surrounded the Web and the Internet when they were beginning to be heavily used. I believe the same type of thing that happened with the Internet will happen with virtual worlds.”

Second Life has evolved in incredible ways in the two years since Galik went inworld. The number of residents has grown from 120,000 to over 15 million. Higher education has begun to recognize the benefits of Second Life for promoting distance education and immersion learning, and, as a result, universities, including Harvard, have begun teaching courses inworld. The Second Life economy has become complex and lucrative, with residents earning money and turning Second Life Lindens into U.S. Dollars on the LindeX exchange. Reuters, the international news service, even opened up an “office” inworld to report on Second Life news.

This significant growth shows no sign of stopping. In fact, leading information technology research company Gartner, Inc. released a study in 2007 claiming that by 2011, 80 percent of active Internet users will have a presence in a virtual world.

Above: Info Island
Left: Students in Adjunct Lecturer Taylor Willingham’s Change Management class meet in Second Life.
In order to help librarians and information professionals navigate these new virtual waters, GSLIS, in partnership with the Illinois Alliance Library System, began offering a number of continuing professional development courses in 2007. Courses are taught by instructors via their avatars and include learning basic and technical skills as well as setting up an educational presence in Second Life. Fall 2008 courses included “Second Life 101,” “Technical Skills for Virtual Worlds,” and “Setting up Your Library or Museum in Second Life: An Applied Approach.”

To date, twenty-seven classes have been offered with over 360 enrollments. Students in these courses hail from around the world, including South America, Australia, France, Ireland, England, and Pakistan.

Puglet Dancer (the name of Galik’s avatar) teaches “Second Life 101,” a course that instructs class members on basic inworld skills including moving an avatar from place to place, how to sit down and stand up, how to chat with other residents, and an overview of the Second Life economy. When she teaches, Galik makes very clear that Second Life is “not a game. A game has a winner and a loser, a beginning and an end. Second Life is basically just that—a second life. It is a place to let your imagination go. If you can think it, you can do it.”

Once the basic skills for navigating inworld are mastered, subsequent courses can help libraries, museums, and educators establish a presence in Second Life. Galik believes it is important for librarians and information professionals to become familiar with Second Life and other virtual worlds in order to help people navigate what is, for many, quickly becoming an important online presence.

Steadley and Galik both note that the benefits to providing library services in Second Life are remarkable, not only for the general public but also for special groups such as the homebound, people with disabilities, and those who wish to remain anonymous while securing information for their health or other reasons.

In 2007, doctoral student Richard Urban published a paper with Associate Professor Michael Twidale and alumnus Paul Marty (PhD ’02) of Florida State University titled “A Second Life for Your Museum: 3D Multi-User Virtual Environments and Museums.” In this paper, they note that “These experiments in a new medium can tell us a lot about what ‘real-life’ museums should consider, as well as how we might want to inform and re-merge with our physical resources.”

Urban further notes that the Second Life environment encourages interaction between museums and visitors in a way that could not happen in real life. A number of museums have invited the public to create and curate exhibits inworld, and, some have even physically installed exhibits based on those Second Life creations. In March 2008, the Tech Museum of Innovation in San Jose, CA announced the first winners of their virtual exhibit design competition—four exhibits created in Second Life and submitted for consideration were installed in the real-world Tech Museum later in the year.

Some of the most successful museums in Second Life, according to Urban, are the ones that are able to “preserve the experience you have when you go to the museum,” he said. “It is not just slapping items up on the walls. In Second Life, people from great distances can visit a museum together and have that shared experience.”

In this way, the experience of libraries and museums in Second Life is very similar. Those libraries and museums that are the most useful inworld are the ones that replicate the lived experience the best—through lectures or discussion groups, interactive exhibits—or events.
Strengthening Impact on Communities

In Second Life, you can learn Italian from Italians. You can outfit yourself in Renaissance-period dress and listen to Renaissance music. You can take a plane ride through a hurricane—without the airsickness.

In recent years, the social networking phenomenon has exploded and more and more people are going online to interact socially. This gives libraries and museums more opportunities to expand their services in creative and innovative ways, ultimately strengthening their impact on the communities they serve. Urban urges LIS professionals to view Second Life as yet another tool that allows people to interact, to share experiences that wouldn’t be possible in real life.


A Map to Sites in Second Life

There is no shortage of places to go in Second Life. Here is a (very) abbreviated list of interesting places along with their coordinates:

- **American Library Association, ALA Arts**
  - InfoIsland
  - Coordinates: (63, 201, 24)

- **Land of Lincoln**
  - Coordinates: (128, 132, 21)
  - Built to celebrate the bicentennial of Abraham Lincoln’s birth

- **Renaissance Island**
  - Coordinates: (106, 82, 26)

- **International Spaceflight Museum, Spaceport Alpha**
  - Coordinates: (34, 127, 24)

- **NOAA island Tsunami demonstration**
  - Coordinates: (208, 26, 28)

- **Info Island International Reference Desk**
  - Coordinates: (126, 237, 33)
From the Telegraph to the Internet

Images courtesy of the National Archives.
Network neutrality, which advocates for broadband communication unrestricted by market power, garnered some discussion amongst politicians during the election season. Activists in the movement petition the government to keep the Internet an open, democratic communications system. On the other hand, telecom companies would like to build a tiered Internet with faster service for the companies willing or able to pay tolls.

Activist organizations like SavetheInternet.com ask why American consumers—the most important voices in the debate over network neutrality—have gone largely unheard in Washington. Why haven’t they been part of this crucial debate over the policies that will shape the future of the Internet?

Professor Dan Schiller can point to the history of how citizens have galvanized political activism and have been involved in making communications more accessible to Americans and making big business more accountable. “The Internet doesn’t start everything anew,” said Schiller. In fact, he contends that a comprehensive understanding of the history of our telecommunications system is “a necessary foundation” for thinking about current issues like network neutrality.

Schiller’s long-standing research hopes to better understand the history of successive telecommunications systems—beginning with the Post Office, which dates back to the founding years of the United States.

“The Post Office is often forgotten in discussions about telecommunications,” said Schiller, “but it has played a crucial and enduring role. Its build-out during the nineteenth century, and the policies of inclusion and technological progressiveness that speeded this growth, were vital both to citizens and to libraries. Depository libraries, in particular, benefited from postal policies because the transmission of government documents was heavily subsidized. Libraries’ costs for obtaining these materials were thereby lowered dramatically.”

Schiller’s research focuses especially on telecommunications infrastructures from the 1880s forward: the telegraph, telephone, microwave radio and satellites, and computers—all important to information access and retrieval. Schiller explores how successive infrastructures developed and what structures and policies have guided that development.

Perhaps the most marked change in the past 125 years has been from an environment of scarcity to one of relative abundance.

For decades, the telegraph was an exclusive system—a specialty service for business users. Only about five percent of the population sent telegrams; for ordinary people, the arrival of a Western Union messenger at the door was a fearsome event, often a notification that a family member had died.

Western Union was also the first truly nationwide corporate monopoly, deeply intertwined with the nation’s economy, its news system, and its politics. For these reasons the emergence of “the telegraph monopoly” raised basic policy issues about how to hold concentrated private power accountable. Between the 1880s and the First World War, the issue figured significantly in U.S. politics, in reference not only to the telegraph but also to the new technology of that day: the telephone.

One statement of the anti-monopoly position came from the Populists (specifically, from a group known as the Fusion Faction of the People’s Party), who declared in 1884 that “Trusts, the overshadowing evil of the age, are the result and culmination of the private ownership and control of the three greatest instruments of commerce—money, transportation, and the means of transmission of information…which our forefathers declared in the Constitution should be controlled by the people through their Congress for the public welfare.” Adherents, who...
initially included many farmers, workers, and businesspeople, declared that telegraph and telephone systems should be “postalized”: taken over by the government in an attempt to become more inclusive and democratically accountable, like the Post Office.

“During the late nineteenth century, members of an early trade union, the Knights of Labor, went door to door with a petition that gathered half a million signatures,” said Schiller. “These kinds of actions ultimately succeeded in setting the climate for an emerging politics of telecommunications reform.”

The U.S. Congress actually did authorize President Wilson to take over operation of the nation’s wireline telecomm in 1917, and the President exercised this power in summer 1918. However, this was an abject failure and therefore short-lived. (See sidebar). Unions were attacked and, after only a year, control of U.S. telecommunications reverted to private businesses, including the monolithic AT&T.

The telephone is at the center of Schiller’s research.

“Private residential access to the telephone network took decades to become inclusive,” said Schiller: “My grandparents didn’t have a phone until World War II. Now 95 percent of households have telephone service. This expansion occurred not as a result of business decisions, but because of interventionist federal and state policies. We must try to account for the rise of this fundamental policy commitment to what became known as universal service.”

Schiller aims to revise the existing historical record by showing that the growth of telecommunications is not just a supply-side story dominated by Western Union and AT&T. Business users on the demand side played a decisive— but badly neglected role in the process of system development. Most important, residential and would-be users propelled reform efforts that ultimately reshaped telecommunications policy so as to open access to nearly everyone.

Schiller’s research has taken him to the National Archives in Washington, D.C., and Maryland, and to several presidential libraries around the country. He’s been particularly impressed by what he found at the Franklin Delano Roosevelt Library in Hyde Park, New York.

“The New Deal was a climactic moment,” said Schiller. “FDR was already talking about telephone issues in his 1930 gubernatorial race. He nailed his flag to the mast of an anti-monopoly platform.” Under FDR, the Federal Communications Commission (FCC) was created and it initiated a significant reform effort, which AT&T opposed.

“Nobody quite understood the labyrinthine structure of AT&T until the FCC investigated the company during the mid-1930s,” said Schiller. “Yet it was the nation’s largest private employer of women, and it visibly contributed to unemployment during the Depression when it began automating the telephone service and firing operators.

“It was in response to this economic crisis that the New Deal finally created an adequate documentary basis for effective regulation of this infrastructure,” said Schiller. “To understand this change requires that we complement the top-down history that has dominated the history of telecommunications by putting ordinary people in a starring role.”

Schiller points to Edward Nockels as one unsung hero of American telecommunications. A Chicago labor leader, “Nockels cut his teeth on the telephone and telegraph issue,” says Schiller. “He helped to develop an anti-monopoly critique and later became important in radio broadcasting.

“In the classroom, it’s important to draw the students’ attention to the role that ordinary people played in the process of telecommunications system development,” says Schiller. “It gives them a sense of the past that’s more coherent and engaged. Telegraphs and telephones were something that their ancestors became troubled enough about to want to reform.”

Today’s telecommunications presents us with our own policy problems, which a better sense of the “hidden history of telecommunications” helps us to clarify. And Schiller sees signs that, once again, large numbers of ordinary people are joining a drive for telecommunications reform.
GSLIS DATA CURATION SPECIALIZATION EXPANDED TO INCLUDE HUMANITIES

GSLIS has proven itself a pioneer in the emerging field of data curation education and was recently awarded a new grant to support expanding the program, making it the most comprehensive data curation education program available in the nation.

Data curation is the active and ongoing management of data through its lifecycle of interest and usefulness to scholarship, science, and education. The GSLIS Data Curation Education program (DCEP) provides a strong focus on the theory and skills necessary to work directly with academic and industry researchers who need data curation expertise.

GSLIS has received $892,028 for the project “Extending Data Curation to the Humanities: Curriculum Development & Recruiting,” funded by a 2008 Laura Bush 21st Century Librarian Program Grant from the Institute of Museum and Library Services. Associate Dean for Research Allen Renear is the principal investigator; Associate Professor Carole Palmer and Dean John Unsworth serve as co-Pis.

The project is part of the growing base of activity on the curation of research data in the School’s Center for Informatics Research in Science and Scholarship (CIRSS).

Capitalizing on the success of the DCEP, currently a specialization within GSLIS’s ALA-accredited master’s degree, the new project is expanding to include the digital humanities. It will focus on fundamental principles and best practices for managing the entire lifecycle of humanities data—creation, management, exploitation, enhancement, and preservation—developing a model curriculum to share with the field.

A network of internship sites at libraries, museums, digital archives, and digital humanities centers will give enrolled students the opportunity to develop hands-on, cutting edge data curation skills at collaborating sites, including OCLC, the Perseus Project (Tufts), the Women Writers Project (Brown University), The Center for Computing in the Humanities (King’s College London), and the Institute for Advanced Technology in the Humanities (University of Virginia).

Cultural information is growing at an enormous rate, presenting daunting challenges for librarians, curators, and scholars. “Making our cultural heritage accessible, preserving it for future generations, ensuring sufficient context for accurate understanding—these things are not easy and cannot be taken for granted. The challenges now facing librarians, curators, and other information professionals require state-of-the-art preparation. Fortunately, the knowledge and skills required are directly based on the fundamentals of library and information science,” said Renear.

As part of the grant, GSLIS has been given funding for student fellowships as well as travel money for incoming LEEP students. Students from underserved populations are encouraged to apply for these funds. Also as part of the grant, GSLIS will host professional development activities including a one week institute on humanities data curation in the summer of 2009.

GSLIS will host the sixth annual International Digital Curation Conference to be held in Chicago in the fall of 2010.

Groundbreaking Summer Institute Offers Professional Development

GSLIS organized the first Summer Institute on Data Curation in June 2008. Attended by practicing LIS professionals, the Institute addressed the growing need for data services and curation activities in academic and research libraries, especially those serving the scientific and social science communities.

The Institute stands alone in the field, offering current professionals a week-long, intensive introduction to data curation. Topics ranged from day-to-day digital preservation to technical aspects of repository systems.

Invited speakers included Tim DiLauro, digital library architect in the Digital Research and Curation Center, Sheridan Libraries, Johns Hopkins University; Ruth Duerr, data archivist and manager, National Snow and Ice Data Center; Tim Donohue, research programmer for the Illinois IDEALS institutional repository; Carole Palmer, director of the GSLIS CIRSS; and Michael Witt, interdisciplinary research librarian, Purdue University Libraries.

University of Illinois Geology Librarian Lura Joseph attended the Institute. She said, “We are in the midst of a digital data revolution that will be affecting both science and education for some time into the future. Both researchers and information specialists will be grappling with stewardship of both the huge amounts of digital data currently being created, and with the older digital data residing on personal computers throughout the world. The Summer Institute is one means of helping information specialists get up to speed in this area.”

In the summer of 2009, GSLIS will host the second Summer Institute on Data Curation. This Institute will focus on humanities data curation.
The doctoral program at GSLIS has long been a cornerstone in the School. In 2008, it celebrates sixty years of excellence, making it the oldest extant LIS doctoral program in the country. More than two hundred doctoral students have studied at GSLIS and, to date, 194 degrees have been awarded.

Originally, the degree was conceived as a professional degree, and when the program was first listed in the 1948-1949 School catalog, it was described as a “two-year graduate program beyond the master’s degree leading to the degree of Doctor of Library Science (L.S.D.)”

A few years later, however, it became evident that the degree was truly research based, and in 1951, the Board of Regents changed the degree to more accurately reflect the research component. As such, the degree became the Doctor of Philosophy in Library Science.

Rolland Elwell Stevens holds the honor of being the first student to be awarded the degree in 1951. His thesis was entitled, “The Use of Library Materials in Doctoral Research; A Study of the Effect of Differences in Research Method.” Stevens subsequently served on the GSLIS faculty from 1963-1980.

A ‘Wonderful Place’ to be a Student

Over the years, the doctoral program has evolved into a vibrant and indispensable part of the School. As teaching assistants, doctoral students support instruction in their areas of expertise, enriching the master’s students’ educational experience. As research assistants, they are able to work closely with our faculty, providing essential support and participation in wide-ranging research projects. Along the way, doctoral students gain valuable experience in both teaching and research, preparing them for myriad opportunities after graduation.

Currently, the degree only requires two mandatory courses; after those are completed, students can individualize their program, taking courses within GSLIS and in departments across campus.

“I have been working with doctoral students for more than thirty years,” said Associate Dean and Professor Linda Smith. “The doctoral program has changed in design over that period as the GSLIS faculty and students enrolled have become more interdisciplinary in their interests. This is one among many strengths of our program: a very interdisciplinary and collaborative faculty with whom students can work.”

Smith also notes other strengths, including “an appreciation and support for a variety of research methods; a choice of seven wide-ranging field exam topics; and access to a world-class library and information technology environment.”

Ingbert Floyd, a doctoral student interested in developing methods for design of sociotechnical systems, calls GSLIS a “wonderful place to be a Ph.D. student” and values the support from faculty and the freedom to create his own program. “The faculty are great, and very open to working with us. Most leave

PH.D. BY THE NUMBERS

Over the years, graduates of the doctoral program have assumed positions of leadership in library and information science education, academic librarianship, and beyond. Here is a glimpse into the impact the GSLIS Ph.D. graduates have had on the field over the last sixty years.

194 the number of degrees awarded to date
100 the number of men to receive the degree
94 the number of women to receive the degree
47 the number of graduates who were international students
19 the number of countries from which these international students came
48 the number of colleges and universities around the world where our Ph.D. graduates have either taught or served as dean or director
28 the number of graduates who chose careers outside higher education
Beta Phi Mu Honors Henderson at Diamond Celebration

Beta Phi Mu, the international honor society for library and information science, was founded at GSLIS in 1948. This October, it celebrated its sixtieth anniversary with a Diamond Celebration held on the Urbana campus.

Attendees toured the Oak Street facility of the University of Illinois Library, a unit that houses the conservation lab, digital preservation lab, and high-density storage. A banquet held at the newly-built I Hotel followed and featured remarks from Dean John Unsworth and Tscherka Harkness Connell (MS ’73, PhD ’91).

The celebration also honored Kathryn Luther Henderson, a founding member of the Beta Phi Mu Alpha Chapter, for her service to the honor society. She presented a set of remarks reflecting on the honor society’s sixty years.

Kathie Henderson has been a part of the GSLIS family for sixty years, having earned both a bachelor’s degree (1948) and master’s degree (1951) in library science from GSLIS. After working at the University of Illinois Library and the McCormick Theological Seminary, Kathie returned to GSLIS to join the faculty in 1965. Over the years, she has taught cataloging, and she and her husband William T Henderson have team-taught courses in technical services and preservation.

In addition to their many contributions to GSLIS through teaching and mentoring students, the Hendersons have also been major contributors to the School. When the School expanded the current building in 2001, a generous gift from the Hendersons established the Kathryn Luther Henderson and William T Henderson Conference Room, one of the building’s main classrooms used for instruction. They have also supported the Mildred M. Luther and Kathryn Luther Henderson Fellowship to support students studying in the area of preservation and technical services. This fellowship met its goal in 2008 and has been matched by the Provost.

“Kathie and Bill Henderson contribute to the education of our students not only through the courses they teach in technical services and preservation, but also through the connections they forge between current students and alumni. Those alumni serve as mentors through e-mail for students in the technical services course. This is an exemplary way to use technology in teaching and fostering communication between individuals separated by distance. Kathie and Bill ensure that each new group of students whom they teach are well prepared to pursue careers in libraries and for the lifelong learning that requires,” said Associate Dean and Professor Linda Smith.

On Saturday, October 25, Beta Phi Mu held its annual meeting and inducted twenty-one new members into the society. Each of these inductees were recommended by GSLIS faculty and met rigorous academic requirements. The luncheon speaker was Marion Reid (MS ’68), former national Beta Phi Mu president.

Tribute to Kathie

Upon the celebration of the sixtieth anniversary of Beta Phi Mu, alumni and colleagues were invited to share their memories of Kathie. Letters poured in, and here are a few excerpts.

“Many times during my 33 years as a high school librarian, I was grateful for the solid grounding in all aspects of cataloging that I received in Kathie Henderson’s classes. The rigorous training she passed on to those of us lucky enough to have her as an instructor made my job far easier than it might have been otherwise. I’ve kept in touch with Kathie and Bill (and Millie and the various cats) over the years, and I feel fortunate that our teacher-student relationship has evolved into a valued friendship.”

— Kathleen Shannon (BA ’70, MS ’71)

“In your courses, you and Bill served as the very best of role models for what it means to be an educator—to truly teach students and engage them in the discussion and exploration of complex issues. You are part of the reason I am the person I am today, and I thank you for your guidance and support.”

— Ryan Roberts (MS ’97, CAS ’99)

“Kathie and Bill Henderson, individually and as a couple, have devoted their talents with lifelong service to the University of Illinois and to GSLIS and its many students, in roles as teachers, mentors, and friends. As GSLIS professors teaching technical services and preservation, they have educated thousands of librarians, who share that knowledge now in thousands of libraries. Their influence will endure in American libraries for generations. May they teach forever.”

— Eloise M. Vondruska (MS ’73)

“You have been my teacher, mentor, and friend almost twenty years. You have cared for me in a way that has strengthened me from the beginning and continued to nourish me to this day. My heart is full of gratitude for having met you, for having had you enrich my personal and professional life.”

— Mei Mah (MS ’90)
Bruce Travels to Cyprus, Turkey to Present on Community Learning and Literacy

Professor Chip Bruce traveled to Cyprus and Turkey for two weeks this fall to present information on the use of technology for both learning and literacy. He described the experience as “a wonderful opportunity for me to learn about educational systems, libraries, and community building in the fascinating eastern Mediterranean region, with its complex history and diverse cultures.”

At the invitation of Professor Nicos Valanides of the University of Cyprus, Bruce served as one of the keynote speakers for the conference “Information and Communication Technologies in Education,” which was held September 25-28 in Limassol. The trip was funded under the auspices of the Fulbright Inter-country Lecturer’s Program.

Bruce presented on “Learning at the Border,” which refers to learning that occurs in the border settings between the highly-structured realm of schools and the more diffuse realms of life in neighborhoods, such as libraries, museums, afterschool programs, boys and girls clubs, and community centers. A second meaning relates to participants who learn through their interactions with those of different languages, cultural backgrounds, race, or social class. The presentation focused on GSLIS’s Youth Community Informatics project, in which students and faculty work with community members to create activities, projects, and physical spaces in which young people learn about new technologies and develop academic potential through self-expression. A common thread involves teaching participants how to use information and communication technologies (ICTs) for community building, allowing them to become active sustainers of their own communities.

In line with the bi-communal nature of the Fulbright program in Cyprus, a similar program was developed for the Turkish Cypriot community. This resulted in an additional presentation by Bruce at Near East University in Nicosia, the capital of Cyprus.

Prior to his visit to Cyprus, Bruce traveled to Çanakkale Onsekiz Mart Üniversitesi (the 18th of March University) in Çanakkale, Turkey. He lectured there as well, presenting a doctoral seminar on “Integrating Technology with Literacy,” which aired on Turkish TV and appeared in newspapers. He also visited Children’s House (Çocuklar Evi), a university-based preschool and learning site for teachers and researchers.

There was much interest in GSLIS’s community informatics work at Çanakkale Onsekiz Mart Üniversitesi, in part because John Dewey had played an important role in establishing education in the new Turkish nation. In the summer of 1924, Mustafa Kemal (Ataturk) had invited Dewey to advise him on modernizing the Turkish educational system, which included instituting compulsory primary education for both girls and boys. Reforms were intended to enhance literacy and thus raise a generation nourished with what Ataturk called the “public culture.”

Bruce’s visit to Cyprus and Turkey followed on the heels of a year spent in Ireland as a Fulbright Distinguished Chair for the National College of Ireland in Dublin. Much of his time was devoted to discussions of widening participation in higher education, which contributed to the creation of a third school in the College, the School of Community. In addition, he visited disadvantaged schools in the Liberties area and in the Docklands, conducting interviews and observing classes. The goals of this work included enhancement of learning opportunities for students and teachers, new forms of collaboration between the schools and their local communities, publishable studies, and potential for further funding. During the year, Bruce presented at conferences in Ireland, Spain, Greece, Italy, and Romania. He also provided assistance with writing grant proposals, which successfully secured funding for research on Digital Literacy in Irish Primary Schools (DLIPS), for Technology in Docklands Education (TIDE), and for a computer usability lab.
Barbara M. Jones has taken her commitment to intellectual freedom around the world and back again.

And in recognition of her extensive work on behalf of intellectual freedom, both in the United States and abroad, the Wesleyan University Librarian received the 2007 Robert B. Downs Intellectual Freedom Award, given by the faculty of GSLIS.

Jones’s work on behalf of the Committee on Freedom of Access to Information and Freedom of Expression (FAIFE) has taken her to Costa Rica, Dubai, and Mexico to present a series of workshops on topics such as access to HIV/AIDS information, Internet access, and libraries in the fight against government corruption. She recently gave a workshop in the United States hosted by Wesleyan University that was attended by librarians from Africa, East Asia, and Latin America. She has presented papers on intellectual freedom at conferences in Croatia, Japan, and Norway, and over the next few years, Jones will visit Ecuador, Nigeria, South Africa, Brazil, and Sri Lanka.

In her position as librarian at Wesleyan University, Jones has coordinated faculty programs on scholarly communication and the PATRIOT Act. She currently serves as co-chair of the Intellectual Property Committee, working with university legal counsel on intellectual property and privacy presentations to faculty and students.

Jones has been an active member of the American Library Association (ALA) and spent two terms as chair of the Intellectual Freedom Round Table. She is currently a member of the faculty of Lawyers for Libraries, a project of the ALA Office for Intellectual Freedom “designed to build a nationwide network of attorneys committed to the defense of the First Amendment freedom to read and the application of constitutional law to library policies, principles, and problems.” In 1999, the ALA honored Jones by naming her to the Freedom to Read Foundation Roll of Honor.


Jones’s previous positions include coordinator of special collections and rare book and special collections librarian at the University of Illinois at Urbana-Champaign, head of reference at the Minnesota Historical Society, and head of cataloging at New York University’s Bobst Library. She earned her M.L.S. from Columbia University and her Ph.D. in U.S. history from the University of Minnesota.

Jones was honored at a reception during the midwinter meeting of the ALA in Philadelphia. The Greenwood Publishing Group provides the honorarium to the recipient of the Downs Intellectual Freedom Award and also co-sponsors the reception.

The Robert B. Downs Intellectual Freedom Award is given annually to acknowledge individuals or groups who have furthered the cause of intellectual freedom, particularly as it affects libraries and information centers and the dissemination of ideas. Granted to those who have resisted censorship or efforts to abridge the freedom of individuals to read or view materials of their choice, the award may be in recognition of a particular action or long-term interest in, and dedication to, the cause of intellectual freedom. The award was established in 1969 by the GSLIS faculty to honor Robert Downs, a champion of intellectual freedom, on his twenty-fifth anniversary as director of the school.

Additional information about the award and past recipients can be found at www.lis.uiuc.edu/about/awards/downs-award.html.
Center for Children’s Books Announces 2008 Gryphon Winners
by Andrea Lynn, News Bureau, University of Illinois at Urbana-Champaign

Billy Tartle in Say Cheese! has won the 2008 Gryphon Award for Children’s Literature. The book for readers ages 4 to 8 was written and illustrated by Michael Townsend, and is his debut as a children’s author.

The Gryphon Award, which includes a $1,000 prize, is given annually by the Center for Children’s Books.

The prize is awarded to the author of an outstanding English language work of fiction or nonfiction for which the primary audience is children in kindergarten through fourth grade. The title chosen best exemplifies “those qualities that successfully bridge the gap in difficulty between books for reading aloud to children and books for practiced readers,” said Christine Jenkins, director of the Center for Children’s Books (CCB) and a GSLIS professor.

According to Jenkins, Billy Tartle (Knopf, July 2007) “is a compelling and humorous anti-boredom fantasy of the ultimate school picture day told in an exuberant graphic novel format.”

“School picture day is fast approaching,” Jenkins said, “and Billy Tartle is determined to liven up the otherwise tense-but-staid elementary school event. He and his mother visit the barber, but his dream haircut—‘it should have 5 points … oh, and it must be pink’—is nixed. As the undaunted Billy’s Plan B takes shape, young readers will keep turning the pages as they follow his energetic, subversive, and ultimately successful plan to make his class picture really really special.”

Two Gryphon “Honors” winners also were named: Rufus the Scrub Does Not Wear a Tutu, by Jamie McEwan, illustrated by John Margeson; and Spiders, written and illustrated by Nic Bishop.

“Taken together, these books represent a diversity of genres, styles, and formats that will appeal to a broad range of young readers,” Jenkins said.

According to Jenkins, Rufus the Scrub tells of a young would-be football player benched by his clumsiness until he makes a bold leap into ballet lessons. Rufus successfully defies his teasing teammates and his skills finally enable him to make the winning play.

“This is a familiar story,” Jenkins said, “the inept novice making good through skilled instruction and ‘practice, practice, practice’—made fresh and funny in the telling.”

Spiders begins: “Spiders were hunting long before lions and tigers. They were hunting even before Tyrannosaurus rex.” This book is “an absorbing account of 15 different varieties of spiders illustrated with Bishop’s arresting and colorful photos of spiders in action—crawling, jumping, spinning, capturing, devouring, molting, and doing many other spidery activities.”

The Gryphon Award was established in 2004 as a way to focus attention on transitional reading—an area of literature for youth that, despite its importance to the successful transition of children from new readers to independent lifelong readers—does not receive the critical recognition it deserves,” Jenkins said.

The award committee consists of members drawn from the youth services faculty of GSLIS, the editorial staff of the Bulletin of the Center for Children’s Books, local public and school librarians, and the library and education community at large.

The award is sponsored by the Center for Children’s Books and funded by the Center for Children’s Books Outreach Endowment Fund. Income from the endowed fund supports outreach activities for the CCB in general and the Gryphon Award for children’s literature. Gifts may be made to the fund online or by contacting Diana Stroud in the GSLIS Office of Advancement, at 217-244-9577 or dstroud@illinois.edu.
SCHILLER NAMED CENTENNIAL SCHOLAR

Professor Dan Schiller has been named the GSLIS Centennial Scholar for 2008-2009. Schiller, a historian of information and communication systems, is compiling an archivally-grounded history of telecommunications from the 1880s to the present.

“This historical scholarship is at last beginning to be well-developed,” said Schiller. “Yet there is still not a well-defined canon of work relating to the history of this crucial information infrastructure. I am spending a lot of time finding documents, in addition to consulting scholarship that has already been produced.”

His research is taking him to presidential libraries, the National Archives, and other collections in order to view original documents relating to telecommunications system development and policy-making.

Schiller holds a joint appointment with the Department of Communication at Illinois and is the author of Telematics and Government (1982), How to Think about Information (2007), and other books and articles.

The Centennial Scholar award is endowed by alumni and friends of GSLIS, and is given in recognition of outstanding accomplishments and/or professional promise in the field of library and information science.

See page 6 for an article featuring Dan Schiller’s research.

Alkalimat Leads eBlack Studies Workshop

This summer, Professor Abdul Alkalimat organized the first national workshop to launch eBlack studies. More than twenty scholars gathered and studied together for four days, focusing on the connections between the community, Black studies, and community informatics.

The workshop grew out of Alkalimat’s 2006 report for the Ford Foundation, “Information Technology and Black Studies.” This report outlined eight ways to further develop and integrate the use of information technologies within the academic discipline of Black studies. The Ford Foundation subsequently granted funds to Alkalimat and the National Council of Black Studies (NCBS) to host two workshops.

The twenty participants represented universities across the nation and, during the workshop, covered best practices, theoretical issues, and developing a research/action program for eBlack studies. Video and audio of some of the sessions can be found at: http://eblackstudies.org/workshop/program.html.

Participants in the workshop plan to continue meeting and discussing these issues. They gathered at the fall meeting of Association for the Study of African American Life and History in October and plan to convene at the spring meeting of NCBS in March, 2009.

Alkalimat’s research interests include digital inequality, community informatics, and African American intellectual history. He holds a joint appointment with GSLIS and the African American Studies and Research Program.

NEW FACULTY JOIN GSLIS

Assistant Professor Bonnie Mak was hired in 2007 but began her position at GSLIS in August 2008. During the 2007-2008 academic year, Mak was a post-doctoral fellow at the University of Toronto, where she held a joint appointment in the renowned Centre for Medieval Studies and in the Faculty of Information Studies. Funding for this research fellowship was provided by the Social Sciences and Humanities Research Council of Canada. In addition to Medieval studies, Mak’s scholarly interests include the history of books, libraries, and archives; manuscript studies; bibliography; the history of reading; and material culture. She has conducted research in the Vatican Library, the British Library, as well as the national libraries of Austria, Belgium, France, and the Netherlands.

Visiting Assistant Professor Vetle Torvik joined the GSLIS faculty in June 2008. Torvik was most recently a research assistant professor in the department of psychiatry at the University of Illinois at Chicago. His research interests include “mathematical optimization and computational statistics applied to data mining, especially literature-based knowledge discovery and bioinformatics.” Torvik earned a bachelor’s in mathematics from St. Olaf College in 1995, a master’s in operations research from Oregon State University in 1997; and a Ph.D. in engineering science from Louisiana State University in 2002. In addition to teaching responsibilities and some service in connection with the bioinformatics master’s, Torvik will be working to prepare course proposals for the curriculum committee and other activities that contribute to the GSLIS curriculum.
Expanding Minority Recruitment and Retention

LIS Access Midwest Program (LAMP; www.lisaccess.org) Principal Investigator Rae-Anne Montague and Program Coordinator Amani Ayad understand the challenges of recruiting historically and statistically underrepresented students to the profession.

The small number of undergraduate programs in library science coupled with strong recruitment efforts in other fields leads to less representation, according to Assistant Dean Montague.

“For some, a general perception of the library as a place for book-stamping and shushing also exists,” said Montague. “When students aren’t exposed to the diversity of the field, they don’t understand the options. We don’t want to lose some of our best potential students because they don’t know about the many opportunities in library and information science.”

LAMP, a consortium of eleven LIS schools and academic libraries, was conceived to encourage undergraduate students from underrepresented populations to consider graduate work in LIS. Students apply to become a LAMP scholar in their junior or senior year. Once accepted, they attend a summer institute to learn more about libraries in general. “This is a chance to network with library professionals, meet with mentors, and visit academic and other specialized libraries,” said Ayad. “We get them excited and plant the seed that this may be a good career choice.”

Upon being accepted into an LIS program in one of the schools in the alliance, LAMP scholars are awarded a fellowship and continue to benefit from mentoring relationships and opportunities for internships.

In the third year of the grant, which is funded by the Laura Bush 21st Century Librarian Program through the Institute of Museum and Library Services (IMLS), twenty students are enrolled in LIS programs throughout the Midwest.

Currently eight LAMP scholars are studying at GSLIS.

The program’s regional approach allows the eleven member institutions to pool resources and foster collaboration. It also gives students a broad view of the field. “We give students the opportunity to access different experiences,” said Montague, “but they are not so far away from their regular support network. Students are able to explore programs and decide which is a good fit.”

Ayad spends a great deal of time on the road, participating in career fairs and conferences in order to let students and professionals know what the program is all about. She also works with the member institutions on outreach efforts, program coordination, and planning the summer institutes.

The institute helped GSLIS student and LAMP scholar Bojana Skarich decide on her career path. “It has given me some great insights into what I would like to study, as well as giving me a group of colleagues and mentors that I can rely on for future help,” she said. “I came back confident that I would like to pursue an LIS degree.”

The next summer institute will be held in conjunction with the annual meeting of the American Library Association in Chicago in July 2009.

As the program grows, experienced students and graduates are able to join the support network.

Erin Silva, GSLIS graduate and former LAMP scholar, was mentored by alumna Leslie Rios (MS ’05). Silva, now a document delivery and e-reserves librarian at the University of Nevada, mentors LAMP fellow Katherine Erikson, who is studying at GSLIS. Silva said “One of the things I heard throughout library school was about all the opportunities that having a mentor and networking provided you. Through LAMP, I could join a huge network before I even began pursuing my degree. It’s nice to be able to ask someone in your field questions like ‘How was the job search process?’ and ‘How do I go about it?’”

Students are also encouraged to participate in internships. “Up to now, six fellows have completed internships,” said Ayad. “Four were at the Regenstein Library at the University of Chicago and two have been at the Undergraduate Library at Illinois.”

Montague is focusing on the goals, structures, and outcomes of the program. “We want to make sure we’re actively sharing information about spectrum of possibilities in LIS with students from diverse backgrounds.”

“As well as building a network of support for students who come into the program, we are building a model of recruitment and retention for underrepresented groups,” said Ayad.
Recent Grants Support Faculty Research

GSLIS faculty work on a broad range of research projects and are supported by a number of granting institutions. Three recent grants awarded to our faculty support research into such areas as music information retrieval, digital preservation, and data curation education. For a complete list of research projects, visit our Web site, www.lis.illinois.edu

NETWORKED ENVIRONMENT FOR MUSIC ANALYSIS

The Andrew W. Mellon Foundation has awarded a three-year grant in the total of $1.2 million to fund Phase I of the Networked Environment for Music Analysis (NEMA). According to the Mellon Web site, NEMA “brings together the collective projects and the associated tools of six world leaders in the domains of music information retrieval (MIR), computational musicology (CM) and e-humanities research.” Professor J. Stephen Downie serves as the principal investigator for the multidisciplinary project that includes researchers from Canada, the United Kingdom, and New Zealand. Phase I is slated to run through 2010.

NEMA extends the music information retrieval research conducted at the Urbana campus’s International Music Information Retrieval Systems Evaluation Laboratory (IMIRSEL). It aims to create an open-source framework for music information processing, making it easier to integrate music data with analytical and evaluative tools. The NEMA team will work cooperatively with the Mellon-funded Software Environment for the Advancement of Scholarly Research (SEASR), also located at the Urbana campus, utilizing SEASR’s expertise and technologies in data mining and Web-based resource framework development.

PRESERVING VIRTUAL WORLDS

Assistant Professor Jerome McDonough has received $589,200 from the Library of Congress to lead a two-year project, “Preserving Virtual Worlds.” Partners include three institutions of higher education and one commercial game laboratory: Rochester Institute of Technology, Stanford University, University of Maryland, and Linden Lab. Under the auspices of the “Preserving Creative America Initiative,” the project will preserve early video games, electronic literature, and Second Life. According to McDonough, his team will develop mechanisms and methods for preserving digital games and interactive fiction at a time when interactive media are at a high risk for obsolescence and loss due to rapidly-changing technologies. Thought to be the first effort of its kind, the project will investigate preservation issues through archiving a series of case studies, beginning with early games and literature and later addressing interactive multiplayer game environments.

EXTENDING DATA CURATION TO THE HUMANITIES

Associate Dean Allen Renear, PI, and co-PIs Associate Professor Carole Palmer and Dean John Unsworth have received $892,028 for “Extending Data Curation to the Humanities: Curriculum Development and Recruiting.” The project, which extends through June 2011, is funded by a 2008 Laura Bush 21st Century Librarian Program grant from the Institute of Museum and Library Services. It is part of the growing base of activity on the curation of research data in the School’s Center for Informatics Research in Science and Scholarship (CIRSS).

Capitalizing on the success of the Data Curation Education Program (DCEP), a specialization within GSLIS’s ALA-accredited master of science program, the new project extends DCEP to include the digital humanities. It will focus on fundamental principles and best practices for managing the entire lifecycle of humanities data—creation, management, exploitation, enhancement, and preservation—thus developing a model curriculum to share with the field. A network of internship sites at libraries, museums, digital archives, and digital humanities centers will provide enrolled students with the opportunity to develop hands-on, cutting-edge data curation skills. The project also will offer professional development activities and a one-week institute on data curation in the summer of 2009.

@illinois.edu

GSLIS URL, EMAIL ADDRESSES CHANGE

Recently, the University embarked on a new branding initiative to unify and strengthen the Illinois message. One of the recent changes includes a move toward referring to the campus as Illinois rather than UIUC.

You may have noticed that GSLIS faculty, staff, and student email addresses have changed. We are now using the “illinois.edu” domain. The old email addresses will work for the near future, but please update your address books to reflect the change.

Our URL is changing too! Please redirect your bookmarks to www.lis.illinois.edu.
I’m writing this column in my new office in the LIS Building, where I’ve become an “embedded librarian.” Adjacent to the IT Help Desk, on the way to the faculty mailboxes and copier, and directly opposite the restrooms, my office is a highly visible spot from which to provide reference assistance and promote library services.

The LIS Library has been offering on-site assistance at the LIS Building since March 2006. (Until recently, I used a communal office.) We’re part of a growing trend to take library services into the campus spaces where our users study and do their work. After experimenting with days and times, I settled into a schedule of Monday, Tuesday, and Thursday from 11:30 a.m. -12:30 p.m. and other times by appointment. During peak times (e.g., when LEEP students come to campus mid-semester), I’m here daily, including Saturday and Sunday. When I have an unavoidable conflict, LIS Library staffer Sandy Wolf (MS ’93) subs for me.

“Librarian’s Office Hours” have been well received. Stronger relationships with GSLIS faculty are the most obvious outcome. Faculty members account for 47 percent of my contacts; students, for 36 percent. Office hours are occasions for answering reference queries, promoting and planning information literacy instruction, and learning about collection needs. I also spend more time schmoozing with colleagues, and the impact of that is harder to measure. I certainly feel better informed about developments at the School that affect my work as a subject specialist.

The concept of the embedded librarian extends to online environments as well. For example, academic librarians are incorporating information literacy components into online courseware and building collections and service points inside virtual communities like Second Life. My latest venture is to participate in the University Library’s implementation of LibGuides, a system for web-based pathfinders. 1 I’ve created popular LibGuides for the two courses required of all master’s degree students, “Information Organization and Access” and “Libraries, Information and Society,” as well as general guides to finding the literature of our discipline. Students have responded very positively to the LibGuide format, which supplements and extends the advice I give them during in-class lectures and when I meet with them one on one.

I was prompted to initiate office hours and create more Web-based resources because the increasing availability of digital content has led to a marked decrease in students and faculty visiting the LIS Library in the Main Library building. While Librarian’s Office Hours began simply as a satellite location for traditional reference services, its success is pointing toward a new service model that is much more “in the flow” of users’ work, study, and research.

Recently a team was appointed to assess the services provided by the LIS Library and the Communications Library and to shape new service profiles for both. 2 Associate Dean Linda Smith is a member of that team, and the GSLIS community has provided very valuable input through a survey, faculty meetings, and informal discussions. I’m confident that whatever shape LIS library services take in the future, the University and GSLIS will continue to support a robust program of collection development, curricular support, and research consultation. We continue to welcome inquiries from alumni. Our email address is lislib@library.uiuc.edu, or you can call us at 217-333-3804.

— Sue Searing, LIS Librarian

1. LibGuides @ UIUC Library. URL: http://uiuc.libguides.com/
2. You can follow the progress of this and other projects at the New Service Models Web site: www.library.uiuc.edu/nsm/
We all are trying to find ways to stretch our money, making it go as far as we possibly can in the current economic climate. I can assure you that we are doing the same at GSLIS. As I sat down to write this letter, it became clear to me that I want to encourage each of you to think about the value of matching gifts as a way to double or triple your support for GSLIS.

Three endowment funds currently provide wonderful matching opportunities. The first is a new fund established to honor Betsy Hearne and her work in the Center for Children's Books. If you are interested in supporting the Center, your gift will be matched one to one with a total contribution of $75,000 by James and Lionelle Elsesser.

For those of you who have never given to GSLIS and decide to make a gift this year, the Katharine Sharp First-Time Donor Fund will match your contribution two times the original amount. For example, a gift of $25 will generate $50, totaling $75 in support of student scholarships. Finally, the Harold Ladd Smith Jr. and Flora Lancaster Smith Endowment provides yet another opportunity to double your gift. Recently established by GSLIS Associate Dean Linda Smith in honor of her parents, the fund matches any gift for student travel through 2011 with a total contribution of $75,000 by Dean Smith.

I’m always so pleased when alumni recognize the importance of giving back to GSLIS. Recently, three alumni have honored inspirational people in their lives who encouraged them to follow the path of library and information science. Through the generosity of Dinesh Rathi (PhD ’08) and Vandana Singh (PhD ’08), the Linda C. Smith Doctoral Endowment has been established to support Ph.D. students during their time at GSLIS. Dinesh and Vandana, who have pledged to build this fund over the next five years, are encouraging fellow Ph.D. alumni to join them with a similar pledge in honor of Linda Smith. In another generous gesture, current LSAA President Julie Derden (MS ’06) has established the Louise C. Meckstroth Scholarship Fund for students who are enrolled in the K-12 LIS Certification Program. Julie created this fund in honor of her mother, whose lifelong dream and second career was to be a media specialist, in which she succeeded for more than fifteen years before she retired.

In addition to the funds mentioned above, there are two other opportunities that I want to bring to your attention. GSLIS recently received $100,000 from the LSAA Board to begin a fund to create the LSAA Endowed Professorship. We truly appreciate this gift and ask that you consider adding to the total, which is one-fifth of the amount needed to bring the fund to completion. In addition, we hope that you will consider a gift for the first GSLIS Endowed Chair. I would like to extend special gratitude to alumni Laurel Grotzinger (MS ’58; PhD ’64) and Don Davis (PhD ’72), who have worked diligently on this goal with us.

Thanks to your generosity, we are making significant progress toward our $15M Brilliant Futures Campaign goal. We understand what a sacrifice it is during these difficult times to make a gift, and we hope you understand how valuable your support is to GSLIS, current and future generations, and society as a whole. Our goal is to engage all alumni by the end of the campaign in 2011. Please think about how you can participate through a gift of cash, securities, property, or a bequest. I am here to help with any questions you may have and to assist you in identifying and establishing your legacy.

Diana Stroud
Assistant Dean for Advancement & Alumni Relations
dstroud@illinois.edu; 217-244-9577
Corporate partners played a pivotal role in the growth and development of this year’s Corporate Roundtable, a group created to bring GSLIS faculty and students together with corporate professionals to solve a broad range of information science related challenges.

Membership has grown to more than ninety professionals representing over fifteen corporate entities. Charles Linville, a GSLIS senior research scientist, has recently been appointed director of the Corporate Roundtable (CRT). Under his direction, plans are currently under development to further enhance the knowledge-driven network of GSLIS faculty and graduate students who provide exclusive service and resources to CRT members.

Topics at this year’s Corporate Roundtable included:

- The “State of the Industry” summit explored the varied challenges, mutual benefits, and scarce resources faced by partners at the table to better prepare our students for the environment they will encounter upon entering the workforce.
- Andrea Ballinger, director of data warehousing and assistant vice president of decision support at the University of Illinois Urbana-Champaign, presented “Data Warehousing and Business Intelligence.” Joined by her management team, Ballinger shared background on the formation of their Business Intelligence Competency Center, its role at the University, the types of data and tools used to provide information in required user formats, and strategies to address on-going operational and strategic problems.
- Steve Oberg (MS ’92) presented “OpenURL as the Tie That Binds: Innovative Uses and Applications of Open URL Services at Abbott.” Oberg is an information scientist (library systems, global content management) at Abbott as well as an adjunct lecturer at GSLIS. This meeting was held at the Illini Center in Chicago. The OpenURL standard, first developed and implemented at Abbott a few years ago, has enabled disparate library resources and services to be tied together, increasing greater access in a timelier, more reliable fashion to their users.
- This year’s Corporate Roundtable series concluded in November with a presentation by Yahoo!’s Dan Defend, who provided insight into how one of the world’s largest data warehousing environments maintains and improves data quality.

Mark your calendars for the 2009 Corporate Roundtable series—March 6, June 5, September 11, and November 13. One session will be held at the Illini Center in Chicago for the convenience of our Chicago-area partners. We invite interested alumni to join the Corporate Roundtable and participate in quarterly discussions (either in person or by teleconference) or to make topical suggestions for future sessions.

Please contact Sharon Johnson, associate director of advancement and coordinator of the Corporate Roundtable, at (217) 244-6473 or sdjohnso@illinois.edu to join or share topics to be considered for future discussion.

GSLIS would like to acknowledge Archer Daniels Midland for their generosity in providing Corporate Roundtable support this year for hospitality, parking, and remote participation by members.

University of Illinois Alumni Association Adopts New Membership Model
On July 1, 2008, the University of Illinois Alumni Association (UIAA) adopted an all-inclusive membership plan and welcomes as members all graduates, former students, faculty, staff, and current students of the University of Illinois. If you have not yet heard from the UIAA, you will soon be receiving a letter detailing the membership plan and seeking your support. This means you will also automatically be members of the Library School Alumni Association at GSLIS.

There’s no catch! We will continue to keep you informed on upcoming alumni activities at GSLIS through our quarterly eUpdates as well as notice of special events in your area.

We hope you will stay connected and get involved with GSLIS through mentoring our students, participating in Alternative Spring Break, attending special receptions/events, taking courses through our continuing professional education program and supporting our efforts to raise funds for the new LSAA Endowed Professorship.

Exclusive benefits are available to annual UIAA supporters. For more information, go to: www.uiaa.org/urbana/

Contact lis-dev@illinois.edu or phone our Alumni Relations Office at 217-333-2973 for additional information.
Elsessers Establish Hearne Fund, Provide Matching Gift Opportunity

A generous gift from Lionelle Elsesser (AB '66, MS '67) and husband James Elsesser (BS '66, MS '67) will benefit the Center for Children’s Books (CCB) and honor its past director and Professor Emerita Betsy Hearne. The CCB Betsy Hearne Fund will be used to create a directorship for the center, and gifts from alumni will be matched on a one-to-one basis with a total contribution of $75,000 by Lionelle and James.

"Betsy exhibits a great talent, skill, and love for children,” said Lionelle. “Her legacy revolves around teaching and storytelling as forming the basis for literacy and a love of language. As a parent, librarian, and citizen, I believe there is nothing more important.”

Hearne joined GSLIS in 1992, bringing both the CCB and the Bulletin of the Center for Children’s Books to Illinois following the closure of the library school at the University of Chicago. For many years, she edited the Bulletin and taught children’s literature and storytelling. The author of articles, essays, reviews, and books, Hearne has won numerous honors and awards—including the Jane Addams Children’s Book Award and the New York Times Notable Book award for Seven Brave Women (1997). She also received a national teaching award from the Association for Library and Information Science Education (ALISE), a University Scholar Award from the University of Illinois at Urbana-Champaign, and a Centennial Scholar Award from GSLIS.

The gift from the Elsessers and those alumni who respond with a contribution will honor Hearne’s legacy by establishing a permanent directorship for the CCB, one of the nation’s most valuable collections of children’s literature (http://ccb.lis.illinois.edu/). By ensuring future leadership for the center, those who rely on its resources—educators, librarians, students, and scholars—can rest assured that it will remain intact and available for their continued use. Likewise, the reputation of GSLIS will continue to thrive in providing services for children and youth, for which the School recently tied with Florida State University in a first-place ranking by US News & World Report.

A retired GSLIS adjunct assistant professor, Lionelle is current chair of the GSLIS Campaign Advisory Committee. Her background in medical librarianship and instructional technology includes serving as executive director of the Health Sciences Communications Association. James is former chairman and CEO of Interstate Bakeries Corporation and former CFO ofRalston Purina. Together they have funded several fellowships: the GSLIS Alumni Challenge Fellowship, the Katharine Sharp First-Time Donor Fellowship, and the Lionelle H. Elsesser Fellowship.

Lionelle and James enjoy spending time with their two children and six grandchildren. Their daughter, Danica Enlow, is a 1996 GSLIS graduate who lives in South Korea, and their son Brian is a history professor at Harris-Stowe University in St. Louis.
“I might consider retiring when I am eighty years old,” said Laurel Grotzinger (MA ’58, PhD ’63). “But now I want to learn more about the technical aspects of computers as well as how to use them.”

Obviously, Grotzinger, currently a professor and reference librarian at Western Michigan University in Kalamazoo, has never lost her penchant for learning and investigating the new.

Grotzinger’s history with Illinois and librarianship began in 1957, when she arrived to study at the library school after graduating from Carleton College in Minnesota.

“As a liberal arts student, majoring in English and history, I spent a lot of time reading and in libraries,” said Grotzinger. “I probably thought that as a librarian I would be surrounded by books and have a lot of time for reading, but it turns out that when working in a library, you don’t get a lot of time to read anything other than professional literature.”

At that time at Illinois, the library school was in the main library building, largely housed on the third floor. Grotzinger lived in rooms that were located over the University Club in Urbana, just “two long” blocks from the library.

The school’s faculty was very “familial” in those days, because of its relatively small size. “Once a month the library school faculty had lunch at the club and those of us coming in and out would see ‘our’ faculty at home. The students were also invited to faculty homes and school social functions, but we were not on a first-name basis; it was still formal.”

One of her major professors and key advisor was Dr. Thelma Eaton. “She had a reputation as a dictator,” said Grotzinger, “but she was always supportive and, as my dissertation chair, was most helpful. Other students would say, ‘You seem to be the only person who gets along with her.’ I found her to be a fine mentor who strongly influenced my later career. Her courses were some of the best that I took.”

The director of the library school at the time was Dr. Harold Lancour (and later, Dr. Herbert Goldhor), but the top administrator was University Librarian Robert B. Downs, who headed up the library and the library school for twenty-one years. The prolific author and internationally renowned scholar was close to the school. “In those days, we began the program the summer before the fall semester started,” said Grotzinger. “I remember an opening colloquium from Dean Downs. I was in awe of his intellect and contributions to the profession.”

After completing her master’s, Grotzinger worked at Milner Library at Illinois State University. “I was the reader’s advisor in the circulation room where the card catalog was stored, and on my first day, the librarian in charge of the circulation desk took the day off,” remembered Grotzinger. “I had no idea what I was getting into—we had been taught more theory, not ‘how to’s’ such as using the automatic book charging machines. I couldn’t do simple practical tasks without instruction from the student workers!”

Grotzinger also decided to pursue her doctorate, again at Illinois. “In 1964, when I finished the Ph.D., I was one of some 200 people in the United States who had a Ph.D. (or D.L.S.) in library science,” she said. “Illinois was one of the first library schools to offer a Ph.D. program as they also were first to award a bachelor’s degree in library science and among the first to have a graduate program.

“I am also one of the longest active members of the ALA,” she said. “I invested $500 in a lifetime membership shortly after I graduated from grad school. It’s gone a long way.”

Grotzinger’s career has centered at Western Michigan University for the past forty-four years. She taught undergraduate and graduate courses in the library school and served as a university administrator, as dean of the graduate college for thirteen years, and as head of the library school during the last few years of its existence. “My current office is just around the corner from where I first taught when I arrived in 1964. Now, however, I am a librarian rather than preparing librarians!”

As a GSLIS alumna, Grotzinger was involved in the planning of the Centennial Celebration in 1993 and received the Distinguished Alumnus award in 1994. She recently served on the planning committee for the celebration of the sixtieth anniversary of the Ph.D. program. She also is on GSLIS’s Brilliant Futures Campaign advisory committee.

“At Western Michigan, students who are considering a library career are often directed my way,” she said. “I tell them Illinois is one of the strongest, if not the strongest, library schools among the accredited programs. I like that it’s kept a fine balance between the librarianship of the recorded past and the contemporary developments focused on information specialties.”

“I still am a damn good reference librarian because I learned principles and theories on the acquisition, organization, and retrieval of information rather than the titles of books,” she said. “GSLIS taught me the theory and philosophy that underlies all that I do.”
Most parents and librarians hate the format and don’t understand the appeal. But teens and younger children love it and expect to find it at the library. Robin Brenner (MS ’03) stays on top of it. What is it? The graphic novel.

Brenner, a reference and teen librarian in Brookline, Massachusetts, runs three related Web sites dedicated to graphic novels. No Flying, No Tights reviews graphic novels for teens, Sidekicks is for younger children and The Lair is for adults and older teens. Brenner has also authored a book, Understanding Manga and Anime, which helps librarians and parents understand the genre. “I also give it to kids on occasion,” said Brenner, “so they have facts and statistics. They like to be able to defend their reading picks.”

In 2007, her book was nominated for an Eisner award, the Oscar Award of the comics world. Brenner has also served as an Eisner judge and is currently ending her tenure as chair of the Great Graphic Novels for Teens Committee for the Young Adult Library Services Association (YALSA), part of the American Library Association (ALA).

Brenner defines comics and graphic novels as a format, not a genre. The graphic novel can simply be comics bound in a volume or an original story told through comics. Manga is Japanese print comics, a popular form of the format.

Brenner grew up in Reading, Massachusetts, just north of Boston. The daughter of two physicists, she was a “scholarly type” of child. She volunteered and worked in libraries throughout high school and college, but it wasn’t until she was about to graduate with a bachelor’s in creative writing from Bryn Mawr that she considered librarianship as a career.

“I was sitting staring at the reference desk in the library,” she said “and I thought, ‘that would be a good job for me.’” She got a job in a Boston-area library as a floater, working in all the departments. “It took me a while to figure out what I wanted to do,” she said. “I got a taste of everything, but I zeroed on working with the teens. Not everyone likes to work with them, but I really enjoy it.”

A colleague encouraged her to get a degree in library science, and she began looking at online courses. “LEEP looked good to me,” she said. “It’s the oldest online program, so they seemed to know what they were doing, and I liked the idea of having people from all across the country in the program.”

“I know from friends who were in other graduate programs that I actually got to know my classmates better than they did,” said Brenner. “The four days we spent on campus each semester were good for getting to know one another. We got to hang out, go out for dinner. I think it would be harder to do it online, where you would lack that face time.”

The online component was important for Brenner as she was working while attending school. “I liked that it was technologically driven and that our assignments incorporated new technologies, like posting assignments in HTML,” said Brenner. “Libraries are becoming more technologically driven, so that’s important to know.”

Brenner is staying abreast of trends not only in teen genres, but also in the way that teens read. “How kids read today is not often counted as ‘reading,’” says Brenner. “Kids read in games, comics, online…Too many people discount that. It’s not wrong, it’s just different.”

Brenner will “read anything just as long as it’s well written.” As a teen she focused on fantasy, mythology, and fairy tales. “I still love Memory and Dream, by Charles De Lint. “It’s a touchstone book for me. There is magic set in an urban environment, but it shows the harsh reality of the world and how magic doesn’t fix that.”

Her favorite recent graphic novels include After School Nightmare, a manga that is “beautifully drawn and psychologically complex,” Sidescrollers, by Matt Loux, is also a favorite. “It’s incredibly funny,” said Brenner. “It makes me laugh just when I see it sitting on the shelf.” Skin, by Mariko and Jillian Tamaki, is “a coming of age story by a young Japanese-Canadian girl.”

Brenner has an idea for a graphic novel that she’d like to author. “I’ve always wanted to write a comic,” she said. “There were four famous female illustrators at Bryn Mawr that I learned about while there. I think it would really work in the graphic novel format.”

In the meantime, she’s been working on her Web site and hoping to relaunch soon with a new look, new features, and easier navigation. She’s also conducting multiple workshops about graphic novels for teens and the history of manga for librarians, teachers and the general public, and writing film reviews for the Voice of Youth Advocates (VOYA).
Dr. Gail Fish Bush (MS ’77) has been awarded the Distinguished Alumnus Award. Each year this award is given to an alum who has made an outstanding contribution to the field of library and information science. Bush’s professional career encompasses school, corporate, and academic librarianship. These experiences, as well as her many accomplishments, speak highly of her dedication to the field and her commitment to education of herself and others. In 2005, the American Library Association (ALA) named Bush one of the “Top 100 Leaders in School Librarianship.” Her textbooks are recognized as standards in the field of school librarianship. Bush is currently a professor and director of the Center for Teaching Through Children’s Books at National Louis University.

Jennifer Ward (MS ’00) has been awarded the Leadership Award, given to an alum who has graduated in the past ten years and who has shown leadership in the field of library and information science. Ward has been a leader in the field of technical services and navigation since her experience as a graduate assistant at Illinois. She continues to be at the forefront of the field at the University of Washington, where she has risen up through the ranks from intern to systems librarian to the head of Web services. It takes a unique individual to navigate their way from former colleague to a managerial role in the same institution, and Jennifer has done that and more.

LSAA President Remarks

On behalf of your Library Science Alumni Association (LSAA), greetings to all of our GSLIS alumni, near and far! LSAA has made great strides to identify and prioritize projects over the past year, and we have great hopes that the momentum will continue. The key ingredient in that momentum is—in a word—YOU! There are many ways to become involved with GSLIS and LSAA. What follows are just a few of the ways you can make a difference to current and future students:

Connect with current students through our LSAA Student-Alum Connection, offered through GSLIS’s Moodle site. This is “the happenin’ place” for students enrolled at GSLIS, and as alumni, you are eligible to join in the conversation through our dedicated bulletin board. If you’re a recent graduate, your username and password remain the same as when you were actively enrolled at GSLIS. If you want to have access to the conversations that occur on this bulletin board and don’t have a username and password, please contact the GSLIS Help Desk at help@support.lis.uiuc.edu or call (217) 244-4903. Once you have access, you can easily subscribe to the LSAA Student-Alum Connection Bulletin Board so that you can be alerted when there is a posting.

One of the initiatives that your LSAA made a priority last year was facilitating Alternative Spring Break. This program connects current GSLIS students who want to experience a week at a museum, public library, academic library, archives, or any myriad other LIS-related locations with GSLIS alumni in that student’s field of interest. You can easily volunteer by hosting a student or helping to financially support a student in this endeavor.

Your LSAA’s major fundraising project for this year (and through 2011) will be promoting the LSAA Endowed Professorship. We are excited about the decision by the University of Illinois Alumni Association (UIAA) to make ALL graduates—past and future—automatic members of UIAA. What this means to you is that no matter when you graduated from GSLIS, you are automatically a member of LSAA by virtue of UIAA’s new membership guidelines. LSAA is proud of our status as the oldest campus alumni “constituent” association! We hope that this will encourage you to financially support the initiatives of GSLIS and LSAA. There are many ways to do that, and we feel confident that many of these will meet your personal philanthropic goals. Your LSAA Board hopes that one of those goals will be to contribute to the LSAA Endowed Professorship. In short, we aspire to raise the $500,000 needed for the endowment by June 2011. The Board voted to contribute $100,000 to this worthwhile goal. The remainder will be funded from your collective donations. Ambitious? Yes. Attainable? Absolutely!

If I can answer any questions you might have about the direction or initiatives of your LSAA, please do not hesitate to contact me via email at derden@illinoisalumni.org. I look forward to hearing your thoughts and seeing you as a participant in the many opportunities available!

Sincerely,
Julie Derden, GSLIS (MS ’06)
LSAA President 2008-2009
Curt McKay (MS ‘88) has been honored with the Distinguished Service Award, given to a friend of GSLIS (including faculty, staff, alumni, and non-alumni) who has served LSAA or GSLIS in an exceptional way. McKay has been one of the most beloved GSLIS staff members in recent history, serving as assistant dean of students for eighteen years. Graduates still speak of his influence on their decision to choose GSLIS over other programs. As he retires this year, he leaves to GSLIS and to Illinois a legacy of compassion and commitment to students.

From his first day in LEEP boot camp, LSAA Student Award winner Alex Reczkowski (MS ’07) stood out for his enthusiasm for librarianship and interdisciplinary interests. The LSAA Student Award recognizes a student who “caught the spirit” of the library and information science profession while employed in a library setting and thus chose to enter the master’s program. This student must have a strong commitment to return to a professional position in a library setting and help others “catch the spirit.” Reczkowski realized he wanted to enter the library and information science profession while employed as an assistant in acquisitions and cataloging at the Eggleston Library of Hampden-Sydney College in Virginia. In classes at GSLIS he was energetic, bright, and dedicated. He proved a generous colleague to each of his classmates through his insightful questions, and constructive feedback on their work.

CAROLINE M. NAPPO
PhD student, Information in Society Fellow
BA in cultural and interdisciplinary studies, Antioch College
MS in library and information science, University of Illinois at Urbana-Champaign

What made you decide to pursue a degree in library and information science?
I’ve worked in libraries and research centers for many years. Libraries are exciting because they are a nexus of the cultural, political, and economic. Given my interdisciplinary interests, LIS seemed like a natural fit.

What surprises you the most about the field of LIS?
Its comprehensive utility and application. There really is no area where LIS principles cannot play a significant role.

What do you hope to do with your degree?
Win some victory for humanity, à la Horace Mann.

What one technology do you wish were available now?
Whatever could get me a real, fresh slice of New York pizza outside of New York.

Where is your favorite library in the world?
The Olive Kettering Library in Yellow Springs, Ohio. I had my first library job there while an undergraduate student at Antioch College, and it’s where I realized I wanted to pursue a career in LIS.

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MOUSTAFA AYAD
MS student
BS in journalism, Southern Illinois University at Carbondale

What made you decide to pursue a degree in library and information science?
The foundations of all our twenty-first century activities are rooted in the use of information. Understanding how communities use, disseminate, and produce their own information will be vital in understanding how our global society and economy shifts to a wholly information society.

What surprises you the most about the field of LIS?
The tattoos. Maybe there is a paper somewhere discussing the rise of inked-up librarians. Sometimes librarian gatherings can be as intimidating as a Hell’s Angels reunion.

LAKSAMEE PUTNAM
MS student
BA in biological sciences, University of Colorado

What made you decide to pursue a degree in library and information science?
While obtaining my undergrad biology degree I worked closely with two professors. Both of them were using research from past entomologists to do comparative studies, specifically bee and grasshopper collections. As I worked with them the frustrations of dealing with these old collections often came up. There was no standardized way insects were labeled in the past and so information about location was often vague. A common frustration scientists face in their field often has to do with deciphering past data, and it was this need that sparked my interest to pursue a degree in library and information science.

What surprises you the most about the field of LIS?
I am most surprised to find myself in a group of people who are all very adaptable. I guess I had a preconceived notion that once you specialized in a career you became less flexible, however in LIS most of the people I have met have worn multiple hats.

What do you hope to do with your degree?
With my biology background I want to enter into a career that involves bringing science information under a more unified digital front so more people can access and utilize the research going on all over the world.

What one technology do you wish were available now?
Instant teleportation.

Where is your favorite library in the world?
Boulder Public Library in Boulder, Colorado, but the Champaign Public Library is growing on me.

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Continued on page 26
What do you hope to do with your degree?
I hope to use my degree as a research foundation to become an academic in either Arab studies or rhetoric. Using my knowledge on how communities use information will be central in understanding how that information is channeled, either through the use of rhetoric or through the lens of the Arab world.

What one technology do you wish were available now?
A time machine. I wouldn’t use it to stop genocides or warn of impending doom, I’d mainly use it for selfish reasons. I would probably reinvent my life to get late assignments turned in on time and stop myself from saying stupid things in conversations. So I guess I would reinvent to how I just answered this question.

Where is your favorite library in the world?
My father’s living room library in his New York City apartment; it was where I first picked up an Edward Said book. It is also where some of the finest literary conversations take place, and I’m sure if the conversations were broadcast, the FCC would be all over us.

What made you decide to pursue a degree in library and information science?
I love to babble to people about books, and what better place to do this than in a library?

What surprises you the most about the field of LIS?
I am constantly amazed by the creativity and flexibility among friends, classmates, and colleagues in LIS.

What do you hope to do with your degree?
Promote world peace through all sorts of media and community spaces.

What one technology do you wish were available now?
Fulfillment of wishful thinking.

Where is your favorite library in the world?
When I grow-up to be a world-traveler librarian, I will add more libraries to this list, but The Urbana Free Library will always be at the top.

KL

What made you decide to pursue a degree in library and information science?
I really wanted to be in a position that would give me opportunities to talk to new people, encounter new perspectives, and get to know the people who live and work around me. That sense of community is important, and public libraries are one of the only non-commercial public spaces that promote community learning, public discourse, and civic engagement. These are things I can support.

What surprises you the most about the field of LIS?
How little people know about what librarians do. I get a lot of glazed-over looks when I try to explain to people who ask, so now I just tell them to watch Party Girl.

What do you hope to do with your degree?
I hope to work in a public library where I can collaborate with other local institutions to help plan programming and services that are relevant to my community.

What one technology do you wish were available now?
I like traveling, but I hate long car rides, so some sort of teleportation device? Although, I’m a little worried about the prospect of turning into a fly.

Where is your favorite library in the world?
Right now I like the main reference and circulation area here at Illinois. There’s something reassuring about being able to see the card catalog. I’ve never used it, but I could if I wanted to.

What do you hope to do with your degree?
I have been overseeing the transition from 35mm slides to digital images in a large academic image collection. The challenges and rewards helped me realize that I love working with information and that an LIS degree would greatly enhance my understanding of how to approach, organize, catalog, preserve, and manage it in the digital age.

What surprises you the most about the field of LIS?
I am surprised at how many things surprise me, including the diversity of backgrounds and interests among my peers, their inspiring commitment toward providing and facilitating access to information, and the range of avenues that one can pursue within the field.

What do you hope to do with your degree?
I hope to keep working in some capacity with digital libraries and cultural heritage materials.

What one technology do you wish were available now?
A technology that can transfer all books to digital format overnight.

Where is your favorite library in the world?
I really admire Urbana Free Library. People there are open-minded and dare to think out of the box.

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What do you hope to do with your degree?
My dream job is to work in a digital library, which takes advantage of new technologies and brings knowledge to people around the world.

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1960s

In January 2008, Lesley Dunlap Lawrence (MS ’67) retired as branch librarian with the U.S. Court of Appeals, Third Circuit, in Wilmington, Delaware, after nearly nineteen years with the court.

1970s

Linda Houle (MS ’70) received an honorable mention in the first annual SIG Media Specialist (SIGMS) Technology Innovation Award, sponsored by ISTE and partners Follett Software and Linworth Publishing, for Westmont Junior High’s Decades Project: “Celebrating the 20th Century.” The award recognizes creative, collaborative, and technology-rich projects. The project, once paper based, is now an annual online wiki-based project integrating writing, reading, social studies, information literacy, and technology skills.

Jo Anne Boorkman (MS ’71) retired in June 2008, after twenty-three years at the helm of the Carlson Health Sciences Library at the University of California, Davis. Jo Anne has been active both locally and nationally in the Medical Library Association and the Special Libraries Association. Her contributions to both groups have been recognized by her being named a fellow of the Medical Library Association in 1999, and a fellow of the Special Libraries Association in 2000. In addition, she received the Northern California and Nevada Medical Library Group Award for Professional Excellence in 1996. Among her publications is the renowned Introduction to Reference Sources in the Health Sciences, currently in its 5th edition and considered a standard in the field.

Lloyd de Witt Bockstruck (MS ’73) was named the 2008 recipient of the Lillian M. Bradshaw Award by the Friends of the Dallas Public Library. The award, named in honor of ALA past president and director of the Dallas Public Library, honors an outstanding library staff member. He joined the Dallas Public Library staff in 1973 where he serves as supervisor of the genealogy section and is a life member of ALA.

Eloise (Klebba) Vondruska (MS ’73) has been appointed associate director of the Pritzker Legal Research Center at the Northwestern University School of Law.

Zorana Ercegovac’s (MS ’75) new book, Information Literacy, Search Strategies, Tools and Resources for High School Students and College Freshmen was published in April 2008 by Linworth Publishing. It links one of the most important academic leaps in learning and teaching; the work is based on the principles of collaboration, communication, problem solving, knowledge acquisition, and self-reflection. It considers AASL Standards for the 21st Century Learner, ISTE’s NETS, and IL Standards for Higher Education (ACRL). Ercegovac’s article “Plagiarism of Print and Electronic Resources” appears in the 2008 Encyclopedia of Library and Information Science.

Rita Hoyt Smith (MS ’75) was recently appointed associate dean of university libraries at the University of Tennessee, Knoxville. She previously held the position of head of reference and instructional services at UT Libraries.

Betsy Bowers Aldridge (MS ’76; PhD ’92), is the senior research specialist/library team lead at PACCAR Technical Library in Mount Vernon, WA. As 2005-2008 past-chair, chair, and co-chair of the SLA Chemistry Division’s Materials Research and Manufacturing Section, she helped plan and facilitate a field trip to the IHS standards vendor office in the Denver area, and programs on Six Sigma in corporate libraries, hybrid vehicles, and alternative fuels. During this time, she also contributed content to several issues of the SciTech News and DCHE Bulletin and attended the 2007 SLA Leadership Summit in Reno, NV.

Louis J. Reith (MS ’76) has been the humanities/rare book cataloger and liaison for ordering Afro-American, American and European history, German studies, and French studies, at Georgetown University, Washington, D.C., for twenty-two years. In July 2007 he traveled to present a paper on “Fuerstenspiegel” in 16th century Germany at the 11th International Congress for Martin Luther Research in Porto Alegre, southern Brazil. He is currently finishing up a course for credit with ten undergraduates “forty years younger than himself” in intensive beginning Portuguese language, while cataloging Brazilian diplomatic books for the Oliveira Lima Library at Catholic University of America, singing in the Washington Chorus and writing program notes for the Embassy Series, featuring chamber music and small ensembles in various foreign residences and embassies. He writes, “Because I have never had so much fun, I am not even thinking seriously about retiring.”

Kathryn Carpenter (MS ’77) is a professor and assistant university librarian for the health sciences at the University of Illinois, Chicago.

Elizabeth Dankert Hammond (MS ’78) was elected in spring 2007 to a three year term on the SOLINET board of directors. Hammond is dean of university libraries at Mercer University and she and her family live in Macon, Georgia.

David N. King (MS ’78, PhD ’94) writes, “After leaving my position as director of the Division of Information Management at New York Academy of Medicine and spending five years building a national digital library on child abuse, I’ve now returned to the world of medical libraries at Medical College of Georgia,” where he is associate director of libraries.

Raymond Bial (MS ’79) has been praised for his new nonfiction photo-essay for children, The Super Soybean. Published by Albert Whitman, the book has been receiving excellent reviews in School Library Journal, Booklist, Kirkus Reviews, and elsewhere. In “Best Reads for Fall,” the Chicago Tribune said, “Raymond Bial produces an interesting history of this truly multipurpose veggie, whence it came and when, and all the jobs it can do.”
1980s

Susan Wroblewski Hendrickson (MS ’88) has been appointed JPL Records Manager at NASA’s Jet Propulsion Laboratory, where she has been employed since 2001.

Mary Ellen Reiter (MS ‘88) is electronic services librarian with the Library Network of Advocate Health Care. She divides her time between the libraries at Lutheran General Hospital (Park Ridge, IL) and Illinois Masonic Medical Center (Chicago, IL).

1990s

George Kalinka (MS ’90) is head of the adult and young adult department at the Woodridge (IL) Public Library.

Vallely Oehlke (MS ’92) was recently appointed deputy director of the Multnomah County Library in Portland, Oregon.

Bilal D. Salahuddin (MS ’92) has been promoted to branch librarian at the High Meadow Branch Library in Houston, Texas.

Mary Elizabeth Harper (MS ’93) is the library director of the Romeo (MI) District Libraries.

Wendy (Underhill) Miller (MS ’93) has worked for Follett Library Resources in McHenry, Illinois for the past six years as a curriculum bibliographer using her nine years of experience as an elementary school librarian. She and her husband Joe Miller welcomed their first daughter in May 2008.

Sandra Stewart (MS ’93) is youth services and programming manager for the San Jose Public Library.

Jared Ingersoll (MS ’94) is the head of collection development at Vanderbilt University’s Central Library.

Margaret Mohundro (MS ’96) is the library director at Sanibel (FL) Public Library.

Kathleen Lovelace (MS ’97) has joined the faculty of the College of Lake County (IL) as reference librarian, instructor.

Alan Stein (MS ’97) received the 2007 Spotlight Award given by the Society of American Archivists.

Lisa Zhao (MS ’97) recently published a children’s book based on her son’s drawings that she collected for years. The title of the book is Start from Here: A Boy’s Art Work. Zhao is an assistant catalog librarian at UIC’s Richard J. Daley Library.

Susan Morrisroe (MS ’98) has been promoted to the director of reference services at the Missouri State Library. Susan served as a reference librarian and cataloger in the Missouri State Library for nine years. Previously she worked as a paraprofessional at Bradley University Library and Illinois State University Library.

Rachel Gavelek Konkle (MS ’99) is an information scientist at Abbott. She completed a Master of Science in Management degree in May 2008 from Cardinal Stritch University. Her thesis topic was relevance of corporate libraries in the twenty-first century.

Pamela M. Salela (MS ’99) is chair of library instructional services at the University of Illinois at Springfield. She recently co-authored the chapter, “Online Information Literacy Course at UIS: Standing the Test of Time,” in Information Literacy Programs in the Digital Age: Educating College and University Students Online compiled by Alice Daugherty and Michael F. Russo (ACRL, 2007).

Kimberly Tully (MS ’99) writes, “After receiving my degree, I accepted a grant position as curatorial assistant in the Department of Printed Books and Bindings at the Morgan Library. After almost two years at the Morgan, I accepted a position as an ESTC Cataloger at the Folger Shakespeare Library. I returned to graduate school in 2004 and will receive a MA in modern European history from the University of Notre Dame in January of 2008. I recently accepted the position of special collections librarian in historical collections at the Harvard Business School’s Baker Library. I will be primarily responsible for the Kress Collection of Business and Economics, a distinguished early print collection.”

2000s

Allison Angeli (MS ’00) is the head of youth services at the Benicia (CA) Public Library.

In 2007, Paul Callister (MS ’00) received tenure on the University of Missouri-Kansas City School of Law faculty where he serves as library director. In fall of 2007, Professor Callister was a keynote speaker, delivering “The Question Concerning Libraries” for the annual meeting of the Arab Federation for Libraries and Information, held in Jedda, Saudi Arabia. Also in 2007, Callister presented “Books above the Throne: The Ascension of the Book and the Actualization of Rule of Law in 17th-Century England” at the International Conference of the Book, in Madrid, Spain. Recent publications include “Law and Heidegger’s Question Concerning Technology: A Prolegomenon to Future Law Librarianship” (presented at Berkeley) and “Law’s Box: Law, Jurisprudence and the Information Ecosphere” (winner of the Brenner Faculty Publishing Award). Callister’s articles are available on the Web from BePress and SSRN. Callister teaches Cyberlaw and Advanced Legal Research. Callister and his wife, Jinny, reside in Leawood, Kansas with their three sons.

Cyril Oberlander (MS ’00) is associate director of the Milne Library at SUNY Geneseo.

Catherine Ritchie’s (CAS ’00) co-authored article “Rally Around a Need: Developing the First GLBT Author/Speaker Series in Dallas” was published in the March/April 2008 edition of Public Libraries. At the 2008 PLA Conference in Minneapolis, she co-presented a program on GLBT-related materials for children and young adults, and facilitated a “Talk Table” on improving public library services to gay/lesbian/bisexual/transgender patrons. Ritchie is currently the theatre/film librarian for the Dallas (TX) Public Library.

Dawn Cassady (MS ’01) began work as director of circulation services for The Urbana Free Library in August 2007, three months after the birth of her second daughter, Bridget.
Leah Gregory (MS ‘01) is “pleased to report that I have been hired as the middle school librarian in a rural school district in Southern Illinois! I have been a stay-at-home mom for six years, and I am looking forward to going back to work!”

After returning back to the Midwest after six years in California, Beth Kakuma-Depew (MS ‘01) is now the youth service subject selector at the St. Louis Public Library. She is responsible for buying all children’s and teens’ books, magazines, and audio-visual materials.

Susan Laura Lugo (MS ‘01) has accepted a gubernatorial appointment to serve as territorial coordinator for archives for the government of the Virgin Islands. She also serves as president of the St. Thomas-St. John Library Association and president of the Caribbean Genealogy Library which she co-founded in 2000. She writes that she “subscribes to classmate Kathleen Smith’s work philosophy and is adapting its strategic application to the West Indies.”

Meg Miner (MS ‘01) was recently appointed to the tenure line position of university archivist & special collections librarian at Illinois Wesleyan University.

Diane Rein (MS ’01) is the specialist/liaison to the bioinformatics and molecular biology research community at the University at Buffalo Libraries.

Mindy (Grundmeier) Rhiger (MS ‘01) is responsible for public programming and marketing at The Bakken Library and Museum in Minneapolis. She and her husband welcomed the birth of their first daughter in December 2007.

Louise Gruenberg (MS ‘02) is the senior usability officer in the Information Technology & Telecommunications Services unit of the American Library Association. She was involved in structuring the new information architecture of the recently unveiled ALA Web site.

Sarah Houghton-Jan (MS ‘02) has just published the second issue of Library Technology Reports, which addresses technology competencies for librarians in the Information Age. Houghton-Jan is currently the information and Web services manager for the San Mateo County Library. She is also the author of the blog LibrarianInBlack.net.

Kathleen Smith (MS ‘02) is projects librarian for the Fresno County (CA) Public Library. She explains that she “researches and implements new technologies to help the library improve its services. My motto is ‘Why don’t we just try it and see what happens. No one’s going to die. This is a library after all; not an operating room.’ I have yet to convince everyone on this point. I recently presented a workshop entitled ‘Preparing Staff for Life in the User-Empowered Library’ at state and national conferences. In my spare time I moonlight on the reference desk at one of the local universities, ride my bike increasingly long distances and quilt—but not all at the same time.”

Charles T. Bell (MS ‘03) writes, “After four years in Wichita, Kansas (a two-year stint as a librarian, one year as a children’s museum manager and six months as the librarian at a private school), I have returned to the Great Lakes as the youth services librarian at the Hibbing (MN) Public Library.”

Brian Chase (MS ‘03) has been named director of the Normal (IL) Public Library.

Brijeet K. Dhaliwal (MS ‘03) is the library technology manager/systems librarian at the Illinois Institute of Technology.

Andrea Imre (MS ‘03) works as the electronic resources librarian at Southern Illinois University-Carbondale.

Aleksandra (Wlodarska) Pitner (MS ‘03) writes, “After our 07.07.07 wedding in Chicago, my husband and I moved to Florida. I started a new position as the research director for an international publishing company in Miami. I’m a solo-librarian in a multi-lingual environment, in charge of two digital libraries, specializing in anti-money laundering.”

Meg (Burger) Edwards (MS ‘04) has been appointed the first advising coordinator for GSLIS. Prior to her return, Meg worked as a reference and instruction librarian for the Architecture and Art Library at the University of Illinois and most recently as the learning commons coordinator for the Undergraduate Library.

Paul Howard (MS ‘04) is the librarian at Salem Hospital in Salem, Oregon. He writes, “Having moved into the library field from an academic career in the humanities, I never expected to end up in a health sciences library. But here I am with a healthy learning curve ahead of me. After graduating from the LEEP program in 2004, I first worked in the Salem Hospital library in a temporary position, then worked in the hospital’s information services department in a non-librarian capacity for the last year and a half, and was in the right place at the right time when the hospital librarian retired a few months ago. Life is interesting!”

Fred Miller (MS ‘04) has been appointed chief information officer at Furman University in Greenville, South Carolina.

Rachelle (Ramsey) Miller (MS ‘04) has been named director of the Troy-Miami County Public Library in Troy, Ohio. She previously was the assistant manager of adult services at Dayton Metro Library.

Jim Obst (MS ‘04) is digital services lead in the Knowledge Center at the Federal Reserve Bank of Chicago. He is managing a retrospective digitization project of the bank’s research and employee publications and developing a digital library of its historical collection. He is also part of the team developing the Fed’s intranet portal. He is editor of the SLA-Illinois membership e-zine, The Informant.

Bethany Walk (MS ‘04) is the school librarian at the Internationale Schule am Rhein in Neuss, Germany, an English-language international school for children in grades K-11. She was previously a children’s librarian at the South Brunswick Public Library in Monmouth Junction, New Jersey.
Marc Gartler (MS ’05) recently received an MA in humanities from the University of Chicago, where he also worked on metadata for the recently launched http://speculum.lib.uchicago.edu/. He continues in his position as director of library services at Harrington College of Design and has been working as a consultant for the Ohio Board of Regents since April. Gartler is also one of the initial appointees to the ALA Office for Information Technology Policy’s committee on America’s Libraries in the 21st Century.

Alan Ng (MS ’05) is a library systems analyst at The University of Hong Kong Library.

Gabrielle Rosenfeld (MS ’05) accepted a position in May working for Guideline, a research firm in New York. She specializes in food & beverage and general consumer research. She and her husband Joe welcomed their son Silas in January 2006.

Robert Sandusky (PhD ’05) is a clinical associate professor and assistant university librarian for information technology at the University of Illinois, Chicago.

Melanie A. Blau (MS ’06) writes, “After working almost a year at the University of Cincinnati filling in for circulation supervisors at three different campus libraries (College of Applied Science Library; Design, Art, Architecture & Planning Library; Geology, Mathematics & Physics Library) I finally landed a permanent position as a reference librarian in the Air Force Research Laboratory Technical Library. I provide reference and instruction—two of my favorite things from the GSLIS program.”

Larra Clark (MS ’06) recently co-authored the ALA report “Libraries Connect Communities: Public Library Funding & Technology Access Study 2006-2007.”

Kathy Edwards (MS ’06) has accepted a library faculty position at Clemson University as the visual arts librarian.

Thomas Harrod (MS ’06) is life sciences librarian at the University of Maryland Libraries, College Park.

Kathy Hempel (MS ’06) writes, “I am pleased to be the teacher-librarian at Station Middle School Campus in Barrington, IL. I serve 1100 students and staff at a vibrant 6-8 grade building.”

Angela Maycock (MS ’06) is assistant director of the Office for Intellectual Freedom of the American Library Association.

Hallie Pritchett (MS ’06) has added the duties of federal regional depository librarian to those of map librarian at the University of Georgia and is now responsible for the UGA Libraries’ extensive cartographic and regional government documents collections.

Jon Stahler (MS ’06) is the Web service manager at the Association of College and Research Libraries.

Tabatha Becker (MS ’07) is the Web services librarian at the University of Colorado at Colorado Springs. She writes that she is “missing the corn, but loving the mountains.”

Lori Drummond-Cherniwchan (MS ’07) was asked to serve on the 2008 “Read for a Lifetime” selection committee for the Illinois State Library. She also wrote and received a Dollar General grant for Rockford Auburn High School Library.

Ben Farmer (MS ’07) and Annette (Lesak) Farmer (MS ’06) were married on campus in Champaign on June 21, 2008. Ben and Annette have since relocated to Chicago where Ben is a software developer for Clarity Consulting.

Hana S. Field (MS ’07) is a librarian in the business, science, and technology division at the Harold Washington Library in Chicago.

Joshua Finnell (MS ’07) is an assistant professor of library science and reference librarian at McNeese State University in Lake Charles, LA.

Megan Gaffney (MS ’07) is the coordinator of interlibrary loan and document delivery at the University of Delaware Library.

Sonya Green (MS ’07) writes, “I quit working at the Millicent Library to move to Boston, where (thanks to Elizabeth Edwards) I found a dream job—working for LibraryThing. I’m working on LibraryThing for Libraries—a feature of LibraryThing libraries can add to their OPACs to have the benefit of tags, recommends, and other edition information.”

Ethan A. Henderson (MS ’07) is head of special collections and university archives at Pepperdine University in Malibu, CA.

Migdalia Jimenez (MS ’07), aka Dali, is the children and young adult librarian at the Back of the Yards branch of the Chicago Public Library.

Laura Lowe (MS ’07) is a childrens’ services professional at Des Plaines Valley (IL) Public Library.

Sally Ma (MS ’07) is the youth services manager at the Lorton branch of Fairfax County (VA) Public Library. She also works as a researcher for Fitzgerald Information Services.

Jenna Mayotte (MS ’07) is the reference librarian and subject specialist for business, economics, and sports management at the Syracuse University Library.

Suzanne McGillvary (MS ’07) is the learning resource center coordinator at Miami-Jacobs Career College in Dayton, Ohio.

Rene Mueller (MS ’07) is a project assistant at the Society of American Archivists.

Jacob Sherman (MS ’07) is an assistant professor at Oklahoma State University, where he works as a reference librarian, department liaison, and on the Oklahoma Oral History Research Program.

Rebecca Sullivan (MS ’07) is an assistant professor and academic technology librarian at Luther College in Decorah, IA.

Jennifer Wharton (MS ’08) is the youth services librarian at Matheson Memorial Library in Elkhorn, Wisconsin.
their door open at all times, and are happy to talk to us or work with us even if they are not our advisors. We can shape our own research, and compose a committee that has the skills and expertise required for us to pursue our own interests. This provides a home for people whose research interests do not fit cleanly into a particular discipline, thus fostering new and innovative work that otherwise might not occur. Furthermore, the faculty are very supportive of students. This creates an environment where students are encouraged to do the best work they can, thus promoting learning and understanding.”

Sometimes, it is the ability to work with world-renowned faculty in an area for which GSLIS is especially well-respected that draws students here. Doctoral student Sharon Comstock is researching expressions of information literacy among high school students and their librarians. She said, “I was compelled to choose GSLIS for its commitment to serving youth in all contexts: from traditional libraries to storytelling programs, online collaboratives to (what I can only call) ‘inquiry informatics’ in informal learning spaces. From Professors Chip Bruce to Betsy Hearne, Ann Bishop to Kate McDowell, we have the only GSLIS program that embraces ‘old school’ while examining messy questions with pragmatic analysis. I chose GSLIS because of the outstanding faculty, and as I approach finishing my dissertation, I can’t help but never question my decision. I am grateful to be here.”

**Our Impact on the Field**

There is no doubt that the skills of librarians and information professionals are in high demand as our culture of information continues to expand. Our doctoral graduates are in a position to further impact and shape our information society through their focused and applied research.

“LIS professionals can only benefit from the deep, research-driven study of information problems that comes from our doctoral program,” said Professor Dan Schiller. “The doctoral program benefits the School by constituting a—maybe the—central node at Illinois for scholarly engagement with information. Whether it’s always acknowledged or not, we are one of the places, both at Illinois and worldwide, at which the commitment, critical awareness, and technical competence needed to engage with information converge.”

There are currently 52 students in the program whose areas of expertise span across a wide variety of fields. From investigations of children’s literature to metadata, they represent the future of LIS. “Given their experiences as doctoral students in an interdisciplinary milieu, graduates of our program are well positioned to contribute to further development of our field through their research and, for those who pursue faculty positions, through teaching in their areas of expertise,” said Smith.

*“A good doctoral seminar is an intellectual tonic. Today I came home from my Information in Society seminar thinking how happy I am to be able to share thinking with such an acute and hard-working and humane group. I learn as much from the students, I am certain, as they take from me.”*

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**DECEASED**

Lola Muller (BS ’33)
Dorothy Johnson Scoville (BS ’34)
Marion M. Koch (BS ’38)
Ralph E. McCoy (BS ’39; MS ’50; PhD ’56)
Ruth F. Short (BS ’39)
Frances Alderson Swope (BS ’39)
Margaret McKee Marchi (BS ’40)
Marian E. Wittenberger (BS ’40)
Dorothy T. Reading (BS ’41)
Dorothy M. Gill (BS ’44; MS ’49)
Louise McGwigan Hall (AM ’44)
Frances Carol Knackmuhs (BS ’44)
Mary Radmacher (BS ’46)
Martha Patterson Dixon (BS ’47)
Rabieb Tantranon Saur (BS ’48)
Fannie Mae Bartman (MS ’50)
George N. Hartje (MS ’50)
Emily R. Schubert (MS ’50)
Charles H. Hewitt (MS ’52)
Katherine Larimore Montague (MS ’52)
Mary Anne O. Parr (MS ’53)
Mary H. Rasmussen (MS ’56)
Robert W. Piggott (MS ’57)
Helene P. Richart (MS ’63)
Donald R. Briggs (MS ’65)
Mary Kate Field (MS ’65)
Helen S. Wise (MS ’65)
Margaret H. Webb (MS ’66)
Priscilla B. Smiley (MS ’69)
Judith C. Howe (MS ’70)
Susan K. Roberts-Forsberg (MS ’72)
Ralph J. Johnson, II (MS ’73)
Margaret M. McNeill (MS ’73)
John N. Olsgaard (PhD ’84)
The Library School Alumni Association generously bestowed recognition upon my career in libraries which caused me to reflect on my learning experience studying at GSLIS and working at the Undergraduate and Main libraries in the 1970s.

At that time, I was the youngster in the classes. Most of my classmates seemed to be embarking on second and third careers. When I sat down in my foundations course taught by Lucy Wert, Sylvia Faibisoff, and Larry Miller, at age twenty-and-change, I knew I had found my place in the professional world. I met lifelong friends and learned the secrets to a career that I never fully understood and am still happily working toward that end.

It was clear as I moved from academic to corporate to school librarian positions that my classic training in librarianship from GSLIS was serving me well. I believe that it was not until recently that I have begun to understand the scope of my schooling. My intention was to start out my career as an academic librarian with an eye on the Illinois multi-type library systems as a goal; I relished working with other librarians and one day wanted to be of service to them. While Professors Henderson and Lancaster and others taught me well, it was the late Dr. Rolland Stevens who prepared me to think as a researcher capable of any type of challenge the library world might present to me.

While studying with Dr. Stevens in an advanced research course, our reference sets included questions in various foreign languages. Despite our protestations, Dr. Stevens held firm. “Of course you can do this,” he said. “Go to the Reference Room and do your best.” Somehow we found encyclopedias written in everything but English and were able to find our answers. A few years later when I was in the process of interviewing for a corporate position and a business researcher (who held an MS from another university) asked me if I thought I could make the switch from academic to business librarian I thought back to those reference sets and asked, “Are the resources in English?” It sounded like a flippant response, but I honestly felt that I could tackle anything in English having had to search for answers in every which language.

Just a few months ago, I was assisting Ann Pellowski with an IBBY (International Board on Books for Young People) workshop in Montrious, Haiti. There was a need to match French and Creole fables and I was able to handle the task in languages that I do not read to the great surprise of our local assistant. Again, thirty years after studying with Dr. Stevens, I continue to learn from him as I am beginning to understand the depth of my education from GSLIS.

The mark of an exceptional education is that our learning unfolds throughout our professional lives regardless of the trends, formats, and fads that come and go. It is rewarding to be in a position to share that journey with my own graduate students. It is genuinely humbling to receive this distinctive recognition from the institution to which I am so profoundly grateful for a life spent in learning libraries.

We are collecting personal memories from GSLIS alumni. If you would like to share your story, contact Kim Schmidt, Associate Director of Communications, by mail or email to kimsch@illinois.edu.
Recognized for academic and professional excellence, GSLIS consistently has been named the top LIS school in the nation. This reputation has been earned by creating pioneering and innovative educational opportunities, including the oldest extant doctoral program in the country, an award-winning online education program (LEEP), and an advanced degree in digital libraries.

GSLIS alumni are an important part of sustaining our tradition of excellence. In addition to your professional successes, your financial support contributes to the ongoing strength of our school. Future generations of librarians and information professionals benefit greatly from your generosity.

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☐ Harold Ladd Smith Jr. and Flora Lancaster Smith Endowment for GSLIS Student Travel (Matched Once)
☐ LSAA Endowed Professorship
☐ (CCB) Youth Services Fund
☐ CCB Betsy Hearne Fund (Matched Once)
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iSchools update

How does an iSchool become “green?” What is “engagement” in a research institution? How do we address under-represented groups among iDesigners as well as iConsumers?

These are just a few of the topics open for discussion at the next meeting of the iSchools Conference, “iSociety: Research, Education, Engagement.”

The iConference will be held at the University of North Carolina at Chapel Hill from February 8-11, 2009. More information about the conference is available at ischools.org.

Dean John Unsworth leads the iSchools Caucus until 2010. This consortium of institutions is interested in the relationships between information, technology, and people. The iSchools take it as given that expertise in all forms of information is required for progress in science, business, education, and culture. This expertise must include understanding of the uses and users of information, as well as information technologies and their applications.

The institutions plan to leverage their collective strength to build awareness of, support for, and involvement with the iField among key constituencies, principally the media, business community, those who fund research, student prospects, and users of information.

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Image courtesy of the National Archives.