Our mission is to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives.
CONTENTS

IMAGINING THE FUTURE OF THE INTERNET
SITE-BASED DATA CURATION AT YELLOWSTONE NATIONAL PARK
DIGITAL HUMANITIES DATA CURATION INSTITUTES
FOLKTALES AND FACETS
GSLIS HISTORY SALON
WHERE WE SPENT OUR SUMMER
CENTER FOR DIGITAL INCLUSION
CYBERSECURITY
NEW CERTIFICATE IN YOUTH SERVICES
NEW SPECIALIZATION IN SOCIO-TECHNICAL DATA ANALYTICS
GIFT SUPPORTS STUDENTS IN HEALTH SCIENCES LIBRARIANSHIP
INFORMATION ARCHITECTURE AND HEALTH INFORMATICS
NEW AND RECOMMENDED
GSLIS GAMING CLUB
BUILDING A LIBRARY, BUILDING A COMMUNITY
FINDING OPPORTUNITY OVERSEAS
DOCUMENTING DOODLES
FIVE FOR FIVE
LEEP SCHOLARSHIP FUND
ALTERNATIVE SPRING BREAK PLACEMENT

The GSLIS Magazine is produced annually by the University of Illinois Graduate School of Library and Information Science Office of Communications.

Editor: Cindy Ashwill
Managing Editor: Kim Schmidt
Contributors: Kate Quealy-Gainer, Maeve Reilly, Kim Schmidt, Laura Spradlin, Sandy Wolf
On November 1, 2012, Interim Dean Renear was a panelist at the University of Illinois Summit on Online Education, focusing on MOOCs, Massive Open Online Courses. The following letter is based on his remarks.

Announcements of an imminent technology-based revolution in how we read, write, educate, travel, do science, conduct business, socialize, and so on are notorious for being overstated and premature. Nothing very revolutionary seems to happen in just a few years. So skepticism comes easily, and, on a short time horizon, is a fairly safe bet. But then at some point we look back and realize that a revolution actually has happened. Not quite on schedule, not quite taking the predicted form, and, in historical perspective, sometimes not exactly all that revolutionary.

Online education, with its roots in a variety of rapidly evolving information technologies and practices, has always been a field of tremendous variety and ongoing innovation. MOOCs, Massive Open Online Courses, promise to extend access to high-quality courses at top universities to tens of thousands of students, wherever they are and whatever their financial circumstances. Extraordinary things will almost certainly come from the energy and exploration around this effort, and I’m delighted to see our University’s participation in Coursera (www.coursera.org). Nevertheless I can’t resist echoing a greeting made famous in 1981: “Welcome MOOCs. Seriously.”

GSLIS taught its first online (LEEP) course in 1996. Today we offer more than 100 online courses each year and have more distance than on-campus students. LEEP is not a special online program but rather an enrollment option in a single curriculum. LEEP lets GSLIS bring our #1 ranked LIS professional education to students who cannot afford to come to campus for financial, family, or other reasons and allows the student to decide whether to pursue the degree full- or part-time. Since the median age of a LEEP student is about 31, we are clearly involved in continuing education and workforce development as well as entry-level professional preparation. And because LEEP instructors also need not be in residence, we can reach out to recruit leading practitioners and experts anywhere they might be.

Professional education, however, cannot be massive. LEEP is a blend of on-campus and online activities (both synchronous and asynchronous) which has been refined over the years. LEEP classes average 15-30 students, not thousands. I have taught a LEEP course nearly every semester since I arrived in 2001 and have learned that this human scale is essential to how LEEP works. I know my students well: I know their undergraduate majors, past and present work experience, their interests, what other classes they are taking, and most importantly, their career plans. I am able to adjust course content and individual interactions accordingly. When my students graduate I am prepared to offer specific advice on their career strategy and job searches, as well as provide detailed letters of reference.

Without a doubt MOOCs (or something like them) will someday be an important feature of the higher education landscape, and play a role in LIS education as well. But whether online or face-to-face, and whatever new technological innovations are incorporated, the close person-to-person engagement characteristic of professional education everywhere will always be part of the GSLIS experience.
In August, US Ignite staff members Joe Kochan, Nicole Levine, and Jessica Roeder visited campus and were able to tour campus resources such as NCSA and Blue Waters, meet with local government officials, and attend meetings with Chancellor Phyllis Wise, campus administration, and interested faculty.

While on campus, Kochan praised Illinois for its comprehensive and coordinated efforts, and complimented the achievements of UC2B. When UC2B was conceived, it was not only meant to bring high-speed broadband to individuals’ homes but also to connect the community anchor institutions with residents and each other to improve the services provided. To that end, over 50 community groups including

Illinois is a campus with a long history of innovation in computing, from the first graphical web browser to Blue Waters, one of the world’s most powerful supercomputers. A new partnership with US Ignite, a national effort to foster the creation of transformative next-generation Internet applications, continues this tradition of creative thinking and bold application of technology.

Jon Gant, research associate professor at GSLIS, is leading the campus effort around US Ignite, bringing faculty from many departments together to brainstorm ideas, find areas for research collaboration, and to create a plan to bring new applications to fruition.

The Urbana Champaign Big Broadband (UC2B) project, of which Gant is a director, is a founding partner of US Ignite and will serve as a test bed for these newly developed applications.

Gant leads campus effort around US Ignite and development of next-generation applications
schools, hospitals, police and fire departments, and social service agencies have been connected to the network, which already includes 1,200 households and over 40 businesses in Champaign-Urbana. UC2B was recently named the National Association of Telecommunications Officers and Advisors (NATOA) 2012 Community Broadband Project of the Year.

These efforts create a rich environment well-suited to serve as a test bed for US Ignite applications, where innovation can interact with end users, and where new applications in areas such as healthcare, education, and workforce development and training can be launched and tested.

Ultra-high speed networks such as UC2B will be key to creating the applications that can transform people’s lives. Kochan said, “We want the United States to be the place where the next generation Internet is created. We want to create an immersive digital experience. But to only talk in bits and bytes doesn’t capture it all. You really have to talk about applications. So how do we get application developers thinking without having to deal with compressing things to accommodate for low bandwidth? Open bandwidth and let them imagine.” The August meeting included faculty from across disciplines who are hopeful about tapping into US Ignite with projects in a number of areas:

- equipping public computing centers
- improving spatial modeling
- allowing architects to use digital ideation sketching and collaboration tools
- designing architectural spaces to bring people together in physical structures
- building telemedicine clinics
- creating visualization applications
- exploring digital humanities
- providing distance education through UI Extension
- reducing latency across networks to allow for artistic collaboration and sharing across the Internet
- and creating an advanced research network environment.

With the energy surrounding UC2B, Urbana-Champaign joins a handful of communities that are building the fastest network in the country with fiber-optic Internet connections to the home, school, library and community anchor institutions. This opens the front door of the technological frontier to not only imagine the future of the Internet, but also sets the stage for the University of Illinois to lead our nation in building applications and services that will redefine the future of our digital lives and meet the information needs of our society.

—Jon Gant
A new series of workshops on data curation for humanities scholars, librarians, and archivists will take place next year as part of a grant from the National Endowment for the Humanities.

The Digital Humanities Data Curation Institutes project, directed by Trevor Muñoz (MS ‘11), associate director of the Maryland Institute for Technology in the Humanities (MITH) and assistant dean for digital humanities research, University of Maryland Libraries, will facilitate a multi-institutional collaboration between MITH and the University Libraries at the University of Maryland, the Women Writers Project (WWP) at Brown University, and the Center for Informatics Research in Science and Scholarship (CIRSS) at GSLIS to provide three workshops during 2013 and 2014.

Megan Senseney (MS ‘08) of CIRSS will be the project director at GSLIS. CIRSS Director and Professor Carole Palmer will serve as a consultant and advisor, contributing her expertise in data curation and integrating project activities with related CIRSS initiatives.

The practice of cutting-edge humanities research increasingly involves acquisition, synthesis, and management of data in digital form. The theoretical knowledge and practical skills of information science, librarianship, and archival science represent a vital component of the skill set that will be required to succeed in the rapidly transforming landscape of the academy and the wider society.

Digital Humanities Data Curation Institutes will provide opportunities for participants with all levels of expertise—from beginners to the most advanced—to receive guidance in understanding the role of data curation in enriching humanities research projects. By the conclusion of each institute, participants will be adept at formulating solutions for existing challenges and will be able to document their data curation strategies in the form of data curation plans and strategic risk assessments, key elements of innovative digital scholarship.

A core resource for the Institute will be the Digital Humanities Curation Guide developed at GSLIS (guide.dhcuration.org/). The Guide is an online educational resource that offers articles about data curation in the digital humanities and is a product of the Data Curation Education Program for the Humanities (DCEP-H), funded by the Institute of Museum and Library Services (IMLS) and led by GSLIS Interim Dean and Professor Allen Renear. The Guide was officially launched during the Digital Humanities 2012 Conference held July 16-22, 2012, at the University of Hamburg in Germany.

The Guide allows instructors and participants to share scholarly knowledge about literature, tools, projects, and standards relevant to curating humanities data. It will serve as a forum for the knowledge developed at the Institutes to be shared across the three events and with the broader research community.
The team brings together experts in data curation, research library repositories, geobiology, and research site management to develop policies and processes for the curation of diverse digital data collected at Yellowstone National Park (YNP). Yellowstone is a tremendously rich and scientifically significant site for data collection in geobiology, drawing scientists investigating research questions ranging from the origin of life on Earth to the search for life on other planets. The framework will result in a general curation model readily extendible to other national parks and other important research sites, especially cradles of biodiversity such as coral reefs and deep crustal biosphere locations.

“The SBDC framework will be an important step forward in professional best practices for the curation of research data,” said Palmer. “It also represents the kinds of institutional collaborations needed to build functional, interdisciplinary data services and systems for earth and life sciences. Geobiology is an exemplary interdisciplinary science, and Yellowstone is a mecca for data collection in geobiology. The project is responding to the needs of scientists who can benefit from sharing and integrating data, as well as the needs of park service professionals who support the science communities that depend on the rich data resources available at YNP.”

Fouke, who has conducted research at Yellowstone for many years, said, “This cross-disciplinary site-based data curation research program with Professor Palmer and her team will fundamentally influence how geobiology research is currently being conducted in Yellowstone National Park. This will positively impact not only how research questions are formulated and field data collected, but also the core principles behind data dissemination and availability.”

The project will also test workflows for the transfer of curated data to the Data Conservancy for preservation and access and help support the coordination of data resources produced at the YNP. “JHU is excited about this important project because it provides a unique opportunity to further explore the potential for Data Conservancy (DC) infrastructure toward long-tail science, particularly on-site at the point of data acquisition or creation. This project also builds on lessons learned during the use of DC infrastructure for the Dry Valleys Project,” said Choudhury.

GSLIS is a leader in the field of data curation and has established a strong foundation of unique educational opportunities for students interested in the field. CIRSS is widely recognized as an innovative base of data curation research, with projects funded by the National Science Foundation, The Andrew W. Mellon Foundation, and IMLS, among others.
Associate Professor Kathryn La Barre and Assistant Professor Carol Tilley were recently published in the April 2012 issue of the *Journal of the American Society for Information and Technology* (JASIST), one of the leading international publications in the field of library and information science.

The article, “The elusive tale: leveraging the study of information access to and discovery of folktales,” examines research for Folktales and Facets, La Barre and Tilley’s project to enhance access to folktales through developing an improved catalog platform with superior bibliographic records.

Folktales and Facets, a project funded by OCLC/ALISE, originated when a casual conversation between La Barre and Tilley revealed extensive problems with full-text search and the increasing amount of digitized content available online.

“Carol told me about a book—Jane Yolen’s edited volume *Favorite Folktales from Around the World*—and how she found it frustrating that even though it contains almost two hundred stories representing various tale types and geographic areas, most bibliographic records for it contain only a single subject heading, ‘Tales,’” La Barre said.

The amount of digitized text is rapidly increasing, and, La Barre notes, so is the pressure to digitize more content. But La Barre and Tilley have found that more is not necessarily better: an increase in digital content often poses greater problems to accuracy and accessibility. This is especially the case with complex resources like folktales, which represent a variety of data, from tale types and geographic areas to motifs and collections.

“The most salient aspects of these digitized resources are often not adequately supported by available search mechanisms,” La Barre explained. “The end result is that access may be less robust than in the era when people relied on bibliographic records and citations alone.”

La Barre and Tilley hope that their research will improve search capabilities based on how scholars, storytellers, and laypeople actually use and find folktales.

“We want to make it easier for people to find the resources that interest them,” Tilley said. “Beyond that, the project is an opportunity to demonstrate the value of designing information systems that are grounded in a clear understanding of people’s information-seeking behaviors.”

When developing the project, La Barre and Tilley had the collection and users of the Center for Children’s Books (CCB), a research center at GSLIS, in mind. While the needs of scholars, storytellers, and laypeople vary, La Barre explains that they share “some fundamentally similar approaches to searching for material.”

The CCB’s extensive collection represents both foundational and diverse sets of needs.

“The CCB has a terrific collection of more than 1,000 different storytelling resources such as folktales in picture book form alongside commercial audio recordings and reference materials,” Tilley said. “Part of our goal was to figure out ways to better support the users of a collection like the CCB, which offers a good cross-section of scholarly, layperson, and children’s resources.”
Tilley and La Barre’s recent JASIST publication provides a thorough overview of the first two years of their research, including their work done with the CCB’s collection. In this phase of the project, La Barre explains that she and Tilley used task and facet analysis to “unpack” how “scholars, storytellers, and educators, who rely on folktales in their professional lives,” seek and use information.

“These results provide a starting ground for system designers, and for those who are working hard to harvest and integrate digital materials into search and discovery systems,” La Barre said. “Carol and I hope that we can convince others to do a better job of integrating these features into search and discovery systems in digital repositories.”

La Barre and Tilley have made use of valuable resources available at GSLIS, from the CCB’s collection to assistance from GSLIS practicum students and continuing feedback from colleagues at the Center for Informatics Research in Science and Scholarship (CIRSS), a GSLIS research center. For the next phase of the project, La Barre and Tilley plan to expand the geographic boundaries of their research as well as work with general full-text repositories such as HathiTrust.

Folktales and Facets continues to reach broad audiences, as La Barre and Tilley have shared their work at conferences for organizations such as the American Folklore Society (AFS) and the International Society for Knowledge Organization (ISKO) in Mysore, India.

While La Barre and Tilley’s research specializations vary—La Barre focuses on systems for information access and Tilley on serving youth in libraries—common core objectives continue to make Folktales and Facets, their research, and their collaboration successful.

“What we have in common is a shared goal of improving people’s access to information and cultural heritage and a shared understanding of what it means to do research in library and information science,” Tilley said. “Even still, collaboration can be tricky, but what we learn from each other helps make it all worthwhile.”

GSLIS History Salon explores the history of books, libraries, and information

This October, the GSLIS History Salon welcomed Archie Dick, professor at the University of Pretoria and author of The Hidden History of South Africa’s Book and Reading Cultures (University of Toronto Press, 2012). The GSLIS History Salon is a recently instituted forum for the interdisciplinary exchange of ideas about the history of books, libraries, and information. It was developed by GSLIS Professor Alistair Black with the goal of fostering diverse conversations about historical approaches to library and information science.

“Because the present and future of libraries and information are informed by their pasts, historical literacy is important for the development of library and information services and the professional identities of those who run them,” Black said. “GSLIS has had a long commitment to the study of the social contexts in which library and information provision occurs, and history is a critical aspect of that social awareness.”

Past Salon speakers have included scholars from different ranks, including those from across campus and different institutions:

- Wayne Wiegand, professor emeritus at Florida State University, shared his work on the library of the Women’s Building at the World’s Columbian Exposition that was hosted in Chicago in 1893.
- Derek Attig, a doctoral candidate in history at the University of Illinois, presented his award-winning work on the desegregation of public libraries and bookmobiles in America in the 1960s.
Bonnie Mak, GSLIS assistant professor, explored the social practices of the digitization of medieval manuscripts.

Alistair Black spoke about his research on the design of public libraries in Britain in the 1960s.

The Salon is sponsored by three faculty members who research and teach in the areas of information and library history: Black, an expert in the history of libraries, librarianship, and information management; Mak, who specializes in the history of the written word and the cultural production of knowledge; and Professor Dan Schiller, a scholar of the political economy of information and historian of telecommunications.

Anyone wishing to give a paper at the Salon or who has suggestions regarding potential speakers can contact Black, Mak, or Schiller. Salon contributions range from formal presentations intended for a large audience to the informal sketching of an idea before a small group. Those who are in the process of preparing papers for conferences or publication might find the Salon an especially useful vehicle for obtaining immediate feedback.

Alistair Black went to Dublin, Ireland, for the 20th Annual Conference of the Society for the History of Authorship, Reading and Publishing (SHARP), held in June at Trinity College Dublin, which is famous for its curatorship of the *Book of Kells*, an illuminated Latin gospel produced by Celtic monks circa 800. Black presented, “Our Language is the Gold of Thought, and We Must Keep the Metal Free from Base Alloy”: Othering in British Library Staff Magazines in the First Half of the Twentieth Century.” Black is pictured presenting his paper, and with his wife Teresa on the cliffs at Howth, a fishing village just outside Dublin. (photo 8, 9)

Bonnie Mak and Julia Pollack (MS ’12) traveled to Kavala, Greece, in July to present, “A Librarian Makes a Box,” a portable version of their recent exhibition on librarianship. Their paper and its accompanying artifact were featured in the conference, “Knowledge in a Box: How Mundane Things Shape Knowledge Production.” Other presentations in Kavala explored the archiving of lymph nodes in file folders, the glass bulbs of radiometers, and the packaging of everything from children’s toys to Turkish cigarettes. (photo 7)

Several GSLIS faculty members, students, and alumni attended the Digital Humanities 2012 Conference at the University of...
Hamburg in Germany. Faculty member Catherine Blake and doctoral student Ana Lucic presented the paper, “Characterizing Authorship Style Using Linguistic Features.” Other attendees included faculty members J. Stephen Downie and Allen Renear, adjunct instructors Julia Flanders and Wendell Piez, and alumni Ashley Clark (MS ’12) and Robin Davis (MS ’12). (photo 1)

Blake also traveled to Jeju Island, Korea, for the Detecting Structure in Scholarly Discourse workshop, held in conjunction with the annual meeting of the Association for Computational Linguistics. Blake presented the paper, “Identifying Comparative Claim Sentences in Full-Text Scientific Articles,” with co-author Dae Hoon Park, a doctoral student in the department of computer science. (photo 6)

Jon Gant visited Washington, D.C., in June to attend an event held at the White House for the launch of the US Ignite Partnership. US Ignite is a public-private effort to promote and develop next-generation Internet applications in areas of national priority. Gant is a director of the Urbana Champaign Big Broadband (UC2B) consortium, a founding partner of US Ignite. (photo 5)

In August, Kathryn La Barre and Carol Tilley traveled to Mysore, India, for the 12th International Conference of the International Society for Knowledge Organization (ISKO). They presented, “What if they build it and no one comes? Balancing Full-Text Access and User Tasks,” a topic related to their Folktales and Facets research project. (photo 3)

Terry Weech attended the International Federation of Library Associations (IFLA) World Library and Information Congress 2012 and 78th IFLA General Conference and Assembly in Helsinki, Finland. He participated in a program titled, “Libraries, Archives, Museums—exploring the changing landscape.” The title of his presentation was, “Convergence of libraries, archives, museums, and other institutions in LIS schools in research and
GSLIS ANNOUNCES THE CREATION OF THE
Center for Digital Inclusion

GSLIS is proud to announce the establishment of The Center for Digital Inclusion (CDI) at the University of Illinois at Urbana-Champaign. The CDI strives to foster inclusive and sustainable societies through research, teaching, and public engagement about information and communication technologies (ICT). CDI invites multiple perspectives from a broad cross-section of researchers at GSLIS and campus to inform the Center’s work, including experts in areas such as information in society, history, youth services, and sociotechnical data analytics. Research is funded by a number of agencies including the American Library Association, Illinois Department of Commerce and Economic Opportunity, Institute of Museum and Library Services, Partnership for a Connected Illinois, and the U.S. Department of Commerce National Telecommunications and Information Administration.

Jon Gant, GSLIS research associate professor and a national leader in the areas of digital inclusion and broadband adoption, directs the Center. In the past two years, Gant has published groundbreaking research in the areas of Internet access and use, including co-authoring the first report to examine broadband adoption among minority communities.

“Along with my colleagues from GSLIS and campus, I am very excited to launch CDI,” said Gant. “CDI extends the land-grant mission of the University of Illinois by finding new and innovative ways to build digitally inclusive communities through research, teaching, and service. CDI also builds on the early work of many faculty members, students, and staff who served computing needs throughout the world with Prairienet and the Community Informatics Initiative. I am very proud to continue this tradition through our ongoing work focused on helping communities build high-speed broadband networks, deepening our understanding of how to foster greater adoption and sustainable use of ICTs to meet the human development needs across our society.”

Key personnel at the Center include Sharon Irish, coordinator; Martin Wolske, senior research scientist and adjunct lecturer; and LaEisha Meaderds, project manager. Affiliated faculty and more about the Center can be found on its website: http://cdi.lis.illinois.edu/cdi/.

“GSLIS has a long history of important and innovative work in the field of community informatics, especially as it relates to digital inclusion. Under Dr. Gant’s leadership, CDI researchers will examine social issues in relation to technical developments—local, national, and global—in order to have high impact on real-world problems,” said GSLIS Interim Dean Allen Renear.

GSLIS, the top-ranked library and information science program in the United States, has a robust and internationally respected research program. CDI joins two other research centers at GSLIS: The Center for Informatics Research in Science and Scholarship (CIRSS) and The Center for Children’s Books (CCB).
Diesner organizes international meeting on cybersecurity

If, on a typical day, you make a financial transaction online, attend a doctor’s appointment, or go to the airport for a flight, a plethora of cybersecurity issues can impact your routines in undesirable ways—all before lunch. When considered on a global scale, the number of potential security issues facilitated by information and communication technologies becomes even more significant.

“These issues can impact many aspects of our public and private lives, from a person’s presence on the web to their economic transactions to the safety of public infrastructures,” said GSLIS Assistant Professor Jana Diesner.

To address some of these issues, Diesner organized a one-day meeting where a cybersecurity group from the German Armed Forces joined academics and representatives from federal and corporate organizations in Chicago in June.

“This meeting brought together people from the armed forces, industry, and academia. This diversity of backgrounds allowed us to address cybersecurity from different perspectives,” Diesner said.

Discussions at the meeting covered core topics and current issues in cybersecurity, presented by experts on technical as well as social aspects of the subject. “For example, we talked about the detection of malware and intrusions, the assessment of vulnerabilities, and means for protecting not only technical infrastructures, but also data as well as the reputation of organizations and individuals,” Diesner said.

At the meeting, Diesner gave a talk on “Mapping and Investigating Covert Networks via Network Analysis and Text Mining.” Her presentation included a discussion of her research on computational methods and technologies for mapping and analyzing the structure and dynamics of covert networks and networks of sub-state and non-state actors. For this work, she drew on her research on a crisis in a major business corporation and conflicts between ethnic groups in the Sudan, respectively.

Diesner finds that theories and methods from information science, including socio-technical data analytics, are essential for developing effective solutions to cybersecurity threats and problems. “Preventing and responding to cybercrime are often information management tasks,” she said. “Understanding fundamental principles and underlying mechanics related to the flow, production, and processing of information in the given context is indispensable for analyzing and solving cybercrime issues.”

Diesner previously organized two similar cybersecurity meetings as a doctoral student at Carnegie Mellon. “I find these meetings a great opportunity for strengthening the dialogue between academic researchers, subject matter experts, and practitioners who all work in this area,” she said. After the meeting in Chicago, Diesner traveled with a group of experts for briefings at the FBI and the National Defense University, among other institutions, in the Washington, D.C. area.
GSLIS is enhancing its top-ranked program in youth services librarianship with a new certificate that will better prepare students for their careers. The Certificate in Youth Services is designed to fully meet the educational needs of GSLIS students who are interested in working with young people in a public library setting. The certificate also will provide a competitive edge to graduates seeking professional positions in public library youth services librarianship.

GSLIS students specializing in public library youth services can enroll in the certificate program to gain the content knowledge, hands-on skills, and professional perspective that will enable them to become leaders in twenty-first century public library youth services librarianship. They also will gain a deeper understanding of the roles that public libraries can play in youth advocacy and literacy in the larger picture of youth services librarianship in school and public library settings.

“With the establishment of this certificate, which supplements our curriculum and professional training, GSLIS truly becomes a ‘full service’ school for public and school youth services librarianship,” said Associate Professor Christine Jenkins, who directs the new certificate program. “The certificate allows our students to demonstrate their professional preparation and assure prospective employers that they are fully prepared for professional youth services librarianship.”

The certificate requires 12 credits of coursework in youth services. One course is required: LIS 506: Youth Services Librarianship, a four-credit course that provides an overview of the user-centered approach for youth services librarianship in serving not only young people (ages 0-18) but also parents, adult caregivers, teachers, and others involved in work with young people in formal and informal settings.

In addition to course credits, students earning the certificate are required to complete a 100-hour practicum in a public library youth services setting. The practicum is similar to student teaching in that students are engaged in various aspects of professional tasks under the supervision of a seasoned public library youth services librarian.

The Certificate in Youth Services also is open to those holding a pre-existing MS in LIS from an ALA-accredited institution who seek either to enhance their expertise in public library youth services work or to acquire an additional credential demonstrating their professional preparation.

According to Jenkins, “The certificate is a ‘win-win’ situation for professionals on both sides of the hiring desk.”
GSLIS has been awarded a Laura Bush 21st Century Librarian Program grant from The Institute of Museum and Library Services totaling $498,777 to create a specialization in Socio-technical Data Analytics (SODA) within both the master’s and doctoral degrees.

“One of the exciting aspects about the SODA education program is the dual emphasis on social and technical aspects of data analytics,” said Associate Professor Catherine Blake, who will serve as principal investigator on the project. In addition to the mathematical modeling that typifies data analytics, students who graduate from the GSLIS SODA program will also understand the social, ethical, and policy aspects of big data. “That combination will make students uniquely prepared to fill the growing workforce gap in people who can effectively manage and analyze big data—a gap that, according to The McKinsey Global Institute report on Big Data, will culminate in a shortfall of 1.5 million data-savvy managers and analysts by 2018,” she said.

The SODA research group was formed in 2010. The group, which includes faculty members Jana Diesner, J. Stephen Downie, Miles Efron, Brant Houston, Jerome McDonough, Vetle Torvik, and Michael Twidale, is part of the Center for Informatics Research in Science and Scholarship (CIRSS), where Blake serves as associate director. SODA research explores how to best design, develop, and evaluate new technologies in order to better understand the dynamic interplay between information, people, and technology. Group members conduct research in information retrieval, data and text mining, knowledge discovery, social computing, collaboration, and most recently network analysis.

“I am thrilled that we will now be able to formalize an educational program that mirrors the outstanding faculty research,” Blake said. “In addition to our faculty, we have some great partners who will enable us to better integrate real-world data sets into the classroom, and augment the classroom experience with a hands-on practicum and projects where students work side-by-side with scientists and business analysts.”

The new program will complement an existing Specialization in Data Curation led by Carole Palmer, GSLIS professor and director of CIRSS, as well as the Certificate of Advanced Study in Digital Libraries led by Jerome McDonough. “SODA is just one more piece in the evolving constellation of programs that give the next generation of information professionals the expertise they need to thrive in the information age,” said Blake.
A generous gift from David Ginn (BA ’76, MS ’82) and his spouse Richard Stevens (MPH ’85) will fund scholarships for GSLIS students who are interested in health sciences librarianship. The gift, in the amount of $700,000, was announced at the University of Illinois Foundation’s annual meeting this fall.

Ginn and Stevens have both built impressive careers in the health sciences: Ginn recently retired as director of the Boston University Alumni Medical Library, and Stevens retired from the Boston Public Health Commission as the director of Public Health AIDS Services. For over 35 years, they have shared a passion for the field and an understanding of the impact information can have on patient care as well as advances in medical research.

When Ginn started classes at GSLIS, however, he hadn’t yet realized his passion for health sciences librarianship. “My first course at GSLIS was Science (and Medical) Reference with Professor Linda Smith. She provided a superb introduction to what would later become my field of focus during my own career and definitely influenced my decision to go into this particular discipline of library and information science,” said Ginn. “Additionally, she has been an important role model for me throughout my career. Her commitment to her profession and service to GSLIS have been unparalleled, spanning four decades. During that time I have been privileged to call her professor, colleague, and mentor.”

Ginn’s first job after graduating from GSLIS was at the Library of the Health Sciences at the University of Illinois at Chicago. Ginn had all the qualifications required to do well at one of the largest academic medical libraries in the country, and he was pleased to be working in the same city as Stevens, who was directing a department at Ravenswood Hospital at the time.

That first job became the foundation upon which Ginn built a successful and productive career in health sciences librarianship. Over the next three decades, he worked at a variety of medical libraries including the University of Miami Calder Medical Library, the University of Pittsburgh Falk Library of the Health Sciences, and the Boston University Alumni Medical Library. In 1997, he earned his Ph.D. from the University of Pittsburgh School of Information Sciences where his dissertation investigated the role and impact of libraries in medical school curricula.

During his years as medical library director at Boston University, Ginn also taught Management of Libraries and other core curricular courses for ten years at Simmons Graduate School of Library and Information Science. In 2004, he was honored by being elected and serving as president of the 130 U.S. medical libraries of the Association of Academic Medical Centers.

“I definitely developed a passion as a medical librarian. Patient care is not esoteric. You are a link in a chain of care for that patient, and you can have a real impact on improving people’s health,” said Ginn. “Virtually every medical librarian can tell a story where they helped a physician, patient or consumers locate critical information about clinical care. It may involve a rare disease or condition, complex new treatments or medications, ‘orphan’ conditions, the effects of drugs, or treating small populations in dire need.”

Stevens has been involved in programming and research since the early days of the HIV/AIDS crisis. Between 1985 and 1987, Stevens worked at the University of Miami AIDS Clinical Research Unit, after which he went on to become the director of HIV/AIDS work at the Health Council of South Florida, a position he held until 1993 when the couple moved to Boston.

In Boston, Stevens served as director of public health AIDS services for the Boston Public Health Commission until his retirement in 2008. As director, he was responsible for the administration and operation of over 170 outreach programs including prevention, education, training, counseling, and testing programs. He also has acquired and overseen over $500 million in HIV/AIDS grant funding.

Together, Ginn and Stevens co-authored articles on HIV/AIDS and in the late 1980s and early 1990s, they developed and taught the Medical Library Association’s continuing education course on HIV/AIDS. “HIV/AIDS was an example of the medical world coming to librarians to help in the organization of not just the information, but the nomenclature or terminology to search it. Rich and I and other medical librarians worked with NIH and NLM when HIV/AIDS was in its infancy in the early 1980s, to help ensure that NLM’s Medical Subject Headings (MeSH) helped make the literature searchable in an effective way. This was important when there were first only a handful of articles, and even more important with the medical information explosion in the 1990s and beyond.”

The couple hopes that their generous scholarship gift will make it possible for future GSLIS students to share their passion for the field—and to make an impact on people’s health and wellness.

“It is a real tragedy when a student who would do well in school can’t afford to go,” said Ginn. “Richard and I could not be more pleased to provide this gift to the School. We are both University of Illinois graduates: Champaign for me and Chicago for Richard. We are both highly committed to providing quality information for health sciences research, education, and patient care. Providing scholarships to help numerous students fund their LIS education is a commitment we are extremely proud to be able to make.”
Every day, people are faced with crucial but highly complicated healthcare decisions, made even more difficult when they occur during times of high stress. The stress is further compounded by a disconnection between healthcare professionals and patients: patients and family members often struggle to understand clinicians, and clinicians often struggle to communicate with patients. Paul King (MS ’04) works to bridge that gap through his position as lead information architect at Healthwise.

Healthwise, a nonprofit organization, seeks to help people make better health decisions through creating tools for clinicians to best educate patients. By presenting health information in clear, accessible, and encouraging ways, Healthwise hopes to break down the overwhelming nature of healthcare, give medical providers the language with which to communicate with patients, and also help give people independence in their decision making. To accomplish that mission, the Healthwise team must understand the needs and language of patients as well as clinicians and also understand how to effectively organize, classify, and communicate that information.

King’s role in this endeavor is to design structured metadata for Healthwise’s products in order to connect patient language with diagnostic language. As an information architect, King develops a “high-level road map for metadata strategy, education, and outreach.” In addition to conferring with several of the organization’s stakeholders, this process involves the construction of new interfaces, workflow patterns, classification schemes, and ontologies for Healthwise’s content.

“I believe that the most useful classification systems are those that are carefully designed for a particular set of purposes,” King said. “I hope to design thesauri and ontologies that can be used for information retrieval and classification—such as automatic indexing—and that match consumer mental models, rather than those of clinicians. These consumer vocabularies should map to the enormous, complex data structures used by the healthcare industry. Sharing these custom thesauri holds a lot of promise for achieving much more meaningful encounters between patients and the healthcare industry.”

King began to understand the importance of organizing information while working as a payroll supervisor at the U.S. Census Bureau in the late 1990s. It was there, he says, he realized that “the ability to organize assets could create incredible intelligence and make administrative tasks much easier.” From that understanding, King developed an interest and found satisfaction in information architecture.

“It is very gratifying to see an implementation of classification schemes in ways that anyone can understand,” he said. “It is also very rewarding to help people find what they need, and perform complex tasks in ways that they could not do without the assistance of computers.”

As a student at GSLIS, King found that the most useful classroom experiences ranged from technical courses in the areas of classification systems and information architecture, such as XML Semantics and Thesaurus Construction, to storytelling.

“Courses at GSLIS taught me the concepts, language, and science of classification theory,” he said. “And in Storytelling, Professor Emerita Betsy Hearne taught me how to sell a vision to a boardroom of executives.”

In King’s opinion, the variety of skill sets and subject areas within library and information science do not have to work in opposition or as polarized ideas. “Library science need not be a bifurcated undertaking. It is not analytics versus manual indexing, clustering versus controlled vocabularies, or storytelling versus programming,” he said. “In my experience, librarians excel at synthesis more than analysis; we are multidisciplinary intellectuals. Hybrid approaches will be most useful.”

In his field, specifically, King finds that a background in library and information science can be extremely beneficial. While programmers and computer scientists have the technical experience to address industry needs, King finds that library and information science professionals have the benefit of a more encompassing “breath of theoretical vision” in addition to technical skills.

“Taxonomy and metadata design, semantic engineering, information architecture, text analytics, and ontology engineering are inchoate but acute needs in industry today,” he said. “Librarians come from a long tradition in thinking about these issues.”

continued
**Information Architecture continued**

Although the environment is technical, the problems are the same.

“The challenge for librarians is to find their niche and fill it with the lessons and best practices that our discipline confers upon us,” he added. “There is a lot of confusion out there about what artifacts organizations need to produce—metadata schemas, faceted classification schemes, indexing thesauri, machine-readable metadata. It is up to librarians to recognize and name these artifacts, explain them, develop them, and use them in ways that help their organizations achieve important business objectives.”

Health informatics is a robust field that King believes has tremendous opportunity to meet consumer needs, and King is excited about the progress being made at Healthwise. King’s path to information architecture and Healthwise was not always perfectly clear, but he offers his experiences as encouragement to current students. “Learn how to communicate with programmers and executives alike. Find a vision and recruit others around it. Evolve. Do not be afraid of failure. In fact, you must welcome failure; it is the only way to learn and grow. Gather as many experiences as you can and don’t worry if your path is circuitous and seemingly disconnected. It will come together in time.”

---

**New and Recommended**

LIS Library Services continues to vigorously collect materials to support the research needs of faculty, students, and to some extent the alumni of the Graduate School of Library and Information Science. We acquire new material in both print and electronic formats. Generally, we purchase ebooks whenever possible. I’ve included several e-resources in this list of current recommended titles. The list represents a small cross-section of what is considered part of the spectrum of library and information science as a discipline.

Sandy Wolf, LIS Library Services

**Crash Course in Library Services for Seniors**


“This book provides a comprehensive guide to creating dynamic, successful, and innovative library programs that cater to the specialized needs of older adults—an important and growing user group. Organized in only six chapters, this easy-to-read book provides practical suggestions for making any library a welcoming place for older adults, covering topics such as assessment, planning, programming, services, marketing, and evaluation. This title will be invaluable to public librarians interested in expanding and improving their current programming for older adults within their community, and for those looking to create entirely new programming for seniors.” – provided by the publisher

**Instructional Strategies and Techniques for Information Professionals**


Note: This book is co-authored by new faculty member Nicole Cooke.

“Increasingly, library personnel are called upon to teach classes, deliver presentations and represent their organizations in an official capacity. This book is designed to assist those professionals with little to no experience designing and delivering training, instructional sessions, and presentations.” – provided by the publisher

**The Library Catalogue as Social Space: Promoting Patron Driven Collections, Online Communities, and Enhanced Reference and Readers’ Services**


“Author and collection access librarian Laurel Tarulli examines next-generation or ‘social’ catalogues, discussing the theories and concepts behind them, their impact on core library services, and...”
their potential in shaping future libraries and library services. Geared toward frontline and backroom staff, this book helps readers understand next-generation catalogues and see the collaborative opportunities that are possible between the frontline and backroom. Written to be much more than a ‘one-time’ read, this resource book provides practical ideas for beneficial collaboration and implementation of social features in library catalogues.” – provided by the publisher

**The Neighborhood in the Internet: Design Research Projects in Community Informatics**


“Carroll uses his conceptual model of ‘community’ to re-examine the Blacksburg Electronic Village – the first Web-based community network – applying it to attempts to sustain and enrich contemporary communities through information technology. The book provides an analysis of the role of community in contemporary paradigms for work and other activity mediated by the Internet. It brings to the fore a series of design experiments investigating new approaches to community networking and addresses the future trajectory and importance of community networks.” – provided by the publisher

**No Shelf Required 2: Use and Management of Electronic Books**


“Contributors from across the e-book world offer their perspectives on what’s happening now and what to expect in the coming months and years. All librarians will want to familiarize themselves with the wealth of advice in this volume on best practices for use and management of e-books” – provided by the publisher

**Reference and Information Services: An Introduction**


Now in its 4th edition, this text has been considered a mainstay in many library science curriculums and reference desks. You may recognize many of the contributors which feature chapters by GSLIS faculty and alumni and UIUC librarians—Linda C. Smith (MS ‘72), Jeanne Pucz (MS ’92), Melissa Wong (MS ’94), Lori Mestre, and M. Kathleen Kern (MS ’99) to name a few. The book is divided into two main sections. Part I focuses on methods and practices while Part II discusses specific resources and search strategies.

**Synthesis Lectures on Information Concepts, Retrieval, and Services**


This monograph series includes titles focusing on digital libraries, archives and preservation, cultural informatics, classification, and information architecture.

**True Stories of Censorship Battles in America’s Libraries**


When books and other materials are challenged at your library, what should you do? How have other librarians and administrators handled these same situations when confronted with the various issues surrounding censorship? This book provides examples of best practice from the frontlines in all types of settings, including school, public, and academic libraries. Several selections are devoted to building strong mission statements and policies that provide a framework for your libraries’ goals. Another chapter covers the role librarians play in protecting culturally sensitive material. The book ends with a valuable section of discussion questions.

**Underground and Independent Comics, Comix, and Graphic Novels**


"Underground and Independent Comics is the first-ever scholarly online collection for researchers and students of adult comic books and graphic novels. This collection documents the entire spectrum of underground and independent North American and European comics and graphic novels and will contain 75,000 pages of original material from the 1950s to today along with more than 25,000 pages of interviews, commentary, theory, and criticism from journals, books, and magazines, including The Comics Journal.” – provided by the publisher


This book offers real-world advice for library science students and recent graduates preparing to hit the job market. Suggestions are offered from experienced professionals that begin while in school such as selecting classes and shaping your professional image. Excellent pointers are also provided for crafting an articulate cover letter and resume to help meet the goal of landing a professional career in LIS.
“I get to be Abe Lincoln!”
“Space pirates landed on that one.”
“Last time, he had all the uranium the whole time. It was terrible.”

You probably wouldn’t expect to hear those sentences in a single conversation, much less taking place in the quiet, after-hours hallways of GSLIS, but if you make your way up to the third floor one Wednesday night, don’t be surprised to hear talk of ancient civilizations, intergalactic battles, and military strategy—all punctuated with a few funny remarks and plenty of laughter.

The weekly meeting of the GSLIS Gamers consists of GSLIS students, faculty, and staff playing tabletop games, exchanging pleasantries and gaming advice, eating baked goods (usually), and generally having a good time. The group, led by Research Associate Professor Dave Dubin, has been meeting in some form or another for nearly ten years and has been housed at GSLIS for the last five.

Although most members are also avid fans of video and computer games, the group meets with a specific emphasis on face-to-face games that are not mediated by electronic devices.

“There’s something to be said about the in-person experience,” said Dubin. “The meetings really facilitate relationships—students connect with alumni, alumni have the chance to reconnect with the school, and we have an opportunity to connect with other parts of campus.”

Indeed, you’ll find not only current GSLIS students and alumni at the meetings, but staff and faculty from all over campus, including the math department, the College of Engineering, and the University Library.

The games—some of which are provided by Dubin but most of which are brought in by other members—are as varied as the gamers who attend: in *Empires of the Void* (Red Raven, 2012), players compete against space pirates, otherworldly creatures, and each other to expand their intergalactic empires; the deceptively simple *Ticket to Ride* (Days of Wonder, 2004) can be learned in just a few minutes but is one of the more intensely strategic games, as players try to claim railway routes in North America; the Korean game *Go Stop* is played with a traditional Hanafuda card deck using a point system.

Strategy games that rely heavily on tactical decision-making, like *Empire of the Void* and *Ticket to Ride*, are probably the most popular among the group members, but the gamers also occasionally play more traditional board games and card games.

“I try to bring in a variety of games each week, so that other people, especially those who are new to the group, can get a chance to see what gaming offers,” said Jon Gorman, weekly attendee and a research specialist at the University Library. “I think we do a pretty good job of introducing new games, playing on each other’s interests, and keeping up a variety.”

The group embraces a creative approach to gaming as well. They have met with members of the GSLIS Story Coach group to try some improvisational storytelling games. Several members have taken a shot at crafting their own tabletop games, organizing a field trip to Champaign-Urbana’s Fab Lab, a small-scale community workshop that offers both design software and assembly tools. Dubin has also run a role-playing game session for students.

Fun&Games at GSLIS
working on a class project on that topic and he often makes presentations to GSLIS classes on gaming culture and the GSLIS gaming club.

For a newbie, both the world of gaming and the instructions to the games themselves can seem overwhelming, but fortunately, the GSLIS gamers are eminently welcoming and happy to explain (and re-explain) various rules and procedures. Indeed, once you get the hang of one game, you’ll more than likely be hooked.

“The games can seem complicated, but a lot of them have similar moves and strategies, and the skills learned in the easier games easily translate to some of the more difficult ones,” said Jesse Garrison (MS ‘12), graduate assistant at Grainger Engineering Library.

Lest you think the club is all fun and games, the experience has proven to be excellent professional preparation for some former members.

Samantha Sednek (MS ‘11) was handed the task of rebuilding programming for young people at Haverhill Public Library in Massachusetts when she became its teen services librarian shortly after graduating from GSLIS. Since coming to Haverhill, she has added a regular monthly board gaming day to the teen programming schedule and is working with the head of adult programs to have a similar monthly all-ages gaming day. The library also participated in ALA’s National Gaming in the Library Day.

“GSLIS Gaming Club helped so much with collection development,” said Sednek. “Gaming programs are fairly easy to run, but knowing the depth of some games and the ability to easily teach them to others was a trick that the Gaming Club helped cement. In fact, all the games that we’ve added to the teen collection were games I had played at one time or another in the club.”

For more information about the GSLIS Gaming Club, please contact Dave Dubin (ddubin@illinois.edu) or stop by the third floor on Wednesday nights at 6:30.

Recently, another project found Dave Dubin reading through past issues of the GSLIS Annual Report. In the report published in 1903, Dubin found mention of GSLIS students playing games as part of an outreach program serving children in Chicago. Here, he shares a bit of GSLIS gaming history:

The connection between tabletop gaming and librarianship dates back to the earliest years of our school. In 1894, when the State Library School was still part of Armour Institute, a number of students served as volunteers in the children’s home library movement, an initiative of the Chicago Children’s Aid Society in Illinois and similar organizations in cities such as Boston. The aim of these movements was to reach children in poor urban districts with “wholesome literature.” Donated books were organized into small neighborhood libraries hosted by children in their homes, and supported by volunteer visitors who would read to the children and solicit contributions of money and books from donors.

We learn in our School’s 1903 annual report and in an 1897 article by L. E. Stearns that the Chicago home libraries included “quiet indoor games” such as Lotto (a board game similar to bingo) and that game playing with the children was part of the volunteer outreach. Our students’ participation in this program continued until the School relocated to the University of Illinois in 1897. One hundred and fifteen years later, regular game events are hosted in public and school libraries across the country, and are a focus of interest in professional societies such as ALA’s Young Adult Library Services Association (YALSA) division.
In the summer of 2011, the Washington Park Public Library in southern Illinois moved out of a former strip club and into one side of a church building. There, it shared space with an after-school program serving youth of Washington Park and its neighboring city, East St. Louis. At the time, the collection was completely without an organization system—the materials were not even in alphabetical order. It did not possess any bibliographic records, and the building lacked directional as well as informational signs. The space had a modest collection, a dedicated staff of two volunteers, an unreliable Internet connection, and a set of about ten computers that worked—sometimes.

One year, 13 GSLIS volunteers, and a special 20-hour weekend later, the staff, collection, and computers occupy the same space in one half of a church building. But now, that space has been transformed. “Prior to your work, this was a place where people came to use the computers,” said Janine Villard, co-director of the Lessie Bates Davis Neighborhood Teen Reach Program. “Now, it’s a space kids can use to get excited about reading; the staff can find books by authors of interest to the patrons; and so many other benefits! You’ve created a totally different space. You’ve created a library.”

GSLIS Instructor Martin Wolske has been working with community organizations in East St. Louis for over a decade, work that has been built on a longstanding relationship between the University of Illinois at Urbana-Champaign and the Metro East region. In the 1980s, members from the University formed the East St. Louis Action Research Project (ESLARP) to work with members of the community to “start addressing the digital divide through strong participatory action research—letting the community define its own opportunities and challenges and also be part of defining how to tackle those opportunities or problems,” Wolske said.

Since the fall of 2000, Wolske has taken students to the East St. Louis area to help them understand what it takes to equip a community with the resources it needs. “Access to technology is one part of that, designing a space might be another part of that, training and awareness-raising are other parts, and still an important part of that are things like building confidence and building trust,” he said.

Helen Jentzen (MS ‘12) was introduced to the greater East St. Louis area and the library staff during Wolske’s courses, when the library was in the process of moving to its new location in the church. The move, an enormous undertaking in itself, was only the beginning of the library’s challenges.

“Rural libraries—and I would consider Washington Park a rural library—are underfunded. Most libraries are, but when you’re starting with almost nothing, and then you’re underfunded, you end up with half of nothing,” Wolske said.

Helen Jentzen organizes volunteers in the new library space.
Although Jentzen witnessed many of the changes and challenges the under-resourced library was up against, she realized its potential and wanted to invest more time in the community. She worked with Wolske, the library, and the Lessie Bates Davis Neighborhood House to return as a practicum student, hoping to help carry out a vision for the library and the people of Washington Park.

By the time her practicum began in the spring 2012 semester, one paraprofessional and two staff members had been hired, but the library still lacked basic organization and accessibility tools. The main goals of her practicum included organizing the existing collection and then training the staff on the upkeep as well as underlying principles of the organization system. However, her ultimate vision extended beyond those tasks.

**MAKING PROGRESS, PROVIDING ACCESS**

Since applying to and then enrolling at GSLIS, Jentzen had been focused on earning the Certificate in Community Informatics. “I believe advocating for access leads to an empowered community,” Jentzen said. “Community informatics seeks to assess how technological solutions may meet the specific needs of a given community. The community informatics certificate married my interest in librarianship and advocacy for community-centric information access.”

A practicum at the Washington Park Library gave her the opportunity to implement those principles of community informatics as well as tenets of general librarianship.

“I wanted to integrate foundational components of librarianship into the practicum: to provide access to information,” Jentzen said. “Without an organized collection or means by which a patron may search for the information within the Washington Park Library, access to their collection was lacking.”

Jentzen made the roughly 360-mile round-trip drive to Washington Park once a week to work with the staff and volunteers, abundantly offering her time and resources to the project. After a semester of teaching the library staff the basics of the Dewey Decimal Classification system, how to build and weed the collection, and how to separate the general fiction collection by genre, Jentzen’s progress was significant. By semester’s end, however, unexpected interruptions—from troubleshooting erratic Internet access to assisting patrons with basic computer skills—meant that her vision was not yet complete.

Jentzen had originally planned on returning to her native California to job hunt after graduation, but her plans quickly changed. “She realized, ‘I’m not going to be able to complete everything I need to complete to feel good about this’,” Wolske said. “So she went to stay in Washington Park for about four weeks solid after her practicum was over and after she graduated. It’s because she had really taken to heart this opportunity to do deeper work. The practicum was not just a practicum working in a library. The practicum was building community.”

**CALLING ON THE EXTENDED GSLIS FAMILY**

Yet, with several ambitious projects left—among them labeling the entire children’s department and cataloging most of the adult collection—and her time in Washington Park running out, Jentzen needed some assistance.

She had discussed her practicum with several other GSLIS students throughout the year, and those students who had taken Wolske’s courses were particularly familiar...
with the library and community. Several students were more than willing to revisit the area and help with the project.

“I was excited to have the opportunity to return and complete some of the work we started last August,” Michelle Bourgeois (MS ’12) said. “This project was important to me because it shows an investment in the community and the library.”

For many of Jentzen’s volunteers, it was not just work—it was a way to support the people they had come to know themselves and through Wolske. Given the rich history between the University of Illinois and East St. Louis, returning to the area was like visiting a community of distant relatives. “With my partners in East St. Louis, I would say they’re friends, not just partners,” Wolske said. “When students go to East St. Louis, a community that so understands the importance of people connection, they become part of that extended community.”

Bourgeois and twelve other GSLIS students and alumni volunteered their time and knowledge, and soon Jentzen had assembled a small team of volunteers to work in Washington Park.

“Within two and a half weeks, thirteen friends signed up to come down the weekend of June 23 and 24,” Jentzen said. “Collectively, we coordinated rides to and from Champaign and Chicago, logistics for food, and the necessary supplies: computers, pre-fabricated labels for the children’s section, and two CueCat barcode scanners for LibraryThing cataloging.” A semester’s worth of hard work culminated in one final weekend, where Jentzen would witness what was possible when her own extended GSLIS family answered the call to help.

**TWENTY HOURS AND MANY HANDS**

After much coordination, planning, and discussion about how to complete the major projects—including proposed cataloging programs and custom databases created by GSLIS doctoral student Sunah Sun and alumna Meghan Kutz (MS ’11)—Jentzen and her volunteers divided the remaining tasks.

“My responsibilities were more or less simple—fix every computer on the site I could,” GSLIS doctoral student Jeff Ginger said. “This means operating system upgrades, updates, and software installs on all machines. My other responsibility was providing a wireless network with my cell phone to help the catalogers.”

“We labeled topics in children’s nonfiction into a color-coded system that we hope will be easy for staff and volunteers to maintain in the future. We made signs to help people navigate different sections, labeled materials, and we worked to make the space more welcoming,” Bourgeois added. “It was amazing to see how much we could do in just a few days.”

Over the course of the 20 hours worked that weekend, approximately 1,350 adult nonfiction books were cataloged; 500 adult fiction books were alphabetized and weeded; 3,000 children’s books were sorted, labeled, and shifted; nine computers were updated with better security and software; over 20 signs were created and hung; and four rooms were organized and decorated.

In a short time, Jentzen and GSLIS students and alumni made enormous strides in reimagining and recreating the Washington Park Public Library. “What we did at the library was a small contribution, but staff and volunteers at the Washington Park Library and at many other community organizations work every day to positively impact these communities,” Bourgeois said.

With help from her friends, Jentzen accomplished her original goals: to ensure that the space is accessible and information is available to the residents of Washington Park. However, after thousands of miles driven and thousands of books cataloged, Jentzen and her team did not just implement a set of academic concepts. They embodied the tenets they had been taught at GSLIS and helped make an impact that will extend beyond the church building’s walls.

“The secret of a library is that it’s a powerful place for a community,” Jentzen said. “I was privileged to be able to co-create and fulfill a vision for the library with its staff, volunteers, and my friends. Everyone who participated in my weekend project responded quickly to this opportunity to employ their librarian skills, and they did so because they wanted to help the library in Washington Park.”

The Washington Park Library proved to be a powerful place for two communities: the people of Washington Park and a group of dedicated friends from GSLIS. Its rejuvenated potential and the longstanding commitment of existing organizations in the community will continue to help Washington Park grow and thrive.
Finding opportunity overseas

A school librarian navigates the bustling streets of Mumbai, passing street vendors and swerving rickshaws; another librarian quickly grabs an umbrella to fend off the London drizzle before heading out for her morning walk. A master’s student watches the sun rise over the Nile River while a GSLIS grad wanders through Liberty Square in the former Soviet country Georgia. These librarians are not, in fact, vacationing, but have instead spent the last summer working professionally in school libraries abroad as GSLIS extends its reach beyond international borders.

At the brand-new Ascend International School in Mumbai, India, Kelley Anne Johnson (MS ‘10) began her tenure as its school librarian this past summer. She had spent a few years as a public librarian in Missouri and was looking for a new position when she found the school’s advertisement on Idealist.org.

“I decided to go abroad because I wanted an adventure and to try something completely different,” she said. “This position was perfect because it also gave me that opportunity to build something from the ground up and be a part of seeing something grow.”

Thus far, Johnson has been working primarily on collection development, with a particular focus on gathering books that will support the school’s international population. In its inaugural year, the school serves children between the ages of 3 and 8, both Indian natives and expatriates, but the administration hopes to expand in the coming years, and Johnson wants to build a strong foundational collection.

“It can be challenging at times,” she said. “No online ordering from Demco and shipping in a week for me! The materials like books or supplies that we have no other choice but to import can sometimes take months to arrive. Right now, monsoon weather is warping all my paperbacks, but we don’t have any laminate available yet!”

Despite these obstacles, however, Johnson admits that she is having a once-in-a-lifetime experience: “The people I work with are great, the kids are wonderful, and the culture here has been truly inviting and enjoyable.”

Lani Neff, incoming GSLIS student, had a similar experience this past summer when she joined the Libraries of Love organization for a project in Uganda. The organization partners with African communities to create libraries in individual schools, often building the library’s collection from scratch and working to restock and organize books. Neff heard about the organization from a colleague.

“It was an amazing opportunity to be able to bring a library to a school that really needed it, and we were able to experience the culture as well,” Neff said. “We were

continued
able to interact with the students while we worked, and they were so grateful. At completion, we’d have a special ribbon cutting ceremony, with dancing teams, singing, etc. I have never had a more professionally fulfilling experience.”

Several thousand miles north, Nicole Kaffel (MS ’08) was preparing for her first year as the school librarian at St. James Senior Girls School in London, after serving two years as the school librarian of Chelsea Academy. Unlike Johnson and Neff, Kaffel hadn’t ever seriously considered working abroad until her husband’s job took him to Dublin and then to England, and she found herself accompanying him.

“In Dublin, I wasn’t able to work, but I did some volunteering at a library and was quite happy when I was able to get a position in London,” she said. “Here, I am able to walk to work and my school schedule allows time to travel during the year. Right now, however, I really want to focus on increasing circulation at the library and keeping a space for students open and accessible during the day and after school hours.”

A spouse’s relocation also brought Christopher Stevens (MS ’07) to Tbilisi, Georgia, where he is now the school librarian at the New School-International School of Georgia.

“My wife applied and was accepted to USAID and was then stationed in Georgia,” Stevens said. “I tagged along, of course, but I didn’t know how or if I was going to apply my GSLIS knowledge there.”

He began by subbing at a nearby international school and when word got to another school that there was a trained librarian in town, Stevens’ expertise was sought out, and he was hired to help rebuild the library.

“Trained librarians are a rare thing here in Georgia,” he said. “But the school director knew that their library was insufficient, especially in a modernizing country, so I was hired to put together a strategic plan to bring the school’s library in line with similar international schools around the world. Now, we are in a much better place as far as the spaces and resources go. We just have to focus on teaching the students that the library can be a useful, wonderful, and magical place!” he said.

Lest you begin to think that living and working abroad is all work and no play, rest assured that Kaffel, Johnson, Neff, and Stevens have had ample time to explore their new surroundings.

“In London, there is always something to do! We live close to a large park and go for walks quite often and meet friends for dinner,” said Kaffel. “We also try to travel to a new country every six weeks when I have school break. We’ve been to Croatia, Egypt, and Kenya in the last year.”

Johnson has spent some of her weekends wandering the markets of Mumbai, while Neff was able to go on several safaris while in Uganda.

“This has truly been an experience that is one in a million,” said Neff. Her GSLIS comrades would likely echo her sentiments.

As a child, Caitlin Naber spent long days reading comic book after comic book at her local library. As a GSLIS master’s student, Naber once again gets to spend her days with comics, but this time in a much different capacity: at her practicum at the Billy Ireland Cartoon Library & Museum, Naber worked with the original comics, sketches, and doodles of famous gag cartoonist Eldon Dedini.

Naber first discovered comics as a child, but after researching comics for an undergraduate assignment, her love of the medium was rekindled. Her renewed interest led her to discover the Billy Ireland Cartoon Library & Museum at The Ohio State University, the world’s largest cartoon art library and an ideal environment for her to work as a practicum student during the summer of 2012.

At her practicum, Naber worked on the collection of cartoonist Dedini, best known for his contributions to The New Yorker, Esquire, and Playboy as well as some animation for Disney cartoons during his career that began in the 1940s. Naber finds Dedini’s collection to be a “researcher’s dream come true,” as he kept everything from class photos and report cards to 65 years worth of correspondence.

When the Cartoon Library first acquired Dedini’s materials in 2005, the collection...
consisted of more than 100 boxes of unorganized materials. Part of Naber’s responsibilities has been to carefully organize the items so they are accessible for researchers. After going through folders of sketches, correspondence, and clippings, she documents her discoveries for the library’s finding aid. In the popular cartoonist’s comprehensive collection, Naber’s favorite finds include rough sketches with other popular comics’ characters, like George Herriman’s Krazy Kat, as well as some of Dedini’s rare political cartoons—along with their rejection letters from *Esquire*.

“It’s been utterly amazing to see his original sketches and then stumble upon a letter from the 1940s,” she said. “He’s also presented some interesting challenges. One folder contained military records, a marriage certificate, and sensitive information concerning a man whose connection with Dedini was completely unexplained. Boxes later, I learned from letters and news clippings that this man was a very close friend of Dedini... totally irrelevant to his cartooning career, but an important piece of his personal life. That’s the kind of thing that’s so fun for me—stumbling across history and little mysteries.”

Naber’s work on the collection has brought it some online attention: In June, the Billy Ireland Cartoon Library and Museum’s blog chronicled her practicum experience and featured photos of her favorite items, and the collection was recently mentioned on one of the leading comics’ news websites, Comics Beat.

While Naber’s affinity for comics has been longstanding, her desire to pursue a career in special collections developed more recently. However, she quickly realized it was a perfect fit.

“Of course, I had heard of special collections before discovering the Billy Ireland Library, but I hadn’t given them more than a fleeting thought. I was in love with the idea of collections devoted to a single area of study. When they are narrowed to one field, they have a remarkable tendency to show the depth of an area that a general collection just can’t,” she said.

Naber’s interest in comics extends beyond her professional or academic life. She is an avid reader of comics in her spare time and has even created her own comic, *Alexandria*, with fellow GSLIS student Rachel Lavenda.

“Our comic is the culmination of a joke from our first GSLIS class together and our love of wonderfully cheesy science fiction,” Naber said. “We started by drafting a very rough version of the plot and creating our main characters. Rachel did all the drawing, I then colored it and formatted everything, and we wrote the story together.”

Naber plans to graduate in December 2012 and is working toward the certificate in special collections. For those who share an interest in working with comics or who would like to become more familiar with the medium, Naber’s main piece of advice is to absorb as much as possible.

“Read anything and everything you can get your hands on,” she suggested. “Don’t be afraid to cross your normal genre boundaries. I find that I’m more likely to enjoy a memoir or nonfiction book in comics form. The art makes the writing come to life in a way text-only works can’t.”

Although she appreciates the art found in Dedini’s collection, Naber also can’t help but enjoy spending her days chuckling at the gag cartoonist’s work. “I spend much of my day stifling laughter,” she said, “but a couple of times every day I find something too good to keep to myself.”

Photo courtesy The Ohio State University Libraries Billy Ireland Cartoon Library and Museum.
Five for Five

With their unrelenting passion for the field and their noble goals for the future, GSLIS students never fail to surprise, impress, and inspire. Meet five current GSLIS students and find out what brought them to GSLIS, what they value about LIS, and their hopes for life after graduation.

Nicole Buccella
BA, Art History, Hope College
MS on-campus student
Graduate assistant in information services at the Library of the Health Sciences, University of Illinois, Chicago

What made you decide to pursue a degree in library and information science?
Around the middle of my undergraduate career I realized that I wanted to continue working with college students in some educational capacity, and I thought my only option was to teach as a professor. It had never occurred to me to become a librarian, but once it dawned on me, everything just clicked.

What surprises you most about the field of LIS?
If I tell someone what I’m studying, they can all of a sudden tell me about 2-3 people they know who are also librarians. Before I chose it as a career, it seemed like a pretty quiet profession that I never heard about, but now I see that the people are very lively with a deep sense of professional community.

What do you hope to do with your degree?
I want to help make life easier for people and empower them. My favorite part about what I do now is that I can lead students from a completely haggard state to one where they are significantly more self-sufficient with just a few “insider tips.”

What one technology do you wish were available now?
A device to help you read more quickly while still allowing you to comprehend the material.

Where is your favorite library in the world?
The one in Disney’s “Beauty and the Beast.” Although wildly impractical, I love the idea of it, and it’s probably one of the first depictions of a library that really spoke to me.

Lauren Chenevert
BA, English with a Chicano/a and Latino/a Studies Certificate, University of Wisconsin-Madison
MS LEEP student

What do you decide to pursue a degree in library and information science?
In college at the University of Wisconsin-Madison, I took an elective course in Multicultural Literature for Children and Young Adults through their School of Library and Information Studies (SLIS). This course, and the two others I took at SLIS as an undergraduate, helped show me the impact I could have as a librarian working with young people.

What surprises you most about the field of LIS?
I am continually impressed by the breadth of knowledge and talent in my GSLIS classmates and colleagues. It seems that everyone has taken a different path into the field, and those experiences continue to inform our understanding of the profession.

What do you hope to do with your degree?
I am pursuing a youth services career in public libraries. Right now, I’m completing a practicum at Hennepin County Library - Ridgedale in Minnesota.

What one technology do you wish were available now?
Mostly, I wish for less restrictive licensing!

Where is your favorite library in the world?
Growing up, my avid reading habits were supported by the Dakota County Library system in Minnesota, and I owe much of my college productivity to Memorial Library at UW-Madison. Currently, I get excited hearing the hum of child-caregiver interaction in the early literacy play spaces at Ridgedale.
Christopher Diaz  
BA, English, DePaul University  
MS on-campus student  
Graduate assistant at the Undergraduate Library, web administrator for a dance company

What made you decide to pursue a degree in library and information science?  
When I worked at the reference desk in college, I learned that I really enjoyed helping people with their research process. I also really enjoyed working with the librarians (who seemed to really enjoy working with each other). It seemed like a good fit.

What surprises you most about the field of LIS?  
I came to this program thinking that I had made a specific choice about what I wanted to do, but, the more I learned about LIS, the more I became aware of the innumerable routes a person can take with this education. It’s overwhelming at times, especially if you begin to second-guess your original intentions.

What do you hope to do with your degree?  
I am increasingly interested in database design, web development, and user experience, so I hope to eventually do something related to making database-driven websites easier to use.

What one technology do you wish were available now?  
An app that tells you what sports games are playing at nearby bars.

Where is your favorite library in the world?  
youtube.com

Brian Flota  
BA, English, University of California, Riverside  
PhD, English (American Literature), George Washington University  
MS on-campus student  
Graduate assistant Illinois Fire Service Institute, assistant at Literature and Languages Library

What do you hope to do with your degree?  
Ideally, I would like to work in the field of special collections. I am also interested in special libraries (especially subject-specific collections), academic librarianship, and cataloging. If there were some strange job that combined all of these, I would apply for it instantly!

What one technology do you wish were available now?  
I’m still waiting for Hoverboards, which were first brought to my attention during the film Back to the Future Part II. More practically, I’m very curious to see a working example of this Semantic Web that everybody has been talking about for nearly a decade. I also think computer/touchscreen technology that could fit into contact lenses is what the people behind the Google Glass(es) should really be aiming for.

Where is your favorite library in the world?  
This is a tough one. As a librarian, I was very impressed with the Harry Ransom Center at the University of Texas at Austin because they have so much cool stuff. As a user, Yale University’s library really blows me away (though the copy machines in there seem awfully out of place). Lastly, you can’t go wrong with the Library of Congress. Even if you can’t personally pull books off the shelves, they have everything (for the most part), and the Main Reading Room of the Jefferson Building room is an architectural marvel. Just don’t cough or sneeze in there: it echoes and resonates enough to fully embarrass yourself!

continued
**Five for Five continued**

**Miguel Ruiz**
BLA Landscape Architecture, University of Illinois at Urbana-Champaign
MS student, LAMP Scholar, Spectrum Scholar
Currently the graduate assistant for Career & Information Resources at the campus Career Center

---

**LEEP Fund**

For LEEP alumna Brooke Johnson (MS ’03), gaming is more than a hobby or a “wonderful lab” to test ideas; it is a way to build support for future LEEP students.

A self-taught librarian whose supervisor strongly encouraged her to pursue a master’s degree in library and information science, Johnson entered the LEEP program in 2002. She credits her LEEP education with exposing her to new ideas, practices, and theories as well as introducing her to a strong community of students, faculty, and staff, which she found invaluable.

“Every time I was on campus, I would hear stories about faculty going out of their way for their students outside the classroom,” Johnson recalls. “[GSLIS Professor and Associate Dean] Linda Smith was kind enough to teach me the reference interview during an on-campus session, even though I didn’t have her in class. You just can’t get that sense of community elsewhere.”

When looking for a way to give back to the program after graduation, Johnson discovered that no specific LEEP fund existed. So, in 2003, along with Smith, she created the LEEP Scholarship Fund to assist future students. While she played an integral role in the creation of the fund, she believes it belongs to all LEEP alumni and students.

Since the creation of the fund, a new element has been added: the LEEP Cohort Challenge. In 2009, the Office of Advancement and Alumni Relations at GSLIS started the Challenge as a fun, competitive way to encourage participation from LEEP alumni. Each cohort from 1996 to 2010 has been given the task of raising $1,700. In the race to meet their goal, a volunteer from each cohort leads their fellow alumni in fundraising efforts.

Johnson, now a library consultant in Virginia, volunteered to lead cohort seven and has put a creative twist on raising support for the fund.

A lifelong gamer, Johnson regularly plays World of Warcraft, a massive multiplayer online role-playing game. In an experiment to bring together the community within World of Warcraft, she created a guild, or association of players within the game, called the Librarian on Kirin Tor.

Players of a certain rank can edit the “Guild Message of the Day,” a note that all guild members see when they log on to the game. After thinking about ways to share information about the LEEP Scholarship Fund and reach an audience outside of LEEP alumni, Johnson finally found her forum in the gaming world.

“Charity endeavors and gaming go hand in hand,” Johnson said. “Eventually, the thought of changing the Guild’s Message of the Day occurred to me, so I edited it to have a tag line and a link to the giving page. Voila! [Players] gave money.”

Her efforts to pair gaming and fundraising were successful, as Johnson’s cohort was the first to reach—and exceed—its goal and has raised over $3,000 to date.

The LEEP Scholarship Fund has raised a total of $18,620, and over 80 alumni have participated in the LEEP Cohort Challenge. Volunteers are still needed to lead cohorts 12, 14, and 15. As Johnson’s example shows, opportunities to share the impact of a LEEP education and raise support for the fund can be found anywhere.

For more information on becoming involved with the LEEP Scholarship Fund or Cohort Challenge, contact Sharon Johnson (sdjohnso@illinois.edu), or make a gift today by visiting the LEEP Scholarship Endowment website (www.lis.illinois.edu/giving/LEEP).

---

“For LEEP alumna Brooke Johnson (MS ’03), gaming is more than a hobby or a "wonderful lab" to test ideas; it is a way to build support for future LEEP students.

A self-taught librarian whose supervisor strongly encouraged her to pursue a master’s degree in library and information science, Johnson entered the LEEP program in 2002. She credits her LEEP education with exposing her to new ideas, practices, and theories as well as introducing her to a strong community of students, faculty, and staff, which she found invaluable.

“Every time I was on campus, I would hear stories about faculty going out of their way for their students outside the classroom,” Johnson recalls. “[GSLIS Professor and Associate Dean] Linda Smith was kind enough to teach me the reference interview during an on-campus session, even though I didn’t have her in class. You just can’t get that sense of community elsewhere.”

When looking for a way to give back to the program after graduation, Johnson discovered that no specific LEEP fund existed. So, in 2003, along with Smith, she created the LEEP Scholarship Fund to assist future students. While she played an integral role in the creation of the fund, she believes it belongs to all LEEP alumni and students.

Since the creation of the fund, a new element has been added: the LEEP Cohort Challenge. In 2009, the Office of Advancement and Alumni Relations at GSLIS started the Challenge as a fun, competitive way to encourage participation from LEEP alumni. Each cohort from 1996 to 2010 has been given the task of raising $1,700. In the race to meet their goal, a volunteer from each cohort leads their fellow alumni in fundraising efforts.

Johnson, now a library consultant in Virginia, volunteered to lead cohort seven and has put a creative twist on raising support for the fund.

A lifelong gamer, Johnson regularly plays World of Warcraft, a massive multiplayer online role-playing game. In an experiment to bring together the library community within World of Warcraft, she created a guild, or association of players within the game, called the Librarian on Kirin Tor.

Players of a certain rank can edit the “Guild Message of the Day,” a note that all guild members see when they log on to the game. After thinking about ways to share information about the LEEP Scholarship Fund and reach an audience outside of LEEP alumni, Johnson finally found her forum in the gaming world.

“Charity endeavors and gaming go hand in hand,” Johnson said. “Eventually, the thought of changing the Guild’s Message of the Day occurred to me, so I edited it to have a tag line and a link to the giving page. Voila! [Players] gave money.”

Her efforts to pair gaming and fundraising were successful, as Johnson’s cohort was the first to reach—and exceed—its goal and has raised over $3,000 to date.

The LEEP Scholarship Fund has raised a total of $18,620, and over 80 alumni have participated in the LEEP Cohort Challenge. Volunteers are still needed to lead cohorts 12, 14, and 15. As Johnson’s example shows, opportunities to share the impact of a LEEP education and raise support for the fund can be found anywhere.

For more information on becoming involved with the LEEP Scholarship Fund or Cohort Challenge, contact Sharon Johnson (sdjohnso@illinois.edu), or make a gift today by visiting the LEEP Scholarship Endowment website (www.lis.illinois.edu/giving/LEEP).
Each year, GSLIS students participate in Alternative Spring Break, a program that puts students to work in professional environments across the country during the week of spring break. Seventy-five students participated in 2012 (up from 59 students in 2011) and 35 of this year’s placement sites were new hosts for the GSLIS program. If you would like to give $300 to sponsor a student’s trip, please contact Diana Stroud (dstroud@illinois.edu).

ALTERNATIVE SPRING BREAK 2012 PLACEMENT SITES from A-Z

Abraham Lincoln Presidential Library (Springfield, IL)
American Planning Association (Chicago, IL)
Bain & Company (Chicago, IL)
Binghamton University (Vestal, NY)
Boston Consulting Group (Chicago, IL)
Carbondale Public Library (Carbondale, IL)
Caterpillar Inc. (Peoria, IL)
Century College (White Bear Lake, MN)
City College of San Francisco (San Francisco, CA)
Deere & Company World Headquarters (Moline, IL)
DePaul University (Chicago, IL)
Elmhurst College (Elmhurst, IL)
Emerson College (Boston, MA)
Federal Reserve Bank of Chicago (Chicago, IL)
Federal Reserve Library (Washington, DC)
Folger Shakespeare Library (Washington, DC)
Illinois Institute of Technology (Chicago, IL)
John G. Shedd Aquarium (Chicago, IL)
The Kent Institute (Bloomington, IN)
Latter-Day Saints Library (Salt Lake)
Lawrence Public Library (Lawrence, KS)
Lawrence University (Appleton, WI)
Loyola Marymount University (Los Angeles, CA)
Loyola University of Chicago (Chicago, IL)
Metropolitan New York Library Council (New York, NY)
Minneapolis Central Library (Minneapolis, MN)
Missouri History Museum (St. Louis, MO)
Multnomah County Library (Portland, OR)
Museum of Modern Art (New York, NY)
National Archives & Records – Great Lakes (Chicago, IL)
National Library of Medicine (Bethesda, MD)
National Transportation Library (Washington, DC)
New York Public Library (New York, NY)
Northeastern Illinois University (Chicago, IL)
Northwestern University Library (Evanston, IL)
Oak Park Public Library (Oak Park, IL)
Omaha Public Library (Omaha, NE)
Orrington Elementary School (Evanston, IL)
Paul A. Biane Library (Rancho Cucamonga, CA)
Pritzker Military Library (Chicago, IL)
Provo City Library (Provo, UT)
Rutgers University (Newark, NJ)
Sears Holding Corporation (Chicago, IL)
The Seattle Public Library (Seattle, WA)
Skokie Public Library (Skokie, IL)
Smithsonian Institution Libraries (Washington, DC)
Southern Baptist Theological Seminary (Louisville, KY)
St. Louis County Library (St. Louis, MO)
Stanford University (Stanford, CA)
Universidad del Turabo (Puerto Rico)
University of California – Berkeley (Berkeley, CA)
University of Illinois – Springfield (Springfield, IL)
University of Illinois Visual Resources Center (Champaign, IL)
University of Massachusetts – Amherst (Amherst, MA)
University of Minnesota Libraries (Minneapolis, MN)
University of New Mexico (Albuquerque, NM)
University of Pennsylvania (Philadelphia, PA)
University of Washington (Seattle, WA)
University of Wisconsin – Madison Cooperative Children’s Book Center (Madison, WI)
Warren-Newport Public Library (Gurnee, IL)
Washington University Gaylord Music Library (St. Louis, MO)
Webster University (Webster Groves, MO)
The William J. Clinton Presidential Library and Museum (Little Rock, AR)
Yale Classics Library (New Haven, CT)