It’s been a remarkable year—for GSLIS, the University, the state, and the world. One of the remarkable things has been the way that people seem to be connecting, on many levels, in the face of various adversities. In the broadest perspective, individuals across the world are communicating and behaving in ways that challenge authority when it doesn’t represent their interests. They’re doing this because they know a life with freedom, dignity, and respect is possible, and they want one. And they know this because people across the world, whether in the Middle East or in the Midwest, are increasingly aware of another’s lived experiences, at a personal level—maybe not sufficiently aware, but increasingly.

I’m interested in the arguments around Chris Taylor’s recent article, “Why Not Call This a Facebook Revolution?” (http://bit.ly/oby3rg). Most commentators feel that courage rather than connectivity was the essential prerequisite for these uprisings, and I agree. Actually, I think Taylor does too. Courage came first—and “Facebook” here stands in (as one respondent points out) for many different sites, technologies, and communication affordances, including tweets, blogs, dating sites, and any number of others. As always, there’s also a dark side: the loss of privacy, for example—something that has had fatal consequences for some rebellious users of social media, a point too often overlooked in the press. On a more trivial scale, we’ve recently learned that our iPhones are keeping track of our every move, and reporting back to Apple—and yes, there’s an app that lets you see what your phone remembers about where you’ve been (http://bit.ly/4PV5u). But even with all those covets, it does seem as though something is changing, and that the change is good, and that it is facilitated in various ways when, across the world, more people carry networked computers in their pockets and use them to talk to (or simply observe) one another in new ways. And our alumni are involved in this change too: read more about the important work being done by Moustafa Ayad (MS ‘09) in this issue.

If we believe strongly that information organizations are fundamental to civil society, then we also need to think broadly about what “information organizations” might look like today, because in some cases they might look like community organizing, operating on global and local scales simultaneously. When we get used to living in this multiscale neighborhood, we’re going to think differently about information policy, information retrieval, information organization, information preservation, information history, information users, and information itself. That prospect calls for education, research, engagement, and practice in our field, and it calls for engagement with the world around us.

On the international end of the scale, GSLIS (and indeed, the U.S.) is not currently most strongly connected to the parts of the world that are changing most rapidly, and that is a problem, whether for understanding or for engagement. We also need to remind ourselves that the force currently at work in history is not only going to change other countries: it will also change our own. As Americans, we are accustomed to hearing that our circumstances are the ones to which others aspire, and while that is true in some ways, this perspective tends to obscure the many ways in which people in other countries are better off than we are—whether you measure this by network access, or the happiness index, or illiteracy rates, or infant mortality. And others in the world know it, by the way they see how we live and they understand what our struggles are. And because they care, they’re sending us pizza: http://politi.co/gPaLPW (“From Cairo to Madison, some pizza,” Politico, Feb. 20, 2011).

Social justice, individual freedom, and the need to strengthen civil society are issues we also find close to home, and in the GSLIS community we are beginning what I hope will be an ongoing discussion of these issues in our own school and on our own campus. And while it’s true that we have access to considerable information about one another, in various forms of social media and elsewhere, we still need to look for that information in order to find it—we must want to know how the world looks from our neighbor’s perspective, and we so need to understand more about the experiences that have shaped that perspective.

The greatest challenges of the new century will be ones that cannot be solved by a single person, a single discipline, or a single profession: climate change, political and cultural upheavals, energy, water, and poverty all have significant social and behavioral components as well as scientific and technical dimensions. In order to address any of these problems, we will need to collaborate across different research cultures and different communities of practice, and that collaboration will succeed or fail depending, to a significant extent, on whether information is exchanged and understood well or poorly. Our job, I think, is to help to make sure that exchange works well, in whatever way we can.
Helping incarcerated youth turn the page

America has the highest rate of incarcerated people in the world with 756 of every 100,000 citizens, or 2.29 million people, behind bars.¹

Even more striking is the fact that nearly 93,000² American youth are part of the juvenile justice system.

With so many young people entering the nation’s prison system, detention center officials and community groups are mobilizing to provide young offenders with the tools they need to re-enter society after their release and prevent a future return to prison.

One such project is flourishing in GSLIS’s backyard. Turn the Page: Extending Library Services to Empower Youth (ELSER) is a collaboration between GSLIS, local community groups, and the Champaign County Juvenile Detention Center (CCJDC) located in Urbana, Illinois.

The project began in 2009 when the Peer Ambassadors, a local group of African-American and Latino/a youth involved in mentoring and providing community services in Champaign-Urbana, recognized a need for library services at the CCJDC. At the time, members of the GSLIS Youth Community Informatics group were partnered with the Peer Ambassadors through a community engagement project. The Peer Ambassadors initially introduced the idea of a collaboration to Chera Kowalski (MS ’09), who headed the project until she graduated.

GSLIS and the Peer Ambassadors work with other community groups, including the Urbana Free Library, as well as BookzPrisoners, a group of local volunteers who collect donation materials to mail to inmates in Illinois. Together, these groups build and maintain a library in the detention center that contains culturally relevant materials and programming reflective of the experiences and interests of youth in the juvenile detention center.

The CCJDC, which currently houses approximately twenty boys and girls, had a working library before their collaboration with Turn the Page. Although the library wasn’t staffed, it was stocked with books. Those involved with Turn the Page have weeded out irrelevant and out-of-date materials, brought in new materials, and revised the collection organization. Since January, they have started staffing the library twice a week, and are currently working with the Peer Ambassadors to develop new programming that will link the youth to libraries in the community.

“Often, teens that are considered to be ‘at-risk’ have been underserved by the library and other public institutions,” said Rae-Anne Montague (MS ’00, PhD ’06), GSLIS assistant dean for student affairs.

“Promoting access to information, then library services must expand beyond the walls of the library,” she said. “Providing services to youth in the detention center not only leads to direct access to materials, it also increases the possibility that youth will be aware of community resources, such as those offered by the public library, and of the ways in which the library can serve to meet their needs and interests.”

Working with Montague on the project are CAS studentTurn the Page project manager Jeanie Austin (MS ’09) and master’s student Joe Coyle. Austin is interested in exploring effective practices in juvenile detention center library services. Her CAS work is focusing on critical issues in regards to representation, as well as the ways in which technology can be used (in and outside of the detention center) to develop effective practices. Coyle is pursuing the community informatics certificate and is a gender and women’s studies graduate minor. He is interested in community outreach.

Turn the Page recently received a seed grant from the Community Informatics Initiative to develop collaborations across the GSLIS curriculum. They are working with GSLIS instructors to get more students involved, either through individual research, class projects, volunteer opportunities, or practicum work.

“Our work at the CCJDC gives students the opportunity to understand the connection between social justice and librarianship, and how that extends across the curriculum. And, of course, there is a nice bridge between our strengths in youth services and storytelling with the services we provide the CCJDC youth,” said Montague.

Montague is quick to point out that this collaboration benefits GSLIS researchers and students just as much as it benefits the youth in the detention center. It is also beneficial to the various community groups who have found new ways to work together toward a common goal. These mutually beneficial relationships are the hallmark of community informatics research. In fact, one important way Turn the Page differs from existing juvenile detention center library projects is its emphasis on the integration of community organizations and involvement of youth in creating and maintaining the library services at the CCJDC.

“I have learned so much from our community partners, including detention center staff and all of the youth,” agreed Austin. “I am endlessly grateful to them for their commitment to the project and their critical insights into the meaning of juvenile justice.”

“This work has increased my understanding of how libraries can be a force for political and social justice. Providing library materials and programming in the JDC has immediate and long-range implications. In the short range, youth are able to practice (and potentially increase) their literacy skills while being entertained and informed. In the long term, library programming can be a site for building personal and social reflection, and can link youth to community resources,” said Austin.


The project partners plan to document their experiences so that other sites interested in creating libraries in juvenile detention centers will be able to use these materials as a resource in developing their own libraries and programs.

Turn the Page was also recently recognized by the ALA Great Stories Club, a program that targets underserved and troubled teen populations. A grant from the club, as well as from the Youth Community Informatics program at GSLIS, will allow the project to participate in the program, and troubled teen populations. A grant from the club, as well as from the Youth Community Informatics program at GSLIS, will allow the project to participate in the program, and troubled teen populations. A grant from the club, as

Montague and Austin were honored for their work with the CCJDC at a reception celebrating the 100th anniversary of International Women’s Day on March 8, 2011. The event, co-sponsored by a number of campus units including the Women’s Resources Center, highlighted women in the community who are working to improve the lives of women around the world.

When her love of reading led Lana Wildman (MS ’87) to library school, she had no idea that it would eventually also lead her to not one, but several, prisons. No, it wasn’t some grade school shenanigan gone awry that landed her in the library system of the Illinois Department of Corrections, but rather the motivation of any good librarian: the desire to help people and promote access to information.

Although Lana was often a patron of her local library while growing up in Danville, Illinois, she did not always have a burning passion to go into the field. Interested mostly in history and law, Lana eventually pursued an undergraduate degree in political science at Southern Illinois University. After her graduation in 1970, Lana worked a variety of different jobs while raising her family. It was only in 1986 that Lana decided that her interest in books and working with the public would fit perfectly with the field of library science. She completed her master’s degree at GSLIS within a year and it was shortly after graduation that she saw a job notice for a position at the Lincoln Correctional Facility—a minimum-security, all-male prison.

“Like most people,” Lana said, “I never had even thought about libraries in prisons.” Nonetheless, the job held great appeal for Lana. “It offered me the opportunity to do everything that I had gone to school for. I hadn’t specialized for a reason, and here was a chance to begin a library from scratch and get to do a bit of everything.”

Upon getting the job, Lana was surprised to discover that life inside prison was much like a “microcosm” of life outside it, even in the library. “There was a wide range of levels of literacy—some readers were extremely advanced, pursuing college degrees while other guys were just interested in a subject or reading for recreation.” Lana found herself truly running an entire library: selecting and buying materials, putting out bibliographies of recommended reading, answering reference questions, dealing with space issues, and, of course, talking about books. “It felt good to be helping people,” she said. “The guys in there are human beings, and I treated them as such. And I often had plenty of good experiences because of that.”

Of course, a prison library is not the same as a public library, as Lana is well aware. “You had to always remember where you were,” she said. “You had to walk the line between security and service, always remembering to put the safety of yourself and others first. There were some things about librarianship that I just couldn’t do in there.” The practicality of life working behind bars, for example, sometimes went against the library field’s philosophy of non-censorship. “There were certain things the guys just couldn’t have—like books on how to make a gun or a bomb. Security sometimes trumps intellectual freedom when you work there.”

Lana worked at Lincoln for over a decade until 2000, when she became the chief librarian of the Illinois Department of Corrections, overseeing nearly thirty libraries in correctional facilities across the state. In May 2008, she retired from librarianship and now produces a radio show, The Fly Over Zone (link: http://flyoverzone.com) every Saturday on WQNA 88.3 FM. Recent guests have included Dawn Wells (Mary Anne from Gilligan’s Island), Ed Asner, and Marcia Wallace (the voice of Ms. Crabapple on The Simpsons). “I’m having a lot of fun right now,” Lana said. “The show takes up a lot of my time, but it is worth it.”

ILLINOIS PRISON LIBRARY FACTS

Lana Wildman (MS ’87) served as chief librarian of the Illinois Department of Corrections for eight years. Here, she shares with us some facts about prison libraries in Illinois. She points out that she worked exclusively with adult populations, as the juvenile justice system in Illinois is separate from the adult system.

- Each prison library has a law collection and a general collection. The size of the general collection can vary from about 4,000 to 16,000 books, but the law collection stands at about 4,000 books for each library.
- Libraries in adult facilities function as school, public, academic, and special libraries, giving support to Adult Basic Education and GED classes, vocational and college programs, job training and drug rehabilitation, as well as assuring that legally mandated access to the courts is maintained.
- By comparing the number of active library cards held in a given institution to its total population, Wildman found library use among inmates to be between 40 to 60 percent, with one female institution at 68 percent.
- More Illinois corrections librarians hold membership in the American Correctional Association than in the American Library Association because they must put security first and library service second.

Joe Coyle, Rae-Anne Montague, and Jeanie Austin

LANA WILDMAN

ALUMNI PROFILE

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Beyond the stacks: corporate librarians facilitate R&D

Company success often depends on knowing the market. Knowing what products already exist and what can be created to fill a need makes research and development a priority in the corporate world. But research and development cannot take place without information—and a successful company relies on librarians to provide relevant materials for continued growth and opportunity.

According to GSLIS Professor Alistair Black, corporations began to take the access to information seriously when it literally could become a matter of life or death. “During World War I, the inadequacies of British science came to the fore,” said Black, “and libraries were meant to remedy that.” As technology and science advanced, public technical libraries were established to disseminate scientific and technological knowledge.

Black, a native of England, focuses his research primarily on libraries in the United Kingdom. He has authored or co-authored five books which examine corporate and public libraries as well as library buildings themselves in the social contexts in which they originated and operated. His article, “From Reference Desk to Desk Set: The History of the Corporate Library in the US and The UK before the Adoption of the Computer,” is included in the recent book, Best Practices for Corporate Libraries.

Within commerce, the need to stay abreast of new technological developments became paramount for a company’s prosperity in the late nineteenth and early twentieth centuries. In firms prior to WWI, individual scientists and managers may have had their own personal libraries of materials related to specific interests. After the war, however, companies began collecting the information so that all employees could have access in order to contribute to the research and development that could assist British industry as a whole.

As library schools emerged and provided professional training for librarians, corporate librarianship was often missed in the curriculum. Corporate librarians, who may or may not have had library school training, often took on the title of “information scientists.”

This, contends Black, is the birth of information science. “Corporate librarians began drilling down into documents,” said Black. “They were responsible for unpacking documents, writing abstracts, providing indexes to the documents and the information in them, and pro-actively matching users with the materials they were organizing.

“Librarians also took on an information management role, taking responsibility for the organization of internally generated documents, such as research and management reports, and written protocols, procedural manuals, committee minutes, and correspondence.”

Methods for deploying information have changed, but the information professional skill set remains relevant and critical in corporations today, said Roger Strouse (MS ’87). Strouse is an independent information management consultant, and also works as an affiliate analyst for Outsell, Inc., which provides market research and advisory services to publishers and commercial information providers as well as information professionals. He has worked in corporate libraries for an insurance company and a management consulting firm and was previously a consultant with LexisNexis.

“Librarians are facilitating end users doing their own research,” said Strouse. “Since information is now largely digital and everyone has a computer on his or her desk, librarians are somewhat dis-intermediated from users’ day-to-day information gathering.” Instead of being responsible for general reference tasks, Strouse says that information professionals are now responsible for creating information dashboards and managing information so that researchers and development staff can have information at their fingertips, without necessarily physically approaching the library or librarian.

“Corporate librarians have to adopt some new competencies and proficiencies,” said Strouse. “How do you build an information platform for a corporate environment? How do you perform usability testing? These are new competencies for the information professional.” According to Strouse, today’s corporate librarians must have a close relationship with information technology folks in order to make self-service centers for accessing information.

Also, said Strouse, corporate librarians need to have some business savvy themselves.

“When I started working in a corporate library in 1991, there was much less questioning about the value of libraries and information professionals,” said Strouse. “Now corporate librarians have to spend so much time justifying their budgets and managing stakeholders.”

The need to communicate value and perform cost-benefit analysis is a key skill for corporate librarians, according to Strouse. “We’re in the thick of the information age, yet we have to spend time justifying the value of information. Information is thought of as a commodity that should be cheap, but it’s not cheap.”
In addition to current course offerings, GSLIS is designing a number of new courses that can help guide students who are interested in careers in corporate and government librarianship. These courses are being developed in response to the challenges facing corporate librarians as well as to the U.S. Department of Labor’s forecast for growth in the information industry.

“Students are interested in developing a skill set that will make them competitive as information professionals in the corporate setting,” said Meg Edwards (MS ’04), advising coordinator. “Corporations are advertising jobs for ‘knowledge manager,’ ‘research analyst,’ or ‘research specialist’—titles that are not traditionally used in library settings.

“We’re in the process of recommending courses in our current curriculum and providing practical opportunities that can help students learn the culture of business and become fluent in corporate speak,” she said.

One such course, tentatively titled “Business and Government Literacy for Information Professionals,” will be led by Edwards and Marianne Stadley (MS ’01), director of the Continuing Professional Development Program. “We’ll be inviting our corporate partners in as guest lecturers,” said Edwards. “They’ll be letting the students know what competencies and skills are needed for students entering the workforce.”

Some of the corporations that Edwards and Stadley will work with in developing the course come from the GSLIS Corporate Roundtable (CRT), which partners GSLIS faculty and private industry in order to find new ways to work together.

“The CRT provides a way for GSLIS and its corporate partners to present, learn, and share best practices on universal problems,” said Sharon Johnson, associate director of advancement. Many of the topics discussed at the quarterly roundtable originate and are presented by corporate partners, so GSLIS faculty and staff can be apprised of real-world problems that may intersect with their research.

“The Corporate Roundtable is a wonderful forum to learn from and collaborate with others,” said Dan Evans, supervisor of the Technical Information Center at Caterpillar in Mossville, Illinois. “Between the valuable information and sharing of similar challenges faced by information professionals of other organizations, the faculty members that are researching solutions to these challenges, the students that have a keen interest in learning about these challenges as they prepare to enter a career, and the guest speakers that have a deep knowledge on the topic of the day—it’s almost impossible to walk away from a session without learning something of great value. It’s not only our library staff that has benefitted—we have had employees from a number of different departments participate and benefit as well.”

As part of the Corporate Roundtable meeting on March 4, 2011, GSLIS hosted the first Applied Project Poster Session to showcase master’s student projects that had potential application within the corporate sector. Additional goals were to further corporate partners’ understanding of the relevance of information science to their work, to promote new internship opportunities and other collaborations, and to provide master’s students with the opportunity to interact with potential corporate employers. Four student projects were selected for the pilot, and the intention is for this to be an annual event at the March CRT session.
An exciting project is making historic images from museum and library collections available on Flickr. With funding from the Institute of Museum and Library Services (IMLS), the Digital Collections and Content (DCC) project in the Center for Informatics Research in Science and Scholarship (CIRSS) at GSLIS is investigating services for providing cultural heritage digital collections in the Web 2.0 environment to increase their visibility and evaluate the user engagement with the content. The IMLS DCC Flickr photostream highlights collections from the DCC aggregation, which provides a single point of access to nearly all of the digital collections funded by IMLS National Leadership Grants and selected LSTA (Library Services and Technology Act)-funded material.

“We’re investigating how aggregation can add value to the collections,” said Katrina Fenlon (MS ’09), project coordinator. “Many libraries and museums don’t have the capacity and resources to put collections on Flickr at this scale. The aggregation helps to put the collections in the context of other related materials, and to reduce the barriers to participation for libraries and museums.”

The project began in October 2009, with researchers analyzing how historical images were being displayed on Flickr. They developed a prototype image record, including methods for uploading large quantities of digital images and incorporating metadata for individual images and entire collections.

Managing the intellectual property rights for images has proven to be the biggest concern for participating cultural heritage institutions and the DCC. An end goal for the project is to place many of the images on Flickr Commons, which seeks to increase access to photographs in the public domain.

“Some images are used to generate income for the institution, so institutions are unwilling to release high-resolution versions on Flickr,” said Fenlon. “In other cases, expressing the intellectual property rights for photos within Flickr’s standard framework of Creative Commons licenses can be a complex negotiation.”

Bringing these images to Flickr, a popular public resource, has dramatically increased their visibility. The study has shown that the rate of interaction with DCC images on Flickr is more than four times as high as with content on the DCC site. The DCC Flickr photostream averages about 300 hits per day, versus approximately forty-two hits per day for the entire DCC aggregations of over 1,000 collections and more than a million items. This is likely due to the sheer volume of users that browse through Flickr’s content each day compared to users of cultural heritage sites like DCC.

The DCC images are of particular interest to highly specialized history and popular culture communities. Users have repurposed individual photos or small subsets of original collections into new collection-like entities representing niches of interest, such as groups and galleries for “Ford Fairlane/Torino,” “Historical Steamships,” “Bitterlake Seattle,” and “Old Tandems.”

“When the DCC aggregation was first launched in 2003, we were focused on metadata and interoperability problems—how to bring together diverse collections from libraries and museums, large and small, into a single resource,” said Carole Palmer (PhD ’96), professor of library and information science and principal investigator on the project. “As the DCC became established, we turned to exploring how to make this fascinating and rich base of collections more accessible and meaningful for users. The Flickr experiment has demonstrated that our hidden cultural heritage treasures are of tremendous interest to the public, and we are now exploring how best to expand the photostream to meet demand.”

The project is a joint initiative between the Graduate School of Library and Information Science and the University Library. A full list of co-principal investigators and participating researchers is available on the DCC website: http://imlsdcc.grainger.illinois.edu/bios.asp.

Digitizing History project uses Flickr to make historic images available to all

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The IMLS DCC photostream currently has nearly 4,000 photographs, from six different institutions: the Cushman Collection at Indiana University; King County Snapshots from the University of Washington; Olympic Peninsula Virtual Community Museum at the University of Washington; the Charles Overstreet Collection from the Flora Public Library; Mining and Mother Jones in Mount Olive from the Mount Olive Public Library; and the Springfield Aviation Company Collection at the Lincoln Library—the Public Library of Springfield, Illinois, hosted by the Illinois State Library.

The Flickr experiment has demonstrated that our hidden cultural heritage treasures are of tremendous interest to the public, and we are now exploring how best to expand the photostream to meet demand.”

—Professor Carole Palmer is principal investigator on the Digital Collections and Content (DCC) project. She is also director of the Center for Informatics Research in Science and Scholarship (CIRSS).


www.flickr.com/photos/imlsdcc
A new research group has formed at GSLIS, drawing upon a rapidly growing strength in data analytics. The faculty, researchers, and students in the Socio-technical Data Analytics group (SoDa) design, develop, and evaluate new technologies in order to better understand the dynamic interplay between information, people, and information systems.

Faculty involved in the group include Catherine Blake, J. Stephen Downie, Miles Efen, Jerome McDonough, Vetle Torvik, Michael Twidale, and Dean John Unsworth. Reunt Houston, professor in the College of Media and GSLIS affiliated faculty member, is also a participant.

“Socio-technical data analytics (SoDA) has a strong history at GSLIS. We formed the group in part to highlight the synergy between our shared research interests, but more importantly, we now have the momentum to increase the depth and scope of research and teaching in this area,” said Blake. “Recent events in the Middle East and Japan certainly highlight how important it is to understand what happens when people, information, and technology intersect.”

Members of the SoDa group conduct research that spans a range of genres from the humanities and everyday life, to journalism and scientific literature. Faculty and researchers analyze methods in information retrieval, data and text mining, knowledge discovery, and collaboration. In addition to text analysis, they explore new kinds of data such as Twitter feeds.

Towards Evidence-Based Discovery (funded by the National Science Foundation) aims to understand both human and automated methods to synthesize evidence from text.

Defining and Solving Key Challenges in Microblog Search (funded by Google) explores both theoretical models and prototype search systems to address core problems in microblog search.

Expand SEASR Services (funded by The Andrew W. Mellon Foundation) explores text mining as a tool for understanding the humanities.

Structural Analysis of Large Amounts of Music Information (funded by the National Endowment for the Humanities) creates a framework for analyzing musical audio data and uses the framework to process songs from a range of online sources.

Collaborative Research: The Impact of Scientific Funding (funded by the National Science Foundation) links MEDLINE articles and U.S. patents using state-of-the-art name disambiguation algorithms.

Preserving Virtual Worlds II (funded by the Institute of Museum and Library Services) focuses on determining properties for a variety of educational games and game franchises in order to provide a set of best practices for preserving the materials through virtualization technologies and migration, as well as provide an analysis of how the preservation process is documented.

The Investigative Journalism Education Consortium (funded by the McCormick Foundation) develops the next generation of investigative journalists who can make the best use of the new digital tools.

Meeting the Challenge of Language Change in Text Retrieval with Machine Translation Techniques (funded by Google) converts a query in contemporary English to English terms used in text from Medieval times to the present.

Text Mining in Environmental Literature (funded by the Environmental Change Institute) develops text mining methods that resolve contradictory and redundant evidence from text.
HAYKAL JOINS HISTORYMAKERS

Aaisha Haykal (MS ‘11) has been awarded a fellowship from the HistoryMakers, a non-profit organization that captures the rich history of African-Americans through collecting and preserving thousands of oral histories.

Haykal will begin her fellowship in Chicago this summer. “In Chicago, I will receive more archival training in Encoded Archival Description (EAD) and then use what I learn to create finding aids for the oral histories that HistoryMakers staff have already digitized and created transcripts for.”

In September, Haykal will travel to Charleston, South Carolina, to begin her work at the Avery Research Center for African-American History and Culture. She will process their collections and rotate through their departments so she can experience a variety of aspects of the field. Part of her fellowship includes outreach, so while Haykal is working at the Avery Research Center, she will also have to prepare and deliver a program based on one of the collections with which she works.

“This fellowship relates directly to what I want to do, which is to be an archivist in an institution that is dedicated to preserving Black history, both national and local/community history. I believe that these institutions are important because historically Black history has been underrepresented and/or misrepresented in academia and in places that preserve the historical and cultural record of America’s history. This has encouraged me to pursue a career where I will be able to collect the counter-narratives that are present in the records of Black communities and families,” she said.

Haykal would like to work with community organizations and members to help them preserve their own history either for their own use and needs, or for future donation to the archive. “I see this as a part of being an archivist—archivists cannot just wait for organizations to come to us for help, but we have to go to the community. It is especially important to reach out and be more accessible to those who do not come to the archive,” she said.

This year’s Gryphon Lecture was given on March 4 by Dr. Dipesh Navsaria (MS ’04), a doctor and librarian who has worked to promote reading through his medical practice. His lecture was titled, “Books Build Better Brains: Wanderings at the Intersection of Children’s Literature and Early Brain Development.”

Navsaria has been instrumental in expanding the Reach Out and Read (ROAR) program in Wisconsin, which trains doctors and nurses to advise parents about the importance of reading aloud. In addition, ROAR gives out books to children at pediatric checkups from six months through five years of age, with a special focus on children growing up in poverty.

The Center for Children’s Books also hosted a brown-bag lunch before the lecture where Dr. Navsaria and a group of GSLIS students discussed how librarians can reach out to other professions and public institutions, and how doctors and librarians might work together to put books in the hands of children growing up in poverty.

We Are in a Book!, written and illustrated by Mo Willems and published by Hyperion Books for Children, is the winner of the 2011 Gryphon Award for Children’s Literature.

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

The prize is awarded to the author of an outstanding English language work of fiction or non-fiction for which the primary audience is children in kindergarten through fourth grade, and which best exemplifies those qualities that successfully bridge the gap in difficulty between books for reading aloud to children and books for practiced readers. “Most of our committee have been involved in this award since its inception,” said Deborah Stevenson, director of the CCB, “and we think of it as a way to contribute to an ongoing conversation about literature for inexperienced readers and to draw attention to those titles that offer originality, accessibility, and high quality for that audience.”

According to Stevenson, We Are in a Book! “brings back two favorite beginning-reader characters, Gerald the Elephant and Piggie the Piggy, and gives them an adventure unlike anything they’ve experienced as they suddenly look out at the viewer and realize they’re characters in a book that’s being read. Kids will be familiar with this kind of self-referential comedy from cartoons, but here it’s a book-centered humor that cleverly and quietly congratulates youngsters for reading by making their participation key to the jokes.”

Three Gryphon Honors winners also were named.

- Book & Gollie (Candlewick, 2010), written by Kate DiCamillo and Alison McGhee and illustrated by Tony Fucile

- Princess Posey and the First Grade Parade (G. P. Putnam’s Sons Books for Young Readers, 2010), written by Stephanie Greene and illustrated by Stephanie Roh Sisson

- The Dancing Pancake (Alfred A. Knopf Books for Young Readers, 2010), written by Eileen Spinelli and illustrated by Joanne Lew-Vriethoff

The Gryphon Award was established in 2004 as a way to focus attention on transitional reading, “which includes all kinds of wonderful books for different levels of readers, and yet which often gets overshadowed by the popularity of older children’s and young adult materials,” Stevenson said.

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

Electronic books are increasingly in demand for teaching and research at GSLIS, so we provide access to thousands of them. Some we license in packages from publishers like Wiley, Springer, and IGI-Global. Others we order through aggregators like eBrary and NetLibrary. Still others are available on the web as open-access publications. For all types of ebooks, we add records to our local online catalog or the Online Research Resources database to help readers discover and link to them. See www.library.illinois.edu/lsx/findit/Ebooks.html for more about our ebook collection.

But even the most tech-savvy GSLIS students and professors admit that they prefer reading printed books to squinting at a screen. And since traditional publishing still flourishes in the field of LIS, the library shelves continue to fill with the latest LIS works in print. I’ve chosen a few of my favorite new printed books from the past year to share with you. For updates, check out “New LIS Titles” on the LIS Virtual Library website: www.library.illinois.edu/lsx.

The Accidental Systems Librarian

“Taxonomies? That’s classified information.” But not since the appearance of this thorough handbook which demystifies the subject. Hedden starts by explaining clearly what taxonomies are and what taxonomists do, and then instructs the reader on creating terms and relationships, choosing software, and building structures and displays. She distinguishes between taxonomies for human versus machine and discusses both internal and external factors that can affect the systems and processes used in building taxonomies. Chapter titles include “What is ‘Taxonomy?’” and “Purposes of Taxonomies.” The book is packed with advice and features a number of case studies from leading institutions. Beth Woodard (MS ’96) and GSLIS adjunct professor Lisa Janicke Hinchliffe (MS ’94), in a chapter titled “Teaching the Teachers,” recount the programs and workshops organized by the University Library to provide in-house professional development for librarians with instructional responsibilities. Janice M. Jaguszweski (MS ’90) describes a process for assessing the knowledge, skills, and abilities of librarians in newly restructured positions. Other chapters address such topics as library publishing, liaison work, and metadata librarians. Taken as a whole, the chapters reveal the kinds of expertise needed in a forward-looking academic library and suggest managerial strategies for recruiting, developing, and deploying such experts.

Librarians Serving Diverse Populations: Challenges & Opportunities

Lori Mestre, head of the Undergraduate Library and adjunct associate professor at GSLIS, surveyed diversity coordinators at ARL libraries, followed up with interviews with self-selected respondents, surveyed LIS schools, and examined ARL library websites. This book distills her findings into a very useful and thorough overview of positions designated “diversity coordinator,” “multicultural librarian,” and others. Quotations from librarians in the field back up Mestre’s recommendations regarding hiring, training, and management. Chapters titled “The Realities of this Position” and “Getting Started,” as well as the extensive resource lists, will be invaluable to any librarians newly appointed to such positions.

How Green is My Library?

Co-authored by an architect and a librarian, this book is packed with advice on developing sustainable library buildings and operations. Chapter 1, “What is ‘Green’?” includes a 14-page glossary and identifies organizations that evaluate green products and practices. Subsequent chapters make the case for greener libraries, provide a checklist for assessing a library’s current practices, present information about LEED certification, and outline a process for setting goals. Many ideas, large and small, are offered for “greening” new and existing facilities. Another recent book on the same topic is Public Libraries Going Green by Kathryn Miller (ALA, 2010).

Handbook of Research on Children’s and Young Adult Literature

Collaborating with colleagues from the fields of education and English, GSLIS Associate Professor Christine Jenkins co-edited this first-of-its-kind multidisciplinary research handbook. Thirty-seven essays are grouped into three sections focusing broadly on “the reader,” “the book,” and “the world around.” Brief, engaging commentaries by well-known authors and illustrators accompany many of the essays. Among the contributors with a GSLIS connection are Deborah Stevenson, director of the Center for Children’s Books (“History of Children’s and Young Adult Literature”); Professor Emerita Betsy Hearne (“Folklore in Children’s Literature”); alumna Robin Brenner (MS ’03) (“Comics and Graphic Novels”); former CAS student and adjunct instructor Kathleen Weibel (“Public Libraries in the Lives of Young Readers”); and Jenkins (“Censorship”). Doctoral student Damian Duffy served on the editorial board. By breaking down disciplinary silos, this comprehensive handbook makes a significant contribution to the study of youth literature.

The Expert Library: Staffing, Sustaining, and Advancing the Academic Library in the 21st Century

Change is rampant in academic libraries, bringing with it new rules and new expectations for library staff. Scott Walter (associate university librarian and GSLIS adjunct professor) and Karen Williams (University of Minnesota) have gathered thirteen papers on varied aspects of professional competencies and training, including a number of case studies from leading institutions. Beth Woodard (MS ’96) and GSLIS adjunct associate professor Lisa Janicke Hinchliffe (MS ’94), in a chapter titled “Teaching the Teachers,” recount the programs and workshops organized by the University Library to provide in-house professional development for librarians with instructional responsibilities. Janice M. Jaguszweski (MS ’90) describes a process for assessing the knowledge, skills, and abilities of librarians in newly restructured positions. Other chapters address such topics as library publishing, liaison work, and metadata librarians. Taken as a whole, the chapters reveal the kinds of expertise needed in a forward-looking academic library and suggest managerial strategies for recruiting, developing, and deploying such experts.

How to Get More Done in Less Time

Samantha Hines (MS ’03) has written the ultimate self-help book for busy librarians. Dotted with exercises and questions and featuring an excellent annotated resource list, Productivity for Librarians synthesizes the best available thinking on motivation, procrastination, and time management. Hines reviews seven major productivity systems and provides additional advice for those who manage others. Best of all, the book’s tone is refreshingly personal. Every reader will come away encouraged to lead a fuller, more productive life at work.
“It is best to allow those with knowledge of their communities to lead the charge on projects rather than imposing some top-down structure developed outside of their environments.”

“For their dedication to the preservation of First Amendment rights for members of the comics community, the Comic Book Legal Defense Fund (CBLDF) was awarded the 2010 Robert B. Downs Intellectual Freedom Award given by the GSLIS faculty. It is often taken for granted that the expressive freedoms guaranteed by the First Amendment apply to all works of art and authorship, and that the protections accorded to texts, images, and musical compositions aren’t limited to specific genres or expressive media. But a review of problems faced over the last two decades by creators of comic books, graphic novels, and games doesn’t bear out this common-sense expectation.

The CBLDF is being honored for their consistent dedication to the active defense of First Amendment rights. Highlights of their recent work include:

- In 2006, the CBLDF issued a letter supporting the retention of Alison Bechdel’s Fun Home (a Time Magazine book of the year) and Craig Thompson’s Blankets, which were the subjects of reconsideration by the Marshall (MO) Public Library after a patron complained they were pornographic.

- In 2010, CBLDF joined with the American Booksellers Association and other groups to challenge a new Massachusetts law that holds website operators or anyone communicating through listservs criminally liable for any transmission deemed harmful to minors. Also in 2010, CBLDF joined with the Alaska Library Association and other groups to challenge a new Alaska law similar to the Massachusetts law described above.

- CBLDF filed a brief in 2010 supporting the video game industry in the case of Schwarzenegger v. EMA, heard this fall before the U.S. Supreme Court: in this case, California seeks to ban the sale or rental of violent video games to minors.

The award was presented to the CBLDF during the January midwinter meeting of the American Library Association. ABC-CLIO, a publisher of reference, contemporary thought, and professional development resources, provides an honorarium for the recipient and co-sponsors the reception.

The Downs Award was established in 1968 by the GSLIS faculty to honor Robert Downs, a champion of intellectual freedom, on his twenty-fifth anniversary as director of the school.
Q&A WITH STUDENTS

RENATA SANCKEN
- BA, Grinnell College, English and history
- MS student
- Currently works at the ACES Library

What made you decide to pursue a degree in library and information science?
Specifically, I decided to pursue the degree when I realized I wanted to be a children’s or young adult librarian. I decided I wanted to be a youth librarian because of my experiences working with kids through Girl Scouts and the Peace Corps. I like planning activities for kids and working with them, but in informal settings. I’d much rather host a story time than be a classroom teacher.

What surprises you the most about the field of LIS?
I suppose I’m surprised by just how much variety there is here. I have peers in the program who are interested in jobs I had never even realized were jobs, like medical librarian and tax librarian. Librarians are everywhere!

What do you hope to do with your degree?
I’d like to be a children’s librarian in a good-sized public library. I want to spend my days reading YA books, helping with homework, and painting Harry Potter scars on kids’ faces.

What one technology do you wish were available now?
Definitely teleportation. I’d love to be able to travel anywhere in the blink of an eye. Also, it would make interlibrary loans come much faster!

Where is your favorite library in the world?
Every library I’ve ever gotten a book from has a special place in my heart, but I think my favorite library is the one in the Peace Corps office in Santo Domingo, Dominican Republic. It’s not a formal library, just a huge shelf of English-language books (and the occasional highly-coveted celebrity gossip magazine) donated by previous volunteers. But I’ve never appreciated a good book more than when I was far from home and surrounded by people who didn’t speak English. The Peace Corps library was a nice little slice of home—and no late fees!

What one technology do you wish were available now?
I’d love to have a device to “beam” us to any destination. Then we could travel, or visit family and friends whenever we wanted.

What surprises you the most about the field of LIS?
The variety within the field, as well as challenges, opportunities, and diversity, and I definitely didn’t know about all the different things you can do with a MLIS degree.

What do you hope to do with your degree?
I plan on using my skills to focus on neonating librarianship on the African continent to make libraries more relevant to local and national concerns, and provide African patrons with a fuller and more culturally sensitive library experience.

What one technology do you wish were available now?
Teleportation.

Where is your favorite library in the world?
My favorite library in the world is probably Bertram Woods Branch Library in Shaker Heights, Ohio. I grew up down the street from this library and frequently utilized its materials and services. Although small, this library definitely played an enormous role in my development as an individual.

NATHANIEL MOORE
- BA with honors, The Ohio State University, African/African-American studies and history
- MA/MS joint-degree student, African studies and library and information science
- Currently a LAMP scholar teaching assistant with the Center for African Studies

What made you decide to pursue a degree in library and information science?
What do you hope to do with your degree?
I wish we had a device to “beam” us to any destination. Then we could travel, or visit family and friends whenever we wanted.

What surprises you the most about the field of LIS?
The variety within the field, as well as the different types of technology we get to experiment and work with.

What one technology do you wish were available now?
I hope to work as a reference and instruction librarian at an academic library.

Where is your favorite library in the world?
Booth Library at Eastern Illinois University is my favorite library. The layout and style of the building is really unique, and I have yet to find another library quite like it.

JORDAN RUUD
- BA, English
- MA, University of Tulsa, English
- Currently a graduate assistant at the Literatures and Languages Library

What made you decide to pursue a degree in library and information science?
I love learning new things and helping others do the same, and the library environment has always been a natural fit for me.

What surprises you the most about the field of LIS?
The wide range of intriguing career opportunities it makes available, since information impacts every area of our lives.

What do you hope to do with your degree?
I’d like to work in an academic library. So far, I’ve really enjoyed my experiences with reference, but a setting like this seems to offer lots of additional opportunities and openness to new ideas.

What one technology do you wish were available now?
As a movie buff, I’d love to see a labor- and time-saving leap in the efficiency of film restoration technology, which could save many important and currently unavailable films from obscurity and deterioration.

Where is your favorite library in the world?
Castlewood Public Library in Centennial, Colorado. I grew up attending this library, worked there in high school, and I’m still a faithful patron whenever I’m home in Colorado.

What one technology do you wish were available now?
I would love if someone invented a “do everything” button for the library. I’d love to be able to make interlibrary loans come much faster!

What surprises you the most about the field of LIS?
How expansive it is. Before I applied to GSLIS, I wasn’t really sure what library and information science actually was, and I definitely didn’t know about all the different things you can do with a MLIS degree.

What do you hope to do with your degree?
I’d like to work in a library or archive in the future. I hope to work as a reference and instruction librarian at an academic library.

ALAINA MORALES
- BA, Eastern Illinois University, English and women’s studies (minor)
- MS student, LAMP scholar
- Currently a graduate assistant at the Undergraduate Library

What made you decide to pursue a degree in library and information science?
I was smitten.

What surprises you the most about the field of LIS?
I had no idea you needed a master’s degree to work in a library. I then pursued an hourly position at my community college. The librarian, Charlotte Bruce, was a great mentor who took time out of her busy schedule to introduce me to librarianship—the challenges, opportunities, and diversity, and I definitely didn’t know about all the different things you can do with a MLIS degree.

What do you hope to do with your degree?
I hope to work as a reference and instruction librarian at an academic library.

What one technology do you wish were available now?
I wish we had a device to “beam” us to any destination. Then we could travel, or visit family and friends whenever we wanted.

Where is your favorite library in the world?
Booth Library at Eastern Illinois University is my favorite library. The layout and style of the building is really unique, and I have yet to find another library quite like it.
Harold and Rose Marie Ames did not work in library science and never attended the University of Illinois, yet the Harold and Rose Marie Ames Scholarship to Promote and Enhance International Communication and Understanding was established at GSLIS as a legacy to their achievements.

“Harold was a kind, compassionate person. He cared about everyone, and he cared about the world,” said Martha Childers (MS ’81), who established the fund. “The Ames loved international students. They devoted their lives to promoting international peace and understanding.

“I’m grateful to the University of Illinois for my excellent training in library science, and I felt it would be an appropriate blend to create this endowment to help students and honor Harold and Rose Marie.”

Childers, a government documents librarian at Johnson County Library in Kansas, befriended Harold Ames prior to her studies at GSLIS, when they both worked at Padegan Military Academy in Rasht, Iran. Harold had taught in the U.S. public school system in Washington state, and then taught overseas in Italy, Libya, Tunisia, and Iran. When both eventually returned to the States—Harold to rejoin his wife in the D.C. area and Childers to study at GSLIS—they stayed in contact. Throughout the years, Childers would visit the Ames family, even staying for a six-week period, as she did when she returned to the U.S. after serving as head of cataloging for the Swiss Institute of Comparative Law in Lausanne, Switzerland, for three years.

“They converted the upstairs of their house into an apartment, so young women from all over the world could stay with them,” remembered Martha. “Rose Marie organized tours for the State Department for dignitaries from all over the world, so they had quite a lot of international contacts.”

Harold worked with an international community through the Refugee Services Program of Montgomery County, Maryland. He retired in 1982, but, with Rose Marie, continued to work with the Vietnamese and Cambodian immigrant communities in the D.C. area. Harold died January 16, 2011.

“We knew each other for 34 years,” said Martha, “and I miss him. Because Rose Marie and Harold were such loving and kind people, and because they impacted the world in so many ways, I wanted to honor them in some way. Even though I don’t make that much, I can do something significant by creating an endowment to help students in their name in perpetuity.”

“The endowment will be there forever in recognition of this extraordinary couple,” said Diana Stroud, assistant dean for advancement and alumni relations. “I had met Harold and Rose Marie and they were thrilled and so surprised by this.

“Martha has combined her friendship with people she treasured and her invaluable education at GSLIS into a scholarship that will continue to give.”

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“Martha has combined her friendship with people she treasured and her invaluable education at GSLIS into a scholarship that will continue to give.”

“For more information on the Ames scholarship, or for information on establishing a scholarship, contact Diana Stroud at (217) 244-9577, or dstrood@illinois.edu.

**BRILLIANT FUTURES**

We have entered the final months of the Brilliant Futures Campaign, the largest and most ambitious campaign in the history of the University of Illinois, with the goal of raising $2.25 billion for students, faculty, research, and the campus environment.

Our goal for GSLIS is $15 million, and with the dedicated support of our alumni and friends, we are close to achieving our goal.

In these final months before the campaign wraps up on December 31, 2011, we would like to remind you of two special funds for which we are seeking support:

**History of Libraries and the Information Professions Endowed Chair**

We are very near our goal of raising $2 million for the Endowed Chair—to date we’ve raised $1.25 million. In addition to supporting part of the salary of the faculty member who holds the chair, it will also fund a graduate student fellowship and relevant library collections and services. With its long, distinguished history of excellence in LIS education, GSLIS is the perfect home for a Chair that recognizes how the history of the field is critical to progression in library science.

In addition to traditional gifts, your pledge or bequest for GSLIS will count toward our campaign goal and is a welcome way to show your support. If you would like to make a gift or learn more about the many ways you can support GSLIS, please contact Diana Stroud at (217) 244-9577 or by email at dstrood@illinois.edu.