Message from the Director

David Eichmann

The School of Library and Information Science is now entering into its second half-century of training future librarians for careers of service to their patrons. (I'll also note here that our 50th anniversary celebration was a resounding success, thanks to the hard work of the planning committee and volunteers!) I personally am in my third decade with the School, having returned to my alma mater in 1997. As I noted in my reflection piece in the previous newsletter, the field and the School have seen profound changes in those twenty years. Our sense of commonality and connectedness have served our faculty, staff and students well in maintaining a learning community open to and respectful of wide-ranging interests and perspectives. I've also had the remarkable experience of having the daughter of one of my earliest LIS students in my classes a couple of years ago!

SLIS has for much of its existence been dedicated to traditional face-to-face education. Students have been expected to pull up roots and move to Iowa City for the two years it typically takes to complete the M.A. in LIS. Many of our peer institutions have in the last two decades increasingly emphasized online delivery of their ALA-accredited degrees, synchronous in some cases (i.e., live interaction through tools like Zoom), but in many cases asynchronous, with no direct, live interaction between students and instructors. The SLIS faculty have discussed these options for a number of years. Many of you are likely familiar with our enabling place-bound teacher-librarian (TL) students to pursue the degree via synchronous participation with live classes in Iowa City. (We gratefully acknowledge the support from IMLS that enabled our initial forays into this technology.) We continue to highly value the live interaction that our hybrid local/synchronous approach provides.

I'm pleased to say that after a series of discussions around the success of the TL program – and particularly the retention rates we see in students selecting that path – that SLIS is opening up synchronous distance access to the program to students interested in all areas of librarianship. All courses, except those requiring physical presence on campus (e.g., book studies studio courses), will be offered in a mixed physical/virtual mode, with both local and distance students sharing the same educational experience. We have also received designation from the University as an official distance program, which means that distance students will be charged tuition at the resident rate, irrespective of their residency status.

This is a major technological step for the program, one that we hope serves the state and the nation well in enabling place-bound learners to pursue the profession. Stay tuned for further announcements about how interested candidates should flag their interest in this option as they apply to the program!

Table of Contents

2 LISSO
3 Two Major National Conferences to be held at the UI Center for the Book
4 Playing Baseball at the Library of Congress
6 A Summer in Italy - San Gemini Preservation Studies Program
8 On Iowa, Go . . . Bear? The Mysterious History of the University of Iowa Mascots
10 Dogs and Read-Alouds: Supporting Literacy Development K-12
11 Reminiscing with the First SLIS Graduates: Judy Dorrenbos, Mary Noble, Lois Renter, & Jim White
13 Student Funding
14 Faculty Research
16 A Research Assistant’s Bond with the Papers of Tom Brokaw
18 Librarians for Social Justice
19 Updating the Iowa School Library Program Guidelines
20 Graduate Job Placement
20 Remembering our Deceased Graduates
20 Make a Gift Online
I have had the honor of being the LISSO President for the 2017-18 academic year, and my experiences in LISSO leadership have been some of the most formative and engaging of my time in SLIS. I am happy to share with you some of the things LISSO accomplished this year.

My fellow officers and I inherited a LISSO in the process of rebuilding, and so our efforts focused on continuing that progress and becoming more actively involved in SLIS student life. We strove to strengthen our relationship with the University Libraries and with SLIS, and to encourage greater student involvement and fellowship. While LISSO’s constitutional mission has several parts, I believe that the last three objectives are most immediately impactful to SLIS students:

• Promote involvement in professional activities beyond the classroom
• Develop skills and relationships that will enable students to have a creative impact within the profession
• Promote fellowship between SLIS students through social activities and events

Our activities this year have certainly focused on these goals.

We hosted a range of events for SLIS students this past year, opening with a picnic and potluck at Hickory Hills Park for students, faculty, family and friends. This event was a huge success and set the tone for the year — LISSO as an active presence in student life. Through our professional development and social events, listserv and newsletters, LISSO was indeed very active! We strove to have one professional development and one social event each full month of the school year, and did fairly well towards that goal.

We hosted educational events on getting involved in professional organizations, learning about different jobs within the library, designing posters, job applications and interviews, and resume and CV help. We organized a range of social events as well from holiday gatherings (such as SLIS-giving and a SLIS-mas White Elephant Exchange) to bad movie nights, bowling, and a final picnic to round out the year. LISSO was also involved in the SLIS 50th Anniversary celebrations in October 2017 at the Iowa Library Association Conference in Coralville. We staffed the SLIS booth in the Exhibit Hall, helped with the ILA reception and SLIS open house, and successfully raised funds for LISSO events by selling 50th Anniversary T-shirts. As always, LISSO helped to promote the Mentoring Program that our library liaison, Duncan Stewart, coordinates, and elected officers for the 2018-19 academic year in April 2018.

Finally, LISSO sought to be a source of support and community for two of our SLIS-mates who faced difficult times during the school year. This involved organizing an online fundraiser, care packages, and meal deliveries, and I am awed and inspired by the amount of love and support my classmates shared with each other. I see LISSO’s primary function as creating connections — connections not only between SLIS students and LIS professionals or professional resources, but between SLIS students themselves. This year, we witnessed the strength of those connections. We saw what the generosity of a small group of people can accomplish. We came together to take care of our own.
It goes without saying that I have enjoyed my time as LISSO President, and that I am immensely proud of what we have accomplished. I know I have grown as a librarian by planning and attending our LISSO events. Our Secretary Chloe Waryan was also a writer for Hack Library School this year, and she recently wrote a post about getting involved in your program’s ALA student chapter that sums up quite nicely why I have enjoyed my LISSO involvement: “You have the ability to make real change.” An active LISSO matters because we have the opportunity to truly affect the experiences of our classmates. Through our events and meetings this year, LISSO has sought to make a positive impact on the lives of SLIS students by forging connections that will shape the experiences of students both at SLIS and in their future careers. Here’s to another year of learning and growing as librarians with LISSO!

Read Chloe’s full post about LISSO here: bit.ly/2sgYIpm
Chloe has also written about another SLIS group, Librarians for Social Justice here: bit.ly/2LFT3Br

**UI Center for the Book Hosts Two Major National Conferences**

SLIS and UI Center for the Book faculty members Tim Barrett and Julie Leonard are helping organize a major national conference to be held at the UI Center for the Book October 24-27th, 2018. The conference is actually the annual meeting of two organizations combined into one. The first, the Friends of Dard Hunter, is an association of hand papermakers, paper artists and other paper specialists. The second, the American Printing History Association, brings together individuals with interests in printing history and practice. The conference schedule consists of tours, lectures and demonstrations of interest to both memberships. The conference is already fully booked but readers can view details at https://printinghistory.org/2018-conference/.

Barrett and Leonard also help oversee the School’s BLIS program which allows students to earn an M.A. in LIS degree along with a certificate from the Center for the Book in book arts and book studies, as well as the MA/MFA program. https://www.slis.uiowa.edu/program/blis
https://book.grad.uiowa.edu/

**SLIS Newsletter**

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The SLIS newsletter is published annually.
The electronic version of the newsletter can be found at http://slis.uiowa.edu

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Playing Baseball at the Library of Congress
by Katherine Walden ‘18
While working as a Library Research Intern at the National Baseball Hall of Fame & Museum in the summer of 2016, one of my responsibilities was responding to research inquiries. Midway through the internship, an email came in from the Library of Congress’ Music Division with a few questions related to a baseball music exhibit they were putting together.

While most of my SLIS coursework focused on digital humanities, digital preservation, and archives, my undergraduate degree was in music performance and I have done extensive research projects on baseball music intersections as a PhD candidate in the University of Iowa’s American Studies program. I answered the Library of Congress’s specific research questions but also took the bold step of saying “here’s me, a grad student who actually studies baseball and has worked extensively with baseball music collections.”

How extensively? My undergraduate thesis was on Minor League Baseball and music tourism and involved conducting fieldwork in Nashville, Memphis, and New Orleans, and one of my PhD seminar projects ended up being an online digital archive exhibit based on the National Baseball Hall of Fame’s sheet music collections. A section of my American Studies digital humanities dissertation looks at baseball, popular culture, and cultural production.

My email back to the Library ended with some version of “I’ve got a year left in my MLS and a few years left on my PhD, but if you need another set of eyes on this or there’s any other way I can be involved, count me in.” I wrapped up the Baseball Hall of Fame internship having not heard back from the Library. The fall was consumed by SLIS coursework and the daunting trek toward PhD comprehensive exams, until I received an email from the Library’s Music Division mid-way through the semester: “We’ve got this Junior Fellows program and are submitting a proposal to have a Fellow work on the baseball music exhibit. Stay tuned.”

Some time later, I learned their proposal had been accepted and I was encouraged to apply. After a late February phone interview came a mid-March email and phone call confirming my once-in-a-lifetime experience in Cooperstown (NY) was going to be followed by a summer in our nation’s capital.

My specific job description involved working on the Bibliography of Baseball and Music, a research resource the Library began in the 1990s alongside the first iteration of a baseball music exhibit. Since they were developing a second baseball music exhibit and planning a library-wide baseball exhibit, the Music Division was interested in updating the original Bibliography.

In addition to working on the baseball music bibliography, I also was able to write blog posts, record a podcast, and present an educational program about the baseball music exhibit, while also helping with some of the planning and brainstorming for the Library-wide baseball exhibit, which opens this summer in conjunction with Major League Baseball’s All-Star Game.

The original baseball music bibliography the Library released in 1994 identified about 400 baseball songs in the Library’s print music collection. Through the work I did in the fellowship experience allowed me to learn first-hand about the many different branches and specializations within academic librarianship...”
In a small medieval town in the mountains of Italy, students have the opportunity to acquire hands-on experience in preservation and restoration.

The San Gemini Preservation Studies Program is a field school with alumni from over 170 colleges and universities worldwide. The program offers two three-week sessions over summer, as well as a ten-day inter-session program, and is open to students from various disciplines, both undergraduate and graduate.

The San Gemini Preservation Studies Program brought Hannah Hacker, current BLIS student and 2016-2018 Olson Graduate Assistant, to Italy in summer 2017 to study the Craft of Making and Restoring Book Bindings.

“It was an amazing experience,” Hacker said.

The first session of the program was split into three parts: building restoration, archaeological ceramics restoration, and book bindings restoration. Hacker was in the bookbinding program specifically. The program focused on the creation of historical binding models, and involved visits to libraries in Rome, as well as visits to the local library in San Gemini. Hacker and the other students evaluated the quality of the conservation and preservation efforts in that library, and accessed the damage done to a lot of the books.

“That library made me sad,” Hacker said. The building was subject to bug and rodent infestations, and had no temperature control. One of Hacker’s professors explained that they don’t regulate the temperature there because the government doesn’t fund it. “Our temperature regulation is leaving the windows open,” the professor said.
Hacker learned how to identify the different bugs that eat the glue out of the books. “They actually don’t care about the paper or parchment that the books would’ve been made of,” she said. “They want what’s in the glue. And they will literally eat through the binding in order to get to the glue.”

Hacker’s weekdays were dedicated to 10-hour days in the studios, where she learned how to create historical models. She made a limp vellum binding, two archival bindings, a hard cover case binding, an Islamic binding, and a quarter leather binding.

Even though the program did not require the students to have any bookbinding experience beforehand, Hacker was grateful for having taken Bookbinding I through the University of Iowa Center for the Book. That prior experience allowed her to move much more quickly through the course in San Gemini, and ultimately get more out of the experience.

One day, the students visited Rome and toured several of the historic libraries there. “Some of them were gorgeous,” Hacker said. One of the libraries had rebound all of the books in matching limp vellum bindings, which provided beautiful contrast against the dark wood of the library.

The travel was the highlight of the program for Hacker, who had never been abroad before. She used her weekends to travel. “I went to Florence,” she said. “And it was the most magical experience of my life.”

Hacker believes that the San Gemini Preservation Studies Program will benefit her in her future career, especially if she ends up staying in the special collections track. It gave her a better understanding of the effort that was put into making a lot of the medieval manuscripts that she sees and handles at work. It also showed her where those books came from, which she found to be a valuable experience that she was not getting in Iowa.

“I need to travel more. I need to see the world more, and experience more things, and more cultures, and just learn as much as I can,” Hacker said. “That was my big takeaway.”

Photo above: Hannah Hacker, second from left.
In the summer of 2018, I was fortunate enough to be awarded an internship at the University of Iowa Special Collections and University Archives in which I was tasked to design an exhibit celebrating the 70th birthday of Herky the Hawk. I am so touched by the kindness that I received from University Archivist David McCartney, Director of Development Mary Rettig of the Center for Advancement, and donor Jane Roth. I am happy to report that I had a lot of fun learning about the history of the University of Iowa during this internship too!

Though the pre-Herky mascots didn’t make it into the exhibit, their history is fascinating. Many Iowa Citians may already know that our first mascot was a real live black bear cub named Burch. The significance of a bear as an emblem of UI is unknown, though we do know that the Chicago Cubs also had a black bear sent to them to serve as a mascot around this same time. When Burch became a full-grown bear, he broke out of his cage in the City Park Zoo (yes, City Park once had a zoo), and fled to the riverbank where he was later found dead. On March 10, 1910, the Press Citizen released an article titled “Burch is Found with Taxidermist,” detailing the plans of taxidermist Homer Dill who did work for the University of Iowa Museum of Natural History. However, after talking to Cindy Opitz, current Collections Manager of the UI Museum of Natural History, we learned that if he did indeed drown, Burch’s head was probably bloated and therefore not suitable for taxidermy. According to a Press Citizen article on April 8, 2018, Trina Roberts, Director of UI’s Pentacrest Museums, does not know where Burch’s head or bones may be.

Almost 20 years later, the University adopted a 200-pound Great Dane named Rex as their next mascot. Lieutenant Colonel Converse K. Lewis, head of the UI Military Department, originally gifted the dog to Alpha Sigma Phi. Rex wore a tailored band uniform at football games and acted as the UI mascot until his death in 1933. Following Rex’s death, the University received another dog (either a Great Dane or St. Bernard) which they cleverly named Rex II. The University also used a real hawk as a mascot before Delta Tau Delta’s own Larry Herb donned the first Herky costume in the late 1950’s. From then on, Herky was always cast as a Delta Tau Delta until the fraternity lost their UI charter in 1998 due to drug and alcohol use. Tryouts for Herky the Hawk opened up to the entire student body of UI. In 1999, Angie Anderson
and Carrie MacDonald were the first female students chosen to be the mascot. Anderson was injured while playing Herky when an Ohio State band member wielded a 3-foot foam banana at her head. She filed a lawsuit against Ohio State and in 2002, Anderson was awarded $25,000. Shortly after, Herky's “human identity” was kept a stricter secret and security members were also hired each year, in order to keep the mascot safe.

As a graduate of the UI School of Library and Information Science program, I learned through this internship many things about collaboration in libraries. I was welcomed onto the Herky Birthday Committee with open arms. I formed a great partnership with the Spirit Coordinator of UI. I learned about the awesome physical education collection at the Iowa Women’s Archives. All in all, I will truly treasure my time at the Special Collections. Even the rainy days were fun!

Visit the “Hatching Herky” exhibit at the University of Iowa Special Collections and University Archives from August 20th through October 19th. Celebrate Herky’s 70th Birthday at a very special Open House Celebration on Friday September 14th from 11-2 at the University of Iowa Special Collections. Everyone is welcome!

1. 1908 football team and mascot, The Iowa Alumnus 10-1908 pg 38.
2. Rex button from Realia and Artifacts Collections RG31.01.01
3. The first Herky (FW Kent Photographic Collection)
4. Dean Sieperda as Herky (FW Kent Photographic Collection)
5. Carrie MacDonald and Herky FYI 8201999
The teacher librarian’s (TL) role in supporting literacy development has long been recognized. Teacher librarians guide each student to “just-right books,” to books that peak interest or serve a need. Librarians are the teachers who create an environment that invites wonder and inquiry into topics far and wide. Today’s TL is no different, but some are using research to support even the most reluctant K-12 readers.

In her Capstone Poster Presentation, Josie Johnson (SLIS/TL, 2018) presented information regarding the practice of reading aloud to students. Reading aloud to young children has always been common, but statistics show that this practice declines significantly when students begin reading on their own. Johnson’s literature review found survey results indicating that 83% of elementary classroom teachers reported reading aloud to their students, declining to 53% in middle school, and only 37% in high school even though the benefits of reading aloud do not decrease as the age and ability of the student increases. Reading aloud to students has been shown to increase their content knowledge and enjoyment of literature, and when coupled with teacher “think-alouds” (metacognition) that model vocabulary acquisition and comprehension skills, students’ literacy skills are also enhanced. When the TL is familiar with the school’s curriculum, she can suggest read-alouds to teachers that will support classroom content and skill acquisition or, the TL can provide time in their library program to read-aloud in order to share quality literature that students will want to read and promote reading for pleasure.

Often, reading out loud is required of students as a method to build fluency, but for many students, this is a stressful, unpleasant experience. Jennifer Chesnut (SLIS/TL, 2018) observed firsthand a profound difference in many students’ desire to read out loud when she brought her certified therapy dogs to the school library setting. When given the opportunity to read to Gus or Piper, even the most reluctant readers clamored to read to them. Motivated by her observations, Chesnut conducted a literature review for her Capstone Poster Presentation to determine if research supported the use of therapy dogs in schools and if there was a correlation between this practice and students’ literacy development. Her findings indicated that while the impact on reading test scores varied, students who often had opportunities to read to therapy/library dogs did frequently show an increase in their reading scores and the results were most pronounced in younger readers. And not surprisingly, studies showed a consistent increase in enjoyment and motivation which encourages more reading!

The TL’s role in supporting students’ reading development and motivating students of all ages to read requires a wide range of activities and practices. Expanding the practice of reading aloud to students of all ages, and providing opportunities for students to practice reading in a stress-free setting such as reading to therapy/library dogs, can provide additional strategies to support the reading life of all students.
Reminiscing with the First SLIS Graduates: Judy Doorenbos, Mary Noble, Lois Renter, & Jim White

By Denali White

When we sat down for the interview, Jim White unfolded a piece of paper with a line he’d written down from a letter that had been sent to every librarian in the state of Iowa. White read it out aloud: “My board hired a dropout teacher who moonlights as a bookmobile driver, and is a student at the embryo library school at the University of Iowa.” Everyone in the room laughed.

Judy Doorenbos, Mary Noble, Lois Renter, and Jim White are all among the very first graduates of the SLIS program in 1968. We gathered them all together to discuss the early years of the program, and the library careers that each of them had after graduating.

Their careers had taken them on very different paths: White worked in public libraries, Renter worked in special libraries, and Doorenbos and Noble worked in university libraries.

For White, his library career began before he’d started library school. In the summer of 1960, after White had helped Fred Wezeman with a consultant study for the Cedar Rapids Public Library, Wezeman told him, “You should be in library work. You’ve got a good head for it.” White responded that he could not afford to just pick up and leave.

Then in 1967, White got a phone call from Wezeman. “What can I do for you, Fred?” White asked. “Well, you could become a library director,” Wezeman responded. He explained that there was a public library in Iowa that needed a library director, and they wanted to talk to White and interview him for the job. They would also pay him half salary while he went back to school to get his master’s degree.

The library gave White an offer he couldn’t refuse, so he gave up teaching to take the job. “The only way I could justify it in my mind was thanks to my wife,” he said. His wife told him, “Well, look at it this way: you like to work with kids. This just means you can work with kids of all ages.”

Doorenbos, Noble, and Renter also started out teaching.

Renter taught Spanish in high school for just two years before deciding the profession was not for her. Her first year of teaching went fine, but then the school hired a different principal.

This was at the old high school at Mount Vernon. The school had noisy radiators, and the shades and windows just weren’t very good. One day, during Renter’s second year of teaching, the new principal came up to her and said: “Mrs. Renter, I noticed when I went by the building this morning that your shades were not even.”

“So I thought, I’ve had enough of that,” Renter said. The library school at the University of Iowa was opening, and she thought that just sounded like a better deal, so she enrolled.

When she graduated, Renter went to work for ACT, where she ended up starting a research library. “It was a good job,” she said. “I loved working there.”

Noble did not even make it as far as Renter in her teaching career before deciding she wanted a different profession.

Noble was an undergraduate at the University of Iowa in 1963, and she started majoring in art with a vague idea that she could teach art to little kids. But when she got halfway through her junior year, one of the faculty at the school informed her that she would have to do her practice teaching in a high school.

“That caused me to panic,” Noble said. “I’m not going to discipline high school students. It was not suitable for me.”

So she started out taking a couple of courses in the school librarianship program with Louane Newsome: Basic Cataloging, and Children’s Literature, and when the library school opened, Noble started taking courses there. By the time she completed her degree, the University of Iowa library was “hiring like crazy,” and she got a job in the cataloging department.
Noble ended up using her background in art history to catalog the university’s backlog of art books. She learned from searching the Old Library of Congress depository files, which were main entry cards that the library received from the Library of Congress, and then she would have to figure out what the main entry might be, often for very complicated materials. She cataloged things on all topics.

“I knew a little French, a little German, a little Italian.” she said. Additionally, she’d had to get a bachelor’s degree in another area, so she had chosen sociology, which resulted in her becoming the sociology selector for the University libraries for a few years. She worked full time in cataloging until 2004, and part time for another two years.

Doorenbos described her own story as “very much like Mary’s, but also like Lois.”

She taught Spanish for three years, mostly junior high and high school, and after three years, she wasn’t sure if that’s what she wanted to continue to do. However, she knew that she wanted to do something with Spanish.

“If I’m going to keep teaching, I need to improve my Spanish,” she thought, so she applied to the University of Iowa to study Spanish. “I had big ideas that I was going to do something else besides teach,” she said. “I didn’t know what.”

When Doorenbos found out that the library school was going to open in a year, she thought she could do something with Spanish in a large library. So, like Noble, Doorenbos started taking classes in the school librarianship program over the summer. She also obtained a part-time job as a library assistant at the University of Iowa Main Library for a year. After she graduated, she went to the director of the library, and said: “I’d like to work in your library. Can I have a job cataloging your Spanish?” And sure enough, the library hired her. “That’s how easy it was to get a job then,” Doorenbos said.

She worked in cataloging for three or four years, and then she was switched to acquisitions, where she was placed in charge of the bibliographic search unit. Doorenbos worked there until she retired. Her department hired many SLIS students as workers, and some students did their practicum there.

“So, I got to follow my Spanish by not continuing teaching,” Doorenbos said.

When asked about their fondest memories from their time in SLIS, Renter said, “Some of the fondest memories were Fred Wezeman stories.”

Renter heard a lot of Wezeman’s stories at the faculty luncheons that he’d held, which she had frequently been invited to, since she had on occasion taught part time at the library school. Sometimes, there would be attendees at the luncheons that Wezeman was not as well-acquainted with, and since remembering people’s names can be difficult under stress, he would use a seating arrangement at his luncheons so that he could be sure to introduce everyone properly.

White remembers when Wezeman held a reception at his house after graduation, and the invitation said: “Andrew Carnegie will greet you at the door.” Sure enough, Wezeman had borrowed an Andrew Carnegie painting, and it was standing outside on the porch by the front door.

In the early days of SLIS, the library school did not have a home. White remembers quietly complaining that the school had them bouncing all over campus, since SLIS did not yet have a permanent location on campus until an addition was added to the library.

Library work has undergone considerable change since the class of ’68 got their degrees. When asked about the most surprising or unexpected change in their careers, Doorenbos immediately said: “Computers! I barely knew what a computer was.”

“Oh, we did,” Noble said. “It was on the horizon.”

Even in the SLIS program’s very first year, Wezeman had his students take a course in programming in FORTRAN IV. Renter and Noble both enjoyed it. “It kind of gave you a mindset you might need,” Noble said.

When computers first started entering the market, Renter managed to convince ACT’s IT department — though they didn’t call it the “IT department” back then — to get her a DECWriter. “It was like a printer, but you could do searching on it,” Renter said. She subscribed to Dialog, an early predecessor of the World Wide Web, which provided access to all kinds of databases. “Education, business, mathematics, psychology... I could even pull up certain government forms,” she said.

That was the beginning of using computers at ACT.

Doorenbos remembers making cards for the public catalog. “I really loved making those cards,” she said. She enjoyed the process of looking at the book, figuring out the subject, and assigning all of the information to go on the cards. After that, a secretary or a typist would type out the cards, and then copies would be made for added entries.

Renter had to do the catalog at ACT, but she never really liked doing the cards. “I ordered cards from the Library of Congress as often as I could,” she said.

But Doorenbos loved to do the card catalog. “I remember thinking, ‘Oh, my initials are going to be on this card catalog forever and ever,’” she said. Her voice turned wistful. “But the card catalog is gone.”

“Well, our initials may live on in some of the online records still,” Noble added. “Because some people transcribed from the cards.”

White commented that he wished he could have retired before computers came in — prompting an “aw” from Noble — but not because he disliked the technology. From the standpoint of costs, when computers came in, it blew his normal budget out of the water.
At the time, he was working at La Crosse Public Library, where he had gotten the job of library director after spending eight years at the Musser Public Library. The board president of the La Crosse library had contacted him out of the blue to see if he would be interested in the job, because they were having a hard time finding somebody that the current librarian would put her stamp of approval on. White got the job, and he stayed at La Crosse until he retired.

La Crosse was a breeze compared to his first library job.

When White arrived for his interview on a Saturday in 1967, he observed that there was not a single child in the whole building. There were table tents all over the library that said, “For adult use only.” He later found out that part of the reason why the board had been so eager to hire him was because their library needed to focus on creating an inviting environment for children and they wanted someone who would make this a priority.

White soon realized that he was facing an uphill challenge and, even with the support of the library board, he would need to break through some barriers.

Shortly after he started in his position, White went to a district library conference in Iowa City, and was surprised when several other librarians looked at his nametag, and said, “Oh, you’re the one! We know all about you!” White had become somewhat famous among his peers regarding his quest to move things in a new direction.

But despite all of their challenges, Judy Doorenbos, Mary Noble, Lois Renter, and Jim White — four “dropout teachers” who’d graduated from the “embryo library school at the University of Iowa” — had all gone on to have long and fulfilling careers as librarians.

“I worked with almost everybody in every department, and I enjoyed that,” Renter said. “It was good. Every day was a little different.”

White got involved in library consulting, which Wezeman had helped steer him into, and by the time he retired in 2002, he had finished 104 libraries in six states, mostly right around Iowa.

Noble still volunteers with the cataloging department at the University of Iowa Libraries. And for the first time in her career, she has a private office — albeit temporarily.

Doorenbos met two of her best friends in SLIS, one of whom is Noble. “The three of us who worked at the university library, we’ve maintained friendship for fifty years,” Doorenbos said.

She looked around at everyone gathered in her apartment.

“Just with us four, we’ve all had different library backgrounds,” she said, reflecting back to some of her fondest memories of her time in SLIS. “It was interesting to meet people with different ideas of what they wanted to do, and where their career was going to take them.”
Dave Eichmann’s collaboration with the Stanford University, Cornell University and Harvard University libraries on the Linked Data for Libraries (LD4L) has just entered a new phase of funding from the Andrew W. Mellon Foundation. Now named Linked Data for Production (LD4P), the project looks to achieve four goals over the next two years: 1) enhanced discovery of library materials; 2) development of a cloud-based sandbox environment for the community to access, adopt and implement linked data; 3) creation of policies adopted across the academic library community that promote best practices for transitioning to and implementing linked data; and 4) increased efficiency of workflows for metadata creation by pooling and leveraging data already developed and available by numerous national libraries around the globe.

He is also a site principal investigator for the newly funded Center for Data to Health (CD2H), which is charged by NIH to support the informatics activities of the Clinical and Translational Science Award (CTSA) Consortium. Eichmann co-leads the People, Expertise and Attribution Working Group within CD2H, which focuses on supporting the discovery of the rich landscape of expertise within the CTSA Consortium, and providing a robust infrastructure for supporting attribution of the diverse types of contributions needed to perform translational team science.

Timothy Barrett is nearing completion of a new book, European Hand Papermaking - Traditions, Tools and Techniques. The publisher, Legacy Press in Ann Arbor, Michigan, plans to have the book in print by early October 2018. Barrett says the book will be comprised of an instruction manual with an essay on historical methods and lists of papermaking equipment and suppliers mixed in. Barrett’s earlier trade edition book, Japanese Papermaking - Traditions, Tools and Techniques, originally by Weatherhill in 1984, has gone through numerous re-printings and has become the standard reference on the subject. Professor Barrett has also been working with SLIS faculty member Julia Leonard, and their UI Center for the Book colleagues to plan for the October 24-27, 2018, combined annual meetings of the Friends of Dard Hunter, a papermaking specialist group, and the American Printing History Association. One hundred and fifty participants from around the country and abroad are expected to attend. The conference will include lectures, panel discussions and demonstrations.

Julia Leonard continues work on the Book Art Data Base housed on the UI Center for the Book web site. This project entails metadata for describing artist books held in UI Special Collections. The focus is on descriptive terms that allow researchers to search for books on items including materials and processes used in production, genre, makers (writers, visual artists, printers, binders, etc) involved in each project, representative images and text. The researchers involved see the ability to search for specific criteria not included in most catalog listings as vital to research being conducted by faculty, independent scholars, and students of the book, particularly as Special Collections items are housed in closed stacks not accessible for browsing.

Leonard is currently working on two creative projects. The first is an ongoing exploration considering ‘companion’ works of ‘one-of-a-kind’ artist books and an editioned version that addresses the same content, both imagery and text, but utilizing technologies and means of reproduction suited for edition work. She is using two recent works, Beauty Persists and A History of... A new piece with the working title “Scape” also addresses artistic interpretations of the concept of ‘place’ as both geographic location and an idea of home. This work consists of a poetic narrative and archival inkjet printed imagery.

Lindsay Mattock continues her work with MIMC: Mapping the Independent Media Community <http://mimcproject.org> a digital humanities project aimed at mapping the network of media arts centers and other media arts organizations operating throughout the United States during the 1970s and 1980s. SLIS student James Cox joined the project this year and has assisted with the development of the data visualizations available on the project site. Lindsay presented papers on the MIMC Project at the Digital Humanities 2017 Conference in Montréal last August and at the International Association of Audio Visual Archivists (IASA) Conference in Berlin last September. An article related to this research, “Mapping the Archival Traces of the Media Arts Center
“Movement,” has been included in the most recent issue of The Moving Image, the journal of the Association of Moving Image Archivists (AMIA).

In addition to this on-going research, Lindsay collaborated with Prof. Jennifer Burek Pierce and University of Iowa Outreach & Engagement Librarian Colleen Theisen on a research article, “A Case for Digital Squirrels: Using and Preserving YouTube for Popular Culture Research” published in First Monday in January. She also anticipates the publication of a chapter in a forthcoming book edited by archival scholars Jeannette Bastian and Elizabeth Yakel later this year.

Chaoqun Ni studies science, scholarship, and the scientific workforce using massive data to inform decision-making regarding science policies. She is currently working on projects to build the infrastructure for the study of the scientific workforce based on large-scale, heterogeneous and longitudinal data, aiming to identify variables that impede and facilitate the cultivation of a competitive scientific workforce.

Jennifer Burek Pierce was awarded the 2018 Davis Article Award by the Library History Round Table (LHRT) of the American Library Association. The award recognized her 2016 article, “The Reign of Children: The Role of Games and Toys in American Public Libraries, 1877-1925,” published in Information & Culture. According to ALA, the Davis Award is given “every even-numbered year to recognize the best article written in English in the field of United States and Canadian library history.”

Iulian Vamanu’s work on the uses of the place trope in the discourses around Indigenous knowledge within which Native American artists and heritage professionals operate has just been published in POROI: An Interdisciplinary Journal of Rhetorical Analysis and Invention. Another recently completed manuscript on the roles and responsibilities of Indigenous curatorship in North America is under review in Libri: The International Journal of Libraries and Information Studies. Iulian is also working with colleague Chaoqun Ni on a study that explores the ways in which “cultural heritage” has been conceptualized in the scholarly literature across disciplines.

Margaret Zimmerman’s research areas of interest focus on the health-seeking behaviors and patterns of women of disadvantaged populations. She studies the impact that information access, information literacy, and reading and literacy has had in affecting their health and well-being. In addition, Zimmerman has a background in school libraries and is interested in examining the potential of school media specialists in promoting health literacy to at-risk girls.

Assistant Professor Lindsay Mattock receives the Faculty Excellence and Service Award by the University of Iowa Office of Outreach and Engagement

During the fall semester, Mattock had her class build an entire database from the ground up and a website to accompany it for the City of Mason City. The resulting digital inventory of architectural buildings will be a fantastic asset for that community.
In the fall of 2017, Special Collections became the new home for The Papers of Tom Brokaw: A Life & Career, a collection that documents the remarkable career of a man who was welcomed into the homes of millions of Americans through NBC’s Today and Nightly News.

The collection contains a broad array of materials from various aspects of his life, from appointment books to photos to letters from the White House. While the collection arrived generally well organized and in good condition, work needed to be done to get it ready for public viewing.

That is where I came in. Thanks to donor funds, I was hired in the spring of 2017 as a graduate research assistant to work on the papers of Mr. Brokaw. My job was to make sure all the materials were properly stored in archival containers, sorted for easy access, and described online in a finding aid for anyone who wishes to look.

The biggest priority was getting items properly stored in acid free folders. This is necessary to ensure safe long-term storage of materials, since acid can cause permanent damage and decay to paper, photo, textiles and other similar materials.

In addition, it’s necessary to remove sticky notes and rusty paperclips from the materials. As I have gone through this collection, I have removed hundreds of rusty paperclips and staples that held documents together. As odd as it sounds, rust doesn’t harm just metal; rust can damage paper material as well. That may not seem very glamorous and may even sound tedious, but it is important. However, the thing I’m most proud of so far is my work with the press badges. Brokaw saved many press badges, some as early as the 1960s up to President Trump’s Inauguration, which he presented to the Libraries at the Friends of the Libraries event April 2017. Many are from history-making events, like the Regan/Gorbachev meeting. They were kept in a vintage Pan-Am travel bag, and over the years the mass of badges morphed into a tangled beast of chains and string.

Because of my master skills detangling my own necklaces, it only took about five hours to detangle the passes and put them in individually labeled bags. You may think I’m crazy for being so proud of this, but let me tell you, there is nothing more satisfying than looking at these badges nicely ordered and labeled. I suppose this strange satisfaction means I’m pursuing the right occupation.

As I processed the portion of Brokaw’s collection containing correspondence, I found a cornucopia of names from Kennedy and Bush to Redford and Hanks. There are also letters from people, not famous or wealthy, who wrote Brokaw about his books on the Greatest Generation. Many of them wanted to share their personal stories about the war, glad to have someone interested in what they had to say. Needless to say, I required a box of Kleenex for this portion of processing. These letters of remembrance are tinged with sadness but also pride, as they were written by members of the Greatest Generation, after all.

After carefully reviewing the collection, I can tell you it is definitely worth the wait. This collection will leave you in awe of what one noted Hawkeye has seen and reported in his lifetime, and what we as a people have experienced together over the last 50 years.

When Brokaw visited the University of Iowa, I had the chance to ask him how he could keep moving forward after seeing and reporting on so much devastation and heartbreak over his expansive career. Without any hesitation, he responded that these moments of devastation

\[\text{\textbf{A Research Assistant’s Bond}}\]

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are just that, moments. More importantly, he remarked that he is continually amazed at human beings’ abilities to bounce back and keep moving, no matter what. His deeply held reverence for the human spirit resonates throughout the collection, showing us where we have been as a society and where we can go moving forward.

AN EPILOGUE

I wrote the previous piece at the beginning of my journey. It’s now been a year since I started working on the Brokaw Papers, and as I embark on graduation and the next chapter of my story, it is remarkable to see just how much I’ve transformed along with this collection.

The collection opened to the public February 1st of this year. That week was a hurricane of activity, with countless interviews with reporters and other media coverage. While it all seems a blur now, I do remember being asked by numerous people how many hours I thought I had put into the collection. This was the first time I actually stopped to think about it. At the time of the public opening, I had been working nine months with the material and had clocked over 360 hours. Three hundred-sixty hours of going through transcripts, organizing speeches, crying over handwritten letters from WWII survivors, labeling photos and so much more.

More importantly, it was 360 hours of the most intense learning I have ever experienced or gone
through. Working so closely with a collection was invaluable. I have learned more about archival practice and outreach than I ever expected coming into graduate school, and I owe a lot to the guidance from staff at Special Collections who have patiently seen me through all my questions and uncertainty. As a student, there are so many times you feel unsure, and good teachers can take you from that insecurity and raise you to a confident and forward-moving individual.

While the collection is open to the public now for viewing and research, I am still not done with it. I’ve been asked to design an exhibit for the 20th anniversary of the publication of *The Greatest Generation*. Opening in September, the exhibit will look at Brokaw’s career and his journey of writing his popular book about those who experienced WWII overseas and on the home front. The exhibit will include the hundreds of letters from readers of the book sent to Brokaw. These letters tell stories of triumph, sadness, anger, and hope from those who fought in the war and their loved ones. The reaction this book generated from the public is remarkable, and their stories are important in understanding what the Greatest Generation truly means to the past, present and future. Brokaw wrote me a note in which he stated that it was a privilege to write their stories, and now it is my privilege to continue sharing them through this exhibit.

When Brokaw last came to the University of Iowa to film a special on his collection for the Today Show, I did not get to say much to him. However, right before he left I shook his hand and said, “It’s been a pleasure riffling through your life sir.” With a smile he responded, “Hope it wasn’t too boring for you.” Not at all Mr. Brokaw, not at all.

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**Librarians for Social Justice**: A version of this article was first published on the website Hack Library School in May 2018, by Chloe Waryan

Librarians for Social Justice (LSJ) started out as a group created by students at the University of Iowa School of Library and Information Science (SLIS), and quickly morphed into a community organization as local librarians and library-lovers have joined throughout the years. The organization is still very much run by students and, as stated on their website, “serves as a conversational and educational community surrounding issues of librarianship and social justice.” I decided to join Librarians for Social Justice because I thought that it would be a fun way to keep up with volunteering in the community. Through a recent moment of reflection, I realized that being a member of this group has become one of my favorite experiences at SLIS. In this article, I will briefly share a bit about working with Librarians for Social Justice, as perhaps you would like to join our group, or start your own chapter in your town or library.

During the 2016-2017 school year, Librarians for Social Justice put together a brunch that benefited The Lisa Libraries, an organization started by Ann M. Martin (of The Babysitter’s Club fame) in order to provide children’s books to underserved areas and populations. The event was at Public Space One, and the food was generously donated to us by local grocery stores. The brunch also had a silent auction component, and we auctioned off donations from small businesses as well as our own crafts. We held a similar benefit concert at The Mill Restaurant to raise money and awareness for the Center for Worker Justice of Eastern Iowa. We asked three bands to play, one of them being a band comprised of local librarians! This year, LSJ held a book drive for Shelter House, a local homeless shelter; hosted an LGBTQ+ centered artist talk with Venezuelan “art-ivist” Daniel Arzola; and organized another silent auction/brunch that benefited Antelope Lending Library, a nonprofit bookmobile in town.

In addition to service events, LSJ also does more long-term volunteer projects in the community, which has been the best part of this group for me. One of my favorite areas of service was leading cre-
ative workshops at a residential treatment facility.* This program has been ongoing since the formation of LSJ by founder Kelly Grogg, a SLIS grad in 2015. This year, we were able to work with Antelope Lending Library (founded by another SLIS grad, Cassi Elton) to provide books for the residents at the center.

Our creative workshops range between designing our own superheroes, to playing board games, to making collages, to redacted poetry. Because we are coming into the residents’ space, we never want it to seem like “school” or “work.” Though we lead the workshops, it is more like a discussion. To the best of our ability, we equalize ourselves and the staff within the conversation of the residents, listening and asking questions and helping where we can. However, we also must keep in mind the inherent power dynamics in order to better understand our mistakes (of which, I am embarrassed to say, there have been a few). It’s a tricky balancing act. We are not teachers; we are facilitators. We guide, we help, but we also learn and acknowledge where we fail so that we may do better next time. I see all librarians in this role as well. As I move on in my career, I hope to retain the humility and sense of wonder that I’ve gained for library science through this volunteer work at LSJ and through SLIS.

From information access and banned books, to centering underrepresented populations, Librarians for Social Justice tackles it all. By offering accessible and action-focused service, we strive to uphold the values of librarianship and social justice. If you would like more information about social justice in the library field or if you’re interested in starting your own chapter of LSJ, please visit our Facebook page or email us at libs.social.justice@gmail.com to get on the mailing list.

*In the interest of privacy, I have refrained from using any identifying characteristics surrounding our involvement at this facility as requested by the staff.

Website/Facebook: https://www.facebook.com/groups/ libs.social.justice/
The Lisa Libraries: http://www.lisalibraries.org/
Center for Worker Justice of Eastern Iowa: https://www.cwjiowa.org/
Daniel Arzola: https://www.youtube.com/ watch?v=-4gydFoAAog
The Antelope Lending Library: https://www.ante-lopelendinglibrary.org/

Chloe Waryan is an MLIS graduate of the University of Iowa. She entered into the library field by way of urban public libraries, as a patron, a volunteer, and eventually an employee. This summer, Chloe will be interning at the University of Iowa Special Collections. Connect with her on social media (https://twitter.com/chloewaryan?lang=en) or her website (https://chloewaryan.com/).

Iowa School Library Program Guidelines in Revision

The new American Association of School Librarians (AASL) National School Library Standards were released in Fall 2017. Three sets of standards make up this new framework demonstrating the connection between the learner, the school librarian and the school library. Using the new national standards as a backdrop, The Iowa Department of Education is working with school library professionals from across the state, to update the 2007 Iowa School Library Program Guidelines. The updated Iowa Library Program Standards will serve as a guide for schools in developing and delivering library programs that reflect best practice and support student achievement. Christine Kolarik, Coordinator and Adjunct Faculty for the Teacher Librarian Program, is a member of the team working with the Department of Education.
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We greatly appreciate the support that you provide to our students. Every gift makes a difference as we strive to continue our record of success. We encourage you to help us offer bright students the opportunity to move into this rewarding profession.

Graduate Job Placement

This list focuses on our alums who may be in their second position since graduation.

Elizabeth Boyne, '12, Conservation Technician, Stanford University, CA
Philip Delgado, '12, Librarian, Des Moines Public Library, IA
Kayla Pollock, '12, K-12 Teacher Librarian, North Fayette Valley High School, IA
Sarah Giffen-Hunter, '13, Data Management Specialist, Metropolitan Area Agency on Aging, MN
Roberto Arteaga '14, Library Fellow & Lecturer, Valparaiso University, IN
Katherine Berry '14, Bookmobile Patron Associate, Jefferson Co. Public Library, CO
Stacey Haskins, '14, Adult Services Librarian, Brevard College Jones Library, NC
Christine Moeller, '14, Instruction Librarian, St. Norbert College, WI
Anne Price, '14, Youth Services Manager, Octavia Fellin Public Library, NM
Jennifer Rotkiewicz, '14, H. S. Librarian - grades 7-12, Water Valley High School, MS
Kelly Thompson, '14, Metadata Analyst Librarian, University of Minnesota, MN
Nicole Williams, '14, Engineering Project Assistant, Rockwell Collins, IA

In order to recognize and celebrate the accomplishments of our alumni and the diversity of the SLIS program, we’d like to collect your information. Please help us by going to the alumni section of our website and filling in the form. You will be able to select how this information can be used.

We’d like to take a moment to remember our graduates who are no longer among us. The listing is by graduation year.

Koshatka, Beverly '69
Sanderson, Harlan '69
Korsgaard, H. Chris '72
Jordan, Robert '73
Kolar (Gross), Cheryl '76
McConaughy (Koppenhaver), Jane '76
Roth, Eileen '77
Cronin, Cynthia '79
Azelline, Mary '82
Walczak (Schafer), Jane '83
Sorensen, Steven '89
Koopmans (Herb), Tina '91
Ybarra (Weiser), Linda '91
Searth, Linda '93
Weber, Lynne '96

For a more comprehensive list please see our 16/17 newsletter: https://www.slis.uiowa.edu/sites/slis/files/SLIS%20Newsletter%202016%2017.pdf
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We greatly appreciate the support that you provide to our students. Every gift makes a difference as we strive to continue our record of success. We encourage you to help us offer bright students the opportunity to move into this rewarding profession.
Please consider making a gift to the many SLIS funds to assist Iowa students like this cohort of SLIS scholars. Please see:

GiveToIowa.org/SLIS

Thank You!