Message from the Director

After a number of years focusing on team science and research infrastructure, I find myself having come full circle. This last February I assumed the directorship of SLIS from Dan Berkowitz, whose year and a half service as interim director is greatly appreciated. We elected to make the transition in the middle of the academic year to allow the School to begin planning for its role in a major campus initiative, and to conduct a re-envisioning exercise in the Spring by the faculty on how best to move SLIS forward in an increasingly dynamic academic and professional world.

This new vision builds upon our existing strengths in the ALA-accredited MA, the reassertion of our joint interests with the Center for the Book – including Tim Barrett (director of the Center) and Julie Leonard joining SLIS as faculty, and our newly forged bonds with the faculty cluster in Public Humanities in a Digital World – led in SLIS by Jim Elmborg. Faculty clusters at the University of Iowa are university-wide hiring initiatives, each formed around a defining theme. The Public Humanities cluster is a natural fit for SLIS. Many of our second-year students become involved in projects relating to this cluster and the associated Digital Studio for the Arts and Public Humanities. A number of our students (for example, Nicole Dudley, profiled in the Fall 2012 newsletter) have used these experiences to successfully initiate careers in digital librarianship.

With SLIS well situated in the humanities, we are now turning our attention to the more technical aspects of the field. Provost Barry Butler and Vice President for Research and Economic Development Daniel Reed announced in early October a new campus-wide initiative in informatics. Quoting from the announcement, “[i]nformatics is deeply interwoven with the fabric of 21st century society, touching our social interactions and communications, work and business processes, creative expression and recreation, and research and discovery.” SLIS has been a strong supporter of informatics at the University of Iowa, and was one of the three...
High up on the fourth floor of the Main Library on the campus of the University of Iowa is a rickety metal cage. It’s locked. Inside are books, hundreds of books, that once had meaning, that represented something to someone from another decade, perhaps even another century.

On a hot June afternoon in Iowa City, Peter Balestrieri unlocks the cage. He’s sweating when he walks inside toward a stack of boxes, one after the next. Balestrieri, 60, pauses and points toward a collection of books about dogs. “Look at these,” he says. “These books over here were collected by one person. This was someone’s passion.”

He opens a cover. “This one goes back to the 1800s. Think about what this collection meant to someone. Think of the history. Now it’s up to us to make sure the history and the legacy live on.”

Past the dog books, Balestrieri, who earned his Master of Arts in the UI’s School of Library and Information Science in December 2012, gestures toward the boxes. Inside them—all 350—lives the legacy of Rusty Hevelin, the World War II veteran who was one of the most prolific collectors of science fiction zines and fan literature the industry has ever known. Hevelin, who died in 2012, sold the collection to the UI. Balestrieri’s charge carries immense weight: catalogue the collection, share it with the public, and maintain Hevelin’s legacy in a genre of fandom with millions of followers.

Balestrieri holds the key to Hevelin’s immortality.

“Very often it’s toward the end of their lives that they start to think, ‘What’s going to happen to my collection?’ Inevitably, they’re wondering what is their legacy going to be? How will they be remembered? What’s going to happen to this really important thing that they collected?”

On another floor in the library, in a room out of sight from the general population, are more of Hevelin’s publications. Zines, self-produced and distributed publications, cover two immense tables. “This is only a couple of boxes here,” Balestrieri says. Some date back to the 1930s or earlier, including materials tied to Hugo Gernsbeck, whose name is tied to science fiction literature’s most famous honor, The Hugo Awards. Ray Bradbury is there, too. And Upton Sinclair. For the UI, one of the most prestigious literary universities in the world, the collection is immeasurably important.

That it is entrusted to Balestrieri speaks well of him. The library hired him before graduation, a rarity. He has many responsibilities, but so far, none are greater than the Hevelin collection.

“He has an encyclopedic grasp of many things,” says Greg Prickman, Head of Special Collections and University Archives and one of Balestrieri’s former professors. “If it’s poetry, or the film industry, or art, he can speak intelligently and with a deep interest, which is important in this field. To be able to sift through (the Hevelin collection) is a challenge, but he’s a natural. That came through even when he was in class.”

Early in his master’s work, Balestrieri discovered the section of Library Science that most fascinated him.

“I took a course with Greg called Special Collections in the Digital Age, and that’s when I fell in love with Special Collections and I fell in love with the department,” Balestrieri says. “There was no aspect that I didn’t think was great.

“A lot of those projects involved taking gift donations, making assessments about them, writing a lot, and doing research on them. That process of looking at collections as they continued on page 15
Continued from cover — Message from the Director

Teaching our Computing Foundations course to the incoming group of SLIS graduate students has reaffirmed my belief in the strength and intellectual diversity of our students. The activities I have described here will form a strong foundation to further expand the professional horizons of our graduates.

—David Eichmann, Director
School of Library and Information Science

Message from the Dean

As Graduate College Dean, I am challenged with using existing resources to ensure that our graduate students receive quality instruction, and that our faculty engages in finding innovative ways to solve new problems, while looking at existing problems from new perspectives.

To find better collaborative solutions for complex problems in society, a UI Task Force on Informatics is charged with creating a sense of community across numerous disciplines on campus.

As part of that effort, the School of Library and Information Science (SLIS) is poised to broaden its academic mission in accordance with the UI’s vision for informatics and information science on campus.

To date, SLIS has focused on training librarians to serve communities throughout the state of Iowa and beyond. While this important teaching mission will continue to be a source of pride for the University of Iowa, SLIS is developing plans to expand its efforts in informatics research and scholarship.

SLIS is proposing to hire two tenure-track assistant professors as part of the University’s Informatics Cluster. The proposed positions will have a research focus in data analytics.

In the era of “big data” hype, the transformation of raw data into actionable information is one of the most daunting challenges facing the field of informatics.

The SLIS partnership is a logical step, as SLIS was one of the three founding departments for the Interdisciplinary Graduate Program in Informatics. The School has a history of interdisciplinary projects and partnerships, including the Virtual Writing University, the UI Center for the Book, the Institute for Clinical and Translational Science, and the Public Humanities in a Digital World Cluster.

Thanks to all who are working on informatics efforts campus wide. Your time and expertise help the UI forge into new territory in informatics research.

“Teaching our Computing Foundations course to the incoming group of SLIS graduate students has reaffirmed by belief in the strength and intellectual diversity of our students.”

-David Eichmann
Director of SLIS
Whether you call them school librarians, media/information specialists, information technology specialists or library media coordinators, the role of teacher librarians in schools is critical to support student learning and instruction.

The Better Future for Iowans initiative, funded by the University of Iowa Provost, has enabled the School of Library and Information Science (SLIS) to offer an ALA-certified program especially designed for working teachers ready to step into the librarian role. The program makes obtaining a Master of Arts degree realistically obtainable within two years while continuing to work full-time as classroom teachers, which is a necessity for many. In addition, it provides a stipend to each working teacher to help offset the cost of the degree.

A combination of convenient distance-education and on-campus classes, all outside the traditional teacher's school day and school calendar, make this program an easy fit for classroom teachers who wish to add a library endorsement to their current teaching license and learn how to effectively and creatively operate a school library media program.

Chris Kolarik, Teacher Librarian Coordinator for the University of Iowa School of Library and Information Science, is a staunch advocate of the need for qualified school librarians in every school. Largely due to a lack of understanding of the positive impact a professionally trained teacher librarian brings, a trend of relegating this role to a less-critical status is evidenced by diminished funding for these positions in many school districts. Even as traditional ideas shift regarding what constitutes a library, per se, the measurable value of having librarians in schools to support student learning is abundantly evident.

Together with the pioneering efforts of Jim Elmborg, an associate professor of SLIS, and working in conjunction with school administrators and teacher librarians from across the state, a task force charged with creating a vision for strong K-12 teacher librarian programs in Iowa was appointed by the Iowa Department of Education. Out of this initiative, a clear path has been articulated and will soon be available on the DE's website to provide a blueprint for school leaders for their school library programs.

Throughout this critical period, SLIS has focused on enhancing its teacher librarian program by offering expanded distance-education options, enhanced classroom video conferencing capabilities for increased interaction with professors and classmates, and an innovative technology-focused curriculum. Taking advantage of existing skills as classroom teachers, students in the teacher librarian program experience accelerated learning of best practices, as well as emerging trends in teaching and instruction.

As members of this program, future teacher librarians obtain:

- Intellectually rigorous courses emphasizing technology integration
- Skills in modern curriculum development, management and leadership
- Focus on current trends in children's and young adult literature
- Training in how to better meet the needs of multicultural students
- Exceptional faculty and a passionate community of peers
- Instruction in emerging technologies used in today's schools
- Personalized mentoring by licensed school librarians and SLIS faculty

Today, children in schools have access to unprecedented amounts of information. But what do they DO with all that information?
Librarians have the skill set and expertise to integrate information skills with information literacy. As Kolarik notes, “Much more than just bells and whistles, technology is a vehicle; people still need to do the work, and a competent teacher librarian can take students and teachers further in much less time.”

Librarians and effective library programs in schools are essential to ensure that all students learn the skills needed to become critical thinkers, to create our future bodies of knowledge, and become informed citizens of the world.

Off to a Blazing Start!
Mentoring Program: Karen Fischer

By all accounts, the first season of the UI Librarian-SLIS Mentoring Program was a huge success.

Launched in the spring of 2013, the mentoring program was established to provide first-year graduate students the opportunity to work one-on-one with a library professional, gaining insight into the academic field and putting into practice the theoretical framework provided in the classroom.

Targeted to included 15 to 20 contact hours over the course of the semester, a mentorship is loosely structured, allowing the mentor/mentee match to determine the direction and scope of the experience. Whereas internships might typically provide class credit and income, along with work experience, mentorships are unpaid and offer no class credit. However, the job shadowing experience of mentoring holds an incredible value of its own.

Karen Fischer, Librarian Liaison for the School of Library and Information Science, coordinated the pilot program, shaping it with input from University librarians and students, matching mentees to mentors and gathering feedback. Having served on a number of search committees, she noted that it is a useful bonus for job applicants in our field to have other librarians listed as professional references.

Fischer was happy that her initial concerns about not having enough mentors volunteer for the matching turned out to be unfounded: there were many librarians interested in being a part of this initiative.

The program proved to be an excellent way for students to survey their fields of interest and to hone in key skills needed for success in those areas. Getting to see behind the scenes helps students get a head start on their own professional development. This is a good thing, as many librarian employers are seeking experienced candidates.

Mentors agreed that they received positive benefits, in turn, from working with their mentees, enjoying the energy, enthusiasm and engagement of their charges. Almost unanimously, mentors experienced a renewed enthusiasm for their own work due to the focus on its value and methods.

One of the other big gains to students who participate in the mentoring program is the socialization into the librarian community that takes place. Rubbing elbows with the mentors’ co-workers, committee members and community associates is a great way to open windows into the world of these professions.

Now in its second year, the mentoring program is one more way to expand a student’s experience on campus and to lure them in the direction of their dreams.
As the University of Iowa student chapter of the American Library Association, LISSO is the voice of the students in the School of Library and Information Science. Reorganized and officially relaunched last year, the second-year students elected as officers have brought merriment and additional educational opportunities to their program cohorts.

Guest speakers from a wide arena of librarianship are featured in the informal monthly, open-to-all business meetings, adding bonus benefits to being active in the group. Plus, no dues are required to be a part of this organization: all students entering the SLIS program are automatically members of LISSO.

Christine Vivian (a.k.a., “Our Fearless Leader”) is the pillar of the group, fielding questions from all quarters of the student body, acting as liaison between students and faculty, spearheading recruitment and generally being the person who actually takes action when someone poses a suggestion of “We should do THIS . . .”

In fact, after identifying the need of several new students dazed from the rigors of their first computing course, Christine and Roberto recently jumped in to assist with assigned homework by leading a tutoring forum to share knowledge, tips and tricks. For free they did this!

LISSO’s plans for the upcoming year are to:

• Create opportunities for additional connections between students and librarians in the field beyond our campus community
• Facilitate a workshop focusing on writing professional resumes and cover letters
• Conduct a workshop on professional interviewing skills
• Coordinate the graduating students’ poster sessions
• Foster new students into the LISSO family of elected representatives
• Develop and host LISSO orientation presentations and luncheon

Per Christine, the main purpose of LISSO is to enable “all SLIS students to learn new sorts of things about librarianship and to gain access to information they may not otherwise get in regular coursework.” As librarians, we’ll all be building bridges of all kinds. Here at school, LISSO is part of the bridge that crosses us over to our future work.
Alums have great ideas too! Sure, those people fresh to the hallowed halls of SLIS have certain advantages: one being that we are asked to think deeply and philosophically about our areas of interest. Once we are deeply engrained in a profession, some of the lustre is lost from the idealism of those early days.

But, then you gain the wisdom of experience. B Sides is asking you to share this wealth and welcomes your submissions!

As the official Journal of the University of Iowa School of Library and Information Science, B Sides is an online open access showcase for a broad variety of student and alumni work. Not limited to scholarly writing, this peer-reviewed journal also features:
- Images
- Posters
- Presentation slides
- Audio recordings
- Videos
- Multi-media projects
- Lib guides
- Websites
- Works-in-progress

B Sides came into being for the purpose of providing librarian and book scholars with a venue for publishing work and contributing their voices to our rapidly changing field. And the process is easy: visit the University of Iowa’s Institutional Repository and the B Sides website at http://ir.uiowa.edu/bsides/, click on the link “Submit Research,” complete the requested registration information, activate your account and attach the work you wish to submit.

From there, a panel of peers individually reviews the piece and either accepts it “as is” for publication, or the panel provides recommendations for enhancing the piece for publication. Usually, these suggestions include requests for simple adjustments, such as streamlining the organization or structure of the piece, adding more depth of content, or keeping the topic library-related. But the breadth of topic areas within librarianship is endless.

Now in its fifth year of publishing, the B Sides e-journal has a committed editorial staff lead by Wesley Teal and Meagan Tunink. In addition to their duties coordinating the flow of submissions through the review process, Wesley and Meagan bring fresh energy to the daunting work of preparing second-year students for their poster sessions. From hosting brainstorming sessions for poster topics, to assisting students with the research process to facilitating practice poster presentations, the B Sides leadership team is here to help smooth the way to your first published work.

Consider the benefits of obtaining feedback from librarian coaches and of getting your work out to a larger audience – potentially worldwide. B Sides can help you achieve this exposure! All SLIS students and alumni are encouraged to give B Sides a spin!
Faculty Research Update

Timothy Barrett’s research furthers his extensive experience and study of papermaking. Working with colleagues, he recently completed a non-destructive analysis of European paper made between the 14th and 19th centuries with a special focus on the role of gelatin in paper stability. The study culminated in a body of work that not only sheds light on the production of many historical documents, but “will impact the manufacture of modern paper for archival applications and the care and conservation of historical works on paper.” A MacArthur Fellow, Barrett continues to enlarge the body of research dedicated to the emerging field of book studies and the impact of the book, or book-equivalents, on society and culture. He regards paper as both elemental to civilization and endangered in the present age.

One current challenge he explores with teams of students is to replicate some of the production techniques that were used from around 1300 up until the invention of papermaking machines in the early 1800s. Historical records indicate fifteen hundred or more sheets per day - an amazing quantity, given the pre-mechanized methods - were produced in certain operations during this period. His own present-day recreations of the same techniques have resulted in 150 sheets to be made in one hour—roughly equivalent to 1500 sheets in a day. In June, 2013, he and his graduate student co-workers published a short documentary film on their Chancery papermaking efforts.

In April, he gave the UW-Madison Libraries’ Annual Schewe Lecture on the future of paper in the digital age. In August, Barrett conducted a Japanese papermaking demonstration and workshop at the exhibition Washi and Other Ephemera: The Art of Hand Papermaking in Durango, CO.

Barrett’s work explores the mysteries of historical papermaking using modern instrumentation and analysis techniques, reporting the results in online database formats. In doing so, his work helps bring the study of papermaking, and the future of paper, into the digital age. See the report on Barrett et al. research at http://paper.lib.uiowa.edu/index.php and view the Chancery Papermaking film at http://www.youtube.com/watch?v=e-PmfdV_cZU.

Jennifer Burek Pierce’s work on the interactions between print, digital, and material culture will be published in the first volume of the Annual Review of Cultural Heritage Informatics. The essay that will appear there is titled “Knitting as Cultural Heritage: Knitting Blogs and Conservation,” and “E-books for Young Readers: A Historical Overview of Interdisciplinary Literatures” is forthcoming in the Papers of the Canadian Bibliographical Society. This research was supported, in part, by her admission to the Born-Digital Materials: Theory and Practice seminar at the Rare Book School at the University of Virginia last summer.

What Adolescents Ought to Know: Sexual Health Texts in Early Twentieth Century America, her most recent book, was reviewed, most recently, in The Journal of the History of Childhood and Youth.

Partnering with the Iowa Initiative for Sustainable Communities, students in Jennifer
Burek Pierce’s classes are developing projects that connect theory and practice at the Washington Public Library in Washington, Iowa. This fall, students have been exploring alternatives to Dewey classification and other ways to make the library’s Children’s Room a more welcoming and usable space. She has been asked to join the IISC advisory board, and in January, she will share her experiences teaching community engagement at the annual meeting of the Association for Library and Information Science Educators.

**Dave Eichmann** continues his work in research networking and team science. A paper jointly authored with a number of collaborators, *Adoption of Research Networking Systems in the Clinical and Translational Science Award (CTSA) Consortium*, was presented at the American Medical Informatics Association’s 2013 Spring Symposium on Translational Bioinformatics in San Francisco. He also served as track chair for the associated AMIA 2013 Spring Symposium on Clinical Research Informatics and is a member of the Scientific Program Committee for the 2014 Symposium. He has developed the *CTSA* federated search engine, which harvests Linked Open Data from participating institutions using the SPARQL query language and provides semantic search and visualization support. He presented *CTSA* at the 2013 VIVO conference in St. Louis, and won the Best Application Award at that conference. *CTSA* continues in active development, both in capabilities and in content. Some early results on his work in professional social networks were presented at the 2013 Science of Team Science Conference in Chicago as *Identifying Collaborative Relationships and Interconnections Between Research Communities using LinkedIn Maps*.

He continues to serve as co-chair of the Research Networking Affinity Group within the Clinical and Translational Science Consortium.

**Jim Elmborg** was recently honored as the 2013 winner of the Reference Service Press Award by the Reference & User Services Association (RUSA) for his article, *Libraries as the Spaces Between Us: Recognizing and Valuing the Third Space*. Through his discussion of the philosophical idea of libraries as a third space, Elmborg explores, in his award-winning essay, urban design theory and the re-imagination of the space in which libraries function to best give services to increasingly diverse populations in increasingly dynamic contexts. The award, presented at the ALA Annual Conference in June, honors the most outstanding article published in the RUSA’s research journal, Reference and User Services Quarterly.

In August of 2012, Elmborg’s proposal, *Cultivating the Future in Iowa: Librarians for Twenty-first Century Schools*, was funded by the University of Iowa Provost’s office for $65,000 as part of the “Better Futures for Iowans” program. His strategic initiative
outlined the expansion of existing outreach efforts, as well as new activities, to enhance the effectiveness of existing resources in the University’s School of Library and Information Science. One of the beneficiaries of this funding for the past year has been the Teacher-Librarian Program, designed especially for working teachers who wish to become school librarians.

As a strong proponent of the digital humanities, Elmborg has served on the University’s Public Digital Humanities Cluster Hire Steering Committee and on the advisory committee for the Digital Studio for Public Arts & Humanities (DSPH). He has personally directed two digital humanities projects at the University of Iowa: The Little Magazine Database, designed to provide a comprehensive index to small press publications of poetry during the 1960s, and the Virtual Writing University Archive, which features hundreds of audio and video recordings of emerging and renowned writers from around the world reflecting on their writing while in Iowa City.

While focusing his research interests on libraries as centers for teaching and learning, he integrates digitization into his students’ coursework and teaches a popular multimedia class on learning theory as it relates to the design of tools for user education. He contributed a case study he has written, *Teaching New Media as a Form of Writing: Explorations in Evolving Genres*, to the 2013 book *Successful Strategies for Teaching Undergraduate Student Research*, edited by Marta Mestrovic Deyrup and Beth Bloom.

Elmborg continues his research in the field of information literacy, recently contributing his viewpoint on the topic in the paper, *Critical Information Literacy: Definitions and Challenges*, which was published in Volume 64 (2012) of the Association of College and Research Libraries (ACRL) with Carroll Wetzel Wilkinson and Courtney Bruch editing.

**Patricia Katopol** is interested in human information behavior for both groups and individuals. In June, she presented at the Third Annual Conference on Information and Religion at Charlotte, N.C. Her paper, ‘*My Talk Today*: LDS Sacrament Meeting Talks and the Transfer of Knowledge and Culture’ examined the oral exchange of religious information and organizational culture during the talks (sermons) given during the Sunday services of the Church of Latter-day Saints (LDS or Mormon), given by unpaid lay people. She has just completed an article detailing her research findings concerning an LDS women’s group as an ‘information ground’ - a place where unexpected information exchange occurs. In addition to her teaching and research, Prof. Katopol has a regular column - *Management 2.0 - in Library Leadership & Management*. Her most recent article is, ‘The Librarian-Designer: Working with Science Teams’.

**Julia Leonard** specializes in the study of historical bookbinding structures and the creation of contemporary artist books. She recently participated in a print symposium at Bradley University in Peoria, Illinois. Julie was a panelist on mid-west printmaking and book art activity in addition to taking part in a three-person exhibit.

In January, 2014, Professor Leonard will present a paper at the College Book Art Association on con-
temporary bookbinding innovations and the influence those have had on artist book creative output. Her artist book, *Accumulated Dreams*, has been accepted for the exhibit “Presentation, Publication, Installation” at the University of Utah Special Collections Gallery.

She continues to work with steadfast and engaged assistance from her G.A., Karen Garcia, on a database created for the UI Special Collections, enabling searches based on particular aspects of books not generally included in catalog listings: production processes, structures and brief content descriptions. This database is slated to go live in Spring 2014.

**Joan Bessman Taylor** has recently published her findings from an investigation into the history of the Iowa Library Association and their relationship to the protection of intellectual freedom. In *Locating the Library in the Non-Library Censorship of the 1950’s: Ideological Negotiations in the Professional Record (The Library and the Reading Public in Twentieth Century America)*. Madison: University of Wisconsin Press, 2013: 168-184), Taylor explores the unlikely instances leading to the ILA’s adoption of intellectual freedom as a key tenet of professional practice.

She also continues work on her book-in-progress, *Discussibility: Where Reading and the Social Converge* (working title). Asserting that reading in the 21st Century is inextricably linked with assumptions of the social, and in particular with aspects of discussion, this work examines these assumptions and how they play out in real instances. *Discussibility* articulates the salience of the term “discussibility” to represent not only a quality of creative works but also the very place of reading in contemporary culture.

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**Kristina Gavin: Obermann Fellow**

Kristina Gavin was honored as an Obermann Graduate Institute Fellow for 2013, during her second year of the MA program in Library and Information Science. The Obermann award supports engagement with local and global communities via collaborative and interdisciplinary projects in support of the research mission of the University of Iowa.

Kristina’s interests are focused on creating digital environments for knowledge sharing, especially in the context of cultural heritage institutions. Committed to arts advocacy and a long-time participant in the UI Arts Share program, she completed her undergraduate education at the University of Iowa with a BA in English and a BM in Tuba Performance in 2010.

In the summer of 2012, Kristina had the coveted experience of interning at the Archives Center of the Smithsonian National Museum of American History in Washington, D.C. While there, she supervised the reading room, conducted tours, facilitated special events and completed archival digitization projects. Currently, she is a Reference Assistant at the University of Iowa Hardin Library for the Health Sciences.

By way of advice to other graduate students at the University of Iowa, she notes, “It’s so important to seek out those opportunities for enrichment and education outside of school. Set yourself apart from everyone else graduating at the same time as you.”

You can connect to Kristina via LinkedIn: www.linkedin.com/pub/kristina-b-gavin/39/875/96b
Andrea Kohashi, Olson Fellow and Special Collections

By Heidi Hartke

Andrea Kohashi exemplifies the hybrid spirit of her chosen degree fields: candidate for both the MA in the School of Library and Information Science and MFA in the Center for the Book. She is flexible and adaptive, open and collaborative. As a second-year student and an Olson Fellow, she has worked to acquire a considerable level of experience and expertise in her chosen areas of interest in special collections.

Following is a Q & A in which Andrea shared some of her insights.

Q: How do you feel your appointment as an Olson Fellow has specifically forwarded your academic and career aspirations?
A: The grant is focused on reference, teaching, processing and archiving – all things I have great interest in. During my first year in Special Collections, which includes Women’s Archives and the Map Collection, I learned how to work in an actual special collections environment. This included taking reference questions from people, which can lead you in all directions, and learning to navigate through the collections. I learned the differences between archival and general special collections, and how, overall, it is important in this profession to be open to many things. Reference questions have turned into my favorite projects.

Q: What do you feel were the strongest factors in qualifying you for the fellowship?
A: My interest in rare and unique materials, in addition to my previous experience in admissions and teaching. Knowing how to relate well to people is essential. Previously, the application for the grant required one year of coursework; now, it’s open to everyone. I have come to understand that the coursework is important, especially the theory and concepts learned in our curriculum. It gives us a very solid base on which to build.

Q: What is the most valued thing you have learned so far?
A: Special Collections are traditionally thought of as closed off and scary. This thinking is gradually changing, partly due to digitization and online showcasing of special items. People need to know that these collections are open and available to anyone to explore. We’re getting the word out on this.

Q: Any advice to those entering the SLIS or Center for the Book programs?
A: As a grad student, it is important to seek experience outside of your regular coursework, either by working or volunteering in areas that interest you. There are workshops, interest groups and lectures happening all the time on campus and in the community. It’s good to take part in these as often as you can. Between elective classes, working environments and the value of the curriculum in general, take advantage of your time here to direct your path in your areas of special interest.

For a peek into one area of Andrea’s world, take a look at her creative flood recovery video: “How to Recover a Library,” where she explains the conservation treatments used in the flood recovery lab to doctor damaged materials from the National Czech & Slovak Museum & Library. http://www.youtube.com/watch?v=kFtpG5wYXY&feature=youtube
After a year of accolades from the Iowa City community and feature articles in area newspapers, the Antelope Lending Library is not resting on its laurels.

The Power of an Idea - Cassandra Elton, director of the library, recognized the need for a library presence in southeast Iowa City. Her idea grew from her work at an after-school program, where she learned that many southeast children in this community rarely visit the Iowa City Public Library located downtown.

So, Cassandra crafted a solution to bring books to these kids: an independent library permanently located in southeast Iowa City, dedicated to building a stronger community through literacy, literature and learning.

Partnering with the James Gang, a nonprofit community building organization, and the Iowa Youth Writing Project, she made a plan and launched a campaign, which garnered a modest $13,000. Undaunted, she shifted her vision to include the idea of a mobile lending library.

Summer 2013: A Successful Launch - The bookmobile and its services moved out into the community, visiting five area parks once a week, the Grant Wood Elementary summer program twice a week, and the Mercer Park Farmers’ Market on Tuesdays.

Cassi confidently notes, “We have hundreds of people in our database and lent out over a thousand books. Thanks to the amazing dedication of our Antelope and Iowa Youth Writing Program volunteers, we had fun and educational activities to do with the kids at all our sites and, as summer went on, our volunteer base was bolstered by community volunteers as well.”

She added that the library has received a “Projects for Improving Neighborhoods” grant from Iowa City to buy books in non-English languages, as well as a micro-grant from the Unitarian Universalist Society for the same. The library is also newly partnered with the Spanish Creative Literacy Project.

One of her favorite moments - There was a little boy who was very difficult to get engaged in any activity. Repeated visits from the bookmobile seemed to have no effect. Then, Cassi says, “One of the very last days we were there this summer, we made “mini-zines” with the kids. They designed them one week, and the next I brought copies of them that they could fold and share with their friends. This kid totally got into it. He folded all 10 copies totally on his own, which was the first activity he’d ever done with us without giving up after 30 seconds. Once they were all folded, he asked me what he was supposed to do with them, and I told him to say, ‘Hey, friend. Here’s a book. No big deal. I made it.’ As I walked away to help another child, I heard him practicing what to say to himself. It was adorable.”

The average cost of a bookmobile is around $200,000, compared to the cost of constructing a library building, which averages around $1.6 million. Cassi, in contrast, has made the Antelope Lending Library a reality on a relatively bare-bones budget. She notes, “Right now, we are working on partnering with different organizations to serve more people next year, and making sure we have enough volunteers to support all the demand.” Thanks to continued on page 15
Medical Librarianship Awards

Sue Sykes Berry, ’98, was the recipient of the 2012 MidContinental Chapter of the Medical Library Association (MCMLA) Bernice M. Hetzner Award for Excellence in Academic Health Science Librarianship. This award is given annually to an academic health sciences librarian who has achieved a high level of professional accomplishment. The recipient must be a member of MCMLA.

In nominating Sue for this award, Peggy Mullaly-Quijas wrote that “Sue has willingly taken on many positions of leadership, first with the Health Sciences Library Network of Kansas City (HSLNKC) and the American Library Association, and with the MidContinental Chapter of the Medical Library Association and the Medical Library Association.” Sue has been actively involved with HSLNKC, serving several years as Social Chair and currently as the President-Elect. She volunteered to be the chair of the MCMLA 2012 Planning Committee, and was a member of the Conference Program Planning Committee of the ALA Library Instruction Round Table from 1998-2006, serving as Chair in 2004.

Sue’s research interests, which have been of benefit to MCMLA, include what entices people to join groups, conducting interviews and research to develop new ways of expanding the MCMLA membership. Since 2009, she has been chair of the MCMLA membership committee. As Instruction and Reference Librarian at the Health Sciences Library of Kansas City, she has implemented programs to assess reference needs and has started a pilot project to offer reference services in the Health Sciences Building café.

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Fay (Henderson) Towell, ’70 - Since 1986, Fay has been Director of Libraries for a five campus hospital system in Greenville, South Carolina. In 2000, she added Greenville Hospital System archivist to her title.

In her role as an archivist she had an opportunity to co-author a book titled, Transformation: The Story of Greenville Hospital System Medical Center 1912-2012. The book looks at the people and planning, as well as those world and regional decisions and events that helped transform a simple hospital into a county-wide network and regional academic healthcare system.

Fay has published in medical and library journals as well as presented at regional and national meetings. She was named Hospital Librarian of the Year in 2011 by the South-ern Chapter of the Medical Library Association. The award recognizes an individual who exemplifies excellence, promotes leadership and pursues continued high levels of achievement in Library Science.

In July of 2012 Fay expanded her duties once again to join the ranks of academic medical librarians upon the opening of the University of South Carolina School of Medicine Greenville.
Peter Balestrieri continued

This grassroots effort, the Antelope Lending Library has succeeded in bringing great books and programs to children and parents in Iowa City’s Southeast community.

In order to recognize and celebrate the accomplishments of our alumni and the diversity of the SLIS program, we’d like to collect your alumni information. Please help us by filling in the form located at http://slis.grad.uiowa.edu/alumni-profiles. You will be able to select how this information can be used.

Cassandra Elton continued

were coming into the department really kind of sold me. I decided that was what I really liked, that Christmas morning experience of opening that box up and being one of the very first people to see what’s inside.”

The National Center for Education Statistics would consider Balestrieri a non-traditional student because of his age. He was a musician in a previous life. Fans of 1980s and 90s alternative rock and pop likely recognize the band he played with, the Violent Femmes. Balestrieri played saxophone.

A Milwaukee native, Balestrieri was always drawn to libraries, even before his music career took off. His first job was in a library.

“I was just a part-time worker in circulation. I shelved books. I sorted books. I did the really absolutely important and essential grunt work of the library. Even though that’s what I was doing, I really loved it,” he says. “I was a kid in the candy store because, technically, even though we weren’t supposed to, I spent hours and hours and hours there. I just went nuts and started bringing home 20, 30, 40 books at a time. I was 18, and I would usually be reading six or seven books at once.”

That natural curiosity never left Balestrieri. It’s what helps him navigate Hevelin’s collection and other responsibilities within the department.

“He’s very relatable,” Prickman said. “One thing he brings to the department is personal warmth. He’s always right in the mix of things. He’s good for the department and he’s good in this setting.”

Balestrieri is maintaining a Tumblr to showcase Hevelin’s work to the public. Find it at hevelincollection.tumblr.com.

Peter Balestrieri (Fall 2012) Processing Librarian, Special Collections, UI

Philip Delgado (Spring 2012) Head of Circulation, Grimes Public Library, Grimes, IA

Melody Dworak (Spring 2012) Collection Services, Iowa City Public Library

Jennifer Eilers (Spring 2013) Library Assistant III, Iowa City Public Library

Megan Enright (Spring 2012) Library Assistant/Teen Specialist, Des Moines Public Library

Molly Garrett (Spring 2013) Young Adult Librarian, Cedar Rapids Public Library

Kristina Gavin (Spring 2013) Information Science, Informatics PHD student, UI

Chilly Heinz (Fall 2012) Library Assistant, Coralville Public Library

Katherine Jochum (Fall 2012) Reference Librarian, Coralville Public Library

Amanda Langdon (Spring 2012) Library Technician I, Anschutz Medical Library, Univ of Colorado, Aurora, CO

Holly Petersen (Spring 2013) Reference and Instructional Librarian, Morningside College, Sioux City, IA

Kayla Pollock (Fall 2012) K-12 Teacher Librarian, Highland Community School, Riverside, IA

Rosemary Riess (Spring 2012) Library Assistant, Palmer College of Chiropractic, Davenport, IA

Kelly Thompson (Spring 2013) Cataloging & Metadata Management Librarian, ISU, Ames, IA

For more information, visit the Antelope Lending Library at www.antelopelendinglibrary.org.
Make a gift to the SLIS fund to assist Iowa students like this cohort of SLIS scholars.

Thank you!

www.givetoiowa.org/slis