



## Up Front

## Youth Services at GSLIS:

## The Maggie Bush Years

by Katharine Dunn, Dean's Editorial Fellow

2009 marks the end of an era at GSLIS. Professor Maggie Bush officially retires in June, after more than a quarter century at Simmons and decades before that as a youth services librarian. Bush never set out to become a teacher, but "she's influenced a library community coast to coast," says GSLIS adjunct professor Anita Silvey. At GSLIS, Bush leaves behind a thriving youth services program, one that now offers a dual degree in library science and children's literature (see sidebar). In retirement, Bush plans to volunteer, bake, go to the movies, and maybe even teach a little.

The first time GSLIS adjunct Linda Braun '81LS met professor Maggie Bush was at a Massachusetts Library Association conference about 20 years ago, where she watched Bush and a colleague discuss their desire to see youth services get what they deserve, like more recognition and funding. These weren't idle complaints. Several years before, in the early- to mid-'80s, library schools across the country were dropping children's and young adult classes as they began to focus more on the information science side of the profession, or simply wanted to downsize.

For a brief period, Simmons was one of those programs. "From the time GSLIS opened, they had people who were pretty well-known teaching youth services," says Bush. But in the early 1980s, when Braun was a student at GSLIS, enrollment began to shrink. (Braun remembers classes with four people in them.) When the sole youth services professor at Simmons left, the dean decided not to fill the position.

"There were many library directors in Massachusetts who were upset because there's always a demand for children's librarians," says Bush, who, after a short stint as a GSLIS professor in the late '70s, was then working as a librarian in Washington, D.C., and was vice president of the Association for Library Services to Children (ALSC) in the ALA. Bush and her ALA colleagues began fighting nationally for youth services programs in library schools and faculty positions in the field. As a result, Bush was asked to come back to GSLIS, where she has taught children's, young adult, and public librarianship for the past 25 years.

"I came back to hold the position of youth services open," she says. "It worked, and I'm still here. I saved and grew the program." In 2004, GSLIS brought on Pattee to help teach the expanded curriculum; in January, youth services specialist Melanie Kimball joined the school. Today, the program is renowned: it ranks in the top 10 in the country this year,

according to the *U.S. News & World Report*, and its graduates are vocal in their communities.

"[Youth services librarians] are not very good at saying, 'This is what I do every day. This is what difference I'm making to your child and the life of your community,'" says Braun, a library consultant and adjunct professor at GSLIS. "One of the things I always see is Maggie's students out there in the world, and you can tell that they've taken the idea to heart in that regard. In every class that Maggie's ever taught, she says, 'You need to make sure you're heard.'"

Bush likes to say she has no academic credentials (because she doesn't have a Ph.D.), but she had more than 20 years of professional experience as a children's librarian, literature specialist, bibliographer, and consultant in a handful of states before returning to Simmons to teach in 1984. And she has continued to work tirelessly in the library community, sitting on boards and book awards committees, and writing reviews of children's books. "There's virtually nobody as good as Maggie in evaluating nonfiction for youth," says Anita Silvey, a children's literature expert and author who edited Bush's reviews at *Horn Book* magazine for 11 years. "She sets the very highest standards for what needs to be between the covers of a children's book."



One of Bush's biggest accomplishments came during the tumultuous '80s, when support for youth services was in jeopardy. She chaired a Massachusetts Library Association (MLA) committee to develop standards for children's and, eventually, young adult services in public libraries. (She later chaired a similar committee for ALA.) The standards define collection principles (such as having diverse and timely materials), access, space requirements, programming practices, and other responsibilities of librarians in the field. Bush saw them as political documents, tools libraries could use to say they need professionals with certain qualifications. The Massachusetts Board of Library Commissioners endorsed and supported the standards, and within a few years, Bush was the president of the newly founded Youth Services Section of the MLA.

*Continued on Page 3*

**GSLIS will be celebrating Maggie's contributions to the field in early Fall 09. Watch the GSLIS website and future issues of InfoLink for more information.**

*“I realized it wasn’t about me and what I thought they should be doing, but it was actually about what they needed and how the library could serve them.”*

The best place to find Linda Braun’s LIS is online, more specifically on Twitter, the social-networking site where users update their whereabouts and exchange news in 140 characters or less. In the analog world, Braun lives in and runs a library consulting firm in New York and teaches several classes at GSLIS in Boston, including LIS 460-Technology and the School Library Media Center. She is also the president-elect of the ALA’s Young Adult Library Services Association (YALSA) in Chicago. Braun, who in 2007 and 2008 won online teaching awards from the Web-based Information Science Education Consortium (WISE), believes youth services librarians should live more online, too.

**Q:** I read that you were anti-technology when you started out as a children’s librarian. Is that true?  
 I took reference with Allen Smith around 1980-81, and he said, “In 10 years, every library is going to be filled with computers.” I looked at him and said, “I don’t want to work in a library like that; I love books.” [A few years later] I was working in a small public library, and we had an Apple IIe for the kids to use. We were seeing kids we’d never seen before, just coming out of the woodwork, and I thought to myself, “This is what young people are gravitating toward.” That changed everything for me, when I saw it through the viewpoint of young people. I realized it wasn’t about me and what I thought they should be doing, but it was actually about what they needed and how the library could serve them. And a lot of that is technology these days. [Since then] either I’ve taught myself or taken a class.



**You’re on Twitter a lot.**

I’ve always been someone who’s got to be doing a hundred things at once. And Twitter keeps me really connected with students and faculty. In 460, students have to be on Twitter so they know if I’m stuck somewhere, but they also see links and send links. I’ve met so many people on Twitter to whom I can say, “What about this? Do you think this is a good idea? What about this technology?” I think it’s really helped to keep me up-to-date and connected to people with whom I work or would like to work.

**You’ve gotten ideas from Twitter about youth services?**

Absolutely. I’m constantly seeing links to resources that I think would help people who work with children or teens. I can’t believe how it really makes a difference. It’s so odd, but it really does.

**Are you following a lot of librarians on Twitter?**

I tend to follow more tech people, because one of my beliefs is that we talk to ourselves enough. We need to know what other people are thinking. I follow a lot of people in tech to see what they’re talking about, and then start thinking, “What does that mean to us?”

**Do you ever find that the amount of information is overwhelming?**

I don’t find that. One of the things I’ve learned in this information world is that we don’t have to learn everything and we don’t have to remember everything. I try to teach kids and people who work with kids that as long as you know where to go [to find answers], you don’t have to worry about remembering every detail. I also trust that the people I know will have answers — and that’s the other thing about Twitter — if I don’t know it, someone I know is going to.

**Do you think that most youth services librarians should be using things like Twitter?**

Yes. We can’t keep saying in libraries, “I don’t have the time, I don’t have the money, I don’t have the staff.” Because that’s not going to cut it. Yes, those are issues. But I don’t think enough youth people are getting the idea that technology has to be a part of something we do every day. It’s not something special. One of the things I talk a lot about in 460 is that we have to start building collections of technology in the way we do collections of books. And I don’t mean physical collections; I mean the knowledge of what’s available. So when someone says, “I’m looking for information about this tool,” we can just pull up a website or a 2.0 tool as easily as we can a book. And I don’t think we’re doing that fast enough. You still get a lot of push back. A lot of youth services people are still very tied to the book — and I’m not anti-book at all — but I think we need to meet the needs of kids who are growing up with technology today and are beyond the book.

**Why should teens use a library at all?**

I see the library for teens as a lot about community. I see it as a place where they might just hang out, use computers, read a book, talk to librarians. For teens, I think it’s just a place to be, and also to learn about good choices — whatever that means — through programs or sitting around and talking. If we make our public and school libraries a space like that, then teens will want to come to the library for the other things it offers.

**You’re president-elect of YALSA. What’s your plan for when you’re president next year?**

My theme is Risky Business. I like the idea that [youth services librarians] have to try things out, get out there and take these risks. If librarians get involved in the things modern teens really need and want, then they can say, “This is why what I do is important.” To stand up for teenagers having troubles, to fight for money and fight for space — it’s all about taking risks. We’re planning interviews, blog posts, videos where people talk how they stand up for teens or about risks they’ve taken in their libraries to show that you do have to get out there and advocate.

Interview by Katharine Dunn

## Up Front: Bush (cont.)

*Continued from Page 1*

When Bush retires from Simmons later this year, she'll leave behind a profession that is in many ways vastly changed from the one she entered nearly half a century ago. In recent years, youth services at public libraries have expanded to include infants and toddlers.

Meanwhile, young adult librarians have become "very articulate and good at promoting the idea that their services are really important," and increasingly active in ALA, says Bush. And, of course, technology has revolutionized librarianship (see the Snapshot for Linda Braun's take on this). It wasn't so long ago, says GSLIS youth services professor Amy Pattee, that children's librarians were debating over whether it was appropriate to show films in the place where books are held sacred. Today, computers are often a library's main draw for teens.

Despite the changes, and though Bush has expanded the GSLIS curriculum in youth services from three to six classes, she says today's coursework isn't that different from what she found when she arrived. "In the kind of work you do and the responsibilities you have, some of the content changes, but the overall structure doesn't change very much," she says. "As a children's person, you still have to manage a department of a library, design and deliver programs, know materials, and build collections."

Bush says being a librarian is a lot of fun, but she has perhaps had her biggest influence in the classroom. And in the end, Bush's students will carry on her legacy.

"I took every class I could with Maggie," says Julie Roach '03LS, head of children's services at the Cambridge Public Library. "She taught me the true importance of children's rights, and she empowered me to fight for them. I haven't been a student at Simmons for many years, but she is still always readily available whenever I need help, advice or just someone to listen. She has done so much for libraries, librarians and children — Simmons has been so lucky to have her."

## Youth Services Online

For more information about youth services, visit these links:

YALSA blog - <http://yalsa.ala.org/blog>

YALSA web site - <http://www.ala.org/blog>.

Linda Braun on Twitter: <http://twitter.com/lbraun2000>

Simmons GSLIS on Twitter: <http://twitter.com/simmonsgslis>



Be sure to visit the *InfoLink* online to read our "Twitorial":

<http://web.simmons.edu/~lislive/infolink/>

## Dual Degree, GSLIS & Children's Lit.

In fall 2008, GSLIS and the Center for the Study of Children's Literature (CSCL) in the College of Arts and Sciences began offering a dual MS/MA degree in youth services librarianship and children's literature — the only one of its kind in the country. The degree takes about 2½ years (at minimum) to complete because students must take nine LIS classes, six CSCL classes, one class jointly taught by CSCL program director Cathryn Mercier and GSLIS professor Amy Pattee, and one elective.

Pattee says the dual degree prepares students who perhaps want to work in a special collection of historical children's material or who want to continue on to do doctoral study. "It gives people subject-area expertise," she says. "It's specialized."

But it also prepares students who want to work as youth services librarians, which Pattee says many of the current students plan to do. The program graduates its first class in May.

Amanda Bushnell, who transferred to the dual-degree program last fall, says she wanted to take classes that ask her to think critically and write about children's literature, as well as those in GSLIS that teach the practical aspects of running youth services programs in libraries. "The children's literature program covers in-depth many genres and periods of literature, which will help me be a more knowledgeable librarian," says Bushnell, who plans to graduate in 2010. "The dual degree also helps me network with other book-centric people, and hopefully makes me more marketable for jobs inside and outside the world of libraries."

*Please see more information in the "Dual Degrees" section of the GSLIS website.*

## GSLIS CE Workshops

Check out the new Spring and Summer continuing education workshops — we now offer online registration and credit card payment! Our Spring workshops include....

April 2009

- Photoshop
- Instructional Design
- Advanced Google Searching
- Successful Open Access Publication
- Graphic Novels 101
- Youth Services Collections
- Private Company Research
- Web Searching

May 2009

- Creative Clubs & Programming for Children
- Information Entrepreneurship
- Isn't Otaku a Kind of Sushi
- Taxonomies & Controlled Vocabularies
- Career-Savvy Information Professional (special price \$85)
- Dreamweaver
- Open Access Content
- Book Appraisal

See the full Spring/Summer schedule on the GSLIS CE website: <http://www.simmons.edu/gslis/continuinged/workshops> or contact [gslisce@simmons.edu](mailto:gslisce@simmons.edu)

## Search for the Ghost Queen

On March 19, 2009, Alisa Libby's (also known as the *GSLIS Communications Assistant*) second book, *The King's Rose*, is officially released. We're thrilled to be hosting the book launch at Simmons College in the Kotzen Room, Lefavour Hall, 12:30 p.m. Along with the reading, Assistant Professors Amy Pattee and Melanie Kimball will join Alisa on the panel, "Risqué YA: Controversial Content in Young Adult Literature." Because this month's issue is devoted to Youth Services at *GSLIS*, we've asked Alisa to share some of her experiences in researching her latest book.



I've never had any talent for talking to the dead. I've visited haunted castles, taken tours of underground tunnels, but none of these spirits ever felt the need to tap me on the shoulder or whisper in my ear. Though ghosts never reveal themselves to me, I still believe that they exist.

My new book, *The King's Rose*, is a young adult novel about Catherine Howard, the fifth wife of King Henry VIII. When it was picked up by Dutton Children's Books, my husband and I took a trip to London to visit some of Catherine's old haunts... and her current one. Catherine was a teenager when she married King Henry, and due to her seeming inability to get pregnant and a variety of other bad choices — including an alleged affair with one of the king's servants — Catherine found herself bent over the same chopping block that had already met the neck of her infamous cousin, Anne Boleyn.

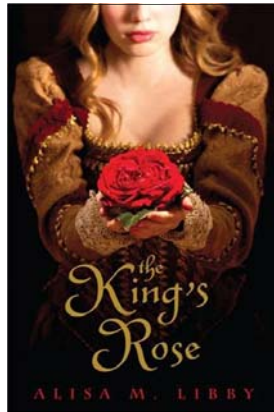
According to legend, Catherine's ghost has traversed a particular gallery at Hampton Court ever since her execution. It was at Hampton, in November 1541, that the guards came to Catherine's chambers and arrested her for treason. As soon as she saw them, she rightfully feared the worst. Legend claims that she tore down the gallery, shrieking "Henry! Henry!" hoping the king would save her. He did not, but in death she continues — calling to her husband from her grave to his.

I had never taken a research trip before, so I didn't know what to expect, or what to look for. Obviously, London has changed a lot since 1542, the year of Catherine's execution. But that didn't dissuade me from wanting to visit the places she lived when she was alive, when she was young and vibrant and married to the king of England — and where she was a prisoner, a traitor, condemned to death.

And of course, I had to see about this ghost.

As I walked down the "haunted gallery" during our ghost tour of Hampton Court, lit by a red chandelier in the center of the ceiling, the castle outside lit in a supernatural blue, I kept thinking, "I'm here, if you want to tell me anything, tell me now. I've come here for you." I had fantasized about getting some sort

of insight about her, about her real character, her real life — the story straight from the mouth of the dead. Or maybe more than that: Catherine was a real person, after all, not just a construct of my imagination. I dreamed of receiving Catherine's permission to write about her life. Though the beautiful shadows of Hampton Court stay with me, I received no such message.



The last day of our trip we spent at the Tower of London. This was by my own morbid design: the date was February 13, the 465-year anniversary of Catherine's execution.

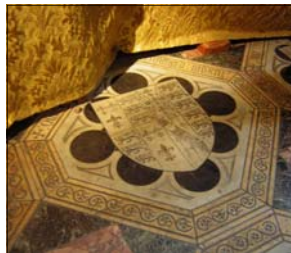
The chapel of St. Peter ad Vincula is still a working chapel, and the altar is roped off from tourists. Catherine is buried beneath the altar beside Anne Boleyn and a few others executed during Henry's reign. Many years after the execution, family crests were carved into the marble floor to mark all of those buried there. I explained to the yeoman guard that I was visiting from the states to research a book I'm writing about Catherine Howard, and I wanted to leave a sign — a small stone — to mark my visit.



When the guard brought us up to the altar, he moved a bouquet of yellow roses to reveal Anne's stone, pointing out the pink discoloration on the white marble. Every year, Anne Boleyn receives a dozen red roses on the anniversary of her execution. So many roses have been placed upon this crest that it has actually stained the marble. It made me feel sorry for Catherine, overlooked in favor of Henry's second queen, even in death.



But I hadn't forgotten her. While Catherine may not have had the impact on history that Anne had, she was still a real girl with a fascinating life story. It's amazing to realize that history actually did happen once — these people were once flesh and blood and as alive as you are right now. No matter how much research I do, I can never know exactly how she felt about anything that happened to her. I only hope that she has granted me her blessing in telling my version of her life.



I left the stone on the edge of her crest; proof of our visit. I felt a strange sensation — perhaps of gratitude — as I placed the stone upon the crest.

"Hi," I told her, because I didn't know what else to say. What else does one say, to the dead? "I'm here." I told her. "I'm here."

And I like to think she heard me.

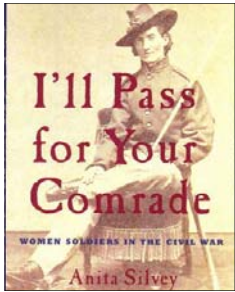
Article by Alisa M. Libby

For the full travel journal and photos of Alisa's trip to England, visit her blog at [www.alisalibby.wordpress.com](http://www.alisalibby.wordpress.com). For more information about *The King's Rose*, visit [www.alisalibby.com](http://www.alisalibby.com).

Photos, top to bottom: book jacket for *The King's Rose*; portrait of Queen Catherine Howard, {{PD-Art}}; postcard image of Catherine's "ghost" purchased at Hampton Court; the crest marking Catherine's burial place.

## GSLIS Young Adult Titles

GSLIS boasts a few authors publishing in the realm of young adult books these days. Adjunct professors Anita Silvey and Michael Sullivan have also recently released the following new titles.



Anita Silvey's first book for a young audience was released in December 2008. *I'll Pass for Your Comrade* tells the stories of women who fought in the Union and Confederate armies in the Civil War, including first-person accounts, photographs, and background information of a woman's life in the context of the era. Anita Silvey has also written books on the subject of children's literature, including

*500 Great Books for Teens* and *100 Best Books for Children*.



Michael Sullivan's new novel for young readers, *The Sapphire Knight*, was released in January 2009. The tale of magic in the Dark Woods adds to Sullivan's growing list of books for young readers, which also includes his *Escapade Johnson* series. Sullivan has also written books about children's literature, including a second edition of *Connecting Boys with Books*.

## Changes to Building Access & Parking

The College has implemented a new access policy for Simmons's academic buildings and the Palace Road parking garage. The changes are being made to enhance security on campus.

The primary change is that all buildings on the main academic campus will be locked at 8:30 p.m. Students, faculty, and staff will have access to the buildings — including the library — after 8:30 p.m., but will need to use their Simmons ID. In addition, faculty and staff will be directed to park in the Palace Road garage, leaving use of the School of Management garage to students, alumnae/i, and other visitors. By requiring faculty and staff to park in the Palace Road garage, the College will be able to more effectively secure this garage and the Palace Road building.

Another important aspect of the policy requires faculty, staff, and students to have their Simmons IDs with them at all times. Wearing the Fenway Card will act as another level of security so that people can identify members of the Simmons community and gain access to the main academic campus when the buildings are locked.

Anyone with a Simmons ID printed prior to June 2008 will need to obtain a new ID from the Campus Card Office (Room E007, basement of MCB) that will work with the new prox card access.

For additional information about this policy or to get a Simmons ID, please contact the Campus Card Office at 617-521- 2273 or email [fenwaycard@simmons.edu](mailto:fenwaycard@simmons.edu). Additional information regarding the new hours and access to the buildings can be found at [my.simmons.edu/fenwaycard](http://my.simmons.edu/fenwaycard).

## Folks on the Move

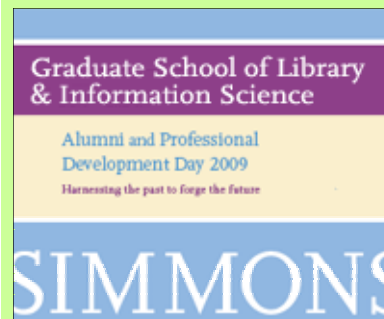
Professor Ching-chih Chen of GSLIS presented an invited talk on the results of her current work in the framework of the Memorandum of Understanding as a partner with the UNESCO World Heritage Center (WHC) at WHC headquarter in Paris on February 9, 2009. The talk was entitled "How 878 World Heritage Sites of the 149 Countries Can be Assessed with a Simple Click." In November 2008, she gave an invited speech entitled, "How Global Memory Net Has Reached Citizens/Scholars of over 100 countries" at the 4th International Conference on Universal Digital Library in Allahabad, India, and similar talks at Zhongshan University in Guangzhou, China, and public libraries in Zuhai and Dongguan, Guangdong, China.

Sheila Denn and Rong Tang participated in a panel at the ALISE Conference entitled "User-based Question Answering: An Exploratory Study of Community Generated Information Exchange in Yahoo! Answers!"

Melanie Kimball gave a presentation at the ALISE Conference, entitled "Stories within Stories within Stories: Historical Methods in LIS," which examined how a historian's collection of evidence can be a story in itself. She also participated in a panel discussion on "Education and Creation: The Formation and Legacy of Progressive Era Children's Librarians," which discussed training for early children's librarians.

John Rodzvilla, Simmons College Library Assistant, gave a presentation on Libraries and Twitter at ACRL in Seattle. This presentation focused on how libraries can use the program for marketing everything from upcoming events to recent acquisitions. For a full description view the conference program: [http://www.eshow2000.com/acrl/2009\\_conference\\_program.cfm](http://www.eshow2000.com/acrl/2009_conference_program.cfm).

## Save the Date: Alumni Day, April 17



Simmons College Alumni Day and program honoring Allen Smith will take place Friday April 17, 2009 at Simmons. The GSLIS Alumni Board invites current students to enter a free drawing to win a sponsored registration to Alumni Day 2009. Approximately twenty sponsored registrations will

be available, funded by donations from GSLIS alumni, faculty, and staff. This is a wonderful opportunity for current students to network with alumni and other professionals in the field.

To register for the drawing, email [stacie.parillo@simmons.edu](mailto:stacie.parillo@simmons.edu). Please include your full name, and your interest in entering the drawing in the message. **Entries must be submitted by 9 a.m. on March 27.** One entry per student. The list of winners will be posted on the [gslis\\_info](mailto:gslis_info) listserv by April 1. **Please DO NOT ENTER the drawing unless you know you can attend on April 17.**

Those who don't win a sponsored spot may still attend by paying the \$20 student registration fee. You can register online at [alumnet.simmons.edu](http://alumnet.simmons.edu).

## March - April Events

**Tuesday, March 17, Coffee with Cloonan.** Need a study break? Come to Coffee with Dean Cloonan in the Matarazzo Student Lounge! Find out what's new in GSLIS, ask questions, express concerns, and enjoy coffee and good conversation. Three dates available; no RSVP required. Matarazzo Student Lounge, Simmons College, Boston, MA. 12:30 p.m. - 1:30 p.m.

**Thursday, March 19, 12:30 p.m. Book Launch: The King's Rose.** Celebrate the publication of *The King's Rose*, the second novel by GSLIS staff member Alisa M. Libby. There will be a brief reading, then a panel discussion, "Risqué YA: Controversial Content in Young Adult Literature" featuring GSLIS Profs. Melanie Kimball and Amy Pattee. A reception and book signing will follow. Books will be available for purchase. Light refreshments will be served. For more information about *The King's Rose*, visit [www.alisalibby.com](http://www.alisalibby.com). Kotzen Room, Lefavour Building.

**Saturday, March 21, New England Chapter of the American Society for Indexing Spring Conference.** Worcester State College, 486 Chandler Street, Worcester, MA, 9:30 am - 4:30 pm. Advanced registration is requested by Tuesday, March 17, 2009. See the NE Chapter of the American Society for Indexing web site: <http://www.newenglandindexers.org/events.htm>

**Saturday, March 21, Coffee with Cloonan.** Matarazzo Student Lounge, 12:30 p.m. - 1:30 p.m.

**Tuesday, March 24, New England Document Conservation Center Workshop: Preservation of Scrapbooks NEDCC.** A full description of this and all NEDCC workshops is available on the NEDCC's website at: <http://www.nedcc.org/education/spwkso9.php>. 100 Brickstone Square, 4th floor, Andover, MA. 9 a.m. - 3:30 p.m.

**Wednesday, March 25, New England Document Conservation Center Workshop: Digitizing Vintage Photographs and Negatives.** NEDCC, 100 Brickstone Square, 4th floor, Andover, MA 9 a.m. - 3:30 p.m.

**Wednesday, March 25, New England Document Conservation Center Workshop: Basic Paper Repair.** NEDCC, 100 Brickstone Square, 4th floor, Andover, MA. 9 a.m. - 3:30 p.m.

**Thursday, March 26, New England Document Conservation Center Workshop: Preparing Collection Materials for Exhibition.** NEDCC, 100 Brickstone Square, 4th floor, Andover, MA. 9 a.m. - 3:30 p.m.

**Thursday, March 26, Coffee with Cloonan.** Matarazzo Student Lounge, 5:30 p.m. - 6:30 p.m.

**Sunday, March 29, Career Panel at GSLIS West.** The GSLIS Alumni Board is again sponsoring a career panel and networking event for current students and recent graduates of the program. Following the Panel will be a Resume and Cover Letter Workshop. A finalized agenda and RSVP information will be available soon. Willits Hollowell Conference Center, Mount Holyoke College, Hadley, MA

**Tuesday, March 31, Digital Commonwealth 3rd Annual Conference.** The agenda includes keynote presentations by two engaging speakers, eight breakout sessions on a variety of digital library topics designed for different levels of experience, and vendor exhibits. Full time students get a price break! Space is

limited and onsite registration will not be available. Please see <http://www.nmrls.org/digitalcommonwealth/2009conference/> for complete registration forms, program information, and the schedule. Hogan Center, College of the Holy Cross, Worcester, MA. 9:00 a.m. - 3:30 p.m.

**Tuesday, March 31, New England Document Conservation Center Workshop: Identification and Care of Photographs.** NEDCC, 100 Brickstone Square, 4th floor, Andover, MA. 9:00 a.m. - 3:30 p.m.

**Tuesday, March 31, Lecture: Suzanne Karr Schmidt, (Art Institute of Chicago) presents, "Renaissance Printmakers, Patrons and Paper Scientific Instruments."** Humanities Center Seminar: Prints and the Production of Knowledge. Barker Center, Room 133, Harvard University, Cambridge, MA. 6:00 p.m.

**Wednesday, April 1, New England Document Conservation Center Workshop: Selection for Digitization.** NEDCC, 100 Brickstone Square, 4th floor, Andover, MA. 9:00 a.m. - 3:30 p.m.

**Friday, April 17, New England Technical Services Librarians 2009 Conference.** Watch for further announcements with program and registration details coming after the first of the year. For more information about NETSL see: <http://www.nelib.org/netsl/>. College of the Holy Cross, Worcester, MA.

**Monday, April 27, Lecture: Michael Gaudio (University of Minnesota) presents, "Engraving the Savage," a pre-circulated chapter from his book.** Humanities Center seminar: Prints and the Production of Knowledge. Barker Center, Room 133, Harvard University, Cambridge, MA. 5 p.m.

More information about these and other events can be found at <http://my.simmons.edu/gslis/resources/calendars/events.shtml>.

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Visit the current issue of InfoLink Online at <http://web.simmons.edu/~lislive/infolink/>.

## InfoLink

*InfoLink* is the monthly newsletter of the Graduate School of Library and Information Science at Simmons College. Its purpose is to provide school- and career-related information and to foster community among the many diverse people who make up the school.

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