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Finding Something to Say

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Communications in Information Literacy

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[EDITORIAL]

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It has been ten years since the publication of CIL's inaugural editorial entitled "Having Something to Say," in which the journal's co-founders Christopher Hollister and Stewart Brower described an abiding mantra guiding their editorial work: "Have something to say, and say it well" (2007, p. 2). With over 170 articles published since that first issue—many well-cited—it would seem that information literacy (IL) librarians *have* found some things to say, and they have do so very well. In my experience, however, *finding* that something to say is often a challenge, especially for those who are new to the field or to writing about it, and that is the focus of this editorial.

I find professional conferences among the best places to encounter librarian scholars and practitioners who are passionately engaged with new ideas and innovative practices. At last year's ECIL conference in Prague, for instance, I was exposed to some of the great ideas you will find in this issue. I was enthralled by the workshop, "Metaphor and Critical Reflective Practice," co-presented by Wendy Holliday. I attended an engaging presentation by Laura Saunders entitled "Re-Framing Information Literacy for Social Justice." Additionally, I finally met two of my IL social justice heroes, Shana Higgins and Lua Gregory, at their poster session called "Mapping our Values Across the Curriculum." Inspired by these sessions, I contacted our Perspectives Section editor, Carolyn Gamsto, and she caught the inspiration bug as well. Carolyn contacted all these presenters, and thanks to her hard work, they agreed to be part of this issue's special Perspectives Section dealing with ways of creatively working with the new ACRL Framework. I recommend to all potential authors reading this editorial to seriously consider connecting with conference presenters who you find to be passionate about the same issues you are. Greet them after their presentations, exchange business cards, and make plans to meet for coffee or drinks later at the conference. At the very least you are guaranteed a lively and interesting conversation, and who knows, perhaps you will find new research ideas to explore collaboratively.

The more I do research, the more I find it is about relationships: with ideas, with feelings if we allow ourselves to notice them, and especially with our colleagues in the library field. Some of the authors in this issue of CIL are friends and acquaintances I have made by way of the research process. Sometimes I will read an article for my own research, and then send off an email to the author filled with follow-up questions. These questions often spark mutual discussion about interests, and sometimes they develop into co-authored

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presentations or papers. Although I have not met all of the authors in this issue, I still feel that a relationship has started just by reading or editing some of their work. I hope these are relationships will grow over time.

As you read the contributions to this issue, you are beginning a relationship with the authors' intellects and passions. I recommend you consider these readings as invitations to join the scholarly conversations in the IL community, and perhaps as invitations to reach out to the authors whose ideas you find compelling. Who knows where this might lead? A conference presentation, or maybe an article in CIL?

It is a privilege to report that many IL conversations *and* librarian relationships have been forged through the pages of CIL's first decade of publication. In these conversations, librarians continue to find important things to say. Looking to the future, I will reiterate what Christopher Hollister concluded in CIL's inaugural editorial: "We also look forward to hearing from you. In order for CIL to forge ahead as envisioned, we will need your comments, ideas, reactions, and suggestions, and we thank you for them" (2007, p. 2).

References

Hollister, C. (2007). Having something to say. *Communications in Information Literacy*, 1(1), 1-2.