In the special section in this issue of the *Bulletin* the authors describe their experiences with undergraduate information science (IS) programs. Guest Editor Mary Lynn Rice-Lively, University of Texas at Austin (UT), has put together four articles evenly divided between program descriptions and pedagogical issues, both of content and delivery. Rice-Lively and Florida State faculty Michelle Kazmer, Ebrahim Randeree and Gary Heald illustrate some of the ways an undergraduate program can relate to other programs in a university and to the host school or department. Lance Hayden from UT describes problems associated with teaching controversial issues such as hacking and surveillance, and Don Hamerly of Dominican University describes his findings about using webcasts with chat as part of a course package. The guest editor also provides an introductory overview on the state of undergraduate IS programs in general.

The impact of new media and difficult subject matter is also much on the mind of Diane Neal as she looks at the challenges facing information professionals in guiding patrons to authoritative online health information. What is the role of patients and the public in health information? How do information professionals and consumers determine what information is authoritative? Neal addresses these and other important issues.

Lastly, as we consider ASIS&T’s own affairs, the theme is getting the most from our ASIS&T experience. First, Cassidy Sugimoto, winner of the 2009 James M. Cretsos Leadership Award, reviews the many initiatives and new programs that she was able to start or assist in her few years of membership, remarking on how accommodating the ASIS&T environment was to such efforts. Her message nicely complements that of current ASIS&T President Gary Marchionini, who reflects in the President’s Page on the intense competition for the “attentional cycles” of information professionals and how ASIS&T can ensure that members are getting the best possible return for the time and effort they commit to the Society.