



# Biblio-Notes

Issued by the Literatures in English Section of the Association of College & Research Libraries, a division of the American Library Association

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## Notes from the Chair:

### The World According to LES

According to the Literatures in English Section's web page "What is LES and How Do I Get Involved?" the specific objectives of LES are:

- to represent members of ACRL who are professionally involved in academic and research libraries in the selection, acquisition, organization, and use of information resources related to literatures in English
- to enhance the professional development of its members
- to promote the improvement of library resources for literatures in English to initiate or sponsor programs, discussion sessions, publications, and other projects related to topics of literatures in English.

<http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/lesaboutsection.htm>

To meet these objectives, many section members have contributed their insights, energy, and efforts. Here are some of the activities that LES members have been working on.

#### LES Draft Schedule for Midwinter ALA, January 20-22, 2007

A tentative schedule for LES Midwinter meetings has been set, although it is subject to revision. Please check the LES web site closer to Midwinter for the final version, which will also list locations.

All LES activities have been scheduled on Saturday, January 20 through Monday morning,

January 22, 2007. All LES meetings, except Nominating Committee, are open, so if you are interested in observing, please plan to attend.

We have asked that all meetings on Saturday be "co-located" so that everyone will be able to move from one to the other without long travel times.

On Saturday, January 20<sup>th</sup>, the LES Executive Committee I meeting will begin at 8:00 a.m. and conclude around 9:45 a.m.

The MLA International Bibliography in Academic Libraries Discussion Group, chaired by LES member Michaelyn Burnette, will meet from 10:30-12:30. Although the MLAIB Discussion Group is not a LES activity, many members of LES participate in the discussion.

From 1:30-3:30, the LES Membership Committee will offer "Multimedia and the Literary Librarian" during the ALA Midwinter 2007 LES General Membership Forum. Following an introduction of the topic, three librarians will offer brief presentations describing their use of multimedia for research and instruction. Attendees will be asked to share their experiences working with various multimedia formats and technology. Discussion will be focused on furthering our understanding and knowledge of how best to incorporate multimedia into our professional practice.

Following the General Membership Forum, everyone—new or experienced—is invited to participate in the New Members Discussion Group from 4:00-6:00 p.m. The LES Social Hour is scheduled for 5:30 p.m.-7:00 p.m.

Sunday morning, the Collections Discussion Group will meet from 8:00-10:00 a.m. The Reference Discussion Group will convene from 10:30-12:30. ALA has requested the sections to observe 1:30-3:30 as a no-conflict time, so the last LES-sponsored event of the day will be the All Committees Meeting from 4:00-6:00 p.m.

Anyone interested in observing any of the meetings during All Committees Meeting is welcome to drop by the various meeting tables. Committees include Membership, Planning, Publications, the 2007 Conference Program

Planning Committee, and the 2008 Conference Program Planning Committee.

LES Executive Committee II meets on Monday, January 22, 2007 from 8:00-10:00 a.m. to finish official section business.

### Literatures in English Section Action Plans for 2007-2008

In the past couple of years, ACRL has begun to request specific Action Plans from ACRL sections. These Action Plans are coordinated with the ACRL Strategic Plan.

<http://www.ala.org/ala/acrl/aboutacrl/whatisacrl/acrlstratplan/stratplan.htm> LES submitted two Action Plans for 2007-2008.

The first plan ties in with ACRL strategic area Higher Education and Research, Goal Area: Learning, Strategic Objective: ACRL expands adoption, use and development of information literacy standards.

At the LES Membership Meeting at ALA Midwinter 2008, the members of LES will discuss innovative ways they have used the LES Research Competency Guidelines for Literatures in English with the faculty and students of their campuses. Additionally, members of LES will identify ways for the Guidelines to be expanded and revised for more effectiveness.

Steps toward fulfilling this plan include getting the Research Competency Guidelines for Literatures in English approved in 2007; distributing the Guidelines to LES members; and convening LES membership with a focused agenda at Midwinter 2008.

The second plan also addresses the ACRL strategic area of Higher Education and Research, but in the goal area of Scholarship. Within Scholarship, this plan meets two strategic objectives: Strengthen ACRL's relationships with learned societies. and Strengthen ACRL's role in supporting and developing new scholarly communication models.

LES members want to raise awareness about the role of subject specialist librarians in Literatures in English and about the LES Research Competency Guidelines for Literatures in English with the membership of the Modern Language Association who research and publish in literatures in English and who teach literature courses at colleges and universities. LES members will seek opportunities to present a session at MLA about

the role of the subject specialist in Literatures in English, to distribute and advocate for the LES Research Competency Guidelines for Literatures in English, and to encourage new models of scholarly communication.

Steps toward fulfilling this plan include proposing a session for MLA Annual Conference on the role of subject specialist librarians in Literatures in English, with either a focus on the LES Research Competency Guidelines for Literatures in English or a focus on scholarly communication (author agreements, copyright, friendlier publishing agreements, encouraging scholarly societies to allow authors to keep their copyright, especially for deposit in Institutional Repositories). This proposal will be made in March 2007, with intent to present at the December 2007 MLA.

### Shakespeare on the Horizon: June 21-27, 2007 ALA Annual Meeting in D.C.

During the spring of 2007, at least 44 different institutions and organizations in Washington, D.C. will participate in a six-month-long "Shakespeare in Washington" festival. For more information on planned activities, see the Kennedy Center's web site <http://www.kennedy-center.org/programs/festivals/06-07/shakespeare/>

Building on this festival, LES proposed the annual conference program on "Shakespeare and the Librarian: on the Stage, in the Street, and among Students." This will be a panel discussion, with time for audience interaction. ACRL has accepted and will fund this program.

Description of panel discussion program proposal: Capitalizing on the Washington, D.C. Shakespeare Festival scheduled from January to June 2007, the LES program will address how library resources, especially those of the Folger Shakespeare Library, can help prepare theatrical productions of Shakespeare's plays; how libraries can be involved in public Shakespearean programming; how this classic literary figure is making the transition to the electronic world (and classroom); and the relationship of Shakespearean blurring of theatrical spaces to current developments in scholarly communications.

The 2007 Conference Program Planning Committee is also in the process of exploring various possibilities for tours, a performance, and attendance at exhibits. More details will

be provided in the spring issue of *BiblioNotes*. Among the many activities and performances, the Folger Library will celebrate its 75<sup>th</sup> anniversary in 2007, offering the exhibit "Shakespeare in American Life" during ALA. The National Building Museum plans to do an exhibit on "Reinventing the Globe." The Shakespeare Theatre Company will be presenting *Hamlet*.

I'd like to thank the enthusiastic and energetic 2007 Conference Program Planning Committee members Douglas Black (Nova Southeastern U.), Angela Courtney (Indiana U.), Mollie Freier (U of IL-Springfield), Tim Hackman (U. of Maryland), Michael Rodriguez (Michigan State U.), and friends Charlotte Droll (Wright State U.), Susanna Van Sant (U. of Maryland), and Abby Yochelson, (Library of Congress) for all of their work in putting together the conference proposal and work on carrying out planned activities. Every chair should be so fortunate.

#### How to Get Involved in Literatures in English Section

- Check out the Section web site. <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/leshomepage.htm>
- Join LES-L, the email discussion list for LES and keep abreast of topics of interest to your literature colleagues. Recent topics of discussion have included quality of cataloging for graphic novels, position announcements, offers of back issues of periodicals, and the problem of electronic journals not always reflecting fully the print journal contents.
- Vote in the election for new officers next spring. The Nominating Committee (Michaelyn Burnette, Kristine Anderson, Steve Harris) put together a wonderful slate for the 2007 election.
- If you attend ALA, come to the General Membership Forum at Midwinter and to the Conference Program at Annual. Also, take part in one or more of the three Discussion Groups: Collections, Literary Reference, and New Members. Or, visit a committee meeting.

- Volunteer for a committee. Volunteer forms can be found at <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/lescommitteeevolunteer.htm> or use the link from the LES Section Committees page <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/lescommittees.htm>

The main "season" for making committee appointments is coming up; most appointments for 2007-2008 will be made by late winter 2007.

If you have any questions, concerns, or comments about LES, please let me know. I look forward to meeting many of you, either in person at ALA or virtually via LES-L, phone, or email.

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### Luau Librarians at Loex of the West

If you have ever been tempted to choose your conferences based on location, this year's Loex-of-the-West on The Big Island of Hawaii was the one.

On June 8-10<sup>th</sup> 2006 librarians and educators from all points met on the beautiful Kohala Coast to attend some of the 40 sessions and cultural programs offered in an extensive program all inspired by the theme "Information Literacy for a Lifetime."

By limiting registration, the Loex-of-the-West Conference seeks to maintain a friendly, collegial atmosphere where the experienced and newer librarians can share best practices and learn what their colleagues are doing to keep instructions interesting and innovative.

I ought to have known this conference was to be unique when I was asked in my initial registration form to name one book, fiction or non, which had a profound impact on my instruction philosophy and desire to teach. Months later when I finally took my seat in the open air Ballroom Courtyard where I enjoyed the Island fresh papaya, mango, and pineapple I found a gift at my chair. Each participant received one of the books named by another registrant as their influential book. And of course, having thought of everything, the

Conference Chairs David Brier, and Vickery Kaye Lebbin, both of University of Hawaii at Manoa, included a booklet listing each book and its reason for inclusion.

Many of the sessions which impressed me did so by engagingly demonstrating how librarians are reaching their students in innovative ways. In "Add Me! MySpace and other Social Software Technology for Outreach and Education" Marlo Young, University of California, San Diego and Tiffini Travis California State University, Long Beach explained how they use social software to reach students. They stressed not just being where your students are, but how to be helpful there. Central to their presentation was the social networking theory that weak social ties bring in new information. The presenters left us with an extensive bibliography to follow up on the many points raised in the session with extra points assigned for best use of a Jon Stewart clip in a powerpoint presentation.

Interesting and of great practical use to me in my capacity as an instructor to undergraduates was the presentation by Carolyn Radcliff and Joe Salem reporting on Project Sails at Kent State and at a group of participating libraries who reported consistently across campuses that student struggled most with selecting search terms and retrieving search results. Within each of these two group headings there is a breakdown of the skills necessary to master that heading skill. Keeping these two basic competencies in mind has helped me remember where the majority of students are struggling.

I was happy the Google Librarian Outreach Team was in attendance at this Conference. This company is so much a part of what we do; it was edifying to know they are interested in tracking how we use their product. This is especially true in light of Lutishoor Salisbury and Usha Gupta's research at the University of Arkansas comparing student achievement with the use of Google Scholar and library provided databases.

Finally, the sessions which has had a lasting impact on my thoughts months after the tan has faded is "Decolonizing Methodologies and Pathologizing Practices" presented by Kim Morrison, Chabot College and Kyzyl Fenno-Smith, California State University, East Bay. Attendees had the privilege of the use of a small, but comfortable boardroom where 15 or so people discussed how the Academy can

ensure student's lives and cultures are present and respected on our campuses.

The presenters invited us to consider our influence as educators and how that can include a role in social justice through education. We were encouraged not to perpetuate a learning environment that further alienates minority culture and experience.

This, for me, means in my capacity as a Psychology liaison librarian to be aware how my attitude and language can create atmosphere in the classroom when I am discussing a psychological experience as a disorder and an illness. Some students in the class might have current or even future experience with the named disorder and there is a responsibility I must take to ensure I not play a role in the further stigmatization of the psychologically ill but rather reflect a positive attitude toward treatment. I also realize that when I speak about cultural groups and intimate human experience, as we do in the study of literature, we are speaking of people's affiliations, people's identities, and when we characterize fictions we also engage with students' life experience. I found this session emblematic of the spirit of the conference; presented with generosity, with a desire to expand perspective and increase thoughtfulness and reflection. For all of this I am thankful.

In summary I would recommend Loex-of-the-West to any instruction librarian and say I was struck by how progressive our profession is in its consideration of the cost to culture of much of our collective history. Loex-of-the-West certainly seems to be able hold it's own theoretical, intellectual, and social consciousness in balance with a desire to provide practical teaching advice and outreach leadership. I met librarians implementing initiatives we are still considering at my institution and I benefited from their experiences with many of the same issues, technological challenges, and took comfort knowing we were coming to similar conclusions about their benefits and challenges.

Loex-of-the-West provides time and space for us to meet each other and learn from those who are creating change and bringing vitality to teaching. I returned to my institution with fresh insights, knowledge of what is happening at other institutions, a list of techniques I will try in the classroom and a suitcase full of chocolate purchased at Big Island Candies.

The 2008 Loex-of -the West will be hosted by librarians at University of Nevada, Las Vegas.

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## **LES-L, THE List for Lit Librarians**

Where can you find discussions about databases, corpora, graphic novels, subject area doctorates related to literatures in English and more? If you are a member of LES-L, you know the answer is the LES-L listserv and archive. These topics and several more have been the focus of discussion on the list in the past few months. We could discuss much more though. Do you have questions about collection development, switching print reference sources to electronic versions, conferences or other professional development issues? These are all fair game for discussion on the LES-L list. Please post literature related questions, comments, tips, jobs, calls for conferences and other relevant issues to the list. Right now it is not a busy list. If you are like me, you probably don't need more e-mail, *but this is a forum for literature librarians*.

If you are not a member of LES-L, join by sending a message to [listproc@ala.org](mailto:listproc@ala.org) with the message subscribe les-l [your name] in the message field. Archives are available for the list. Directions for accessing the archives can be found on the LES-L webpage <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/leshomepage.htm> Look at the link for LES-L for directions.

If you have questions about subscribing, your email address or anything else, you can contact the list moderator:

Millie Jackson  
Florida State University  
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## **My Double Life: Librarian by Day / Aerobics Instructor by Night!**

When mingling at a party, I'm often secretly pleased by the question, "and what do you do?"; I relish answering, "I am a librarian...and I also teach aerobics classes." My answer will usually throw people off guard and pique their interest. Occasionally it can be a particularly

uncomfortable kind of interest, accompanied by a lascivious grin, but usually the individual is interested to find out that the notion they had of librarians is not always the reality.

For over a year I have been teaching aerobics classes at the same institution where I work as a librarian. This has honestly been one of the most rewarding experiences of my adult life. On a personal level and professional level, becoming an aerobics instructor has helped me to gain confidence, meet new people, and develop excellent leadership skills.

During my undergraduate years at university in Quebec, I regularly took aerobics classes at the campus gym. One of the instructors was also a business professor and she was like a celebrity on campus—serious academic by day and cute aerobics teacher after class. The guys loved her, the girls admired her, and she became a role model for me. I loved the fact that she broke down assumptions we had about what a professor did in his or her spare time.

I continued to take aerobics classes and promised myself that one day I would follow through and do a certification. When I began working in an academic library, the time for action arrived. The impetus came partly from the stress of being at a desk for a good part of the day and partly from the wish to have a different identity, apart from my job.

The certification course was great in terms of learning about fitness programming, muscles & joints, motivation, and leadership, but the best learning came through teaching. I had been teaching for several years, as a teaching assistant while working on a graduate degree in English, and as a librarian for over a year, but this was a different style and I learned many new ideas for encouraging and motivating students.

First and foremost, being an aerobics instructor has increased my confidence in front of students. Teaching aerobics means entering the gym with a smile on your face, conveying confidence, and embracing the possibility of making a fool of yourself! Initially, I was nervous that the participants were not having fun but after a while you realize that they appreciate your efforts and that they barely even notice if you make a mistake. When I stand in front of a class before talking about library instruction now, I think about how the students must feel at that moment and know that, in my own way, I can try and motivate them just as I do in an aerobics class. I also

feel more confident being a leader and taking control of a situation.

Second, the wealth of new acquaintances I've made through teaching for the campus recreation program has been great. I have become friends with the other instructors and smile and say hello to many students who attend my classes. I believe this reflects well, showing that the librarians are involved in activities beyond the walls of the library. In addition, a number of staff members attend aerobics classes and developing friendships with people around campus has been a wonderful gift.

Third, teaching fitness has helped me develop instructional skills. Leading a fitness class involves a number of steps: planning to set the outline of the class, monitoring the class for abilities and to prevent injuries, being receptive to feedback, and constantly improving. Fitness is constantly changing and evolving, just as libraries are different every day; as such, it's essential to continue learning and sharing information!

Finally, I will not overlook the mental and physical benefits that teaching fitness has given me. I feel privileged to help my participants improve their fitness levels and have fun working out. I have also felt my own strength and mood improve when I am committed to teaching several classes a week. It is easy to forget about working out if you exercise on your own, but if you are teaching a class and working out with a fun group of people, the decision is nearly made for you.

It's a truism to say that regular exercise results in improved physical, mental, and emotional health. Unfortunately, exercise is often something that falls by the wayside as we become more involved in our careers. I encourage you to take time for yourself and experience the benefits of physical activity! Further, get involved in other roles on campus whenever you can. There's no better stress relief when going in to do a library instruction session and receiving an automatic smile from student you have already met, outside the library.

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## Literature, Meet Technology

There may not yet be a humanities equivalent to the physics e-print archive arXiv (<http://arxiv.org/>), but efforts to push the technological boundaries of literature scholarship abound. For the interested and the skeptical alike, here are a few:

- **Melville's lost marginalia:** Professor Olsen-Smith at Boise State University is publishing scans of Melville's personal library at <http://www.boisestate.edu/melville/index.html>. Mousing over the digitized pages reveals Melville's handwritten notes, even those he partially erased. Since Melville left almost no manuscripts, letters, or other writerly inheritance, access to his annotated library is a huge boon to Melville scholars.
- **Googlespeare:** This summer, Google unveiled a new facet of its Book Search project—the complete works of Shakespeare, digitized and keyword-searchable. Users can search within a given play or within a subset of plays ("tragedy," "comedy," etc.) Most works appear in full text; where copyright of particular editions is still in doubt, snippets appear instead.
- **American literature, online:** The Council on Library and Information Resources, together with the Digital Library Federation, has collected the best websites on American literature and literary scholarship in *A Kaleidoscope of Digital American Literature* (<http://www.clir.org/PUBS/abstract/pub132abst.html>). Digital libraries, portals, pathfinders, and other tools are listed and reviewed, and the general state of American literature online is outlined.

Last year's MLA conference tackled technology topics such as digital publishing and digital scholarship methods, and was covered by bloggers on The Valve (<http://www.thevalve.org/>) and elsewhere. Blogs are a great way to stay abreast of digital sea changes, and subscribers to *The Chronicle of Higher Education* may wish to sign up for the

free daily *Wired Chronicle* email, covering topics related to technology in academe.

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## LES Librarian to Retire

I will retire from my position as Librarian for English & American Literature, French & Italian, at the Univ. of Minnesota on Nov. 1. I was there at the Collection Development and Management Institute at Stanford in July 1981 when Scott Stebelman said, "Let's organize the specialists in English." To see our organization expand has been wonderful. I feel very fortunate to have associated with the skilled and inspiring colleagues in LES, and I know our specialty will thrive in all your good hands. You all have my best wishes for fun, intellectual excitement, and professional innovation in the next years.

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## Note From the Outgoing Editor

This is the last BiblioNotes issue I will edit. Laura Taddeo is taking the reins, and she will do an excellent job. This has been a lot of fun and I have really enjoyed it. My sincere thanks to all those who have contributed articles or other items, and also to those who have read them. You have clearly demonstrated the great breadth of talent, intellectual curiosity, and hard work that LES, as a group, embodies.

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**Contributions welcome.** The editor especially encourages those who may not be able to travel to ALA meetings to contribute descriptions of new books of interest, essays on "My Life as a Humanities Librarian," "My Favorite Reference Tool" and "Personal and Institutional News." Deadlines for copy are roughly the end of September

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