



Biblio-Notes

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Notes from the chair

Way back in the last century, when I graduated from what was then quaintly called "library school," the job market for librarians teemed with Baby Boomers looking for jobs. Landing a first position took extensive searching, flexibility, and a willingness to be mobile and lower one's expectations, especially when one's background was in that most impractical of disciplines, English literature.

How times have changed. ACRL President Helen's Spalding's theme this year is "New Realities, New Relationships." The New Reality in librarianship is that academic libraries face challenges in attracting qualified candidates for many of their positions, especially those requiring specialized knowledge/skills, and the situation will grow more problematic in the near future. The reasons are well documented: many bright students are heading for other, more lucrative, professions. Information science and its practitioners have long had an image problem, but it's worse now that we are seen not only as dowdy and inhibited but also as unnecessary since "everything's available on the Web." Just a few steps from my office in Berkeley's Doe Library stands South Hall, for years the home of a library school and currently the site of the School of Information Management & Systems, not ALA-accredited. In the past two decades, the number of ALA-accredited programs has dropped from 83 to 58. In spite of the decreasing number of schools, the number of graduates has remained relatively stable at about 5,000/year; however many of these students accept higher-paying positions in the corporate world as information managers or in non-academic libraries. Most of our libraries have experienced failed searches, that is, not finding even one candidate with the required qualifications to do the job. The situation becomes even more alarming when one considers all those eager Boomers of the sixties and seventies are now nearing the ends

of their working lives; over half intend to retire by the end of this decade.

How will academic libraries find the humanities librarians of the future? One solution is in New Relationships. Many of us see students over desks and in classrooms. We can show our enthusiasm for our jobs and thus attract some of them to follow our lead. We can speak at meetings of student groups and represent librarianship at job fairs. We have many informal chances to display our excitement and pride in our profession—at lectures, readings, and other gatherings. We can point to ACRL's information literacy standards as a way to show our part in the educational mission of our institutions. We can show the new LES Strategic Plan to demonstrate our goals as literature librarians. Yale has taken the innovative step of sponsoring a symposium for humanities graduate students to encourage new Ph.D.s to consider careers in academic librarianship. We can try to persuade our home institutions to hold similar programs. Those of us at colleges and universities with library programs may ask to speak to the students about the many satisfying and innovative opportunities available to academic information managers.

The challenge of our New Reality is to form New Partnerships with students in the humanities, to inform them of the many exciting job prospects in college and university libraries. We are our own best ambassadors. Don't let the week pass without making an effort to recruit a future colleague.

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ACRL is launching a revised website!! Visit www.acrl.org or www.ala.org/acrl and see what's new!!!

Literary Hydraulics and Libraries. A Review of John Bryant, The Fluid Text: A Theory of Revision and Editing for Book and Screen.

In a recent article in the Chronicle of Higher Education, Jerome McGann calls for a theory of texts: "The development of editorial and archival projects in digital form is now taking place and will proliferate. Departments of literary study have perhaps the greatest stake in these momentous events, and yet they are—in this country—probably the least involved. . . . Here, the work is mostly being carried by librarians and systems engineers. . . . Few [of these], however, have a strong grasp of the theory of texts."

Perhaps more do than he thinks. John Tofanelli's "Critical Editions" chapter in LES's Literature in English goes far toward providing librarians just what McGann hopes for and is simply the best introduction to critical editing I know of. Nevertheless, the idea that there ought to be a "theory of texts" moves us beyond editing toward a consideration of "literature" itself, and so I turned with some hope to D. C. Greetham's Theories of the Text, only to encounter a long, dense, closely argued analysis of the "rhetorical strategies of textual theory" (413) with a bibliography of some 1,200 items (all of which he mentions and most of which he disagrees with). The literary text is, says Greetham, "an ambivalent place and has been so from its beginnings in the language. . . . It is, on the one hand, a weighty authority with direct access to originary meaning, and, on the other, a slowly accumulating, socially derived series of meanings, each at war with the other for prominence and acceptance." (63). It is a formidable book.

John Bryant's The Fluid Text, although subtitled "A Theory of Editing," describes the nature of literary texts. Bryant writes clearly and engagingly, refers to specific examples (chiefly Melville's Typee), avoids abstract theorizing, and explains rather than disputes. Strictly speaking, his is not a book about textual theory, for his first

sentence asserts, "The fluid text is a fact, not a theory" (1). "Fluid" is obviously a metaphor (and others might say texts are sedimentary, crystalline, gaseous), but Bryant argues that "fluid" describes literature more accurately than do similar terms such as "instability" and "process." "Instability" imputes disorder and failure while "process" implies progress from unformed or unfinished to formed and finished. With "fluid" Bryant argues that change is the essence of the literature, and as a scholarly editor he tries to display this fluidity rather than hide it behind a so-called "clear text" or minimally annotated edition.

The key features of the "fluid text" are revisions and versions. Authors inevitably revise as they try to write down a literary conception in the words of narrative, characterization, and description; the author is frequently advised by friends and collaborators; and inevitably the author's efforts are revised by publishers. Where one school of editing sought to discover within the plethora of authorial and non-authorial revisions what the author's "final" intentions might have been, Bryant asserts that it is this revising itself that must be foregrounded. Thus is the importance of the author "resurrected" and the damage of the "Intentional Fallacy Fallacy" undone (8-11), and thus is recognized the importance of the publisher and the many editions, translations, and alternative forms of a work that are the material texts carrying authors' and editors' multiple, varying intentions and revisions into our culture. Bryant's book in part tries to reconcile the intentionalist and the social materialist theories of text, as exemplified by Thomas Tanselle and Jerome McGann, and then takes into account readers and reader-reception theory. Literature is the creation of author, editor (and publisher), and culture (readers).

Some revisions are more significant than others, however: "Mere variation in linguistic or bibliographic codes [Tanselle's and McGann's terms, respectively] does not constitute a version unless those differences can arguably be said to have a significantly different function" (82). But how can we know when revision is

significant enough or a new edition different enough to constitute a distinct version? Of many examples, take Richard Wright's Native Son. Arnold Rampersand edited the 1991 Library of America two-volume edition of Richard Wright, in which he presented the "restored" edition of Native Son. Wright himself revised--expurgated--his novel in proof in order to win Book-of-the-Month Club selection, and this authorially expurgated version was the text of the first trade as well as the BMOC and all subsequent editions. Several paperbacks' introductions and afterwords guided readers' responses, as did Wright's own essay, "How 'Bigger' Was Born." Wright collaborated on a dramatization and one film version, although a later film was more faithful to the novel. Since 1991 only the restored "original" has been available new, but the unwary can readily find a pre-1991 edition from any online bookseller. Nor can the cultural critic ignore the effect of translations in forming global views on race in America and Wright in American literature. As editors of the fluid text, textual scholars should try to display all the revisions and versions. Bryant offers an elaborate example of a fluid edition of Melville's Typee that displays on one computer page the manuscript revisions, first American and British editions, and second American and British editions (chapter 7). With the help of a "revision narrative" (157ff) he attempts to convey the "pleasures of the fluid text" and help readers understand the historical roles of author, editors/publishers, and readers.

As librarians, our response should be NOT to throw out our expurgated editions and replace them with the original, but rather we should try to find all significant versions—for Native Son that will be the 1940 trade and BMOC, the intervening paperbacks, play, and movies, the Library of America, and the subsequent Perennial paperbacks. We have an important role here. D. C. Greetham foresees that ". . . []t is likely that the dual change in technology and the theory of reading will gradually construct a . . . view of the editor as a sort of New Historicist archivist of text, a cultural critic who becomes provisioner for the phenomenological voyage of perception to be undertaken by

the many and sundry travelers in text" [that is, readers] (224). I believe that librarians can be the new editors; it is we who identify, collect, and maintain the significant textual and physical versions of literary works; we are the "archivists of text."

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The de Grummond Children's Literature Collection

Lena Young de Grummond came to the University of Southern Mississippi's School of Library Science in 1966 to teach children's literature. A motivated teacher, de Grummond went the extra mile for her students by personally writing to her favorite authors and illustrators to request donations of whatever materials their creators wished to spare. De Grummond felt that having access to materials, such as illustrations, original manuscripts and even

fan mail, would be invaluable to her student's understanding and appreciation of children's literature. Many authors and illustrators agreed and contributions soon followed, the first of these being manuscript materials, dummies and illustrations from the husband and wife team of Berta and Elmer Hader, author and illustrator of Ding, Dong, Bell (1957). Other early contributions included such distinguished names as Tasha Tudor, Elizabeth Coatsworth and Roger Duvoisin. Thirty-six years after Lena de Grummond's inspired actions, the de Grummond Children's Literature Collection finds itself one of the leading collections of its kind in North America.

Housed in the McCain Library and Archives on the campus of the University of Southern Mississippi in Hattiesburg, the collection's current holdings represent the work of over 1,200 contemporary and historical authors and illustrators. For some, the archives document their entire careers. These original materials fill 5,500 containers spanning 4,000 cubic feet. In addition, the collection houses 250 magazine titles, and over 70,000 published books spanning years from 1530 to the present day. Of those 70,000 volumes, 600 were published before the year 1831. These volumes include fairy tales, alphabet books, religious books, folklore, biographies, bibliographies, critical works and much more. The collection's emphasis is on British and American works, but all of the landmark volumes of children's literature are represented.

Some of the collection's more rare and thrilling offerings include original materials by the celebrated British illustrators Randolph Caldecott and Kate Greenaway, including a complete set of hand-colored page proofs for Caldecott's Queen of Hearts (1881) and nearly 300 of Greenaway's original illustrations. The work of Caldecott Medal recipient Ezra Jack Keats comprises one of the collection's larger archives and includes such gems as his childhood memorabilia, examples of his easel art, the actual Caldecott Medal that Keats was awarded in 1963 for The Snowy Day, and even the manuscript and typescript for his acceptance speech.

Far from a static collection boxed away from the public eye, the de Grummond Children's Literature Collection has always been dedicated to making its riches available to all potential users. The Children's Book Festival, held each spring on the U.S.M. campus, represents one of the collection's more successful programs and has been conducted annually since the collection began in 1966. The collection has received several Access Grants from the National Endowment for the Humanities to fund the arrangement and description of some of its holdings. Materials in the collection have been featured exhibitions throughout the United States and internationally. Currently touring are Ezra Jack Keats illustrations and the art of H. A. and Margret Rey. There is also a generous exhibition space in the collection's home, the McCain Library and Archives and a research fellowship program established by the collection and the Ezra Jack Keats Foundation. The collection publishes a newsletter entitled Juvenile Miscellany and has maintained a Web presence at <http://lib.usm.edu/~degrum> since 1996. The de Grummond Web site offers many useful tools to researchers such as access to the on-line catalog, virtual exhibits, and approximately 400 finding aids.

The de Grummond Children's Literature Collection has priceless treasures to offer all of its users, from the scholarly researcher to the curious visitor, and provides a fitting memorial to a very remarkable woman dedicated, not only her chosen vocation of teaching, but to the craft of children's literature and its continued preservation.

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Strategic Plan for the Literatures in English Section of ACRL

Revision approved by the LES Executive Committee January 25, 2003. Updated with the Section's new name December 2001. Adopted by the membership, July 1996

MISSION: to provide a forum in which academic and research librarians who support literatures in English programs may exchange ideas, exercise leadership, and contribute to the improvement of library service in the field.

PROGRESS REPORT: Within a month after the ALA Annual Conference the immediate Past Chair, along with the other members of the Planning Committee, will report to the membership on activities of the previous year, addressing specific points in the Strategic Plan.

GOALS & OBJECTIVES (see LES Bylaws, Art. II)

- 1) Represent and support academic and research librarians specializing in literatures in English.
 - a) Recruit and retain a diverse group of LES members.
 - b) Collaborate with other ALA units and relevant professional and scholarly organizations to promote mutual interests.
 - c) Advocate on professional issues.
- 2) Enhance the continuing professional development of LES members.
 - a) Develop programming.
 - b) Promote discussion among members.
 - c) Promote and publish relevant research and professional tools.
 - d) Track and share curricular and program developments in literatures in English programs around the world.
 - e) Develop and disseminate standards for the work of librarians supporting literatures in English programs.

- f) Provide continuing educational opportunities for literatures in English librarians.

- g) Provide opportunities for formal and informal mentoring.

- 3) Promote the development, improvement, and use of resources and services relating to literatures in English.

- a) Promote the development of new resources, both print and electronic, and the improvement of old ones.

- b) Promote effective collection development.

- c) Promote effective use of library resources.

ACTIVITIES IN SUPPORT OF GOALS

- 1a) Recruit and retain a diverse group of LES members.

- * Publish *Biblio-Notes*.

- * Update and disseminate a LES brochure regularly.

- * Maintain and develop LES web site to support the professional needs of literatures in English librarians, including teaching materials, information on trends in departments, and reports on best practices.

- * Undertake and maintain a LES membership drive aimed at a diverse range of potentially interested parties, especially those from four year undergraduate institutions.

- * Encourage participation in mentoring programs in ACRL and LES.

- * Explore virtual participation at meetings.

- * Prepare welcome letter describing LES for new members.

- * Provide opportunities for informal networking and socializing.

- 1b) Collaborate with other ALA units and relevant professional and scholarly organizations to promote mutual interests.

- * Collaborate as appropriate with other ALA units and other professional and scholarly organizations when planning the annual LES program.

- * Foster consultative and collaborative relations with the Modern Language Association (MLA).

- * Develop a list of such organizations, target a reasonable number for outreach, and assign an LES member to serve as liaison to each targeted body.

- * Confer with these organizations concerning strategies to promote equitable access to literary information, continued federal, state, and foundation humanities support, preservation and effective use of primary records, and adequate funding of literary library collections.

- * Work with other groups of library subject specialists to develop collection management strategies appropriate for the increasingly interdisciplinary nature of the humanities.

- * Promote networking at state and/or consortial levels.

2a) Develop programming.

- * Identify key issues in the profession around which programming may be developed.

- * Put on one program per year at the Annual conference (collaborating whenever possible with other ALA units).

- * Develop programming for ACRL and other relevant conferences.

2b) Promote discussion among members.

- * Maintain and advertise an electronic listserv.

- * Sponsor informal membership discussions at both the Annual and Midwinter conferences.

- * Maintain the 19th Century Materials Discussion Group.

- * Maintain the Reference Discussion Group.

- * Encourage participation in the Modern Language Association International Bibliography (MLAIB) Discussion Group.

- * Encourage the formation of discussion groups that meet members' interests (e.g. a collection development and management discussion group and/or a college and medium-sized libraries discussion group).

- * Keep members apprised of activities of discussion groups via reports to LES media outlets (listserv, newsletter, website)

- * Use web site as arena for sharing ideas.

2c) Promote and publish relevant research and professional tools.

- * Create, edit, and identify a publisher for a book on teaching literary research.

- * Develop model collection development and management policies for literatures in English, and mount on the LES web site.

- * Develop model library instructional units and handouts for literatures in English and mount them on the LES web site.

- * Track and share observations about the needs and habits of literary scholars.

- * Maintain the bibliography "Studies of Interest to English and American Literature Librarians."

2d) Track and share curricular and program developments in English departments around the world. Track and share curricular and program developments in literatures in English programs around the world.

- * Foster consultative and collaborative relations with the Conference on College Composition and Communication (CCCC).

2e) Develop and disseminate standards for the work of librarians supporting literatures in English programs.

- * Form ad hoc committee to explore possible pre-conferences, workshops, institutes, or other activities.

2g) Provide opportunities for formal and informal mentoring.

- * Encourage participation in mentoring programs in ACRL and LES.

3a) Promote the development of new resources, both print and electronic, and the improvement of old ones.

- * Encourage participation in the Modern Language Association International Bibliography (MLAIB) Discussion Group.

3b) Promote effective collection development.

* Maintain the 19th Century Materials Discussion Group.

* Encourage Section activities such as creating lists of new journals and publishing product and book reviews in Biblio-Notes.

* Encourage members to participate in cooperative and collaborative arrangements relating to literatures in English.

* Develop model collection development and management policies for literatures in English, and mount on the LES web site.

* Use web site as arena to share best practices and materials.

3c) Promote effective use of library resources.

* Develop model library instructional units and handouts for literatures in English and mount them on the LES web site.

* Maintain Reference Discussion Group.

* Use web site as arena to share best practices and materials.

* Create and make available "Core Competencies for Research in English Literature".

* Create, edit, and identify a publisher for a book on teaching literary research.

VIRTUAL MEETING OF LES PLANNING COMMITTEE

The LES Planning Committee will hold a virtual meeting in late May to discuss post-Strategic Plan plans. If you--like the chair of this committee--are not able to attend ALA Annual this year, try coming to his meeting. If you are interested in shaping the future of the Section, please come to this meeting.

If you'd like to "attend", please send your name and email address to Charlotte Droll at charlotte.droll@wright.edu. You'll receive more details as the date, time, and agenda are determined; in fact, you can participate in determining the date, time, and agenda.

LES Planning Committee: Charlotte Droll (chair), Kristine Anderson (LES

Immediate Past Chair), Susanna Boylston, Jen Stevens

News from the Field

Julie Still is pleased to announce publication of a new book, *The Accidental Webmaster*, a "how to" on creating and maintaining web sites for community groups and small businesses. Available from Information Today (www.infotoday.com)

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Contributions welcome. The editor especially encourages those who may not be able to travel to ALA meetings to contribute new books of interest, essays on "My Life as a Humanities Librarian," "My Favorite Reference Tool" and personal and institutional news.

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