



Biblio-Notes

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Notes from the Chair:



(Photograph provided by Sophie Lesinska)

As an enthusiastic Southern Californian by adoption, I would like to encourage all LES members to come to Anaheim this June. It is a myth that Southern California is a cultural desert. With its rich literary tradition and impressive libraries, it is a dream destination for literature librarians.

This year's Academy Award winning film "There Will Be Blood," loosely based on Upton Sinclair's novel *Oil*, is yet another manifestation of creative synergy between Southern California, the movie industry and American literature. As we all know, Hollywood has fascinated and attracted both American and British authors, including, among others, William Faulkner, F. Scott Fitzgerald, Aldous Huxley, Christopher Isherwood and, of course, Nathanael West. Notably, Hollywood associations are not necessary to point out that Southern California has also nurtured such literary talents as, to name a few of my favorites, Ray Bradbury, Pico Iyer, Khaled Hosseini, and Michael Chabon. For more Southern California literary references, let me recommend *Writing Los Angeles: A Literary Anthology* edited by David L. Ulin.

The oil tycoon portrayed in *There Will Be Blood* invokes reflections on the history of Southern California financial potentates who funded important cultural institutions in this region. One of the local treasures is the Huntington Library, established at the beginning of the 20th century by the railroad magnate Henry E. Huntington. Among the most heavily used rare book collections in the United States, the Huntington Library attracts literary scholars from all over the world. LES members are invited to a behind-the-scenes tour of the library on the afternoon of Monday, June 30th. A Gutenberg Bible and the Ellesmere manuscript of Chaucer will be waiting for those ready to undertake a 45-minute ride in a rented bus. On Friday morning, I would be glad to arrange another behind-the-scenes tour of the UCLA Clark Memorial Library, a magnet for seventeenth and eighteenth-century scholars and Oscar Wilde specialists. If you are interested in this tour (which would involve a 45-minute ride from Anaheim to Los Angeles), please let me know ASAP at lesinska@usc.edu.

I wouldn't be a dedicated employee of the University of Southern California if I didn't mention the German Exile Library and Archival Resources in our library. The Doheny Memorial Library in which I work has a vast collection of both primary and secondary source publications relating to German exile writers who lived in Southern California during and after World War II (Bertolt Brecht and Thomas Mann among them). Considering the resplendent diversity of Southern California population, exile literature is a fruitful field for literary scholars interested in this geographic region.

I am hoping for a great conversation about literature and libraries over margaritas during the LES Social hour on Saturday, June 28th. This time we'll be congregating at a Mexican restaurant in Anaheim.

Sophie Lesinska
Chair, 2007-2008 Literatures in English Section

LES Annual Meeting Schedule

TENTATIVE Schedule of Meetings
(room assignments to be announced later)

FRIDAY, June 27, 2008

9:00 a.m. - 11:00 a.m. Trip to the Clark Library
<http://www.humnet.ucla.edu/humnet/clarklib>
(please let Sophie Lesinska know if you are interested, lesinska@usc.edu)

SATURDAY, June 28th, 2008

8:00 a.m. - 10:00 a.m. LES Executive
Committee Meeting I

10:30 a.m. - 12:00 p.m. MLA International
Bibliography meeting discussion (not a LES
meeting, but of interest to many LES members)

1:30 p.m. - 3:30 p.m. LES Annual Program:
Reading Pictures: The Language of Wordless
Books

4:00 p.m. - 5:30 p.m. LES General
Membership Forum

5:30 p.m. - 7:00 p.m. LES Social Hour: local
Mexican restaurant

SUNDAY, June 29th, 2008

8:00 a.m. - 10:00 a.m. LES Collections
Discussion Group

10:30 a.m. - 12:00 p.m. LES Reference
Discussion Group

4:00 p.m. - 5:30 p.m. New Members Discussion
Forum

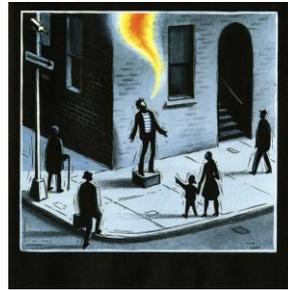
MONDAY, June 30th, 2008

8:00 a.m. - 10:00 a.m. LES All Committees
Meeting (a good opportunity to get involved)

10:30 a.m. - 12:00 p.m. LES Executive
Committee Meeting II

1:00 p.m. - 6:00 p.m. Bus trip to the
Huntington Library
<http://www.huntington.org/>

LES Special Program: *Reading Pictures: The Language of Wordless Books*



(Image from Eric Drooker's *Blood Song: A Silent Ballad*
<http://www.drooker.com/books/bloodsong.html>)

Join us in this dynamic panel discussion that includes recognized authors, artists, and instructors, who promise to provide a visually stunning introduction to the history of adult wordless books from the early twentieth century to the contemporary wordless graphic novels. Elements of visual storytelling are examined as well as various controversial social issues associated with adult wordless books. Guidelines for using wordless books in English Literature curriculum will also be presented.

Panelists: David A. Beronä ("Wordless Books"), Plymouth State University, NH; Perry Willett ("The Silent Shout"), Michigan; Eric Drooker ("Flood! A Novel in Pictures") artist; Dr. Charles Hatfield ("Alternative Comics") UCalifornia-Northridge.

Moderator: Juliet Kerico, Southern Illinois University--Edwardsville

Date/Time: Saturday, June 28, 2008,
1:30 p.m. - 3:30 p.m.

Location: TBA

LES-L: Join in the discussion

LES-L is a wonderful resource if you have a question about a reference tool, want to know what the latest news is from LES, or want to connect with other literature librarians around the United States. There are currently 339 subscribers to the LES-L list. To join LES-L, go to <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/literaturesineng/leslistserv.cfm> and follow the directions listed. If you are having problems signing up for the list, contact Millie Jackson, list moderator, at mljackson@ua.edu.

Recent discussions have included evaluating the *Arts & Humanities Citation Index*, advice on how to compile cited author searches, and announcements about the new LES wiki and blog. This is an excellent forum for asking questions, posing problems, and posting job announcements and conference information.

At the beginning of March, ALA updated their listserv software again. If you are having difficulties receiving or posting messages to LES-L, let me know. The software is finicky and a few people have experienced some problems due to minor changes in their e-mail addresses. If your email address changes in any way, you will probably have to make a change on the LES-L list. You can do this yourself by logging in at <http://lists.ala.org/sympa> or by emailing me at mljackson@ua.edu.

Millie Jackson
University of Alabama



New LES Wiki and Blog

Two new communication tools are now available to members of the Literatures in English Section.

LES WIKI

<http://literaturesinenglish.pbwiki.com>

The LES WIKI, designed by Vince Graziano and administered by Vince Graziano and Aline Soules, offers an open and collaborative way to share documentation of interest to LES

members. While it mirrors the LES Web site by providing standard documents such as the Officers Manual, Bylaws, and Research Competency Guidelines, the wiki extends our ability to communicate up-to-date information by allowing LES members to add and edit documents quickly and efficiently.

You can:

- Add your name to this year's Directory of LES Librarians.
- Post meeting minutes from past conferences and help LES to create an online archive.
- Tell other LES members about your current publications and scholarly activities.

As a contributor you can edit and add content to pages, create new pages, and upload files, preferably in PDF. You do not have to be concerned about mistakes because anything that you do can be undone. Editorial and posting guidelines are available on the wiki.

LES BLOG <http://www.acrl.ala.org/lesblog/>

The LES BLOG, created by Leigh Anne Palmer and Tim Hackman, provides a new forum for discussion among LES members. The blog is a place to compare literature resources, share instruction guides and tips for teaching literature resources, read profiles of new and current LES members, and post announcements.

Why is the blog different from LES-L? Posts on the blog will be archived for future reference and easily accessible to all, so the blog offers an archive of information as well as a space for comments on postings. We're expecting lively interaction between LES members who enjoy blogging.

Any interested LES member is invited to become a contributor to the blog. Simply send a message to Tim (thackman@umd.edu) or Leigh Anne (lapalmer@jhu.edu) and they will set up author privileges for you. We envision a wide range of possible topics for blog posts, but the general guideline is that they should be of potential interest to most LES members.

Linda Stein

Associate Librarian, University of Delaware
Chair, LES Publications Committee

Special Collections

Leisure Reading in Academic Libraries



The question of academic libraries buying popular fiction has been a thread of discussion for LES members for some time now. In a 2004 issue of *Biblio-Notes* I published a survey about pop fiction collections and the subject was expertly expanded by Justine Alsop in an article published in the *Journal of Academic Librarianship* last September. More recently, I used our LES discussion list for the similar but distinct issue of leisure reading collections. Meeting the requests of students for leisure reading is different from systematically collecting fiction for potential research use. It's an unquestioned function of the public library, but to what extent is it considered requisite in academic libraries? I posed the question on the discussion list as follows:

"I want to encourage young people to read as much as possible, but I feel that my primary job is to meet their academic needs rather than leisure reading desires. How do you all feel about that question and what does your library do to meet user demand for popular fiction?"

Eleven libraries were represented in the responses to this question. Most of the respondents agreed on the value of acquiring popular fiction because any text may be grist for the literary scholar's research or for classroom study. Most also felt that the academic library has an obligation to respond to students' wishes for leisure reading. Some of them actively promote leisure reading through discussion groups and blogs. One respondent wrote, "I also use our library blog to highlight particular books of interest in the collection." Another described hosting reading groups and providing students with free copies of the selection, refreshments, and a discussion facilitator.

Of the eleven libraries, six provide a leisure reading collection through the McNaughton plan (now a Brodart company). One used to have a free collection but discontinued it because the books were not being replenished by the users. One described a "spinner" that contains donated mass market paper backs, which is what we now provide at Notre Dame. Ours has been in place since Thanksgiving and so far, although it's being used, there are plenty of books still available on it. I'm not sure whether these are being returned by users after reading the books or whether they are continually replenished by users and library staff. The books were all initially donated by library staff or through our gifts and sales process.

One respondent used to lease popular fiction but now buys titles selected from bestseller lists to create what is called a "Bestseller Collection." This may include graphic novels and audio books as well as titles mentioned on mass media such as "The Daily Show." This library avoids mass market paperbacks and prefers hard covers with dust jackets retained for purposes of browsing. The collection is funded separately from the literature research collection.

Another respondent provides a reading list on the library's Web site, similar to Notre Dame's "Read for Fun" at this URL:

http://www.library.nd.edu/colldev/subject_home_pages/english/leisurereading/

Whereas Notre Dame's list just provides authors' names without titles, this library links from an author or title directly to the library's catalog. This library is also planning "an exchange collection" to be funded with about \$200. Washington State University library provides an explanatory guide titled *WSU Libraries Readers' Advisory: Finding a Book to Read for Pleasure* at this site:

<http://www.wsulibs.wsu.edu/general/readersadvisory.htm>

Funding for leisure reading collections ranges from a reliance on donations of the books to the library's regular fund for literature to a special library fund and endowment funding. One library uses student activities funding. The

amount devoted to this purpose varies widely from \$200 to \$6,000. Who does the selecting varies from one subject librarian to "a small team of librarians," acquisitions staff, and others in the library. Locations of such collections range from being near a heavily used computer cluster to near the entrance or in the lobby to being in the Reference area or in "a large study space." Some stressed the provision of comfortable seating.

The original spark for my interest in this sort of collection was the 2004 report by the National Endowment for the Arts titled *Reading at Risk: A Survey of Literary Reading in America*. I felt it incumbent on all of us to do what we can to encourage young people to take up reading as a habit and a hobby. Others in the survey believe that providing leisure reading is an unequivocal function of an academic library. Either way, a number of libraries are welcoming and encouraging the demand among their users for a leisure reading collection.

Laura Sue Fuderer
Subject Librarian for English
and French Literatures
University of Notre Dame

Professional Development Opportunities



ACRL Preconference on Library Instruction in conjunction with the 2008 ALA Annual Conference in Anaheim, California:

Library Instruction 2.0: Building Your Online Instruction Toolkit: Teaching librarians have long used the Internet to create flexible, shareable learning objects and to augment their classroom instruction. Emerging web technologies now offer the potential for library instruction tools that are ambient, user-centered, agile, and responsive. In this preconference, explore the continuum of technologies available for web-based

instruction, from proprietary screencasting software to open-source, "2.0" services and technologies. Become introduced to the conceptual and philosophical underpinnings of Web 2.0, and gain practical, hands-on experience applying these principles to your teaching.

Date: Friday, June 27, 8:30 a.m. - 4:30 p.m.

Presenters: Karen Munro, E-Learning Librarian, University of California, Berkeley; Anne-Marie Deitering, Undergraduate Services Librarian, Oregon State University; Rachel Bridgewater, Reference Coordinator, Washington State University- Vancouver

Registration fees: ACRL member - \$235; ALA member - \$295; Nonmember - \$325; Student - \$95. Complete details about the preconference are available online at www.ala.org/acrl/events (click "ACRL @ Annual").

2009 ACRL National Conference:

The ACRL National Conference Executive Committee invites proposal submissions for its 14th National Conference to be held in Seattle, March 12-15, 2009. The ACRL 14th National Conference offers a forum for an exciting and energizing exchange of ideas on research, practices, developments, and visions in the field of academic and research librarianship. The conference theme, "Pushing the Edge: Explore, Engage, Extend," reflects the promise and the challenge of the Northwest. The ACRL National Conference Executive Committee invites submitters to send their edgiest, most "out-there" proposals, to help make ACRL 2009 a truly groundbreaking conference!

Proposals are sought for a variety of formats including contributed papers, panel sessions, preconferences, workshops, poster sessions, and roundtable discussions. Deadlines for proposal submissions are as follows:

- **May 12, 2008** - Contributed papers, panel sessions, preconferences, and workshops
- **October 20, 2008** - Poster sessions
- **November 23, 2008** - Roundtable discussions

Full text of the Call for Participation is available online at www.acrl.org/seattle (Click "Proposals"). Complete details about the conference are online at www.acrl.org/seattle.

Life as a Literature Librarian



Departmental Office Hours: A Worthwhile Adventure

We are encouraged by the management sages to lead with our strengths, and so serving the English Department in my role as liaison librarian had been my focus since I was appointed at Queen's University. In an effort to increase outreach I had offered myself as a sort of "librarian in residence" to the department. However, with little space and many graduate students, the department, while intrigued, declined. Coincidentally, my unit head let me know a bit of relationship building with the Classics department would be beneficial. And so, the proposal to offer office hours once a week for two hours in the Classics department was formed. Although the department is in the same building as the English department it seemed centuries away.

My undergraduate degrees are in English Literature and Psychology. I knew a good deal more about James Joyce's *Ulysses*, or William James's Pragmatic truth than I did about Homer's *Odyssey* or Aristotelian notions of truth. And so, I arrived at the Classics department in the dark about the ancient world but seeking illumination.

This came in the form of one hour with Dr. Caroline Falkner, head of the department, and a brilliant orator. She spoke in a conspiratorial tone; impressing upon me the Classics department was truly the first interdisciplinary department on campus dating back to 1843, offering languages, literature, philosophy and history. The Classics, I was told, were

considered indispensable to a complete education. Another professor mused that between Russell Crow's *Gladiator* and the latest HBO series *Rome* the department might be indispensable for another century or two.

I made my pitch again of offering research assistance to students and taking comments and request for materials from faculty. She thought about it for half a second, acknowledging real estate in the department was at a premium, and asked if I might be interested in being installed in the newly renovated lounge. Within a week she had an Internet jack put in for my laptop and made an announcement at the departmental meeting that I would be available for research assistance and library related queries.

Initially, I became a fixture on the sofa becoming familiar with *L'Année philologique* and *Gnomon Online* while students got comfortable with me in their lounge. Many of my best inquiries began with "I don't really have a question, but..." These included graduate students requesting access to new databases like *Dyabola*, and expressing concern over the surcharge for interlibrary loans. I was able to purchase *Dyabola* and bring the ILL charges to the agenda of a working group tasked with access issues. Learning a new discipline and advocating for the department has been very satisfying.

It was during my office hours one professor suggested I sit in on some of the first year Classics courses to become comfortable with the literature. Being in an auditorium classroom again with many other learners made me quickly empathetic to how anonymous and intimidating it can feel to be a first year student at a large university. It did not surprise me few questions were asked about the often highly structured plots of ancient literature. No wonder the effortless Wikipedia is so popular.

I recently had the pleasure of a mini film fest experience when I played selections from Alexander Street Press's *Theatre in Video* for a faculty member who recognized the value of this resource to her colleagues and went knocking on office doors, calling them to the lounge. The realization that streaming video eliminates the rigid technology required to

integrate film into the classroom was a revelation.

There is no question that during our cold winters leaving my office takes self discipline but it is always rewarding. My complex email reference questions from students have gone up as a result of office hours, as have special requests from faculty for hard to find items. Recently Dr. Falkner asked "Would you like me to write your supervisor a little note telling her how much your work here is appreciated?" I had not realized how mutually beneficial this relationship building would be.

I have even had the pleasure of chatting with a peripatetic English faculty member who likes to come to the Classics lounge for the "superior coffee" and good company. Now the two departments don't seem so distant anymore and as the practice of librarian's office hours is tested, I may propose them again to the English Department but this time with Dr. Falkner's improvised office space in mind. Certainly, lead with your strength, but also lean into opportunity.

Mary Claire Vandenburg
Research and Instruction Librarian
Classics, English Literature, Psychology
Queen's University, Kingston ON

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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 and the end of March of each year. Please contact the editor for the exact deadlines of specific issues. *Biblio-Notes* (ISSN 1076-8947) is published twice a year by the Literatures in English Section of the Association of College & Research Libraries, a division of the American Library Association; 50 East Huron St., Chicago IL, 60611; (800) 545-2433 ext. 2523; www.acrl.org. Copies are free to members.

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