



# Biblio-Notes

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

#56 Fall 2010

ISSN 1076-8947

## Notes from the Chair



Photo Credit: Liorah Golomb

Dear LES Members,

I hope you all are enjoying a lovely autumn. In Oklahoma, late September and early October have brought pleasant, sunshine-filled days which, like all good things, we must enjoy while we can. And when the weather turns bad we can be comforted in the knowledge that San Diego – site of the 2011 ALA Midwinter Meeting – awaits us.

I am so honored to serve the talented and knowledgeable members of LES. Just thinking back to some recent discussions on LES-L, members have helped each other find poems, quotations, sources, and standard editions of

works. LES-L is also a forum for discussing publishers and databases, and announcing job openings, conferences and publication opportunities. LES-L is but one of the ways we communicate with each other; there are also the LES Blog, the Wiki, and assorted communities on ALA Connect. And, LES has a Facebook page! Search for “ACRL Literatures in English Section” and join up.

This year, in cooperation with WESS, LES achieved a long-standing goal: the appointment of a liaison to the Modern Language Association. Applications were sought over the summer, and a committee consisting of members from both sections named Sarah Wenzel to the two-year appointment. As liaison, Sarah will be attending the MLA Convention in January, where she will have the opportunity to attend the inaugural meeting of the Libraries and Research in Language and Literature Discussion Group. The discussion group will be sponsoring a panel titled “Literary Research in/and Digital Humanities.” The panel will be moderated by Jim Kelly, who was instrumental in making this discussion group possible. It is scheduled for Thursday, January 6, so the ambitious among us can travel between Los Angeles and San Diego without missing a day of ALA. For more information, go to <http://guides.library.umass.edu/MLA2011>.

Also this year, and also in cooperation with WESS, the LES 2010 Conference Program Planning Committee, chaired by Melissa Van Vuuren, presented an informative and enjoyable program, "European Fiction in Translation," at ALA Annual in Washington, D.C. In New Orleans this summer we will be co-sponsoring a program with ANSS called "Katrina and its Aftermath." LES will be providing a bibliography for this program. The 2011 Conference Planning Committee would appreciate receiving suggestions for the bibliography from the LES membership. Contact Blake Landor, the committee chair, with your recommendations ([blaland@uflib.ufl.edu](mailto:blaland@uflib.ufl.edu)).

The D.C. program presented a scheduling conflict but Jaena Alabi (née Hollingsworth), chair of the Membership Committee, and Arianne Hartsell-Gundy and Mary Thill, co-chairs of the New Members Discussion Group, gracefully agreed to combine their meetings. The combined meeting produced a lively exchange of ideas on keeping up with changes in literary scholarship.

Maintaining collections in tough economic times and the push for e-books were the topics at the Collections Discussion Group meeting in June, co-chaired by Michaelyn Burnette and Kristina De Voe. The Reference Discussion Group talked about assessing reference services, among other things; the topic was of such interest to the attendees that co-chairs Jaena Alabi and Chad Curtis may continue the discussion at Midwinter.

Have you worked with an English professor who has benefited from the library liaison relationship? The LES Promotional Video project was stalled for awhile but is now back on track under the leadership of co-chairs Millie Jackson

([mljackson@ua.edu](mailto:mljackson@ua.edu)) and Laura Braunstein ([lrb@dartmouth.edu](mailto:lrb@dartmouth.edu)). For information, please contact Millie or Laura.

Recognizing the increasing difficulty many of us have funding our trips to ALA conferences, the Virtual Participation Task Force, headed by David Oberhelman, has been busy exploring alternatives. The hope is that we will be able to conduct one or more committee meetings virtually in the near future.

Having completed its periodic review of the LES Strategic Plan, the Planning Committee will now turn its attention to reviewing key LES documents for currency and accuracy. Frank Gravier chairs the committee.

In other committee news, Publications is running smoothly under the direction of Chris Ruotolo despite the fact that she is spending a semester at sea on a world-wide tour as Ship's Librarian. (I want that job! I really, really want that job!) The Nominating Committee, chaired by Steven Harris, will soon be announcing the slate of candidates for 2011-12. Please vote during the ALA election period this spring!

The Membership Committee is soliciting applications for its mentoring program. If you are interested in becoming an LES mentor or mentee, please fill out the online form at <http://www.ala.org/ala/mgrps/divs/acrl/about/sections/les/lesmentoringform.cfm>. You can reach Jaena at [hollingj@iupui.edu](mailto:hollingj@iupui.edu) for further information.

Congratulations to Arianne, who succeeded in securing funding from the ACRL Friends Fund to create an LES job shadowing program. We will hear more about that soon.

I would like to thank all members of LES committees for their dedication and hard work.

There are too many to name here, but you can see who they are at <http://www.ala.org/ala/mgrps/divs/acrl/about/sections/les/lesofficerscommittee.cfm>. And if you are interested in joining a committee, fill out a volunteer form, linked from the LES homepage (<http://www.ala.org/ala/mgrps/divs/acrl/about/sections/les/leshomepage.cfm>) and watch LES-L for Calls for Participation from LES Vice-Chair/Chair Elect Faye Christenberry.

I would also like to acknowledge the excellent work of Faye and the other officers of LES: Angela Courtney, Past Chair; Tim Hackman, Secretary; and Melissa Van Vuuren, Member-at-Large. We will be serving on the LES Executive Board through Annual 2011.

Wishing you all good semesters, and until San Diego --

Liorah Golomb

Chair, ACRL-LES, 2010-11

**LES Meetings at ALA Midwinter 2011 (tentative)**

Here is the tentative schedule of meetings for LES in San Diego. Locations are all TBA.

Saturday, Jan. 8

- 8:00-10:00 Executive Committee I
- 10:30-noon MLA Int'l Bibliography Discussion Group\*
- 1:30-3:30 General Membership Forum
- 4:00-5:30 New Members Discussion Group
- 5:30-? Social hour? (tentative)

Sunday, Jan. 9

- 8:00-10:00 Collections Discussion Group
- 10:30-noon Reference Discussion Group

Monday, Jan. 10

- 8:00-10:00 All Committees Meeting
- 10:30-noon Executive Committee II

All LES meetings are open. The All Committees Meeting is when certain of the standing LES committees meet simultaneously: Conference Program Planning, Membership, Planning, and Publications. Anyone interested in joining one of these committees is encouraged to attend – it's a great opportunity to see them in action.

\*Not an LES meeting, but of interest to many members.

**The Book Discussion Group is Alive and Well and Living on a Campus Near You**

By Caroline Fuchs

In this very digital, web 2.0 world, can we get our undergraduates to sit down and actually read a piece of literature that is not required for their coursework? And could we possibly hope that they might share their thoughts and ideas on those readings by participating in a book discussion group (DG)—without promise of gold or threat of impending doom? The answer to both questions is a resounding—and enthusiastic—yes!

Establishing a successful student book discussion group is not just some pie-in-the-sky theory. It can be a reality. We've done it at St. John's University in New York. And you can do it too!

In September 2009, the St. John's University Libraries, in partnership with the Honors Program, sponsored its first book discussion group. Using the Great Books Foundation's *The Seven Deadly Sins Sampler* as guide, the group met monthly. Each meeting focused on one of the seven deadly sins as portrayed in a short story selection from the anthology. Students took turns volunteering to choose the reading selection and to lead the group's discussion.

Due to an overwhelmingly (and somewhat surprisingly) positive response to last year's Great Books Discussion Group, the University Libraries now sponsors four student book discussion groups: Great Books, Reading Memoirs, Graphic Novels, and the Read It/See It Series. In this last group, members first read a short literary work, and then come together to watch its film adaptation. Unlike the other discussion groups, which meet once a month, the Read It/See Series meets only twice a semester, where we focus our conversation on the translation of the literary work from text to film. We've also expanded our campus-wide partnerships to include the Department of Student Life/Student Engagement as well as the Honors Program.

So who comes to these groups? Although originally targeted to undergraduates, our group members include students, librarians, subject faculty, and staff. They come from a variety of disciplines—English, history, math, sociology, anthropology, philosophy, pharmacy, and business. They are freshmen, sophomores, juniors and seniors—male and female—from diverse ethnic and religious backgrounds—united by their love of reading. They are comrades in literature.

Why are our student book discussion groups successful? Students enjoy one-on-one

interaction with peers and (dare I say it?) faculty. Book discussion groups create a relaxed atmosphere that allows for a focused conversation and exchange of ideas centered on a common theme. In this environment, there are no grades, no pressures, and no judgments—so students feel more comfortable sharing their opinions and thoughts. And it is very democratic – no one has been designated “the authority” in our groups. Everyone – both students and faculty—has an equal voice. There will be times—especially if you choose to discuss graphic novels or films—when the students, not the faculty, are the real “experts”—so you must be willing to keep your egos in check!

What's the role of the librarian in creating a campus-wide book discussion group? The librarians can be the book discussion group's initiator, creator, organizer, coordinator and champion.

To get a book discussion group started on your campus, begin by focusing on a theme—do some research to determine what kinds of literature your students would likely be interested in reading. After settling on a theme, the next step is to pull together your reading list. Tread carefully here—try to choose works that reflect your students' interests rather than your own. The length of the selected readings should also be considered—you might find that your students prefer to read short stories than voluminous novels—especially at certain times of the year. Next, decide how often your group should meet, and set predictable meeting dates for the year (i.e. the first Thursday of every month).

Try to collaborate and partner with others on campus—individual faculty members, departments and programs. At St. John's, the

University Libraries is working with the Honors Program and the Department of Student Life/Student Engagement to coordinate our book discussion groups. We hope to extend our reach even further next year.

At St. John's, the library purchases several copies of the selected materials. These are placed on "reserve" and are available for a limited borrowing period (anywhere from twenty-four hours to one week, depending on the text). Finding a convenient time and place for the groups to meet could be tricky. You might consider meeting during your campus' "common hour" or "free hour," if you have one. Our meetings take place at 4:30 PM. We have found this time works best for us and for our students—it falls toward the end of the day, and it seems like a good time for the students to unwind. Find a location that is neutral and easily accessible—the library, the campus student center or a campus café might be the perfect choice. Ideally, you would want a more informal seating arrangement (sofas and chairs) rather than a classroom-like setting.

And don't forget to get the word out! Marketing and publicity are very important to success. Flyers, posters and emails are fine, but you need to be your own ambassador—talk about your groups with faculty, students, staff, and administration. Don't be discouraged if you get a low turn-out in the beginning—it may take a little time for the word to get out.

If you want your discussion groups to be successful, you must be willing to let your students take the lead. If you want your students to invest in the group, then you must be willing to allow them to own it! Sharing responsibility for the group enables your students to experience and share the reward.

The librarian/faculty member should moderate only the first session of the group. After that, students should be encouraged to volunteer to lead the subsequent sessions. The student volunteer is responsible for writing the critical-thinking questions about the selection and for moderating the discussion. If your students are reticent about volunteering, suggest they share the responsibility by co-leading a session. And remember, do not pressure anyone to take a leadership role – there will be group members who would rather not take on that responsibility, and that's okay.

Make yourself available to help the students prepare for their turn to be discussion leader. Provide discussion guidelines and tips, and remind them to contact you if they have any questions or run into any difficulties. Remember, however, that every now and again you may need to fill in the gaps—there may be times when a student is not able to run the group—especially during midterms and exams. Be ready to fill in when the need arises. You might even offer this as an option during those stressful times.

Don't be afraid to ask for feedback. Ask the students what they would enjoy reading in the future, and what kinds of book discussion groups they would like to see on campus. Keep a running list of suggestions for specific title and/or genres.

Student book discussion groups can foster a real sense of campus community for our undergraduates. They provide a forum in which students can actively participate in an activity that is at once leisurely and academic. They promote the notions of lifelong learning and the love of reading. Real education does not only occur in the classroom. The informal setting of these kinds of book discussion groups provides

a very fertile ground for learning—and for teaching.

#### Contact Information:

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#### 2010-2011 St. John's University's Book Discussion Group Reading Lists

(Note: there is some selection overlap among the groups):

**Great Books DG:** Selections from the Great Books Foundation *Even Deadlier Sampler* – the sequel to *The Seven Deadly Sins Sampler*.

**Reading Memoirs DG:** *The Glass Castle* (Jeannette Walls), *This Boy's Life* (Tobias Wolff), *A Long Way Gone: Memoirs of a Boy Soldier* (Ishmael Beah), *Colors of the Mountain* (Da Chen), *Don't Let's Go to the Dogs Tonight* (Alexandra Fuller), and *Stitches: a Memoir* (David Small).

**Graphic Novels DG:** *A Contract with God* (Will Eisner), *Persepolis* (Marjane Satrapi), *Stitches: a Memoir* (David Small), *Palestine* (Joe Sacco), *In the Shadow of No Towers* (Art Spiegelman), and *American Born Chinese* (Gene Luen Yang).

**Read It/See It DG:** *This Boy's Life* (Tobias Wolff), *Lady Windermere's Fan / A Good Woman* (Oscar Wilde), *84, Charing Cross Road* (Helen Hanff), and *Killings / In the Bedroom* (Andre Dubus)

#### Biography Comparison Project

By Aline Soules

As some of you already know, I have undertaken a project to compare biographical

information for literary authors writing in English among the following sources:

Biography Reference Bank (Wilson)  
Literature Resources Center (Cengage)  
Wikipedia  
Open Web

My goal is to determine what types of biographical information are provided by these sources, the differences among them, and the challenges in identifying accurate, valid biographical information.

I completed a pilot project and reported on that pilot at the ALA Summer 2010 meeting. PowerPoints from that meeting can be viewed at <http://csueastbay.academia.edu/AlineSoules/Talks>

To conduct searches for the final and larger project, I am continuing to compile author names that are studied or referenced in English literature courses. A number of you (my wonderful LES colleagues) have already suggested excellent additions and I can continue to add names through the end of April, 2011 after which I will need to stop growing the list in order to complete my searches and the project.

If you have suggestions or further suggestions, please let me know. I seek a wide variety of names, from the traditional to the avant-garde, from the known to the lesser known, from the mainstream to the esoteric, and from multiple genres and ethnicities.

The list of names is given on my Google site at <https://sites.google.com/site/biographyanalysis/>

Please email me at [aline.soules@csueastbay.edu](mailto:aline.soules@csueastbay.edu) with any suggested additions.

Many thanks to those who have given me names and helpful advice. **LES is the best!**

### **MLA Conference 2011: Literary Research in/and Digital Humanities**

By Mary Claire Vandenburg, [mcv@queensu.ca](mailto:mcv@queensu.ca)

The 126<sup>th</sup> MLA Conference represents a year of change in the long history of the association. The conference has moved to January and will back in Los Angeles for the first time since 1982. Of great importance to LES members is that it will now include a panel session sponsored by the newly formed Libraries and Research in Languages and Literatures discussion group. This group is an interdisciplinary discussion group formed by librarians within the MLA for the discussion of matters of shared interest with scholars. The session itself: Literary Research in/and Digital Humanities will meet Thursday, Jan. 6, 2011, 3:30-4:45, Diamond Salon 1, J.W. Marriott.

Panel organizer and convener James R. Kelly, Humanities Bibliographer, W.E.B. Du Bois Library, University of Massachusetts Amherst describes the impetus behind the group: "The idea for the new discussion group within the Modern Language Association came to me one day when I was trying to think of other ways of connecting with some of our most dedicated and sophisticated users, namely faculty and graduate students."

Take a look at the session overview posted online<sup>1</sup> to get a sense of the composition of the

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<sup>1</sup> Full session overview: <http://guides.library.umass.edu/MLA2011>

panel and variety of topics. You will find librarians describing opportunities for collaboration, and graduate students and faculty presenting diverse current works.

Digital Humanities is a developing practice of humanists engaged in digital and computer-assisted research, teaching, and creation using a common methodology. As an emerging field it is subject to a myriad of ever-evolving definitions<sup>2</sup>.

John Unsworth, Dean and Professor Graduate School of Library and Information Science Director Illinois Informatics Institute, University of Illinois, Urbana-Champaign defines these common activities as: discovering, annotating, comparing, referring, sampling, illustrating and representing<sup>3</sup>.

While it involves investigation, analysis, synthesis and presentation of information in electronic form, it also asks broader philosophical questions as we reflect on what our progressively more digital existence means to the human condition in an age increasingly declared posthuman<sup>4</sup>. Perhaps digital humanities, as much as it is something new, represent a return to a sense of the humanities

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<sup>2</sup> How do you define Humanities Computing / Digital Humanities?: [http://tapor.ualberta.ca/taporwiki/index.php/How\\_do\\_you\\_define\\_Humanities\\_Computing\\_/Digital\\_Humanities%3F](http://tapor.ualberta.ca/taporwiki/index.php/How_do_you_define_Humanities_Computing_/Digital_Humanities%3F)

<sup>3</sup> "Scholarly Primitives: what methods do humanities researchers have in common, and how might our tools reflect this?": <http://www3.isrl.illinois.edu/~unsworth/Kings.5-00/primitives.html>

<sup>4</sup> The Human Genome Project, Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu/entries/human-genome/>

as a set of skills or “way of doing” which allows us to make sense of our world.

It is significant that the MLA 2011 convention is focusing on the theme *The Academy in Hard Times*<sup>5</sup>. I heard John Unsworth report at **Digital Humanities Summer Institute**, at the University of Victoria<sup>6</sup> in June 2010 that the 125<sup>th</sup> MLA conference was a somber event with the current state of humanities hiring casting a pall on attendees. He did say, however, that digital humanities continue to be a bright spot for PhD’s finding positions. He mused that it did sometimes appear that institution knew they needed to hire in this area even if they were unsure what exactly that would look like or how they would support those projects.

Clearly, the future of the humanities lies in the digital world and there are exciting opportunities for exploration and learning. James Kelly and his committee are to be commended for recognizing the future directions of the humanities and also the role librarians can take in aiding researchers realizing digital projects .

As stewards of both information and technologies, librarians are natural collaborators on digital humanities projects but successful inclusion in these projects requires us to also reach out to scholars. “We librarians spend much of our time talking to each other (especially at our innumerable conferences and meetings) and goodly amounts of time talking to faculty and students at our own institutions, but precious little time (or so I

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<sup>5</sup>MLA *The Academy in Hard Times*:  
[http://www.mla.org/academy\\_hardtimes](http://www.mla.org/academy_hardtimes)

<sup>6</sup>Digital Humanities Summer Institute:  
<http://www.dhsi.org/>

surmised) talking to faculty on their own turf at such large-scale gatherings as the MLA annual conference or that of the American Historical Association.” James Kelly said, explaining why a presence at MLA is beneficial to the entire academy.

Like most projects, greater things are accomplished by a group than by a single individual, and Mr. Kelly credits his colleagues with making his idea a reality: “After running my idea by Barbara Chen at the MLA and eliciting an approving nod from her and her colleagues, it was only a matter of going through the paperwork, assembling the necessary cooperation from the library world (easily done with such avid supporters as I found in LES and WESS), and voila!, we have our discussion group. Now it's down to business in staging our first meeting and electing an executive committee to steer the group in the coming years!”

So, if you can imagine yourself in LA in January, be sure to add this practical and thought-provoking topic to your selection of sessions to attend, and possibly get involved in shaping the future of the Libraries and Research in Languages and Literatures discussion group.

### **Research Fellowship/Travel to Collections**

The Southwest Collection/Special Collections Library (SWC/SCL) invites applications for the Formby Research Fellowships which support short-term fellowships of 1-3 months. The fellowships, which carry a stipend of \$2,000 per month and must be taken between June 1, 2011 and May 31, 2012, are open to researchers residing outside the Lubbock area. Fellows are expected to be in residence and conduct research in the collections during the

majority of the award period. Funding for the fellowships comes from the Sharleen and Marshall Formby Endowment.

The James Sowell Family Collection in Literature, Community and the Natural World, which includes the papers of contemporary writers on the literature of place (Rick Bass, Max Crawford, David James Duncan, Gretel Ehrlich, Bill Kittredge, Barry Lopez, Walter McDonald, Bill McKibben, Susan Brind Morrow, Doug Peacock, David Quammen, Pattiann Rogers, Sandra Scofield, and Annick Smith) would be of particular interest to faculty and students in literature.

Complete information on the application process can be found at :

[http://www.swco.ttu.edu/Formby%20Fellowship/formby\\_research\\_fellowships.php](http://www.swco.ttu.edu/Formby%20Fellowship/formby_research_fellowships.php)

**The Southwest Collection/Special Collections Library is Pleased to Announce That Manuscript Collections From Authors Gretel Ehrlich and Susan Brind Morrow Are Open and Available to Researchers.**

Gretel Ehrlich, a writer of nonfiction, fiction, and poetry, born in Santa Barbara, California, January 21, 1946, writes about such diverse places as Wyoming, China, and Greenland. Her unique point of view on humans and the environment has earned Ehrlich a place among the best nature writers of our time. This collection contains correspondence between Ehrlich and some of these important authors, including Barry Lopez, Ted Hoagland, William Kittredge, and Terry Tempest Williams. In addition to her writing, Ehrlich is also known for her work in film editing and producing, beginning with her studies in film at UCLA and culminating in several productions as well as a 1976 PBS grant, which led to a documentary

about sheep herding in the Big Horn Mountains of Wyoming. The National Endowment for the Humanities has twice recognized the importance of Ehrlich's work in both a creative writing fellowship award and a humanities grant. Besides her books and film work, Ehrlich has also published poems, screen plays, and numerous magazine articles.

Susan Brind Morrow is an author, translator, and linguist living in New York State. She was born in 1958 to David and Shirley Brind. The family, which included two brothers and a sister, lived in Geneva, New York, in the Finger Lakes region. At 16, Morrow enrolled in Barnard College where she studied Greek. She later attended Columbia University where she continued her studies in classical literatures and languages. She married journalist Lance Morrow in 1998. Morrow was a Fellow of the Crane-Rogers Foundation in Egypt from 1988-1990. Her books include *The Names of Things* (1997) and *Wolves and Honey* (2004). These two memoirs describe her experiences as an archeologist and linguist in Egypt, her extensive travels, and her family life in New York, including the deaths of two of her siblings.

These two collections are included in The James Sowell Family Collection in Literature, Community and the Natural World, which also holds the manuscripts of noted authors such as Barry Lopez, Pattiann Rogers, Rick Bass, and David James Duncan. Newly acquired collections include the Gary Paul Nabhan's indigenous peoples' cookbook collection and the papers of poet and essayist John E. Lane, professor of English at Wofford College.

Finding aids for processed collections can be found at:

[http://www.lib.utexas.edu/taro/browse/browse\\_tech1.html](http://www.lib.utexas.edu/taro/browse/browse_tech1.html). For further information or

assistance, please contact Dr. Diane Warner ([diane.warner@ttu.edu](mailto:diane.warner@ttu.edu)), librarian for the Sowell Collection.

### **Two LES Members Share Their Experiences in the Emerging Leaders Program**

Two LES members, Arianne Hartsell-Gundy, Humanities Librarian at Miami University, and Amanda Dinscore, Public Services Librarian at California State University, Fresno, recently participated in ALA's Emerging Leaders program. This competitive program enables new librarians and library staff from around the country to participate in problem-solving work groups, gain an inside look at ALA structure, network with leaders in the field, and obtain valuable leadership training and experience. The program takes place over a year and requires attendance at both the ALA Midwinter and Annual conferences.

We both found this experience to be very beneficial, especially as early career librarians, and think that other LES members may want to consider participating. We have outlined our experiences below to help members decide if this program might be a good fit for them.

#### **Amanda's Experience**

I participated in a project for ACRL which challenged our group to find ways to enhance the Annual Conference experience for first-time ACRL attendees. Our group, composed of new librarians from across the country, prepared a series of ACRL Insider and ACRLog blog posts leading up to the 2010 Annual Conference discussing our own experiences as new conference attendees. Topics included preparing for conference, spotlights on ACRL sections, conference mentoring, and getting involved in local chapters. Other projects that

our group worked on included hosting two OnPoint synchronous chats so that first-time conference attendees could gain insight into the structure of the conference, conference etiquette, and how to identify programs of professional interest as well as answer any questions participants may have had about attending ALA. Our group also planned and hosted three sessions at the ALA Annual Conference that supplemented the ACRL 101 program.

As part of the program, I composed a blog post for ACRL Insider highlighting the Literatures in English section and described how valuable I thought the section is for librarians with collection development and instruction responsibilities in English Literature. Readers can find the blog posting at the following link: <http://www.acrl.ala.org/acrlinsider/2010/05/13/section-spotlight-acrl-les/>

#### **Arianne's Experience**

I worked on a project for the Association of Specialized and Cooperative Library Associations (ASCLA). Our group worked on revising a grant proposal for the IMLS Laura Bush 21st Century Librarian Program. The grant will fund scholarships for people with disabilities and people who want to work with disabled populations to go to library school. We worked together to address problems and concerns that the previous reviewers had mentioned in their evaluation. Our project involved researching similar scholarship programs, surveying LIS graduate programs and students, and re-writing the grant proposal.

I had never worked on a grant proposal before, so it was a valuable experience for me to learn how the process worked. I also really enjoyed working in a group to accomplish this task. I

learned a lot about working on a project long-distance and gained a better understanding about how I work in teams.

I was sponsored by the ACRL Instruction Section, which means that they gave me funds to use towards conference attendance. This sponsorship helped to relieve some of the financial burden of conference travel for me.

### **Benefits of the Program**

There are many benefits to taking part in this program, including increased involvement in ALA, opportunities to get to know other new librarians as well as those with more experience in the field, leadership training, valuable project development experience, and the opportunity to serve on an ALA committee. Participation in ALA Emerging Leaders can help you feel more involved with ALA and to understand better how the organization works. In addition to learning about ALA structure, the Emerging Leaders program can help participants learn more about ACRL as well.

Program participants can apply for sponsorship from various ALA groups when submitting their application. Sponsorship can help defray the costs of conference attendance but is not required for participation in the program. Though LES does not sponsor an Emerging Leader, there are sponsorship opportunities available through the ACRL division and other ACRL sections. More information can be found on the Emerging Leaders application form.

We both found that participation in the program led to new opportunities within ALA, specifically ACRL. As a result of Amanda's participation on the ACRL 101 project, she has been appointed Vice-Chair of ACRL's Membership Recruitment Committee. Arianne

has been appointed to be a member of the ACRL Information Literacy Professional Development Committee.

### **Applying**

The Emerging Leaders program was a great opportunity for us both and we would recommend it to any librarian who is new to the profession and wants to learn more about becoming involved in ALA. To be considered, applicants must be an ALA member 35 years of age or younger or be a library worker of any age with fewer than 5 years of experience working in a library. Participants are required to attend both ALA conferences and work virtually in the time period between the conferences.

Additionally, they must be able to commit to serve on either an ALA, division, chapter or round table committee, task force or work group, or their your state or local professional library organization upon completion of the program. The application process for the next group of Emerging Leaders will be available in mid May, 2011. For more information, please visit:

<http://www.ala.org/ala/educationcareers/leadership/emergingleaders/index.cfm>

### **Editorial information:**

Bibliotes is published twice annually in the fall and the spring. To submit articles, photos, announcements or news items, please contact the newsletter editor, Carrie Netzer Wajda, at [cnetzerwajda@gmail.com](mailto:cnetzerwajda@gmail.com).

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