



Biblio-Notes

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

#59 Spring 2012

ISSN 1076-8947

Notes from the Chair



(Photograph provided by Faye Christenberry)

Greetings LES Members:

Spring has finally arrived, although it's difficult to believe, given Seattle's persistently winter-like weather. Fortunately, ALA Annual is around the corner, which means we can all enjoy the sunshine and warm temperatures of southern California! Before we meet in Anaheim, I'd like to share some updates on the section's first all-virtual Midwinter meeting.

First of all, I'm happy to report that the meetings went smoothly. Most of the committees took advantage of our subscription to WebEx to conduct their business. Many thanks to David Oberhelman and the other members of the Virtual Participation Committee

for providing such wonderful guidance and technical support! The discussion groups were not able to use WebEx, due to its seating limitation of 25. Instead, the LES General Membership forum and the combined meeting of the Reference, Collections, and New Members discussion groups used the University of Washington's subscription to Adobe Connect, which allows up to 100 simultaneous attendees.

The General Membership forum attracted 40 virtual participants and featured a lively discussion on LibGuides. Minor technical problems affected both sessions, but a survey conducted by Virtual Participation resulted in a positive reaction to the idea of continuing to meet virtually for one more Midwinter. While some members stated they would prefer face-to-face meetings, all agreed that virtual is a realistic alternative, due to declining travel budgets. Rather than renewing our subscription to WebEx, we'll examine free alternatives for next year, such as ALA's subscription to iLinc. In addition, we will investigate strategies to better advertise the meetings to the LES membership.

In other committee news:

Membership (Jaena Alabi, Chair) has updated the Directory of LES Literature Librarians. The directory is available on the LES homepage: www.ala.org/acrl/files/aboutacrl/directoryofleadership/sections/les/LESdirectory0611.pdf.

Liorah Golomb is matching members to students in the Job Shadowing program. For

more information about volunteering to mentor a student, please see the following:

www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/lesjobshadow.

In Publications news, Aaron McCullough has volunteered to take over as Web Editor for Christine Ruotolo and will assume responsibility of the LES website after ALA Annual. Blake Landor is transferring records from the "Bibliography: Studies of Interest to Literatures in English Librarians" to Zotero and hopes to complete the transition by ALA Annual.

The Planning Committee (Frank Gravier, Chair) has revised the LES Governance Procedures and posted them to the LES website:

www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/about/lesgovernance. Planning is currently in the process of reviewing the LES Research Competency Guidelines.

For those planning to attend ALA Annual in Anaheim, there is much to look forward to! Angela Courtney, Melissa Van Vuuren, and Harriett Green have planned a day-long pre-conference workshop on Friday, June 22. Those attending "Digital Humanities in Theory and Practice: Tools and Methods for Librarians" will obtain an introduction to the theories and practices that characterize Digital Humanities and explore examples of how librarians are currently leading digitization initiatives, collaborating on faculty projects, and participating in national grant-funded efforts. For more information and registration details see alaannual.org/content/resources-attendees.

In addition to the pre-conference workshop, the LES Conference Program Planning Committee (Shawn Martin, Chair) has put together a panel of expert speakers who will shed light on the

complex range of issues concerning new media and intellectual property rights. "Fair Use, Intellectual Property, and New Media" will address the increasing demand libraries face both to adhere to relevant intellectual property laws, and to open up materials for teaching and research purposes. For a list of the dates, times and room assignments of our program and meetings in Anaheim, see below. I've included the ACRL MLA IB in Academic Libraries Discussion Group and the newly-established Digital Humanities Discussion Group, as LES members may be interested in attending those sessions:

Friday, June 22

9:00 a.m.—4:00.p.m. **Pre-Conference Workshop**
ACC-208B

Saturday, June 23

8:00-10:00 a.m. **Executive Meeting**
DIS-North Exhibit Hall
Room IJ

10:30-12:00 p.m. **MLA IB in Academic Libraries Discussion Group**
DIS-North Exhibit Hall
Room DE

1:30-3:30 p.m. **LES Program**
HIL-Palos Verdes

4:00-5:30 p.m. **New Members Discussion Group & General Membership Forum**
PIER-Pacific Ballroom B

5:30-7:00 p.m. **Social Hour**
(Place – TBA)

Sunday, June 24

10:30-12:00 p.m. **Collections and
Reference Discussion
Groups Combined
Meeting**
DIS-Disneyland Grand
Ballroom North

4:00-5:30 pm **Digital Humanities
Discussion Group**
DIS-North Exhibit Hall
Room BC

Monday, June 25

8:00-10:00 a.m. **All Committees
Meeting**
DIS-Castle A & B

10:30-12:00 p.m. **Executive Meeting II**
DIS-Monorail B & C

This past year has gone quickly! Sadly, ALA Annual means my term as Chair of LES will be officially over. I'd like to take this opportunity to thank all the officers, committee members, and everyone in the section for their support and dedication to LES! I've really enjoyed working with such a wonderful group of people and highly recommend everyone find a way to become more involved in section activities. I look forward to seeing you all in Anaheim.

Faye Christenberry
LES Chair, 2011-2012



ALA Annual Conference Information Online

Find updated program details and speaker information on the ACRL at Annual Conference Web page. Go to www.acrl.org, select "Conferences & Continuing Education," and click on "ACRL @ ALA Annual Conference 2012" for the latest!

Locations for programs and meetings will be available on the ALA Web site approximately one month prior to the beginning of Annual Conference; look for the "Event Planner" link on the ALA Annual Conference Web site at www.ala.org/annual. Fully registered attendees can create a personalized agenda and search for meeting, program, and event times and locations.

Everything Old Is New Again, or, Plus ça change...

by Sarah Wenzel

The 2012 MLA Convention

If I had to make a list of items on their way off of the list of fads and those coming into the limelight, out would go the "Digital Humanities" and in would come "Electronic Literature" and "New Media." Not that there still isn't a strong focus on the digital humanities, but it seemed more mainstream, and although for the most part projects using digital humanities methodologies haven't integrated into panels using 'traditional' scholarly approaches, I predict that they will do so shortly. (And I only attended one 'who are we and what are we

doing?' session.) What was most interesting to me regarding the digital humanities as such was an ongoing discussion of methodology not as it relates to computers or 'the digital,' but as it relates to the 'old school' textual analysis that it both requires and celebrates. A type of methodology that has been suspect for the last 30 years or so as theoretical approaches have reigned supreme (and may have driven more than one budding scholar into the welcoming arms of librarianship) may be re-emerging. Perhaps this change in scholarly values may also underlie the difficulty that digital humanities scholars are having in seeking tenure and articulating the importance of their work?

A common theme in several sessions about the digital humanities and in Alan Rauch's paper on "The Cost of Knowledge for Scholarly Editors: A Polemic" is that editing, textual analysis, the scholarly edition, etc. are exactly the type of work that makes up Digital Humanities writ large. I cannot help but wonder how this swing towards the physical, practical and computational will affect librarians and our interactions with faculty. Often our role and scholarship is, or is perceived as, instrumentalist, but if faculty research intersects more with librarian interests, we may again be speaking more of the same language. One panel noted an "artificial distinction between teaching, service and scholarship," as it is impossible to say whether tools are service or scholarship. It was noted that one *can* say that they're really all forms of communication, scholarly communication to different audiences.

Transmedia and narrative experienced through multiple media had more sessions and more prominence this year than in previous years. It seems to me that libraries are going to need to take a careful look at this area of study so that

we are prepared to support research and teaching, not only about transmedia and comparative media studies, but research and teaching that requires manipulating media, e.g., games. This type of research will affect what libraries collect, what equipment we support, and how we archive.

The "Race and Digital Humanities" program raised questions for me about our (often unconscious) decisions regarding prioritizing, translating and disseminating digital texts. Kimberly Blockett asked if prioritizing by popularity is really the right criterion. It seems to me that vendors are displaying a great desire to digitize works by or about minority groups, but how are libraries making those decisions? This was also brought up in "Preservation Is (Not) Just Another Word for Nothing Left to Lose," when it was asked if any item is "preserved because it's important or important because it's preserved?" What are our responsibilities as librarians?

Another item that was not raised directly but that continued to occur to me is that of data or project silos. How do we manage to unite them? Is it through traditional cataloging? Even if that is not the best tool, if we don't have a better one, should we not use it? The extensive exhibit of electronic literature made me wonder how these works are being cataloged and preserved. How much of both literary and scholarly value will simply disappear?

Libraries and Research in Languages and Literatures Discussion Group

This was only the second MLA conference to have both an official ACRL-MLA liaison and the first to have not one, but two, programs arranged by the still-probationary MLA Libraries and Research in Languages and Literatures

Discussion Group, which continues to draw together librarians and faculty members to discuss issues of interest to both professions. Bob Kieft, after successfully coordinating two programs, one shared with the Council of Editors of Learned Journals (CELJ), has handed over the leadership to the most able & efficient David Oberhelman.

Our program was "Preservation Is (Not) Just Another Word for Nothing Left to Lose," with speakers John Kiplinger, JSTOR; Laura C. Mandell, Texas A&M Univ., College Station; Jeff Wilensky, ProQuest; John Wilkin, HathiTrust Digital Library; and respondent Joan Lippincott, Coalition for Networked Information. One key point I walked away with, thinking of the many times I've not preserved a physical object because it's available online, are real concerns about retention of variant editions and texts – and my library school professor's dictum about the 'duplicity of duplicates.' This will be the topic of our program, which has been approved, for 2013.

The program coordinated with the CELJ was entitled "Learned Journals and Libraries: Knowledge Economies and Economics of Knowledge." Alan Rauch's paper dealt with the cost of and to scholarly editors for the work they do, which he sees as rarely counted when it comes to tenure and promotion decisions. "Collaborative Economies: Tools and Strategies for Scholars and Libraries" was presented by Harriett Green, based on a study at the University of Illinois—Champaign-Urbana. I was particularly drawn to Bill Thompson's exposition of the symbolic value of libraries in "Chaos and Cohesion: Digital Fragmentation and the Learned Journal in the Library of Now." Bob Kieft responded eloquently in evoking the many roles that form the scholarly economy.

This fall, the discussion group elected Patricia M. Hswe to a five-year term on the executive committee. We have two nominees for the open position next year.

For the 2013 Convention we will be co-presenting with the Computers Discussion Group on joint degree programs, in addition to the aforementioned program about how to preserve our print legacy.

As a liaison I continue to build and support relationships between the MLA and ACRL; much of that networking happens at the MLA Convention. Indirectly related to my liaison role, I would like librarians to find ways to encourage, foster awareness of, catalog and consider the archiving of digital humanities and new media projects. I would also like to see literature explicitly engaged in conversations with new media and game studies, at least in the library world.

New sources (or sources new to me) that LES librarians may find interesting...

Association of Internet Researchers, an academic association dedicated to the advancement of the cross-disciplinary field of Internet studies. (www.aoir.org)

TypeWright, a tool for correcting the text-version of a document made up of page images. (www.18thconnect.org/typewright/documents)

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Call for Nominations

The Nominating Committee seeks the active involvement of everyone in the section to help us identify leaders for the Literatures in English Section.

We invite you to send us an email if you are interested in the position of Vice-Chair/Chair-Elect, Secretary, or Member-at-Large. We would also be interested in receiving the names of people you think would be strong candidates for these positions. The Nominating Committee will be developing a slate of candidates over the next few months. Our contact information is:

Liorah Golomb (Chair), lgolomb@ou.edu

Laura Braunstein, lrb@dartmouth.edu

Rob Melton, rmelton@ucsd.edu

The Secretary and Member-at-Large serve for one year, while the Vice-Chair/Chair-Elect serves three: one as Vice-Chair, one as Chair, and one as Immediate Past Chair. Below are basic job descriptions of the Vice Chair/Chair-Elect and the Secretary, from the LES Governance Procedures. The Member-at-Large has no specific job duties.

F3. Duties of Officers.

F3a. Chair. The chair shall be the chief executive of the Section, the chair of the Executive Committee, and one of the Section's representatives to the ACRL Leadership Council and the ACRL Sections Council [note: ACRL has eliminated Sections Council but may hold online meetings instead]. The chair is responsible for section projects pursued during his or her term, administration of requests for budget allocations and reimbursement of expenses, and submission of reports on all Section activities to the ACRL Board. The chair is also responsible for

scheduling Section programs, meetings, and events at the Midwinter Meeting and the Annual Conference.

F3b. Vice-Chair/Chair-Elect. The vice-chair/chair-elect shall plan and coordinate all programs and projects to be pursued during his or her term as chair, and shall make appointments of all standing committee members and chairs whose terms will begin during his or her term as chair. The vice-chair/chair elect shall be responsible for submitting budget requests for his or her term as chair, participating in ACRL budget orientation, and responding to inquiries relating to the Section. The vice-chair/chair-elect serves on the Executive Committee and the ACRL Conference Program Planning Committee. He or she serves as a substitute on the ACRL Leadership Council and the ACRL Sections Council when either the chair or the immediate past-chair is unable to attend.

F3c. Immediate Past-Chair. The immediate past-chair serves on the Executive Committee and is ex-officio on the Planning Committee. He or she also serves on the ACRL Leadership Council and the ACRL Sections Council.

F3d. Secretary. The secretary shall be responsible for maintenance of all Section records and for recording the minutes of all Section and Executive Committee business meetings at the Midwinter Meeting and at the Annual Conference. All records shall be submitted according to ACRL and LES guidelines. The secretary shall be responsible for collecting and distributing all archival documents to the ALA Archives as appropriate.



Promoting Humanities Librarianship through Job Shadow Hosting

by Liorah Golomb

Thinking back to library school, how did your concept of academic librarianship match up with your current reality? Your day might involve consulting with a student on a research project, teaching a class, acquiring or weeding materials, working at a reference desk, dealing with a frustrated faculty member, attending a meeting, working on your own research project, or evaluating your collection. It is probably not quite what you pictured in school.

Many library school students would like to share our busy work lives for a day to get a real-world sense of what we do. To that end, in 2010 LES established a pilot program to match hosts with job shadowers considering a career in academic humanities librarianship. Arianne Hartsell-Gundy designed the program, applied for and was granted a modest sum of money from ACRL Friends for advertising and host-shadow lunches, and administered it during and after her term as LES Member-at-Large. I took it over from Arianne, and in January I contacted library schools to promote the program.

The response has been truly overwhelming. There are many more shadow applicants than hosts, and we need LES members all over the U.S. and Canada to host these students. The commitment is only for a day, or whatever arrangement you make with your shadow.

Please consider volunteering. Several LES members have already hosted, including myself, and it has been by and large an enjoyable experience for both parties.

Please contact me at lgolomb@ou.edu for more information or to volunteer.

Me And My Shadow(s)

by Abby Yochelson

A while back, the Literatures in English Section (LES) developed a wonderful Job Shadowing Program. The program is fully described at www.ala.org/acrl/aboutacrl/directoryofleadership/sections/les/lesjobshadow, beginning with, "Realizing the importance of recruiting future librarians, the ACRL Literatures in English Section has begun a job shadowing program for those interested in becoming Humanities Librarians. Job shadowing is a way for potential librarians to learn more about the field of librarianship and the day-to-day work of a librarian. It will also help future librarians form mentoring relationships and begin the important work of networking."

When LES Past Chair Liorah Anne Golomb sent a notice to library schools throughout the country, she received a flood of responses and then posted a note on LES-L looking for librarians to host the "shadows" within specific regions of the country. I saw one listed, "Within 25 miles of Greenbelt, Maryland," and responded back to Liorah. I believe she was grateful to hear from both me and Tim Hackman, literature librarian extraordinaire at the University of Maryland. It turns out that Liorah had received seven indications of interest in the Washington metropolitan area, so Tim and I agreed to split them up with three going to the University of Maryland and four to the Library of Congress.

I am the Reference Specialist, English and American Literature, Humanities and Social Sciences Division (Main Reading Room) at the Library of Congress. When I notified my supervisor that I would be having four shadows on four different days – all in February – she

suggested I share the wealth with my colleagues. While I planned to have my shadows speak with as many of my colleagues as possible, I was hesitant to hand off my mentoring duties entirely, as I thought LES had specifically recruited people interested in literature librarianship. If only I had taken the time to read the program description, I would have known that any humanities librarian would have sufficed!

We were given copies of the applications, so we had a little background information, but I sent preliminary emails to Angela Forest, Elizabeth Greeley, Anna Barker, and Keeley Kerrins to learn more about their specific interests. Both Elizabeth and Keeley just started in January at the School of Library and Information Science at The Catholic University of America. Angela is attending the iSchool at the University of Maryland. Anna Barker already holds an MLIS from Wayne State University but thought the Job Shadowing Program might help her explore career options.

As my days as a reference librarian, collection development officer, bibliographic instructor, and meeting-goer are endlessly varied, the days' events were unique for each of my "shadows." While I had assumed that most of these students had already visited the Library of Congress, I learned otherwise and began each day with a whirlwind tour of the magnificent Jefferson Building and the Great Hall. I planned a tour of the Main Reading Room, time at the reference desk, a discussion of collection development responsibilities, and a glimpse of our endless queue of Ask a Librarian inquiries. I also added visits to parts of the Library of Congress that most closely matched each person's interests. I hoped to have lunches with several colleagues to broaden the discussion of

our life paths to librarianship and various career options, but scheduling did not always permit the latter.

Angela Forest had been a journalist in a previous life and expressed an interest in the Library of Congress's digitization projects. A discussion of the immense *Chronicling America* project (chroniclingamerica.loc.gov/), a national project funded by the National Endowment for the Humanities and managed by the Library of Congress to digitize newspapers throughout the country, seemed a natural match for her background. We also visited the book digitization operation funded initially by the Sloan Foundation to see how works digitized by the Library of Congress are added to the Internet Archive and the HathiTrust. Without scheduling this special appointment for Anna, I doubt that I would have visited the digitization lab; I learned important information that I carried back to my staff meeting the next week!

Elizabeth Greeley's family thinks she came to Catholic University to study law librarianship - as she originally intended. She is now interested in the "Cultural Heritage Management" concentration, a fascinating track that did not exist when I attended the School of Library and Information Science at Catholic, lo these many years ago! A visit to the American Folklife Center (<http://www.loc.gov/folklife/>) seemed essential. Sadly, none of the musical folklorists were on the reference desk when we visited, as I fully expected a rousing rendition of "Me and My Shadow" to be sung when we stepped through the door! A "show-and-tell" in the Rare Book and Special Collections Division (www.loc.gov/rr/rarebook/) included the Bay Psalm Book - the first book printed in the American colonies, a gorgeous Kelmscott Chaucer, and Charles Dickens' walking stick!

Anna Barker taught me the previously unknown expression "lone arranger" to describe archiving positions where the librarian/archivist works in a solo environment. While her work at the Smithsonian sounded fascinating, she finds her job rather isolated and hopes to find a more collegial environment to practice her considerable skills. A visit to the Prints and Photographs Division (www.loc.gov/rr/print/) is always a treat for me, so I was glad to accompany Anna on a tour where she learned about the Prints and Photographs Online Catalog (www.loc.gov/pictures/), the pilot project loading some of the collections on Flickr, and the variety of patrons that division serves.

While Keeley is also just starting her program at Catholic University, she had a great deal of archival experience in Michigan libraries and at the National Anthropological Archives at the Smithsonian. A visit to the Manuscript Division was arranged, and I suggested that material from the Margaret Mead papers be included. Keeley and I were thrilled to handle Mead's field notebooks from Samoa and learn that she had special pockets designed to hold the unusually-sized notebooks. Keeley also had the opportunity to attend the Reference Forum, a monthly program that brings reference staff from throughout the Library together. The February program featured a presentation by Dr. Jeremy Adamson, Director of Collections and Services, about his vision for the reading rooms and reference services. She also had the opportunity to attend training for those of us participating in the Library's Election 2012 Web Archive project (lcweb2.loc.gov/diglib/lcwa/html/lcwa-home.html). Needless to say, Keeley got little time on the reference desk or learning about

other aspects of my daily duties. Some days are just packed with meetings and programs!

We have had many retirements from the Humanities and Social Sciences Division, but few new hires in recent years. It is always rewarding to have an opportunity to speak with people just entering our field and to feel their enthusiasm for libraries and, of course, the Library of Congress. It keeps us from getting jaded and reminds us that we have great jobs – not that I need reminding as I walk into the glory of the Main Reading Room (www.loc.gov/rr/main/) each day. While the deadline for the Junior Fellows Summer Intern Program (www.loc.gov/hr/jrfellows/) at the Library of Congress had just concluded, I made certain to tell all of my shadows about this possibility for future years. Many divisions in the Library offer intern or practicum opportunities for library school students, and after spending the day with Angela, Elizabeth, Anna, and Keeley, I would welcome all of them to spend time with us in the Humanities and Social Sciences Division – perhaps just not in the same month again!

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Student Promoters

by Ammie Harrison

"I had no idea you existed!"

As the Arts and Humanities Librarian at my university, I hear this frequently from students. So do my colleagues who provide reference to other departments. Most students do not know that I exist until after they have reached the "point of need," or I dazzle them when their professor has dragged them into the library for a session on how to research.

"You mean I could have been coming to you for the last two years when I was frustrated? Why wasn't I told?!"

Even if they know that I exist, they have no clue as to what I do or how I can assist them. Most students are too timid or too embarrassed to approach me and ask for. When they finally do, I have always sensed an air of relief come over them that a person exists who can help them work through the frustration of research. And when I show them my online research guide for their disciplines, they occasionally fly into orbit.

"You mean, even when you're asleep, I can still access the information you just showed me."

"Yes, yes you can. And even if I am asleep, send me an email, and I will answer you when I am back in the office."

What I have discovered in these encounters is that students can be your best promoters. A student who receives advice on how to narrow down topics, refine searches, and locate the best resources tends to get excited. And that, my friends, is when you have an advocate.

Whenever possible, I tell students all the disciplines I cover, that a librarian exists for

each discipline at the university, that we answer emails, text messages, chat messages, and that they can drop by or make an appointment for a one-on-one consultation. On these occasions, one can almost see them planning their future visits to me for help with every assignment they will have for the rest of the semester, if not for their entire academic careers. Not only do they bring friends in to obtain help, but frequently they return to their professors indignant at the fact that they had not been introduced to "their librarian" earlier.

You would think I would have a number of angry tenured professors at my door, but I receive quite the opposite reaction. I am suddenly booked for instruction classes in my subject areas. Faculty members want to know how they can improve their own research as well as ensure that their students understand how to identify and use scholarly, authoritative resources and how to begin and build research topics, arguments, and projects. When faculty members become aware of the many services I offer, that means more exposure to students through the advice of faculty members, which means more students coming through my cubicle door for assistance... and more student referrals. It is a wonderful cycle built on student promotion.

So, the next time you are assisting a student who is both overjoyed that they now know what a reference librarian does and a little perturbed that they were unaware of our wonderful skills, use this as a moment to give them a quick rundown of your most helpful services, and remind them to tell a friend and a professor.



ACRL 2013: Imagine, Innovate, Inspire
April 10-13, 2013
Indianapolis

Join us at ACRL 2013 for the premier professional development event for academic and research librarians.

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Editorial information

Biblio-Notes is a biannual electronic publication of the Literatures in English section of the Association of College & Research Libraries, a division of the American Library Association. To submit articles, photos, announcements or news items, please contact the newsletter editor, John Glover, at jglover2@vcu.edu.

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