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With this issue I begin my third year as your editor. They have been instructive years and the work has suited me more than I had originally anticipated. Articles are being submitted, if not in generous quantities, at least sufficiently to fill each issue and to ensure an optimistic outlook for the coming year (translation: I do not have to stay awake at night worrying about empty pages).

For the hundreds of you who are planning to send manuscripts to me next week I call your attention to my new mailing address: McClung Historical Collection, 500 West Church Avenue, Knoxville, TN 37902 (phone: 615-544-5734). My FAX number remains the same. After 6½ years as manager of a branch in the public library system I have moved to a special collection housed in the East Tennessee Historical Center where I will be dividing my time between cataloging and references. It promises to be an interesting move.

To all the children’s librarians who have called to our attention (justly, perhaps) that we do not publish enough articles pertinent to their interests; please note the article in this issue concerning a learning enrichment program conducted last year in Knoxville as a cooperative venture between the public library outreach program and the school system. Also, in the near future, look for an article on “Little Houses in the Big Woods,” one librarian’s observations from her pilgrimage to various sites described in the Laura Ingalls Wilder books. We make a conscientious attempt to publish articles catering to a wide range of professional interests as well as representing all of Tennessee. Unsolicited submissions are always welcome.

A special thanks to Laura J. Underwood for the imaginative cartoon she designed especially for this issue’s column. She gave me exactly what I described. By next issue I should have time to unpack the bag and cultivate a fresh batch of clutter on my new desk. Laura works as Head of the Periodicals Room at Lawson McGhee Library when she isn’t fencing, drawing or writing. Her book reviews appear regularly in the Sunday Sentinel newspaper and she is eagerly anticipating the publication of a second short story scheduled to appear in the next issue of Marion Zimmer Bradley’s Fantasy Magazine.

SK
President

Thank you, Dr. Ward!

Wracking my brain for a way to thank Jim Ward for the amazing amount of time, energy, and inspiration that went into planning and “producing” the recent SELA/TLA Conference, I came upon the idea of dedicating this edition of the President’s Letter to him. I had promised our editor that I would give her some sort of impression or unique perspective on the recent conference and frankly the strongest impression I came away with was, “How in the world did he do it all?”

Miraculously, Dr. Ward managed to be both program and local arrangements chair for a regional conference twice the size of our convention in Memphis last Spring. Those of you who have served in either of those positions can probably come closest to imagining what it would be like to fill both positions for a conference of that magnitude. I am ready to buy him a blue and red shirt with a giant “S” on it, for a super man is what Jim Ward proved to be.

Without exception, each participant I talked to praised the programming. Opryland Hotel is a big place, but everyone was thankful to have all of the programs under one roof. General session speakers like Tom T. Hall, Wilma Dykeman and Linda Crismond were great anchors for the excellent programming done by individual divisions of SELA And TLA.

Of course, those of you who have known him for years already knew just how super Jim Ward is. Many of you have been part of his large and growing fan club. You can, perhaps, understand how exciting it is for those of us who have only recently come to know and appreciate him.

Congratulations, Dr. Ward, on your election as President of SELA and best of luck in the two-year term ahead. If TLA members or groups can be of service, just let us know. We definitely owe you one!

Carol Hewlett
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Preparing For Partnerships: Libraries And Educational Reform In Tennessee

by Bryant Millsaps
Secretary of State

This is the text of an address given by Secretary Millsaps at the Tennessee Governor’s Conference on Libraries and Information Services, October 14-16, 1990.

A few weeks ago, I had the opportunity to sit down with representatives of the McWherter administration to discuss the contents of their education reform proposals that bear the name of the 21st Century Challenge Program. Some of those present at that meeting were Dr. Charles Smith, Commissioner of Education, Mr. David Manning, Commissioner of Finance and Administration, and Mr. Billy Stair, the Governor’s Senior Policy Advisor on Education. After a general discussion of the proposed program and the 89 initiatives that comprise the basic plan, and pointing out those initiative areas that we believed public libraries could help accomplish, I asked Commissioner Smith what we must do to position ourselves to be a major player in the overall reform effort. He looked at me and said, “There are three basic elements of this proposal that you need to understand. First, decisions are going to be made more at the local level than ever before. Second, accompanying this decision-making responsibility will be an increased level of accountability for local government including school boards and school administration. Finally, we are going to encourage local systems to build partnerships with various resource groups in their communities.”

While there was a continuing discussion of the program and the implications for public schools, it became very clear to those of us from the Department that our role as the most effective, most economic and most resourceful deliverer of information services to our students and our fellow citizens was going to be predicated upon our ability to build partnerships with local government including executives, legislative bodies and governing boards. It is also imperative that we include local school administrators, faculty (including librarians), and students.

My Vision for the Future

Permit me to outline for you the vision we have for the way information resources are used in Tennessee’s schools of the future. And, if I might be so bold, that future, in my opinion, is now.

The educational strength and intellectual vitality of our children will be impacted in large measure by their ability to access up-to-date, usable information on every conceivable subject. While today’s school libraries play a vital role in providing what might be called “traditional reference,” the educational environment of the 21st century is going to demand much more. Nontraditional services such as library services of literature, history, biography and providing individual and classroom access to major information databases that already exist in the areas of science, math, history, social sciences, creative arts and periodical services—to name a few—will become more of the norm and less the exception in the years ahead.

In addition to the positive implications for Tennessee’s classrooms, there are equally positive implications for Tennessee’s citizens as well. With every passing day, more and more decisions are being made in private business and in local government that depend on the accuracy and the timeliness of information. Management decisions in both of these areas are made every day that rely on an information base that provides quality data. This data ultimately
leads to expansion, investment and service delivery decisions that impact all of us.

Additionally, private citizens, as well as businesses and government, have an ever increasing need for high-tech information services. If students are going to experience access to expanded bases of information between 7:30 in the morning and 3:30 in the afternoon, what makes us think that their need for these information services will stop when the last bell rings? What about the growing number of "older/non-traditional" students who have decided to renew their pursuit of a formal education while holding down a full-time job? Are they to be denied access to full information services simply because they work during the day? What about that individual who simply wants to know more? Do we want the individual pursuit of knowledge—at whatever level—to suffer because we failed to take advantage of the technology that is available to us today?

How to Proceed

Considering this, the natural question for all of us is how can the information services necessary to support the 89 initiatives that comprise the 21st century challenge be delivered to maximize the use for our schools and communities while minimizing the considerable costs involved.

You would not be here at this moment if you did not share my belief that these types of issues must be boldly addressed in the weeks and months ahead. I contend, and I encourage you to react to this in a few moments, that all of us must begin to take the steps necessary to meet the increasing information needs of the people of Tennessee. And I further contend that all of us—students, school librarians, faculty and government officials (county and municipal, executive and legislative), community business leaders, private citizens, as well as those of us in state government—must begin now to develop a locally based plan that will meet our information needs into the 21st century. I contend that the development and implementation of this plan will be driven by four major goals.

First, we must take Commissioner Smith at his word and begin now to form the necessary partnerships to bring all parties together which are interested in delivering information services. These compacts of cooperation can provide the necessary expertise and energy to strengthen local planning for improving our schools.

Second, a commitment must be made to insure that these cooperative compacts are inclusive, not exclusive. The table where we all sit, must large enough to accommodate various groups and diverse ideas. A cooperative effort must prevail.

Third, the outcome of this joining together must be the development of a locally based plan that provides both an exciting and achievable agenda for delivering library and information services to our people. We must be imaginative and challenging in our plans.

Finally, in order to be imaginative and challenging, we must provide leadership. We must approach the entire partnership concept with an eye toward providing our communities with visionary leadership that causes all of us to have a greater, more dynamic view of where we can be educationally and intellectually if we will only try. When leadership with vision becomes standard, we think the unthinkable, we see the invisible, we conceive the inconceivable.

Inhibiting Factors

There are three factors that can keep us from meeting our objectives: technophobia, tradition, and timidity. I call them my three "T's."

Technophobia is the fear of computers. Although our children know no fear of computers, some of us think that if we touch one key of a computer we are going to close down the entire computer network of the American defense system. If we are to face the challenges of today’s educational world, we must recognize that computers are part of our lives, like it or not. A man told me a few days ago that he didn’t have anything to do with computers. I asked him how they calculated his grocery bill in the supermarket, or how they found a part for his car in
the auto parts store. I think he got the point: that we all live in a world of computers and the sooner we learn to live with them and to master them, the better off we will all be.

Tradition can be a good thing. I think I am traditional in a number of ways. But tradition can also be an excuse for not making changes when they need to be made. The seven last words of a dying organization are: "But we've never done it that way." If we are not careful, we can become slaves to tradition in our libraries and our educational institutions. The notion that libraries are no more than collections of books is changing faster than we know at times; our libraries are becoming active repositories of many media—tapes, disks, and computer software and hardware—and our concept of the library is expanding as the contents and services of those libraries change. Community and educational leaders need to be aware of the changing role of the library in the community, especially as we consider new and daring ways of creating new partnerships between the schools and our public libraries.

Timidity is our third obstacle. No one has ever accused me of timidity. But as the chief advocate for libraries in this state I believe that librarians and library board members have often been too timid in asking for what is rightly theirs—a proper share of the public monies in order to offer first-rate library services. Some library budgets in the state are categorized as charity—and are treated accordingly. As government officials and educational leaders, many of you can be effective advocates for our public and school libraries.

Conclusion

Several years ago, a young navy lieutenant applied to serve on the only nuclear submarine of the day, the U.S.S. Nautilus. In order to gain that appointment, all applicants had to be interviewed by Admiral Hyman Rickover, one of the most learned military men of our age. The lieutenant in question studied hard for that interview and felt comfortable when Admiral Rickover began to ask him some questions about the state of the economy and other matters. Lieutenant Carter came prepared and he did well on this part, but the Admiral made his questions more and more difficult until the future President of the United States knew that he had met his match.

By this time Jimmy Carter's uniform was soaked through with nervous sweat. Admiral Rickover then asked him if he was a graduate of the Naval Academy, to which Carter replied that he was. He added proudly that he had studied for two years at Georgia Tech and that, at Annapolis, he had graduated 59th out of a class of over 800 cadets. Not at all impressed, Admiral Rickover then turned to Jimmy Carter and asked point blank: "But Mr. Carter, did you do your best?" Jimmy Carter later related that one of the main regrets of his life was that he had to answer the admiral: "No sir, I did not." Rickover turned and stared at the young Carter and asked, "Why not?" This question haunted Carter for many years.

I am the father of three children, and if the Lord continues to bless me in the future as he has in the past I fully expect to have grandchildren. When I look back on my years of public service, I do not want to have to face my grandchildren when they ask, "Granddaddy, did you do your best?" In all candor, I do not want to answer the question, "Why not?"

Ladies and gentlemen, at this time in history we have a tremendous opportunity to form partnerships that have never before existed in our state for the betterment of library services and public education. I challenge you not to let this opportunity pass. Let us act so that we can respond to all who ask how well we carried out the public trust by saying, "We did our best."
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The Tennessee Governor's Conference On Library And Information Services: Background, Reality, And Future Impact

by Edwin S. Gleaves

First Tennessee Governor's Conference on Libraries

The first Tennessee Governor's Conference on Libraries was held more than twenty years ago on November 3, 1967. It was directed by Dr. Sam B. Smith, State Librarian and Archivist, and preceded the first White House Conference by twelve years. A one-day conference, it was held in the War Memorial Auditorium in Nashville, featured an address by Governor Buford Ellington, and was attended by no less than three former governors of the state: Gordon Browning, Prentice Cooper, and Jim McCord, as well as by Senator Albert Gore, Sr. Other prominent speakers included Alexander Heard, Lowell Martin, Joseph H. Reasons, and Virginia Young. This open meeting was attended by approximately five hundred people. A 14-person Steering Committee and ten sub committees thereof were responsible for organizing and planning the conference. A report of the conference containing the principal addresses and a generous sampling of photographs was published soon after the conference.

Second Tennessee Conference on Library and Information Services

The second Tennessee "Governor's Conference" did not bear the Governor's name: it was simply entitled the "Second Tennessee Conference on Library and Information Services." Held November 19-21, 1978, it was the first of the Tennessee pre-conferences, (i.e., a conference preceding a White House Conference). This conference was planned by Katheryn C. Culbertson, State Librarian and Archivist, through a contract with Ann Eastman of Blacksburg, Virginia. This three-day conference at the Opryland Hotel, featuring numerous addresses and discussion groups, was organized by a 46-person Advisory Committee.

Resolutions emanating from the Second Tennessee Conference of Library and Information Services dealt with the following issues:

1. Standards for public libraries
2. Better public relations for libraries
3. Better funding for public libraries
4. Freedom of inquiry
5. Access for the physically handicapped
6. Network for resource sharing among all types of libraries
7. State-wide borrowers card
8. Regional government documents depository in Tennessee
9. Expanded and strengthened State Library and Archives
10. Support of basic, continuing, and remedial education
11. Demonstration project with National Commission on Libraries and Information Science (NCLIS) to indicate how to achieve adequate funding and attainment of standards
12. Full-time executive director for Tennessee Library Association (TLA)
13. Expansion of Tennessee Library Association membership

Fourteen Tennesseans were selected at the conference to attend the first White House Conference on Library and Information Services.

Lay Delegates: Merlin Cohen, Union City; Barbara Mann, Nashville; Tom Ritter, Nashville; Martha Schaeffer, Memphis; Richard D. Smyser, Oak Ridge; Wilma Dykeman Stokely, Newport; Hooper
Brock, Athens (Alternate); Charles Crawford, Memphis (Alternate); Sam Martz, Nashville (Alternate).

Professional Delegates: Cleo Brooks Boyd, Jackson; Frank P. Grisham, Nashville; Mary Little, Sparta; Anne Lowe, Cookeville; Katheryn Culbertson, Nashville (Alternate).

First White House Conference on Library and Information Services

The historic first White House Conference on Library and Information Services was held in Washington on November 15-19, 1979, pursuant to Public Law 93-568 of 1974. It was attended by more than 900 delegates and 3,000 observers from the states, territories, and the District of Columbia. The themes of the conference were: (1) personal needs, (2) lifelong learning, (3) organizations and the professions, (4) governing society, and (5) international cooperation.

The conference concluded with sixty recommendations for improvement in library and information services. In retrospect, these recommendations have contributed to the following developments in library and information services:
1. Greater public awareness of the impact of library and information services on the nation, on communities, and on individuals
2. Creation of a federal Department of Education
3. Increased federal funding
4. Formation of the White House Conference on Library and Information Services Taskforce (WHCLIST)
6. An active role for libraries in adult literacy training
7. Increased state and local support

The White House Conference On Library And Information Services Taskforce (WHCLIST)

It became evident at the first White House Conference that follow-up was critical to its success. The White House Conference on Library and Information Services Taskforce (WHCLIST) was founded to help implement the resolutions of the White House Conference and to plan for a second White House Conference. Membership in WHCLIST consists of both lay and professional delegates. It now boasts more than 700 members representing the states, territories, Indian Nations, and the District of Columbia.

Without question WHCLIST has played a major role in the White House Conference process. WHCLIST has worked closely with the National Commission on Libraries and Information Science and WHCLIST leaders have served on the Preliminary Design Group appointed by NCLIS to make the initial plans for the second White House Conference. WHCLIST members have worked in their home states and with the Congress in bringing about legislation for the second White House Conference.

WHCLIST has met annually since 1980. The final WHCLIST annual meeting before the White House Conference was held in Nashville, August 16-18, 1990, at the Nashville Stouffer Hotel. Edwin S. Geaves, Vice-Chair of WHCLIST, served as program chair of that meeting, and Sandra S. Nelson served as local arrangements chair.

Second White House Conference On Library And Information Services

The second White House Conference, to be held July 9-14, 1991, was authorized by Public Law 100-382 of 1988 with the funding of $6 million, much of it earmarked to return to the states for state-level pre-conference activities. The themes of the conference are literacy, productivity, and democracy. The delegates are to be selected equally (25 percent each) from among four constituent groups: government officials; librarians and other information professionals; trustees and friends of libraries; and users of library and information services.

A 30-member White House Conference Advisory Committee (WHCAC) has been
appointed to advise NCLIS on the planning of the 1991 White House Conference.

Activities At The State Level
Other than the selection of delegates, pre-White House Conference activities are optional. However, given the fact that funds are being made available to the states and territories for such activities, all of the states and most of the territories have conducted some type of pre conference activities, mostly state-level conferences. Tennessee, through the offices of the Secretary of State and the Tennessee State Library and Archives, applied for and received $30,000 for its pre conference activities; an additional $15,000 was allocated from LSCA funds for 1990-91. Unlike most states, Tennessee has no state money nor private funds solicited for the Governor's Conference.

Planning For The Third Tennessee Governor's Conference On Library And Information Services
Planning for the Tennessee Governor's Conference on Library and Information Services began in August 1988. The Governor's Conference Planning Committee, chaired by Col. Joseph W. Jones, Jr., was appointed by the late Gentry Crowell in 1989 and officially began its work in January of 1990. The members of that committee were:
Col. Joseph W. Jones, Jr., Newbern, Chairman; Diane Baird, Clarksville; Evelyn Clowers, Cleveland; Walter Durham, Gallatin; Edwin S. Gleaves, State Librarian and Archivist, Ex-Officio Member; The Honorable William Harmon, Dunlap; Senator Douglas Henry, Nashville; Betty Latture, Nashville; Ken Maynard, Nashville; Sandra S. Nelson, Assistant State Librarian and Archivist for Planning and Development, Ex-Officio Member; Lester J. Pourciau, Memphis; J. Michael Rothacker, Nashville; James W. Simmons, Executive Assistant to the Secretary of State, Ex-Officio Member; Sam B. Smith, Nashville; Mildred G. Ward, Knoxville.
In August of 1990, Susan L. Miller of Nashville was contracted to serve as a Conference Coordinator.
Early in its deliberations, the Planning Committee established six sub committees: program, delegate selection, funding, liaison with other organizations, resolutions, and publicity. It also decided to involve as many other people as possible in the Governor's Conference process by planning one state-wide meeting and seven regional meetings.
The state-wide meeting was called the Blue Ribbon Panel, and consisted of a luncheon meeting of approximately fifty community leaders—legislators, mayors, county executives, newspaper editors, and others—from across the state, invited by the Secretary of State. Not all of these leaders had been active in library matters in the past. However, such a meeting, in which the Secretary of State set forth the goals of
the Governor’s Conference and the White House Conference, had the potential for developing new avenues of support among key people in the state. Indeed, some of those who attended the Blue Ribbon Panel luncheon in May attended subsequent meetings in their areas and were elected or appointed to be delegates to the Governor’s Conference and the White House Conference.

The regional meetings, which were coordinated state-wide by Sandra Nelson and were attended by more than 1200 persons, were held according to the following schedule:

July 13: Blountville, Northeast State Technical Community College (Clara Hasbrouck, Meeting Coordinator)
July 13: Chattanooga, UTC University Center (Betty Lumpkin and Bill Price, Meeting Coordinators)
July 20: Cookeville, First Presbyterian Church (Reilly Reagan, Meeting Coordinator)
July 20: Memphis, Rhodes College (Judy Card, Meeting Coordinator)
July 27: Jackson, Wilson World (Linda Hay, Meeting Coordinator)
July 27: Knoxville, Pellissippi State University (Nina McPherson, Meeting Coordinator)
July 27: Nashville, Belmont College (Joy Hunter, Meeting Coordinator)

The purposes of those meetings were:
1. To develop a consensus of the needed improvements in library and information services at the local and regional levels and formulate recommendations needed to attain those improvements.
2. To formulate recommendations for the further improvement of library and information services in Tennessee to increase productivity, expand literacy, and strengthen democracy.
3. To select half of the official delegates to the Tennessee Governor’s Conference on Library and Information Services.

Half of the official delegates to the Governor's Conference were elected at the seven regional meetings (two in each of the four delegate categories) for a total of 56 elected delegates. Subsequent to the regional meetings, a Delegate Selection Subcommittee of the Planning Committee met and developed a list of candidates to be appointed by Secretary of State Bryant Millsaps. Secretary Millsaps appointed 56 additional delegates and 12 alternates, three in each category, bringing the total number of official delegates to the Governor’s Conference to 112.

Out of the regional meetings came a consensus of the needed improvements in library and information services. This consensus took the form of a massive list of recommendations that was then analyzed by the conference coordinator and organized into a set of approximately 100 recommendations at the local, state, and national levels. These recommendations were presented to the Governor's Conference delegates when they met at the Doubletree Hotel in Nashville on October 14-16, 1990.

**The Governor's Conference: Program, Recommendation, And Delegate Selection**

The Governor’s Conference opened with a reception at 5:30 pm on Sunday, October 14, followed by a dinner and the First General Session, the Honorable Bryant Millsaps, Secretary of State, presiding. The conference was opened by Dr. Gleaves, who was followed by introductory remarks from Col. Jones. Carol Hewlett brought greetings from the Tennessee Library Association and David McWherter did the same from the Tennessee Archivists. After Secretary Millsaps certified all delegates, Dr. Gleaves delivered the keynote address on the topic “The Future Without Walls: A Vision of Library and Information Services in Tennessee in the Nineties.”

During the Second General Session at noon on Monday, Secretary Millsaps was presented with a strong sign of support for libraries in the state of Tennessee—copies of FOLUSA's Library Compact, signed by more than 14,000 Tennesseans. Secretary Millsaps said Governor McWherter would add his signature before all 14,000 signatures are forwarded to Washington for presentation to President Bush at the White
House Conference. Walter Durham, Chairman of the Tennessee Advisory Council on Libraries, then introduced Secretary Millsaps, who spoke on the importance of developing partnerships between public libraries and the schools.

The purpose of the Governor’s Conference was to identify the issues of most importance to the citizens of the state and to propose means by which those issues can best be addressed at the local, state, and national levels. Those issues were identified and the means proposed in a series of issue meetings which occupied most of Monday, October 15. Delegates were asked to attend working meetings on two of the following topics: funding; training and education; planning and standards; cooperation and networking; public relations; and access to information.

Out of the issue meetings came a series of recommendations that were summarized briefly by Sandra Nelson at the Third General Session at 4:15 pm on Monday. In the Fourth General Session on Tuesday morning, presided over by Sandra Nelson, the delegates were given the opportunity to speak on behalf of the recommendations of their choice. They voted for the five recommendations of their choice at three levels—plus three recommendations to be carried to the White House Conference. The results of this vote comprise the recommendations of the Governor’s Conference on Library and Information Services.

A review of the recommendations reveals a series of overriding concerns, some old, some new:

Improved funding for all types of libraries, with special concern for pub-
lic libraries in light of the low per capita support for public libraries in the state of Tennessee.

Continuing need for public awareness programs for libraries of all types to demonstrate to public officials the unique role of the library in the community.

A strong stand for intellectual freedom and against attempts to suppress that freedom through censorship.

The need for a concerted cooperative effort to carry out the Twenty-First Century Challenge of the Tennessee Department of Education.

The eradication of illiteracy in our time.

Support for continued federal aid for libraries of all types, including an expanded role for libraries through Senator Gore’s proposed National Research Education Network (NREN).

A continued recognition of the importance of cooperation among all types of libraries and for computer networks and other initiatives that facilitate such cooperation.

Increased concern for preservation of books and other media of historic importance.

Those recommendations receiving ten or more votes in each of the four categories are listed below.

A. LOCAL-LEVEL RECOMMENDATIONS

Local taxing authorities should provide a portion of the local tax rate for public library support as a separate budget item, thereby increasing the level of funding in all libraries to meet state and national standards. This funding would ensure that all staff members working in Tennessee libraries receive compensation including benefits comparable to those paid in other southern states. [66 votes]

Local library administrations should develop specific public awareness/public relations programs that would include, but not be restricted to, a speakers bureau; use of local library facilities by groups other than the library; programming targeted at each user group (e.g., children, youth, adults, etc.); and the development of a strong local Friends group. [46]

Public library boards, working with FOLUSA, should recognize and fulfill their responsibility to inform government officials about (1) the funding needs for public libraries in the areas of facilities, collections, personnel and services; (2) the place of the library in local government; and (3) services provided by the library. [44]

Public and school libraries should plan and implement specific programs of cooperation designed to fulfill the goals and objectives set forth in the Twenty-First Century Challenge: State-Wide Goals and Objectives for Educational Excellence. [43]

Local library administration should be sensitive and responsive to all the community’s needs. Identification, programming, and outreach should be provided for the handicapped, those who are low-level or non-readers, those who are culturally or economically different, the aging, etc. [37]

Local and regional libraries should cooperate in pilot projects involving reciprocal borrowing among all types of libraries in the state toward the implementation of a statewide borrowing system. [35]

Local taxing authorities, school boards, library boards and administrators should ensure that all publicly funded libraries meet or exceed state minimum standards. [33]

Libraries should require training and certification for personnel who do not possess the MLS and provide paid release time, financial support, substitute personnel, and other incentives for continuing education and staff development activities. [28]

Librarians, trustees and government officials should ensure that the public, including the physically and economically disadvantaged, the illiterate, and the underserved, have access to library materials and buildings. [18]

Local libraries should establish hours of service that meet the needs of users (not just staff) plus provide 24-hour electronic access without restrictions. [15]
Academic governing bodies should provide sufficient funding to ensure that their libraries meet regional and national standards. [14]

Libraries of all types should cooperatively plan to take full advantage of the technologies that facilitate networking e.g., facsimile, online computer databases, and CD-ROM. [4]

Local school and public library boards should adhere to professional standards for librarians and commit to training and hiring qualified staff. [13]

Libraries need to provide or identify other resources for the provision of periodic orientation, education, and training programs for trustees, friends, volunteers, and the general public to include information on laws, standards, and guidelines relevant to Tennessee Librarians. [13]

All public and school library staff should be eligible to receive some paid release time for continuing education (staff development activities) and should be required to attend inservice training programs. [13]

**B. STATE-LEVEL RECOMMENDATIONS**

The Tennessee Governor’s Conference on Library and Information Services should take a strong stand against censorship of library materials—and thus for intellectual freedom because that is consistent with one of the themes of this conference: democracy. Democracy cannot survive if censorship—however well intentioned—is permitted to undermine the freedoms guaranteed to all Americans under the First Amendment. [62 votes]

The Tennessee State Library and Archives, the State Department of Education, and the Tennessee Library Association will work together to ensure that libraries will be a part of the Twenty-First Century Challenge education program, and library funding will be part and parcel of tax reform. [52]

The Governor should include school, academic, and public libraries in education reform and tax reform as a very important component of lifetime learning. [46]
The Tennessee State Library and Archives should develop a statewide program to provide/coordinate preservation activities, including filming and digitizing of local records. [35]

The State Library and Archives Management Board should recommend that the Tennessee General Assembly provide funds for direct state aid to local public libraries which could not otherwise meet minimum standards. [29]

The State Library and Archives Management Board should recommend that the Tennessee General Assembly pass legislation providing a mechanism to ensure stable and adequate local support for public libraries (to include local library district taxing authority). [27]

The State Department of Education should increase state funding to a minimum of $10.00 per pupil for library materials with no waivers. [21]

The State Department of Education should pay school librarians to keep school libraries open in summer. [21]

The Tennessee State Library and Archives should develop a positive statewide program of public awareness that would include, but not be restricted to, a speakers bureau, a marketing specialist, and both print and non print productions for distribution on the state and regional level. [19]

The Tennessee General Assembly should provide legislation to allow for a statewide borrowers card (physical access). [15]

The Tennessee State Library and Archives should establish a communications network to allow the sharing of electronic media among libraries and prepare a state plan for electronic networking of all types of libraries. [13]

The Tennessee General Assembly should make funds available to ensure that school, academic, and other government-supported libraries meet state and national standards. [12]

The Tennessee State Library and Archives should conduct a study of specific public library funding mechanisms in other states. This study’s results should be publicized and used as a basis for recommendations by the Tennessee State Library and Archives to legislative/funding bodies. [11]

The State Department of Education should designate a portion of available funds for libraries in K-12 schools with no waivers. [10]

C. NATIONAL-LEVEL RECOMMENDATIONS

Congress should continue to support federal funding for library programs through the Library Services and Construction Act (LSCA); Titles I, II, and III of the Higher Education Act (HEA); the National Endowment for the Humanities (NEH); and the Elementary and Secondary Education Act (ESEA) in order to promote democracy, productivity, and literacy. [78 votes]

Congress should approve and authorize funding for the National Research Education Network (NREN), the Gore bill, and provide increased opportunities for libraries of all types to participate. The Tennessee delegation to the White House Conference should make every effort to ensure that the White House Conference on Library and Information Services endorses NREN and recommends that it be funded. [78]

Literacy should be the number-one national priority, and the U.S. Department of Education and the American Library Association should develop a national agenda for addressing literacy concerns especially as related to special populations. [63]

The American Library Association should adopt a national media campaign that supports all libraries, with a major all-out war on illiteracy. [32]

Congress should provide funding to ensure that library and information services are available to special-need populations. [27]

The Federal Communications Commission should not eliminate the exemption to surcharges on data telecommunications serving libraries and educational institutions. [27]
Delegates to the White House Conference on Library and Information Services should support resolutions promoting access to historic information in all formats. [24]

The American Library Association, the Special Libraries Association, and other national library associations should address the potential problems that will arise over the next decade because of the demise of graduate programs in library and information science across the country. [19]

The U.S. Department of Education should conduct studies to determine how children and young adults develop abilities that make them informationally literate [14]

Federal funding should be increased for literacy programs and channeled through library programs. [10]

The American Library Association should organize working coalitions among all types of libraries, archives, government agencies, businesses, etc. [10]

D. RECOMMENDATIONS TO BE PRESENTED TO THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

1. Congress should approve and authorize funding for the National Research Education Network (NREN), the Gore bill, and provide increased opportunities for libraries of all types to participate. The Tennessee delegation to the White House Conference should make every effort to ensure that the White House Conference on Library and Information Services endorses NREN and recommends that it be funded. [60 votes, National Level]

2. Congress should continue to support federal funding for library programs through the Library Services and Construction Act (LSCA); Title I, II and III of the Higher Education Act (HEA); the National Endowment for the Humanities (NEH); and the Elementary and Secondary Education Act (ESEA) in order to promote democracy, productivity, and literacy. [78 votes] [44 National Level]

3. The Tennessee Governor’s Conference on Library and Information Services takes a strong stand against censorship of library materials—and thus for intellectual freedom because that is consistent with one of the themes of this conference: democracy. Democracy cannot survive if censorship—however well intentioned—is permitted to undermine the freedoms guaranteed to all Americans under the First Amendment. [22, State Level]

4. Literacy should be the number one national priority and the U.S. Department of Education and the American Library Association should develop a national agenda for addressing literacy concerns especially as related to special populations. [17, National Level]

5. Local taxing authorities should provide a portion of the local tax rate for library support as a separate budget item, thereby increasing the level of funding in all libraries to meet state and national standards. This would ensure that all staff members working in Tennessee libraries receive compensation including benefits comparable to those paid in other southern states. [16, Local Level]

6. The American Library Association should adopt a national media campaign that supports all libraries, with a major all-out war on illiteracy. [11, National Level]

Delegate selection at the Governor’s Conference took place in three phases: (1) Caucus sessions by delegate type on Monday evening to nominate delegates to the White House Conference, (2) announcement on Tuesday morning of appointment of four delegates and four alternates by Secretary Millsaps, and (3) election of eight of the twelve delegates from among those nominated by the caucus sessions and those nominated from the floor.
Those elected by Governor’s Conference delegates were:

**Government Officials:**
- Bryant Millsaps, Hermitage
- Franklin Smith, Brownsville

**Librarians and Other Information Professionals:**
- Judith Drescher, Memphis
- Edwin S. Gleaves, Nashville

**Trustees and Friends of Libraries:**
- Joseph W. Jones, Jr., Newbern
- Anne Lowe, Cookeville

**Users of Libraries and Information Services:**
- Walter Durham, Gallatin
- Michael Loftin, Chattanooga

Those appointed by Secretary Millsaps as delegates and alternates were:

**Government Officials:**
- Fred Pruitt, East Ridge
- Margarett Alexander, Decaturville (Alternate)

**Librarians and Other Information Professionals:**
- Carolyn Daniel, Nashville
- Carol Hewlett, Knoxville (Alternate)

**Trustees and Friends of Libraries:**
- Evealyn Clowers, Cleveland
- Lytle Landers, Shelbyville (Alternate)

**Users of Libraries and Information Services:**
- Carol Lynn Yellin, Memphis
- Suzanne Griffith, Bartlett (Alternate)

**The Impact Of The Governor’s Conference**

It is easy to become discouraged in the library world. Despite all the talk of this being the information age, the truth is that our libraries, archives, and historical collections are poorly funded and poorly supported in many areas of our state. High-tech ventures involving information transfer often do better, depending upon their environment.

The Governor’s Conference and the White House Conference offer us a way out, or at least up. No one can look at the recommendations of the previous Governor’s and White House Conferences without recognizing that we have indeed come a long way in the last decade. One big step after the Governor’s Conference will be, of course, the White House Conference. However, we need not wait, we will not wait, until July of 1991 to make good on the recommendations emanating from the Governor’s Conference. Secretary Millsaps has undertaken a major initiative by holding a series of meetings across the state in November and December of 1990, to speak on building partnerships between our public libraries and our schools. These presentations to local authorities will, directly and indirectly, address several of the priority recommendations of the Governor’s Conference.

The Governor’s Conference was a planning conference. The results should, in turn, find their way into the planning processes now under way throughout our state, into the objectives of our annual programs, into the budget agreements between libraries and their governing bodies, and into the legislation that governs us all.

In these recommendations everyone has something to do: government officials, librarians and other information professionals, trustees and friends of libraries, and users of our library and information systems. Advocacy needs to take place at many levels, from the smallest county government to the halls of Congress. Indeed, those recommendations are always stated in terms of who has the responsibility for carrying out that charge. We hope that all those who believe in the power of our nation’s libraries to bring civilization to its pinnacle will take these recommendations to heart and will remember that the Governor’s Conference, like the White House Conference, is not just an event; it is a process.
SUNDRIES... 

LITA publishes book on NREN

The Library and Information Technology Association (LITA) has published a book to assist librarians and supporters in understanding the proposed National Research and Education Network (NREN) on information services for the 1990’s and beyond.

“Library Perspectives on NREN: The National Research and Education Network,” edited by Carol A. Parkhurst, is based on the packet distributed during the 1990 American Library Association Conference. The 75-page monograph includes presentations from the LITA President’s Program by Vinton Cref, Charles McClure, John Garrett and Sue Martin. Also included are visions of NREN from public, school, special and library perspectives and Ed Brownrigg’s discussion paper, “Developing the Information Superhighway.” The most comprehensive and current introduction to NREN for libraries, the book also lists a chronology of NREN-related legislation, a bibliography and a glossary.

LITA is offering this publication to encourage widespread distribution not only to librarians but also to lay delegates to the White House Conference, legislators and others who need to be aware of the national network to libraries. Orders may be placed with ALA Publishing Services Order Department (1-800-545-2433).

New ALTA publication

“Public Relations as a Library Trustee’s Responsibility, Not New - Just Different” is the latest addition in the American Library Trustee Association’s (ALTA) publication series.

Written by Alice Ihrig, the publication identifies various ways in which trustees should relate to the public on behalf of their libraries. The edition includes sample public relations goals for trustees and library publicity programs as well as policy and relations tips for dealing with the public.

Copies are available from ALTA, America Library Association, 50 East Huron Street, Chicago, IL 60611. The cost is $4.75 each with a 10 percent discount for quantities of 10 or more.

U.T. Professor teaching SLA CE program

“Management of Information Technology” is a new addition to the Special Libraries Association Regional Continuing Education Program. The course will be taught by Dr. Jose-Marie Griffiths, a professor and collaborating scientist in information science at the University of Tennessee and Martin Marietta Energy Systems, Inc. Dr. Griffiths has been involved in new technology applications in libraries for many years and has focused her energy on demystifying these technologies for librarians. The course will consider the human and organizational aspects of new technology integration into the library workplace. Participants will be encouraged to share real life problems and solutions. It is scheduled for April 19, 1991 in Knoxville. For more information contact Joy Lerner, Manager, Professional Development, 202-234-4700.
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Why do you torture yourself reading that stuff,” my husband asked.

“I like to stay informed,” I whined as I crawled out from under the covers of The Awful Truth About Publishing by John Boswell. It was another depressing tome on the publishing industry. I had read them all in the years I had been writing my novel. I credit just such books with my putting the novel up for a year at a time before I had the courage to try again.

“You are going to be published. I know it,” he said a little too smugly I thought. Just because he is an optimist by nature does not give him the right to unleash it on me.

“Don’t interrupt me when I am being wretched,” I snarled. My nature is somewhat mercurial. I knew he was being kind but it was like having my mother tell me when I was a teenager that ‘these are the best years of your life.’”

It had been five months since I had mailed off my manuscript to Rutledge Hill Press. It had been like sending my only child off to college. I stood teary-eyed at the post office counter while to woman unceremoniously stamped the box and yelled “next.”

The books all say to get busy immediately on another project to keep worry over the fate of the other manuscript to a minimum. I started another novel, but I wasn’t worried. I knew they would send it back to me within twenty-four hours by return mail. I just prayed that they would open the box before they rejected it and not slap a post’s em on the outside.

Long before the manuscript had been completed, I decided to send it to a smaller, regional publisher in hopes it would at least get noticed. I envisioned these huge warehouses rented out by New York publishers just to store the manuscripts they receive. On the door to the warehouse it reads “Unsolicited Manuscripts.” That has a ring to it that is one step up from “Old Tax Receipts.” Once each month a person comes by and puts a mark on the box and when the box has five marks on it they send the manuscript back.

To avoid being lost in the warehouse, I studied the market and selected three publishers that fit my criteria. I sent for their catalogs read everything they published, and picked out the one I planned to try first. Then on the day I planned to mail the manuscript, I suddenly, on a crazy whim, decided to send it to Rutledge Hill Press. I did not know a thing about Rutledge Hill Press except that they had published another local author, David Hunter who wrote The Moon is Always Full, true stories of his work with the Knox County sheriff’s department. When I did get their catalog, I realized they publish almost exclusively nonfiction. After all my careful planning, I had acted impulsively and now I would have to wait it out.

Three months passed. I called to see if the manuscript had been lost in the mail. This must be the most common call in the publishing business and I have to give it to the receptionist for not laughing. Instead she said, “The editor has it as his house and is reading it right now.”

Sure I thought, I bet you say that to all potentially suicidal, near hysterical writers. Even so, I sat up half the night trying to
imaging what page the editor might be reading at that moment.

Two months passed. I had not heard a single word. I pictured my manuscript under a bed lonely and lost like an overdue library book. Finally, I couldn’t take it anymore. I would just call and ask for my manuscript back. It was obvious they were not interested if they were willing to let my heart and soul collect dust bunnies under some editor’s bed. I put the publisher’s number in front of me and tapped my fingers on the desk. I jumped up and did eight or ten absolutely essential chores and then sat back down to stare at the number. Again, I tapped my fingers.

Finally, the phone rang. It was Ron Pitkin, vice-president of Rutledge Hill Press. “I like your book. I especially like your characters. We are interested in doing it.” He told me that fiction is bigger risk because it is subjective and more difficult to predict. It just so happened he had been searching for a good, regional novel. Those few times in your life when you beat incredible odds, do you ever wonder why you don’t buy lottery tickets.

“Thank you very much,” I said sounding like an AT&T operator. At times like this I tend to go into a kind of shock that allows me to deal with say a nuclear holocaust with less emotion than deciding what to have for dinner. It was all so unreal. I had never let anyone but my husband read the manuscript. To hear the v.p. of a publishing house say he liked my characters was the biggest thrill of my life. I vaguely remember hanging up the phone and screaming. It took me two weeks to feel anything. Even then it came as little chills up my spine and tugs at my consciousness. The best part was sharing it with my family and friends. I am still deeply touched by the people who shared my joy as though it were their own.

In truth, I had been prepared for years of suffering and rejection slips before I finally gave up my dream and died in bitter obscurity. Someday my family would clean out my belongings, put them in a biodegradable garbage bag and take them to a sanitary landfill where they would rest undisturbed for a hundred years until somebody finally built a condo on the landfill sealing my manuscript’s fate forever. In other words, I had not been overly optimistic about ever getting the book published. Now, here was the first publisher I sent it to saying they wanted to publish the book. “Aren’t you thrilled,” people asked. “Uh huh,” I would mumble. Shock victims are not known to be articulate.

Then came the dreams. I would not say all writers are neurotic. It’s just that vivid imaginations cut both ways. Mine included a panorama of high anxiety that involved bad reviews, lawsuits, now one will buy it, shaming my family for generations and otherwise pleasant people slamming my book across the library circulation desk and declaring it the worst piece of garbage they had ever read. Because getting a book ready for publication takes slightly less time than the gestation period of an elephant, I had plenty of time to let my fertile mind work its neuroses.

While I was dreaming, the editor edited. Then he sent the manuscript back to me. I read it and changed a few more things. It is amazing how many mistakes the brain can skip over and the eyes refuse to see until the book is in galley form and then suddenly they break out like a bad case of chicken pox. Although I frantically wanted it to be perfect, I was at the same time sick at the sight of it.

Eleven months into the project, word came that the cover was not going well. Several covers had been submitted but none were deemed suitable. As a librarian, I knew the importance of an attractive cover. The novel is based on a true incident in East Tennessee history about a coal mining strike in the 1930’s but I did not want it depicted as simply a labor movement book. I wanted that very human element that I had strived so hard to put into the book to show on the cover. I remember Anne Rivers Siddons saying she cried when she saw her first book cover. I cried just for practice. The pub-
lisher finally decided on a design and sent a color xerox. It was indeed a great cover and well worth the wait. It was quite a thrill just seeing the cover and it made the book seem more real.

The book arrived on Friday a week before I had my first book signing scheduled. The UPS man brought it just like a dress from Speigels. My husband carried the boxes into the house. We had ordered two cases for ourselves. I never know the proper protocol for such occasions. “Do we open a bottle of champagne first and then dance on the roof?” I quizzed my husband. We decided to open one of the boxes. The cover was so beautiful and the whole thing looked remarkably like a real book. I relaxed for the first time in one year. My book was a reality. It finally felt wonderful.

I had convinced myself many times along the way that to complete the manuscript would be enough, but believe me, I lied.

Two excellent reviews of the book appeared in the local papers just before my book signing. I went to the first signing with surprisingly little anxiety. I felt somehow that that day was the pay off for years of hard work. When I arrived twenty minutes early, as requested, the store was already crowded. I started signing immediately and did not stop for two hours. I would have signed until spring because words cannot describe the gratitude I felt toward each person who bought my book that day. I wanted to write gushingly sentimental words of thanks to each and every person who had cared and supported me along the way, but I was concentrating so hard on not making a giant ugly mistake when I signed their books. That was a little detail I had never thought about the many times I had been to book signings on the other side of the table.

“I am afraid we are going to run out of books,” the manager said. “They are selling like hot cakes. This is the largest book signing we have ever had.”

“Not to worry,” I said. “I always travel with a case in my car.”

(Book signings are like weddings. Thank goodness someone took photos!)
The Literature Enrichment Program: A Cooperative Effort

by Terry Caruthers

In the spring of 1988, while managing the Murphy Branch of the Knox County Public Library System (Knoxville), I initiated a Literature Enrichment Program at two elementary schools located within the branch’s service area. The development and establishment of this program resulted from a 1987-1988 system-wide branch study which indicated the need for the Murphy Branch, located in a community center of a lower socio-economic neighborhood, to become more involved in outreach programming for children. What began as a pilot program for grades 1-3 in two schools has been expanded to grades K-5 in all four schools in the branch’s service area.

I visited each class in the schools on a rotating basis to present literature-based story sessions. Each class visited received a total four twenty-minute programs which relied on a variety of techniques to acquaint children with the pleasures found in reading.

Realizing, in this era of television, movies, and video games the importance of developing and stimulating children’s imaginations without relying on visual stimuli, I emphasized storytelling and booktalks in the sessions. The booktalks used in the upper grades were accompanied by annotated topical bibliographies given to each student (See Appendix A). In the lower grades, I occasionally used fingerplays, puppets, flannel board stories, papercut stories, and tell and draw stories to supplement the storytelling. Materials were selected which would elicit audience participation. I supplied school librarians with a bibliography of sources; when available, the books used were displayed.

At the beginning of the school year, I determined how many story sessions could be allocated to each school. Factors taken into account included holidays, the number of classes involved per school, and testing periods. Once a schedule was decided on, the school principals received a list of possible dates and times. The principals scheduled the sessions with their school’s other morning activities. A five-minute interval was scheduled between the twenty-minute programs to allow for movement between the classrooms.

To obtain approval for conducting the LEP within the school system, I submitted an outline of the program which included its statement of purpose, goals, and methods of operation to LaNoka Rhodes, Director of Elementary Education for the Knox County School System. Mrs. Rhodes and Lib Hotchkiss, Supervisor of Materials for the school system, reviewed the proposal, approved the program, and arranged meetings to discuss the proposed program with the principals and librarians of the targeted schools. After clarifying a few minor details, we began the sessions. Depending on the classroom’s available space, the students either gathered around me on the floor or remained at their cleared desks. Those children involved in resource or tutorial programs were usually allowed to remain in class. Generally I used a story candle to focus the children’s attention. The children often requested that the lights be turned off; some groups wanted the shades or blinds drawn. Teachers remained in the classroom during the sessions. They were requested not to question the children about the experience or try to elicit comments, but to let the students have their private thoughts and respond when they were ready to share.

Mrs. Caruthers is the manager of the Burlington Branch in the Knox County Public Library System.
their feelings about the program. In most instances, the students’ responses were immediate. Some children, however, waited a week or more before remarking about some aspect of the story they enjoyed or had questions about. The students’ enthusiasm, their responsiveness, and the questions they posed demonstrated the intensity of concentration and reflection the children gave each program.

As I visited each classroom, I waited outside the room until the teacher acknowledged my presence. At this point the teacher asked the students to stop whatever they were doing and clear their desks. I then moved to the front of the classroom and prepared to light the story candle. Along the way I fielded questions concerning what stories I intended to tell. I selected a student to turn off the lights and then sat down on the floor, with the students gathered around. After a brief overview of what I planned to do during the session, which was always interrupted by requests for a tale or two from a previous program, I began the first story. Once the story concluded with one of the many traditional tale endings, such as, “Trip, Trap, Trout. This tale’s told out,” there was a brief pause for student comment or discussion. The session then proceeded with the next stories or activities until the twenty-minute program was completed. If time allowed, I retold a much requested tale from a previous session. At the end of the session the children made wishes as I blew out the story candle. If time allowed, students were allowed to tell what their wishes were. Once the wishes were made and the story candle extinguished, I asked the students to return quietly to their seats before I moved on to the next classroom.

The most popular stories in grades K-2 were those which allowed the children to participate actively by supplying actions or sound effects, such as Ann McGovern’s Too Much Noise (Houghton, 1967) or the collection of tales in Bernice Carlson’s Listen! And Help Tell The Story (Abingdon, 1965). Students in grades 3-5 seemed to prefer humorous tales such as the folktale, Lazy Jack, or those stories which had a blend of humor and suspense, like Verna Aardema’s Who’s in Rabbit’s House? (Dial, 1977).

The LEP was enthusiastically received by the school’s teachers and librarians, as indicated in the comments received in the brief questionnaires (See Appendix B) the teachers and librarians completed after the program’s final sessions. To supplement these surveys, I kept a record of each story session in which I noted student reactions, types of participation students exhibited, unusual occurrences, etc. These records, combined with the questionnaires, formed the basis of the LEP’s evaluation at the end of each school year.

As the LEP concluded its third year of operation, it became evident that this project was a worthwhile and rewarding endeavor which effectively supported and promoted the reading interests of children while providing an opportunity for the public library to work in conjunction with its local school system. Teachers in all four of the participating schools stated they would like to have the program on a weekly basis throughout the school year. While it was very rewarding to have a new program received with such enthusiasm, the most rewarding aspect of the LEP was the knowledge that this project gave children who have had little or no exposure to books at home the opportunity to encounter reading and listening activities as purely pleasurable experiences.

NOTES
1 Credit is due Helen Grant, Mrs. Caruther’s supervisor and Head of the Knox County Public Library’s Branch and Outreach Services Department for suggesting a prototype which evolved into the present Literature Enrichment Program.
2 Inquiries concerning this program may be directed to Mrs. Caruthers at the Burlington Branch Library, 3615 Martin Luther King, Jr. Ave., Knoxville, TN 37914.
APPENDIX A


When the Boys Ran the House. Joan Carris. Dell, 1982. Crow is served for dinner.


Under the Haystack. Patricia Engelbrecht. Thomas Nelson, 1973. Sandy can't let her sisters know their mother has abandoned them.


Island of the Blue Dolphins. Scott O'Dell. Houghton, 1960. When her tribe leaves the island, Karana is left behind.


Becky and Her Brave Cat, Bluegrass. Miriam Mason, Macmillan, 1960. While on the trail to her new home, Becky loses her cat.


Down the Rivers, Westward Ho! Eric Scott. Meredith, 1967. Islam Massingale and his family travel down the river to their new home.


A Girl Called B.O.Y. Belinda Hurmence. Clarion, 1987. A girl has no respect for her heritage until she is transported back into the pages of history.


Tom’s Midnight Garden. Phillippa Pearce. Lippincott, 1958. At the stroke of midnight, Tom opens the backdoor and enters into another time.


The Indian in the Cupboard. Lynne Reid Banks. Doubleday, 1980. An old cupboard brings Omri’s plastic Indian to life.


APPENDIX B

Teacher’s Questionnaire:

1. Do you think the stories enriched the children’s appreciation and understanding of literature?

2. Storytelling is known to develop listening skills. How have your students’ skills progressed since the program began?

3. In your opinion, which tales seem to have made a lasting impression on your students?

4. Children often reflect about what they have seen or heard. Please share any comments you have overheard your students make which are relevant to the program or its content.

5. General comments:

Librarian’s Questionnaire:

1. Did having a list of the utilized sources help you meet student needs?

2. How did the program’s presence effect library use?

3. Please share any teacher/student comments overheard concerning the program or its content.

4. General comments:

SOURCES


This genealogical work is a well-researched tracing which covers the many lines of family stretching from Pennsylvania and North Carolina through Tennessee, Kentucky, Alabama and Missouri. Besides Thompson, other allied lines include Finney, McAllister, Buchanan and Hart. The major counties covered by this book are: Berks Co., PA (Reading); Lancaster Co., PA; Orange Co., NC; Williams Co., TN; Davidson Co., TN; Sumner Co., TN; Lauderdale Co., TN; and Clay Co., MO.

The descendents are organized using the standard Henry system with clearly allocated symbols to guide the reader. Also included in the appendices is a list of abbreviations and acronyms used.

The greatest value of this book to a library is not its information content (which is quite impressive) as much as its example to aspiring genealogists. Ms. Buchanan's research is outstanding. Her list of consulted libraries and depositories stretches from Pennsylvania to California and from Wisconsin to Louisiana. The footnoting is liberal and precise. Sources go well beyond the normal tax, birth and marriage records into unpublished biographies, transcriptions of interviews, and the papers of Lyman Draper, 19th century historian of Tennessee.

There are also quite a few things included which spice up the reading. Several whole transcriptions of wills or short letters, reproductions of maps, reproductions of important documents or signatures, portraits and photographs of family dwellings help illuminate the lists of descendants.

Ms. Buchanan has avoided the tendency to skip over unimpressive members of the family in favor of those that earned fame. While she does use an occasional anecdote, her care to produce a work which includes all the information she was able to gather is appreciated. She is careful to point out contradictory sources along with her estimate as to which is correct.

Two major figures in the Thompson family are included in the book. The first is Jacob Thompson, U.S. Congressman, U.S. Secretary of the Interior under James Buchanan, and a Confederate agent who was later forced to flee to Europe with a $100,000 bounty on his head after being accused of conspiring in the assassination of Lincoln. The second is Sarah Childress Polk, First Lady of the U.S. The stories of these two individuals make interesting additions to the general family history.

The only complaint about this book concerns its index. While the name index is accurate, it would have been useful to a wider variety of users if it had included some subject headings (e.g. Transylvania Colony or the Glorious Revolution) and place names. The absence of subject headings in particular make the book somewhat unwieldy if the user is interested in only a specific incident or era.

*Curtis Lyons*  
*Special Collections*  
*University of Tennessee Library - Knoxville*

Because *Southern Snow* is a pleasure to read and because southern snow conditions can be very unpredictable this book should be necessary equipment on all ski trips in Dixie. It can provide alternative entertainment by the condo fire when southern snow has turned to rain or help while away time when the car is lined up in traffic on icy roads to seemingly inaccessible southern mountain ski areas. When the conditions are good, as Randy Johnson assures us can happen, *Southern Snow* provides complete and detailed information on a full range of winter activities in all parts of the south where snow is possible and probable.

Downhill skiers will find trail descriptions, maps, snow conditions, accessibility and even discussion of après ski life for each ski area listed by state. Beginners to advanced skiers can choose which slopes best suit their abilities and pocketbooks as well as their tastes in accommodations and night life. Descriptions of the various areas also provide good reading for non-skiers who prefer to watch snow from the windows.

For true armchair travelers and dedicated ski aficionados there’s an interesting history of southern skiing, snowmaking and the people who make it possible. For days when you can’t ski, read about what causes the snow in a detailed chapter on the climate or in the section on the development of snow blowers and slope grooming equipment.

Nordic skiers are not left out and quite as much space is devoted to cross country ski areas with detailed trail locations and descriptions. There are maps to help ski tourers plan their trips and be ready for that elusive snowfall. The history of Nordic skiing in the south is not neglected nor is attention to equipment and technique. Johnson is every bit as enthusiastic about cross-country as downhill skiing. His enthusiasm encourages all skeptics to believe that southern snow provides ample opportunity for both, quite different sports.

For when there is little or no snow, a section is included for winter hiking and mountaineering. Here special attention is paid to safety procedures and the beauty of the outdoors in winter. Even ice climbing is included. Trail descriptions for hiking are as detailed as those for skiing.

Randy Johnson, with his experience as a backcountry manager, trail designer, and avid skier and hiker, uses his considerable experience to present winter snow sports in Dixie. Public and academic libraries that support a possible skiing population will want to make this book available. All who ski mainly in the south will want their own copies.

Kenton O’Kane, Medical Librarian
St. Mary’s Medical Center
Knoxville, TN


*Peggy-O* is set in fictional Hamelin, a classic East Tennessee town near Unicoi County. To leave, “you had to sneak past the mountains: on the two-lane blacktop that wound around the mountain like a corkscrew; on Cade’s Creek, which snaked through the valley and underground before it joined the river in the next county; or on the Appalachian Trail...” (p. 128).

The past figures prominently in *Peggy-O*. The key character is local sheriff, Spencer Arrowood, who befriends Peggy Muryan, a folk singer from the 1960’s and early 1970’s. She has relocated to Hamelin to revitalize her singing career. The Hamelin high school class of 1966, of which Spencer is member, is planning its 20th high school reunion. Various past and present residents of Hamelin are attempting to come to grips with the events of the past twenty years which have controlled and defined their lives.

The Vietnam War had a profound effect on this 1960’s generation and the threads of its aftermath run through *Peggy-O*. Spencer had a brother who was killed in that war; his deputy is veteran who is haunted by his war experiences; and Peggy’s singing partner is still listed as missing-in-action. Then a murderer, with clear knowledge of the Vietnam War, enters the scenario.

This is not a stock mystery with standard one-dimensional characters. In a manner suggestive of P.D. James, McCrum carefully develops the principal players in the drama. Spencer is a complex man forced by the reunion to cope with the
“ghosts” of his dead brother and his ex-wife. McCrum says of him that “you could plot his entire biography on a survey map of Hamelin” (p. 8). This familiarity with his hometown is both a blessing and a curse to him. He is good at his job to a large degree because of this familiarity but it also forces him to compete with the memories of his brother held by the town, his mother and himself.

It is pleasure to see East Tennessee portrayed as a normal part of small-town America, as it is in Peggy-O. There are no torturous dialects and the police use modern crime detection methods. However, this is still an Appalachian novel. Traditional folk songs, such as the one quoted in the title, are used as a unifying theme in Peggy-O. Spencer takes Peggy to meet relatives who live in the mountain community of Pigeon Roost, a “ruin of weathered shack, kudzu vines, and the last stragglers of the generation before America came to the mountains” (p. 133). And the mountains are always there, both holding those who have stayed in Hamelin and drawing back those who have left.

If Ever I Return, Pretty Peggy-O is appropriate for all Tennessee libraries that collect Appalachian fiction or popular fiction in general.

Anne E. Bridges
The University of Tennessee Library
Knoxville


These twenty-one essays written between 1860 and 1987 contribute a wealth of information about Appalachian folkways and life to the Appalachian studies field. They also refute many stereotypes of the mountaineer and contradict romantic notions of mountain life. Editor McNeil groups the essays into four parts, each representing a different way of thinking about Appalachia over the years. McNeil’s headnotes at the beginning of each essay helpfully situate each essay in these four contexts.

Essays in the first part, “A Strange Land and a Peculiar People” (1860-1896), written when Appalachia was just “discovered” by writers, depict the mountaineer as peculiar and illustrate how popular stereotypes of the mountaineer developed. James Lord Allen in “From Cumberland Gap on Horseback” (1892) describes mountaineers as constantly digging for “sang” (ginseng), women as having no teeth after age thirty-five, families averaging seven children, and burying the dead in unmarked graves. Many of the essays of the second part, “Our Contemporary Ancestors” (1899-1929) reinforce the impression of the mountaineer’s peculiarity, viewing mountain culture as an arrested homogenous culture that preserves the folkways of the past because of its isolation from the contemporary world. Charles Morrow Wilson in “Elizabethan America” (1929) compares mountaineers to rural Elizabethans, “folk of plain and simple ways.”

McNeil publishes two essays in part two which effectively refute these false assumptions. As McNeil observes in his introduction, no evidence exists to substantiate that mountaineers differed appreciably from other nineteenth-century Americans. Nor can it be proven that mountaineers were of pure Scotch-Irish or Anglo-Saxon origin or that Appalachia was ever totally isolated. The first essay by mountaineer Samuel Johnson, “Life in the Kentucky Mountains” (1908) describes his younger brother’s death from diphtheria, his courtship, and his resolution of a political squabble in which his father had been murdered. Johnson appears to be a human being not so unlike others. In the following essay by John H. Ashworth, “The Virginia Mountaineers” (1913), Ashworth decrives the popular stereotypes of the mountaineer attributing them to 1) newspaper reporters and magazines writers’ attempts to entertain their readers, 2) the civil engineer and prospector, and 3) the so-called mountain missionary. Ashworth recounts how, reportedly, a missionary from the Northern Presbyterian Church in a prosperous region took a visiting clergyman to the home of the region’s most indigent family and, in order to raise money in the north, had photographs taken to show the lifestyles of “poor mountain whites.”

Essays in the last two parts lack the popular appeal and local color of the essays in the first two and would be of more interest to the Appalachian folklore specialist then to the average reader. Essays in part three, “Change Comes to the Appalachian Mountaineer” (1930-1946) reflect writers’ concerns that industrial and educational change will improve the mountaineer’s lifestyle and preserve his heritage by de-
veloping local agricultural industries and by promoting native handicrafts.

Essays in part four, "Rethinking Usages: The Age of Functional Studies" (1960-1987) focus on ways aspects of folklore functioned in Appalachian society. Michael Ann Warren’s 1987 essay, "Rethinking the House: Interior Space and Social Change," is based on oral testimony of mountaineers living in rural southwestern North Carolina between 1890 and 1940. Warren shows how mountaineers' use of living space evolved from the single-pen one room dwelling to the double-pen two room house with a front room, living room, and a back room or parlour which eventually became a bedroom.

This book is a must for college and university libraries, particularly those with folklore or Appalachian studies courses in the curriculum. Every essay is well written, and parts one and two have the same appeal as the popular Foxfire Book of the 1970s. But this book imparts more useful, factual information than books like The Foxfire Book, which as McNeil remarks in his introduction, err in describing widespread traditions as unique to Appalachia and in perpetuating romantic stereotypes.

Bob Ivey
Memphis State University Library


In any discussion of Morton’s book, Fayette County, even lifelong Fayette Countians are heard to remark, "I didn't know—" It is a testimonial to the extensive research which has gone into this book. Court records, newspapers, diaries and other original sources were used to good advantage to recreate the spirit of the time about which she is writing.

More fun, though, is to listen to old timers reminisce about times and places of which the book reminds them. Nowhere is that more true than in the section on transportation in which the author recounts the story of the Somerville Accommodation, a commuter train which ran between Somerville and Memphis early in the morning and again late in the afternoon. Locally it was known as "Mike Brady," or often "The Mike" for the engineer who was always willing to stop for any passenger who was within hailing distance. There are few locals of long standing who do not have tales to tell of "The Mike."

Morton's book is a balanced account of the county from its founding in 1842 to the present. Fayette County has an illustrious past. It was once one of the richest counties in Tennessee. Indications of past glory are evident. Many of the ante-bellum homes still stand and many are still owned by the original families.

The account of the civil rights struggle which drew national attention when two tent cities were established by tenant farmers who were evicted for registering to vote, is straightforward and fair. Out of the unrest of the sixties, the county grew in racial tolerance and education was improved for all children.

It would be difficult to single out a section of the book for special praise. The number of names and details make the section on early settlers a treasure trove for those doing genealogical research. Events of the Civil War are retold through diaries and newspaper articles which give the reader a heightened awareness of the bravado of the young men dashing off to war and of the terror of the civilian population roused from their beds at all hours of the night. Each of the nine towns in the county is traced from its founding to the present. Morton has captured the unique qualities that make each town distinctive.

I heartily recommend this book for all county and city public libraries and for school libraries. All of the county histories I have read are useful research tools and add to the body of knowledge about our state. Better still, they make good reading. I hope with the demise of Memphis State University Press that some other publisher will continue the series. It would be a shame to see this worthwhile endeavor fold.

Alida Harper Gower
Somerville-Fayette County Library
Somerville, TN


To say Earl Palmer photographed Appalachia is an understatement. Indeed, he shot 20,000 to
30,000 negatives between 1936 and 1988, using both 4X5 view cameras as well as 35mm equipment. This book represents a selection of outstanding photos from Palmer’s collection, as well as a narrative based upon extensive tape recorded interviews Jean Haskell Speer conducted with Palmer in the mid-1980’s.

The quality of the black and white photography is uniformly outstanding. What is interesting is that the quality seems to be maintained throughout Palmer’s career. It is nearly impossible to differentiate between photos taken in the 1930s and those taken in the 1980s. Because the photographer focuses on rural life in Appalachia, the photos are, for the most part, void of any tell-tale signs such as automobiles which might pin-point a particular time period. This makes the book all the more fascinating, as the faces and places portrayed seem to be nearly indistinguishable from one generation to another. Palmer’s photos are grouped in various chapters such as: Eternal Mountaineer, Portraits, Country Roads, Making a Home in the Mountains, and Made by Hand. Captions in the photographer’s own words are included with most photos. This aspect of the book makes it an interesting social history of the mountain people of Appalachia.

Palmer, however, did not intend to photograph a social history. His goal was to create a personal photographic portrait of the Appalachia of his mind. In realizing this goal, he focused on the mountaineer in both historical as well as mythical terms. In doing so Palmer creates a portrait of Appalachia as he wishes it to be remembered. Much of this process is brought out in Speer’s text of the conversations held with Palmer. Whether Palmer leans more toward the mythical or real vision of the mountaineer is best left to the mind of the individual reader.

This is a remarkable book. Both in its wonderful photography as well as its well written, brief narrative, Speer indicates she intended this book not to be the culmination of her work with Palmer, but an introduction to Palmer and his work. It is hoped that this statement indicates the possibility of more work by this remarkable man being published. This book should appeal to any library interested in Appalachia. Even those not interested in reading Speer’s text should appreciate and learn from the excellent photography and captions of Earl Palmer.

Alan Wallace
University of Tennessee, Knoxville


Soft Covers for Hard Times uses quilts as the basis for some interesting historical and sociological themes that developed from the Depression era in the United States. Like similar patterns in fiction and movies of the time, the emphasis was on soft colors, happy times and soothing sights. Considering the economic and personal trauma of that era of history, the preference for these positive stimuli is understandable. Ms. Waldvogel makes interesting connections between the political and economic upheavals involved in the Depression and the types of patterns, use of color and use of available textiles that appear in the quilts of the early twentieth century. Much of the consistency of patterns and fabrics is attributed to the Sears National Quilt Contest of 1933 and the marketing, through an active mail order system, of home sewing and quilting products that occurred after the contest.

The book has a well-developed progression of history and themes, in addition to some very good photographs that display the quilting detail of several of the quilts discussed. The appendix has clear and applicable criteria to help the reader date quilts made between 1925 and 1945. The quilt patterns included the “Patterns” section are well suited to the reader’s use, especially since Ms. Waldvogel includes specific details on how to use the included templates.

The only fault of the book is simply an error of ethnocentrism. Although the title leads the reader to believe that the book is national in scope, especially since the Depression was a nationwide occurrence, the only treatment of a national example is the aforementioned Sears National Quilt Contest. The majority of the quilts, interviews and locations are from the South. It is a certainty that quilting, both as a form of function and a form of art, did not and does not exist solely in the southern regions of the United States.

Because Soft Covers for Hard Times treats quilts from the aspects of the historical and economic events of the Depression, it has merits independent of its treatment of the textiles involved. This book would be useful to all public libraries (especially given the revived interest
in quilting and quilts), as well as university libraries with textile and regional interests collections.

Darlene Sluder
The University of Tennessee Library


In Michael Lee West’s first novel, Crazy Ladies, she recounts the history of three generations of a Crystal Falls, Tennessee, family. Six women take turns reminiscing at various times from 1932 to 1972. Gussie Hamilton, her maid Queenie, her daughters Dorothy and Clancy Jane, and her granddaughters Violet and Bitsey offer their unique perspectives on family events.

The novel begins peacefully. Gussie walks the front porch trying to quiet her colicky baby and watching her husband Charlie plow the garden. The baby’s cries are a foretaste of the turmoil in her life. Gussie’s qualms about the Depression suggest the unsettledness of the times. But the scene contains no hint of the madness indicated by the title or of the violence mentioned in the epigraph.

For the epigraph, West quotes Martin Luther King, Jr.: “The age old law of an eye for an eye leaves everyone blind. . . . It leaves society in monologue rather than dialogue. Violence ends by defeating itself.” Emotional blindness cripples Hamilton family relationships and individual lives. The monologues which form the structure of the book reveal the personalities of isolated people desperately longing for dialogue but incapable of or unwilling to engage in effective communication. The violence which disrupts the calm of the opening scene foreshadows more destruction.

Gussie’s quiet is disturbed not only by Dorothy’s cries and by the difficulties of the Depression but also by reports of a number of rapes. What she fears becomes reality, and she shoots the crazed young boy who attempts to attack her. The fear increases when she learns that he is the son of Charlie’s employer. In the dark of night, Gussie and her reluctant husband bury her assailant, still weakly gasping for breath, in the garden.

Until the end of the novel, West mentions the murder just frequently enough to remind readers of its significance. Gussie’s secret guilt is an ever-present factor in her own life and in the lives of those around her. Her relationship with her husband dies on the day of the murder. Communication with her daughters is shallow. Unaware of Dorothy’s frantic need for her mother’s love, Gussie continually disappoints her child. Dorothy’s mask of politeness and secretive suicide attempts give way to an increasingly troubled and troublesome personality as she watches her mother give her love to Clancy Jane. The hopes that Gussie places in her second but favorite daughter begin to crumble when she learns that Clancy Jane, not yet married, is pregnant. More disappointments for the entire family follow. Bitsey, Dorothy’s daughter, and Violet, Clancy Jane’s daughter, must deal with their mothers’ craziness while wrestling with their own adolescent troubles.

The fragmentary reflections of this one family create not only a forty-year chronology of one way of life in Tennessee but also a chronicle of life in America during troubled times. Clancy Jane’s memoirs offer glimpses of life in Louisiana, California and New Mexico. Popular culture, especially music, the hippie movement, the Second World War and the Vietnamese War directly affect the lives of the these Southern people. The social, political, racial, and religious views—and prejudices—of a nation are reflected in the words and actions of one family. As a fictional memoir of mid-twentieth century America and as pleasurable reading, Crazy Ladies merits availability to readers. The book is most appropriate for public libraries and for university libraries collecting Southern, contemporary, or women’s literature.

Marie Garrett
The University of Tennessee, Knoxville
U.S. Postal Service

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Editor, 9/26/90

PS Form 3526, Dec. 1985

(See instructions on reverse)
Tennessee Librarian: Instructions for Authors

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a. Major articles of approximately 2500 words: Scholarly papers relevant to Tennessee libraries; papers with quantitative of qualitative evaluation of library practice; state of the art reviews designed to bring Tennessee librarians up to date; reports of studies or surveys of Tennessee libraries, emphasizing findings, conclusions, and implications.

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c. Reader comments, guest editorials, letters: Brief cogent statements or points of view.

Upon receipt, a manuscript will be acknowledged by the Editor. Following review of a manuscript by three referees, a decision to accept or reject will be communicated to the writer. Accepted papers will be published as soon as space permits.

2. All manuscripts should be typed, double-spaced, on one side of the sheet only. Two copies of a manuscript should be submitted.

3. Name, position, professional address, telephone number, and FAX number of the author should appear on a title page. The number of words rounded to the nearest hundred should appear in the upper right-hand corner of the page.

4. Footnotes should appear at the end of the manuscript double-spaced. Footnote style should follow A manual of Style (Chicago), 12th ed.

5. Copy should be sent to Sue Klipsch, Editor, Tennessee Librarian, McClung Historical Collection, Knoxville Public Library System, 500 West Church Street, Knoxville, TN 37902.

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