President's Message

Like Uncle Sam, TLA wants YOU! And more of you.

Members are important because they are the source of the volunteer time and effort which makes the activities of the Association happen. Members are also important because their dues are the chief source of the income which allows those activities to happen.

If we hold the line against a dues increase and continue the activities we are currently engaged in—a quality conference, the services of a part-time executive secretary and a legislative monitor, co-sponsorship of children's services workshops across the state, publication of a journal and of a bi-monthly newsletter, legislative lobbying activities on both the state and national level—the obvious conclusion is we need more members!

How can we get them?

1) We can encourage our friends and colleagues to join—or rejoin. Many who may have been members in the past may not even be aware of the newsletter, legislative monitor, improved conferences, and other recent developments in the Association.

2) We can encourage trustees to join also. Showing them the publications, making it easy by providing membership forms to them, talking about the organization—all these can lead to more interest by these important people.

3) We can make an effort to reach other important people in the library community and make a special place for them inside the organization.

This year TLA is funding support to the formation of two such special places. One is the formation of a statewide organization of Friends of the Library. Tennessee is presently one of approximately ten states who have no such organization. What we do have is over sixty identified local Friends organizations, all of whom could benefit themselves and library service across the state by associating more closely with each other.

The other special place is one for the paraprofessionals in our libraries—staff members without an MLS who make important contributions to and have a professional interest in library service, and who would benefit from participation in the continuing education and in service to the Association. Interests paraprofessionals are being encouraged to join TLA this year and petition for a new Paraprofessional Roundtable in the organization.

TLA has always been envisioned as a broad umbrella organization whose only specific membership requirement has been an interest in libraries and library service. This year let's open up that umbrella and gather more people under it so that together we can accomplish our goals.

Patricia Watson

---

FRANCES NEEL CHENEY WINS PRESTIGIOUS AWARD

by Sandra Sisul Leach

Frances Neel Cheney was awarded the Louis Shores-Oryx Press Award from the Reference and Adult Services Division of the American Library Association during the Annual Conference in San Francisco on June 29, 1992. The award recognizes excellence in reviewing of books and other materials for libraries. Over her years of service to the profession, Cheney wrote more than 10,000 reviews, primarily during her thirty year stint as author of the "Current Reference Books" column in Wilson Library Bulletin. Cheney co-authored a book, Fundamental Reference Sources, and is recognized as one of the outstanding teachers of reference services.

With the assistance of her nephew, Roy Neel, chief of staff to Senator Al Gore, Jr., Mrs. Cheney was able to travel to San Francisco to attend the awards reception. This was a great thrill to her, but was even more meaningful to the many who flocked to meet and greet her. I had met Mrs. Cheney when she was the speaker at the 33rd University of Tennessee Library Lecture in 1982, so I have tales of my own to tell, but I was amazed and gratified to find that our own Tennessee librarian was legendary among accomplished circles. Sandy Whiteley, Editor of Reference Books Bulletin, called Cheney "America's preeminent reference book reviewer." Judith Reid of the Library of Congress expressed her delight at finally getting to meet the legendary Mrs. Cheney of book reviewing fame. Eileen Fazekas, RASD Program Officer who arranged the program and her trip, claimed the experience of meeting Mrs. Cheney was delightful and seeing her receive the award was the highlight of the conference.

Sandra Sisul Leach is a Reference Librarian at the University of Tennessee, Knoxville.

Mrs. Cheney enjoyed the reception before receiving the award. I asked her if she was going to make an acceptance speech, and she said that she would make "remarks," then quickly ran through her mental script for me. She said she was delighted at this award because it came with cash, and the cash was destined for the scholarship fund she keeps for her neices and nephews.

In presenting the award, committee chair Elaine Zaremba Jennerich, related how easy the job had been once the nomination for Mrs. Cheney crossed her desk. Elaine said, "Well, that's it!" and contacted her committee members, each of whom agreed. "Mrs. Cheney has been our profession's most important reference books reviewer for over forty years," Jennerich said in making the award. The award, $1,000 donated by Oryx Press, is named for Louis Shores, Editor-in-chief of Collier Encyclopedia from 1966-1981 and Dean of the Library School at Florida State University from 1946-1967.
Cheney began her remarks by stating that she was happy the award was named for Scotti, who had been her mentor and led her to the fascinating world of reference book publishing. As it happened, he went to war, and left her his column to write. She completed 2,200 reviews during those years, and many of them were done by the “smell method,” she joked. “I’d just sniff them and if they smelled good, I’d review them.” Mrs. Cheney still loves a crowd, and being the center of attention, and the audience roared with laughter as she told several of her trademark colorful tales.

Cheney was a librarian in the chemistry department at Vanderbilt University from 1928-1929, and served as both circulation librarian from 1929-1930 and reference librarian from 1930-1943 at the Joint University Libraries in Nashville. After a year at the Library of Congress she returned as a bibliographer from 1944-1945 and became head of the general reference and bibliography division. In 1946 she was appointed to the faculty of the Peabody Library School and served as associate director after 1960. During 1951-1952 while a visiting professor at the Japan Library School at Keio University in Tokyo Cheney wrote letters home which were shared with Tennessee colleagues through Tennessee Librarian. Subsequently she arranged for Tennessee means to support Japanese library science students through scholarship aid, and in 1953 we find her making a plea for donation of extra professional journals or literature which she could mail to an alligator student in Japan who was eager to keep up with the professional literature in American libraries.

Over the years Cheney served as president of six important professional library groups: the American Association of Library Schools, the Bibliographical Society of America, The Library Education Division of ALA, the Reference Services Division of ALA, the Southeastern Library Association, and the Tennessee Library Association. In addition, she was an ALA Council member for fourteen years and served six years as a member of its Executive Board. In the words of a Resolution from the Nashville Library Club in 1972, “The Nashville Library Club offers its congratulations and appreciation to Frances Neel Cheney for her example of dedicated service to our profession and for her continuing efforts to refine and develop library science and service for the knowledge and the benefit of mankind.”

Testimony to Mrs. Cheney’s central position as a pioneer in reference librarianship may be found in the Fall issue of Tennessee Librarian, (v. 9, no. 1, October 1956). Here we find that she has been instrumental in the redesign of the journal, and she is lauded for her “alert personality and unusual abilities.” Knowing that many of you agree with this assessment, Marie Garrett, editor of this journal and a member of the Shores-Oryx Press Award committee, and I, would like to hear from Mrs. Cheney’s many students, colleagues, friends and admirers. We know that in her long, colorful career Frances Neel Cheney has instructed, advised, and shocked thousands of librarians throughout Tennessee, the country, and the world. We wish to publish a compilation of tributes and tales in honor of our most famous Tennessee librarian in a future issue of T.L. Please send your contributions to Sandra Leach, Reference Department, University of Tennessee Libraries, Knoxville, TN 37996-1000 by February 1, 1993, or call (615) 974-7922. Maybe by then I’ll get up enough nerve to tell you how she ended her acceptance speech.

Fall 1992

Tenn-Share: A Resource Sharing Advocate for Tennessee

by Linda L. Phillips

Tennesseans can expect a new era for statewide resource sharing with the establishment of TENN-SHARE, an organization dedicated to the promotion of resource sharing among all types and sizes of libraries in the state. In spring 1992 TENN-SHARE members approved a mission statement, constitution and by-laws, followed by an election of officers and board of directors. The TENN-SHARE Board of Directors, led by its first president, Dr. Stan Benson, Carson Newman College, held its first meeting on June 8, 1992, setting into motion the planning for resource sharing communications, information technology, collection development and grants seeking.

The short history of this young organization exemplifies the effectiveness of a cooperative approach to problem solving, as well as the keen interest of Tennessee librarians in giving collective attention to resource sharing. In 1991 the Tennessee Library Association Resource Sharing Roundtable sponsored a Tennessee Resource Sharing Forum at David Lipscomb University in Nashville to inform over one hundred librarians from a cross section of Tennessee libraries about resource sharing projects in the state. The forum raised a lengthy list of questions and concerns, among them:

- Communications about the organizations (and their services) that engage in resource sharing have been sparse.
- Confusion exists about the various opportunities offered by Tennessee resource sharing activities (for example, should a library join both TENN-SHARE and the TLA Resource Sharing Roundtable TRS Agreement?)
- Tennessee libraries are taking diverse approaches to common resource sharing problems—are all options needed?
- Are there priorities for funding?
- Coordination of resource sharing at a statewide level does not presently exist.
- No agency or organization is the apparent leader for statewide networking and resource sharing efforts.

To address these and many more specific issues, the Forum identified ten library groups as key players in Tennessee resource sharing, and asked that representatives from them consider strategies for action. Representatives attended a second Forum in August 1991. They concurred that TENN-SHARE, the OCLC Group Access Capability established in May 1990 by Annelle Heggers, Memphis State University, and the Memphis Area Library Council, was a promising umbrella organization for tackling the problems identified during the two Forum sessions. Initially administered by the Memphis Area Library Council, TENN-SHARE was in the process of developing an independent governance structure; perhaps the TENN-SHARE mission could be broadly defined to encompass statewide resource sharing issues.

In November 1991 Resource Sharing Forum representatives held a third meeting to review a proposed mission statement, constitution and by-laws that would be presented to TENN-SHARE membership for approval. The group of public, academic, special and school librarians endorsed TENN-SHARE as having significant promise for serving resource sharing interests on a statewide scale. TENN-SHARE membership subsequently voted in favor of the constitution, and elected officers.

Linda L. Phillips is Head of Networked Services at The University of Tennessee, Knoxville.
TENN-SHARE As Catalyst

Leadership for TENN-SHARE includes a President, Vice-President (President-Elect), Secretary and Treasurer who serve two year terms, and a Board of Directors with terms staggered over three years. The Board consists of nineteen representatives from academic, public, school, and special libraries; affiliate organizations; and the Tennessee State Library and Archives. The Project Director of the Tennessee Union List of Serials serves on the Board in an ex officio capacity, and is the correspondent for TENN-SHARE with OCLC/SOLINET regarding Group Access Capability matters.

TENN-SHARE initiatives will be conceived and implemented through a network of committees that initially include Public Information, Grants, Interlibrary Loan, Collection Development, and Information Technology. A Steering Committee has been charged to develop the agenda and program for all general meetings, ensure compliance with the constitution and by-laws, suggest and develop workshop activities, receive suggestions for needed activities from the Board of Directors, and make recommendations on policy matters to the Board. Meetings of the general membership are to be held once each year.

TENN-SHARE and the Resource Sharing Community

TENN-SHARE has emerged in response to considerable interest in resource sharing among Tennesseans. With its roots in the Group Access Capability (GAC), the organization will support and initiate projects that stimulate libraries of all types and sizes to pool their resources. A special issue of the OCLC Newsletter recently carried several articles about the GAC. A GAC permits libraries that do not use OCLC to catalog to use OCLC's bibliographic network for interlibrary loan (ILL). Libraries participating only in the OCLC ILL subsystem through the GAC are called "Selective Users," and they must contribute to the group database. In Tennessee, the group database includes the Tennessee Union List of Serials (TULS). Selective users agree to provide their serials holdings information to TULS within five years of joining TENN-SHARE. All participants are also members of the SoLuGAC, enlarging the range of access to over 1,600 participating libraries in the Southeast.

Libraries of all types and sizes benefit from the GAC, because more transactions can be done online via OCLC, capitalizing on the automated system and generating lending credits. Also, with the use of OCLC's union list feature, borrowing libraries are more likely to request volumes actually held by lenders. Selective users may send ILL requests only to the libraries in their GAC. Full OCLC member libraries agree to serve as referral agents, in the event the selective user needs an item held outside the GAC. Memphis State University and The University of Tennessee, Knoxville are the two referral libraries in Tennessee.

TENN-SHARE expects to work closely with the Tennessee Library Association, its early sponsor for expanding the GAC mission. The TLA Resource Sharing Roundtable, an association of individual librarians, will continue to address a variety of professional resource sharing issues during its annual programs. The Roundtable also manages the TULS reciprocal ILL agreement. TENN-SHARE differs from the Roundtable in its organizational structure, with membership generally composed of libraries rather than individuals. As the TENN-SHARE Board of Directors and Steering Committee contemplate initial goals, the approach will be oriented toward a proactive agenda of initiating resource sharing projects, facilitating communication about resource sharing, and supporting statewide networking activities.

The Board hopes to combine efforts with statewide resource sharing groups to support programmatic activities. For example, the TENN-SHARE Steering Committee and the Tennessee OCLC/SOLINET Users Group are already collaborating on a joint Fall 1992 meeting. While the Users Group focuses specifically on issues pertaining to the use of OCLC, TENN-SHARE members will likely find the discussions of interest, despite TENN-SHARE's more comprehensive scope. In fact, participants in such programs may belong to the Resource Sharing Roundtable, the Users Group, and represent their library in TENN-SHARE. TENN-SHARE's affiliate membership category offers existing (and new) resource sharing groups the opportunity to be represented in an organization with a statewide perspective. Membership benefits to a regional or subject-oriented group include communication with and advocacy by a multipurpose library group which empowers libraries across the state to speak with one voice.

The Future

Alliances of libraries in other states have demonstrated the benefits of collaboration through sharing information resources. Known as networks, consortia, cooperatives, and similar terms, statewide library groups have improved interlibrary loan and document delivery, created and expanded union lists, received state support for data conversion projects, shared access to technology, enhanced eligibility for grants-generated collective buying power, and provided the availability of shared human resources. TENN-SHARE offers such potential for Tennessee. Our neighbors Kentucky, North Carolina, Georgia, and Alabama all have thriving statewide networks that offer a variety of benefits. For example, the Network of Alabama Academic Libraries has developed an "Interlibrary Loan Reimbursement Program" that compensates member libraries for volume of transactions, both borrowing and lending. A TENN-SHARE will offer ILL librarians opportunities to discuss alternatives for researching existing problems and a forum for implementing new practices. TENN-SHARE's Collection Development Committee may identify strategies for collaborating in specific subject areas or material types and pursue external funding for specific projects.

TENN-SHARE will likely offer different advantages to each member. A small college may be able to gain telecommunications
access, a medical library less expensive and expedited document delivery, a public library participation in a collection building grant. In describing his commitment to multitype networks, the late Hugh Atkinson of the University of Illinois Library made some observations about the issue of equity.1

The first and most important thing librarians should keep in mind when dealing with networks is that it is not necessary for outcomes, products, and uses of networks to be the results of an equal system, but rather that the network be valuable to each of the participants. Equity is not the goal—results are.

He went on to explain that the value of a consortium depends upon the needs of individual libraries. He advised, "build a network that will provide, by its services and arrangements, the library activities that will satisfy each of the participants, although not necessarily in the same way."2

By listening to those who have established successful resource sharing groups, and taking action according to the expressed needs and interests of its membership, TENN-SHARE has virtually unlimited opportunities to involve Tennessee libraries in resource sharing projects that will improve service to local clientele. The citizens of Tennessee will be the ultimate beneficiaries of TENN-SHARE's resource sharing advocacy.

### CHANGING DEADLINES

New deadlines appear in this issue of TL. The Winter deadline will remain at December 1. Beginning with the Spring issue, the deadlines will be earlier than usual to begin allowing more time for all the steps that take place in the publication of a journal. Deadlines for the issues after Winter are:

- **Spring issue**: February 1
- **Summer issue**: April 1
- **Fall issue**: July 1

---

**TECnet: Tennessee's Once and Future Telecommunications Network**

by Don Carlin

The Tennessee Education Cooperative Network (TECnet) is planting the seeds that could result in Tennessee joining the ranks with twenty-two other states that have statewide and/or inter-state computer networks. Some of these networks such as Illinois' ILLINET, Melvil in California, the Colorado Alliance of Research Libraries (CARL), and the Nebraska Information Network are, given the technology, highly evolved and offer a wide range of services. UTAHNET, like TECnet, is just getting established and is immersed in the initial planning stages. The majority of these computer networks link libraries to one another, and some provide access to the Internet.

---

**A Brief History of TECnet**

TECnet was established in the spring of 1991. The Tennessee Board of Regents (TBR) computer services directors have wanted a computer network since 1987.1 Justification for the network was found in 1990 when the managers of the state insurance system issued a directive that TBR institutions must be able to directly access the Tennessee Insurance System computer system. That left basically two choices: either each TBR institution could connect its system directly to the state insurance system computer or the TBR could establish a network with a gateway to the state insurance computer system. The first option was far too costly and a computer network was what was wanted all along. As a result, the TECnet came to be.2

TECnet is a DECnet network that supports e-mail, remote login via the "set host" command, and file manipulation capabilities supported by DCL, the Digital Command Language. TECnet links TBR institutions' VAX computers to one another (see Figures 1 and 2, and Table 1 for a list of node names). In addition to TBR schools, Vanderbilt University, David Lipscomb University, Trevecca Nazarene College, and Meharry Medical College are tied into TECnet. And the library catalogs of four universities are also TECnet accessible.3 One of the nodes on the TECnet, a Microwav running Ultrix — Digital’s version of Unix, is an Internet gateway. Funded by a National Science Foundation grant awarded to Vanderbilt, use of this Internet gateway is currently restricted to Tennessee State University, Nashville State Technical Institute, David Lipscomb University, Trevecca Nazarene College, and Meharry Medical College.4

At this early stage of its development, the TECnet is like the proposed interstate highway system of the 1950s that called for a vast
network of highways linking America's cities. While some towns, mostly in the northeastern corridor, were already part of the interstate system, the rest of the country was not. TECnet finds itself in a similar situation today. Even though TBR computers are attached to one another, for the most part these are used administratively. Board of Regents personnel directors are using TECnet to access the state insurance system computer. Purchasing departments access TOPS (Tennessee Online Purchasing System) through TECnet to research products and materials available on state contract.

TBR computer services personnel communicate with one another and exchange files and programs over TECnet. University and TBR administrators are using TECnet to send reports, data, and other correspondence to one another.

What Other States Are Doing

As the TECnet plans for its growth and development, it can benefit from the experiences, the capabilities, and the services provided by other state-wide networks. At least twenty-two states, not including Tennessee, have computer networks offering a wide variety of functions and services. The Colorado Alliance of Libraries (CARL) and the Nebraska Information Network are two excellent examples of what can be done. CARL is a network linking twenty-one major research libraries in Colorado. CARL provides access to other library catalogs such as Melvyl, the automated catalog of the statewide University of California system, the ERIC education database, and the full-text versions of Information Access Corporation's Magazine and Trade & Industry Indexes. CARL also operates a commercial database and document delivery service (known as Uncover and Uncover II). Uncover and Uncover II is a fee-based electronic subject index and document delivery service for journal articles found in the serials collections of member libraries and other libraries such as the British Library Document Supply Centre.

The Nebraska Information Network is a sophisticated system that is a model for what can be accomplished with a statewide computer network. The Nebraska Information Network includes NEBASE, which provides statewide OCLC sharephase, an online database consisting of three million bibliographic records; and NELMOS, the Nebraska Library Communication System that provides libraries with computerized access statewide to a variety of services and specialized databases, and to each other. Nebraska Legislative Bills are accessible electronically on the Nebraska Information Network the day after they are introduced. Databases listing state publications and directories of services are available online. One hundred-twenty-five libraries are members of the Nebraska Information Network and use it to answer reference queries and to conduct approximately 140,000 interlibrary loan transactions per year.

A number of states with telecommunications networks such as Wisconsin, Alaska, and Vermont provide gateway access to the Internet so that users of these networks can have access to the many resources residing on the Internet. The same is true for the TECnet. Continuing access does not make the Internet being planned to include all TECnet members. One of the options under consideration is a database plan scheduled for completion during fiscal year 1992-93. Phase I calls for each TECnet node to be assigned its own Internet IP address. Phase II requires each node to have a route to TCP/IP traffic across TECnet; and Phase III calls for the provision of TCP/IP services for Digital's VMS operating system. When this occurs TECnet users will be able to access the Internet directly.

The Telecommunications Horizon

Information storage and telecommunications are rapidly changing technologies. Changes likely to be seen in the not-too-distant future include image databases, containing not only text but graphics as well, which will supplant full-text files as they currently exist; query and retrieval will become standardized across operating systems with the adoption of NISO Z39.50 protocol; and the National Research and Education Network (NREN), proposed by Tennessee Senator Albert Gore, will become the likely successor to the Internet. These changes will have tremendous impact on resource sharing and collection development. Image databases containing both the text and accompanying graphics exactly as they appear in traditional printed form is an emerging technology. OCLC in conjunction with the American Association for the Advancement of Science has begun publishing The Online Journal of Clinical Trials and is developing workstation technology for image databases. As the technology evolves, vendors will mount image databases on image servers. Citations from abstracts and index (A&I) databases will contain pointers to the document on the image database, which will be sent directly to the user's workstation.

Network accessible catalogs, information servers, and image databases looming in the future will facilitate cooperative collection development. Libraries will require new parameters and agreements for defining core collections. Cooperative collection development, an oft-stated goal of libraries, will allow libraries to collect core materials in areas of their traditional strengths, with the understanding that material not owned by one will be made available to the other through interlibrary lending. Materials falling outside the parameters of the defined core will be available on demand from an image database on a network server.

Searching databases and retrieving information on networked servers, such as TECnet accessible library catalogs and any networked information servers that may come online, will become consistent, if not easier, with the adoption of standards such as NISO Z39.50. In principle, this protocol provides a uniform procedure for client computers to query information resources on the Internet, such as server computers supporting online library catalogs. For example, the development of a client program running on one machine may provide end users with a common means of access to a variety of information resources attached to a computer network. OCLC, Project Mercury at Carnegie Mellon University, UC-Davis-Methyl, the Plerida Center for Library Automation, and others have Z39.50 projects underway. The outcome of these projects will help codify NISO Z39.50 and its extensions.

The High-Performance Computing Act of 1991 (PL 102-194), signed into law December 9, 1991, is the enabling legislation for the National Research and Education Network (NREN). In addition to establishing NREN, the High-Performance Computing Act of 1991 seeks to "promote the further development of an infrastructure of data bases, services, access mechanisms, and research facilities available for use through the Network; and invest in basic research and education, and promote the inclusion of high-performance computing into educational institutions at all levels."

The NREN will provide information and telecommunication services well into the next century. The TECnet could very well be the telecommunications link, linking Tennesseans to the NREN.

Expanding TECnet Services and Governance

TECnet currently lacks the information and educational component that is suggested by its name. Hopefully this is a situation that is largely due to its infancy. TECnet has the potential to become a very powerful communications and information delivery system. The individuals and organizations ultimately responsible for charting the direction and future growth of TECnet must ensure that TECnet stands ready to take advantage of emerging telecommunications technologies as they become generally available. Some suggestions for expanding TECnet services and governance:

- Establish a TECnet Board of Directors whose members represent a cross-section of information providers.
- Extend TECnet membership beyond TBR institutions to all academic libraries in Tennessee, the State Library,
metropolitan and regional public libraries, high school libraries, and specialized libraries

- Make all computerized library systems TECnet accessible and able to serve as a gateway to information services on the TECnet and beyond
- Mount information servers consisting of periodic article indexes and abstracts on the TECnet
- Mount the Tennessee Union List of Serials (TULS) on the TECnet

TECnet does not yet have a constitution and bylaws. Nor does it have a board of directors or other governing body that plans for the future growth and direction of TECnet other than the network manager, who reports directly to the TBR Vice-President for Information Systems, and a six-person Management Advisory Committee comprised solely of TBR computer center directors.11 A TECnet board of directors should be established and comprised of individuals representing a variety of groups whose constituencies would benefit the most from services provided by a network like TECnet. The newly established TENN-SHARE is the organization that seems to be the most appropriate body to represent the needs of libraries and library users on whatever TECnet governing body is established.

The TENN-SHARE mission makes it a likely choice to represent libraries on a TECnet board. TENN-SHARE was formed to promote the sharing of library resources among libraries for the benefit of the citizens of Tennessee. TENN-SHARE has as its broad role the charge to serve as a catalyst for resource sharing initiatives on a variety of fronts. TENN-SHARE functions as a coordinating agency for various Tennessee library consortia involved in resource sharing.12

In addition to promoting and supporting interlibrary lending that has traditionally played a major role in resource sharing, the purposes of TENN-SHARE include investigating opportunities for cooperative collection development among Tennessee libraries and seeking funding for multimedia resource sharing projects in Tennessee.13 TECnet should serve all Tennesseans, not just those attending board of regents colleges and universities. TECnet should include the University of Tennessee system. Other Tennessee private institutions of higher education should be invited to join.

The state library and archives should not only be a TECnet member but also have a voice in planning for its future growth and development. Metropolitan and regional public libraries could better serve their users as TECnet members. High school libraries across the state should have access to TECnet either through a regional college or university or public library serving their area.

Every library in Tennessee with an online public access catalog (OPAC) system should be TECnet accessible and serve as a gateway to a host of information services on the TECnet and beyond. Although most of Tennessee's public colleges and universities and metropolitan public libraries have online catalogs, only four online catalogs are currently TECnet accessible, something which needs to change. Easy access to all of the library collections and TECnet resources across the state would do much to enhance and facilitate resource sharing and cooperative collection development, goals long espoused by librarians. Already, this is being done in a number of states such as Texas, Vermont, Wisconsin, Illinois, California, and Colorado.14 The Texas Higher Education Network (THENet) is a DECnet network just like TECnet. THENet provides more than fifty academic, medical, research, and corporate organizations access to the catalogs at the University of Texas at Austin, Texas A&M, and the University of Texas Medical Branch at Galveston.15

Periodical indexes and abstracts (A&M databases) need to be mounted on TECnet-based information servers. There is a clear need for doing so. For some databases, such as ERIC and Psychological Abstracts, there is a lot of duplication; and for some files, such as Biological Abstracts, the cost of individual licenses for CD-ROM products is prohibitive.16 TECnet-maintained information servers would be much more cost effective. Economies of scale would come into play as TECnet's group buying power of multiple concurrent user licenses would drive the price way below the cost of single user licenses.17 A&M databases mounted on TECnet-maintained information servers would make periodical abstracts and indexes available to all Tennessee library users, not just those whose libraries can afford to subscribe to them.

The Tennessee Union List of Serials (TULS) by making volume-level serials holdings information available, has done more to enhance resource sharing and interlibrary lending in Tennessee than anything since the OCLC Interlibrary Loan Subsystem went online in 1979. TULS, currently available to only OCLC members and non-OCLC participants of TENN-SHARE, should be mounted on a TECnet-based information server because not all libraries that benefit from TECnet are members of OCLC or TENN-SHARE. TULS is too valuable a resource to be restricted to only OCLC and TENN-SHARE members.

The TECnet has the potential to become a very powerful communications and information delivery system that can benefit Tennesseans in all walks of life. The potential for the TECnet as an educational and informational tool is practically unlimited. Librarians have an unprecedented opportunity and responsibility to play a significant role in the growth and development of the TECnet, and as librarians we must ensure that our voices are heard.

NOTES


4. Tennessee Tech, Vanderbilt University, David Lipscomb University, and Middle Tennessee State University.


6. Alaska, California, Colorado, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Nebraska, New York, North Dakota, Ohio, South Dakota, Texas, Utah, Vermont, and Wisconsin based upon a recent survey the author conducted on PACS-L (a Bittnet list concerning public access computer systems).

7. Colorado Alliance of Research Libraries marketing brochure and CALLR system computer screens.

8. Rod Wagner, Director, Nebraska Library Commission in a report to the Ford Foundation, document number 62853, dated 26 February 1992. Forwarded to the author by Doug Robinson (PUBL235@UKCalkyl.edu), Technology Information Center.

9. Rod Wagner, Nebraska Information Network.

10. Rod Wagner, Nebraska Information Network.

11. Rod Wagner, Nebraska Information Network.

12. In response to the author's PACS-L query on statewide and inter-state library networks of 13 March 1992: Steve Merrin, (smerri@ducac.siu.edu), St. Norbert College, De Pere, WI, 16 March 1992; Mike Hartson (dunh44a alaska.bitnet), University of Alaska, Juneau,
13. Jim Winters, Network Manager, TECnet, Proposal for Connecting TECnet Institutions to the Internet, a document distributed at a meeting of the TBR data processing center directors July 16, 1992, and Charles Wall, Director of Computer Services, Austin Peay State University, in a conversation with the author July 17, 1992.


16. 102 STAT. 1595.


18. TENN-SHARE Mission Statement.

19. TENN-SHARE Constitution, Article II, Purposes.

20. According to Jim Winter's TBRNet proposal, this is a stated TBRNet goal.


22. Email response to PACS-L survey from Anne Gouesnou, Briscoe Library, UT Health Science Center, San Antonio, 11 March 1992 (DECNET-MAIL) by suthen.edu.

23. Based on a survey (see Table 2) the author conducted of locally available A&I databases found at Vanderbilt, the UT system and TBR universities, all of the libraries surveyed (10) have ERIC and eight libraries have Psychological Abstracts. Seven libraries are paying for 10 single user licenses of ERIC at $700 per year and three libraries have bought multi-user licenses of ERIC at $1,050 per year. Of the libraries surveyed, the total cost for ERIC is approximately $10,150. Similarly, five libraries are paying $3,395 apiece for single user fees for Psychological Abstracts and three libraries are paying $2,995 for the multi-user version. The eight libraries that have Psychological Abstracts are collectively paying $207,655 per year. For Biological Abstracts SilverPlatter charges $4,100 (the rate charged if the library subscribes to the print product) per year; only Vanderbilt and UT-Martin take Biological Abstracts.

24. Under current licensing arrangements, the full ERIC database with quarterly updates mounted on a TECnet information server licenses for unlimited use, for example, would cost $6,950 per year (according to Ted Brandhorst of the ERIC Facility in a phone conversation with the author on 26 March 1992) compared to the approximately $10,500 being paid by the ten libraries using the CD-ROM product licensed for 35 concurrent users.
### Table 2

**Survey Of Locally Available Computerized Databases Found At The Libraries Of Tennessee Board Of Regents Universities The University Of Tennessee System & Vanderbilt University**

<table>
<thead>
<tr>
<th>Database</th>
<th>MSU</th>
<th>MTSU</th>
<th>APSU</th>
<th>TTU</th>
<th>ETSU</th>
<th>UTC</th>
<th>UTM</th>
<th>VU</th>
<th>TSU</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABI/Inform</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>1</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>AgriClue</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Bibi Abs</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CASSET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Combi</td>
<td>8</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>DAIS</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ERIC</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>GPO</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Inforac (any)</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medline</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>MLA Bib</td>
<td>1</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>NTE</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>PAIS</td>
<td>1</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Pericle</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Sociofile</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Wilson (any)</td>
<td>2</td>
<td>10</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>206</td>
<td>218</td>
</tr>
<tr>
<td>UMI Proquest</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>32</td>
<td>6</td>
<td>10</td>
<td>11</td>
<td>82</td>
<td>4</td>
<td>6</td>
<td>238</td>
<td>385</td>
</tr>
</tbody>
</table>

1. Number of CD-ROM databases and/or number of concurrent licenses for networked computerized indexes and abstracts by title.

2. Number of Workstations.

| Standalone | 7   | 5    | 9    | 13  | 4    | 2    | 26  | 3   | 78  |
| CD-ROM LANS | 1/8 | 2/9  | 1/7  | 2/4 | 1/3  | 1/4  | 1/2 | 1/1 | 1/1 |

3. Impact on online searching. (D=Decrease)

| Online Usage | D  | D  | D  | D  | D  | D  | D  | D  | D  |

* Vanderbilt has 1 copy of Medline on compact disc and a map tape copy mounted on their OPAC that is licensed for up to 10 concurrent sessions. Vanderbilt also has 6 Winzacom products on compact disc and 5 Winzacom products available on its OPAC. Wilson’s licensing agreement allows for the number of concurrent sessions to be equal to the total number of students and faculty. However, this is limited to the 200-plus terminals at Vanderbilt that are OPAC accessible.

** The University of Tennessee Library is installing a DEC ethernet info-server, currently consisting of 10 workstations. The database mounted on the info-server will be licensed for 10 concurrent sessions. Although the licenses for the Maxiscope GPO Monthly Catalog and Wilson General Science Index are open-ended, use of these indexes is physically limited to the 10 workstations linked to the info-server.


---

**Interlibrary Loan Practices and Preferences: Results From a Survey of Selected Tennessee Libraries**

by Christine R. Nagels

**Introduction**

Interlibrary Loan (ILL), as one of the earliest and most widely accepted forms of resource sharing, has become an activity which demands considerable resources—both physical and material—in every type of library. The activities associated with borrowing and lending are as much part of "what libraries do" as other activities traditionally performed in libraries. Fewer and fewer libraries can afford to own everything they need to serve their clients' increasingly sophisticated information needs. As a result, the provision of access to materials through ILL is likely to take on an even more important role in the future. As workloads increase for ILL departments, librarians and library administrators will feel pressured to devise lending and borrowing policies that balance the costs and benefits of membership in resource-sharing networks. A second need arising from the ever-increasing workload of ILL departments is effective training methods for new staff. ILL staff training must teach the routines and technical activities of the Interlibrary Loan process. However, there is also a need to include in such training programs issues of resource sharing, such as ILL policies, methods of document delivery, the balance between lending and borrowing, etc.

To provide some information about what Tennessee ILL departments which use the ILL system of OCLC are doing and how they do it, ILL departments have access to each other's resources through the Name-Address Directory (NAD) on OCLC and ILL staff exchange information during workshops.

Christine R. Nagels is Head of Reference and Interlibrary Loan Librarian at Maryville College Library, Maryville, Tennessee.

---

Fall 1992
A total of twenty-five (50 percent) of all surveyed institutions returned the question-naire by the deadline. To achieve a higher response rate follow-up phone calls were made to selected libraries without whose participation the survey would be much less valuable. The data of 29 libraries were then compiled and analyzed (see Appendix 2 for a list of responding libraries). Percentages reported in the findings were computed from the number of usable responses to the respective question, often less than 29.

Limitations of the Study
Although libraries with certain common characteristics (status as lender, OCLC participant, member of several resource sharing networks) were selected for the survey, the group of respondents is very diverse in terms of size of libraries, size of institution affiliated with, and clientele, to name only a few. Furthermore, special libraries and those without access to OCLC were excluded from the study. Consequently, this study cannot claim to provide a "portrait" of ILL practices in Tennessee. Second, libraries use various methods and reporting periods for gathering statistics. This limits the usefulness of comparing such data across institutions. Third, being a population rather than a sample study, statistical inferences cannot be made from the results about other institutions or resource sharing groups.

Findings
Membership in Resource Sharing Agreements
Twenty-seven of the 29 responding libraries are members of SODINET and 22 take part in TULS (Tennessee Union List of Serials). Twenty-one are in TENN-SHARE, and 22 belong to TRS (Tennessee Resource Sharing Agreement). Twelve (42 percent) institutions hold all four memberships.

Interlibrary Loan Performed on OCLC
Twelve (44 percent) institutions have been using OCLC since before 1980, 7 (26 percent) started between 1980 and 1985, and 8 (29 percent) have joined OCLC since Interlibrary Loan in 1979 that in any other year Appendix 2 lists the year for each participating institution.

Availability of Holdings Through OCLC
Fifteen institutions reported on-line availability of their book/AV collection of 90 percent and above, while 6 libraries this percentage is 10 and below. For the group of respondents as a whole the mean percentage of book/AV collection available through OCLC is 66.

The percentage of serial titles available through the OCLC database is slightly higher with a mean of 72. Serials holdings information is available on OCLC from 22 (76 percent) of the responding libraries. Of these 22 libraries, 19 (86 percent) reported on-line availability of 90 to 100 percent of their serials titles.

Organization of ILL Departments
All responding libraries handle borrowing and lending within one unit.

Total ILL Transactions
The 29 respondents processed a total of 59,972 borrowing requests during the most recent twelve months for which data is available. TKN alone, which reported with 15,973 requests the heaviest workload, handled 26 percent of these. TMA and TJC processed the second and third largest amount of requests for their patrons with 16,880 and 16,800 requests, respectively. Eleven respondents handled more than 1000 borrowing requests, while only three processed less than 100. The group of respondents as a whole filled almost 89 percent (53,164) of the requests. Sixteen libraries reported a fill rate of 90 percent and above.

The group of responding libraries processed a total of 117,181 lending requests of which filled 56 percent (70,794). TKN again reported the heaviest lending activity with 30,782 requests, followed by TJC (15,901) and TNN (15,896). In the group of responding libraries there reported a fill rate of 90 percent and above, six of 80 percent and above, and three of under 50 percent. Fourteen institutions handled more than 1000 lending requests and six fewer than 100.

Change in ILL Volume
Of the 29 respondents 17 (58 percent) indicated a significant increase in total ILL volume over the last three years. Ten libraries (34 percent) perceived an increase and two (7 percent) noted that their ILL volume stayed the same. Borrowing has significantly increased for 9 libraries, increased for 17, stayed the same in two cases, and decreased in one library. Lending volume has significantly increased at 15 institutions and increased at 11. There was no change for one library, and two respondents indicated a decrease. None of the libraries reported noted a significant decrease in total volume, borrowing, or lending.

Borrowing Policies
Eighty-two percent of the respondents pass on to their patrons charges for Inter-library Loan services. Types of charges and conditions vary widely. The most common charges pass on to patrons those imposed by the lending institution. As illustrated in Figure 1, seven libraries reported that they process borrowing requests for locally owned materials that are currently in the bindery, 13 libraries process those requests sometimes and 8 respondents do not borrow such materials on Interlibrary Loan. Two responding institutions process requests for materials currently checked out, 12 do so sometimes, and 14 do not. Twenty-one libraries process requests for missing materials. Six institutions do so sometimes, and two do not.

Lending Policies
Asked whether they lend titles with 1993 or 1992 imprints (newly published titles), 20 libraries responded yes and 8 said that they do so sometimes. None of the respondents indicated that the new imprints are not available for lending at their institutions. Newly acquired titles, regardless of date of publication, are available for lending in 23 libraries. Six libraries lend such material sometimes and again none of the respondents indicated that newly purchased items are not shared with other institutions. Books on the "New Books" shelf are not available for Interlibrary Loan in 3 libraries. Six institutions sometimes lend directly from the "New Books" shelf and 18 do so routinely. Figure 2 illustrates the responses.

Communication among ILL Departments
Communication among ILL departments in different institutions was assessed in two parts: first, librarians checked all the communication channels they use to find out ILL policies of other institutions. Then they ranked the channels according to their relative importance as communication tools.

The results are illustrated in Table 1:

<table>
<thead>
<tr>
<th>Channel Used</th>
<th>Number of Institutions</th>
<th>Ranked by Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name-Address Directory (NAD)</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Written policies (Hardcopy)</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>8,126 and 6,800 requests, respectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone calls</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Fax</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Workshops/meetings</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Other personal contacts</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

Eight institutions use four or more of the communication methods and 13 rely on one or two. Almost 89 percent think that the Name-Address Directory (NAD) is the
most important channel. Fifty-two percent think that personal contacts other than those at conferences and meetings are the least important methods of checking other institutions' ILL policies.

**Training Methods for ILL**

The question addressing training for ILL follows the same format as the previous one: first, respondents checked the various kinds of training they had received. Then they ranked the same set of training methods according to perceived effectiveness when implemented with new ILL librarians and staff.

Table 2 shows the results:

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Training Received</th>
<th>Effectiveness for New Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Workshop(s)</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>OCLC Training</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Colleague in other Institution</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Library School GCE Courses</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Experience/Trial- and Error</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>ILL Literature</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>

Eleven respondents had received 5 or 6 of the above training methods. Seventy-nine percent believe that in-house training is most effective for new staff. Twelve percent think that workshops and OCLC training courses are most effective. Library school Continuing Education courses were rated most often as the least valuable training method for new ILL staff. Only one respondent rated the study of the ILL literature as the most effective training method. One respondent, in a comment to question 12 on the questionnaire, suggested that three experienced librarians, one in each region of Tennessee, provide the training for new ILL staff with special emphasis on "how the state group does things."

**Conclusion**

The survey yields several interesting results. The volume of Interlibrary Loan activity reinforces the statement that ILL services are an important function of "what libraries do." The data suggests that the general trend of rapid growth in this area is also true for the group of respondents: 93 percent saw a significant increase or an increase in total ILL volume over the past three years.

Interestingly, the respondents witnessed more growth in lending than in borrowing. While only 31 percent indicate that borrowing has increased significantly, 51 percent observed a significant increase in lending activity over the same period. The data supports this perception. While the group of respondents is about evenly divided into 14 net borrowers and 15 net lenders, the group as a whole is a net lender. It processes only half as many requests from its own users as requests from other institutions' patrons and sends out 1.33 times as many items as it receives. Although it is likely that most of the lending (and borrowing) takes place among Tennessee resource sharing partners, this survey was not designed to provide this information.

A comparison of borrowing and lending policies (see Figures 1 and 2) suggests that the group as a whole uses rather generous lending policies. Borrowing policies, on the other hand, look more restrictive. Further research could try to explain why lending seems to grow faster than borrowing and test the hypothesis that libraries are more willing to restrict borrowing than lending.

The overall fill rate for borrowing is much higher than that for lending (89 percent vs. 60 percent). This shows that the system as a whole works well for the patron: the patron is very likely to receive the requested item though several of the potential lenders cannot fill the request. The high amount of requests that cannot be filled and are passed on to the next institution on the lending string may be reduced if policies and holdings information were checked routinely by the borrowing institution.

The responses reinforce the crucial role of the Name-Address Directory for communication among resource sharing partners. Information in the NAD must therefore be up-to-date and as complete and detailed as the prescribed format allows. Workshops and meetings rank surprisingly low in importance as communication channels. The reason may be that—as one respondent pointed out—I LL staff must use the most efficient method available to check policies of potential lenders. Workshops and meetings, on the other hand, provide opportunities to learn techniques, discuss issues, compare policies, share experiences, and make suggestions. ILL librarians need different channels for different purposes. One respondent pointed out the potential importance of electronic networks such as TECnet and Internet for resource sharing purposes, as more and more libraries gain access to this technology.

The respondents find in-house training the most effective method for training new ILL staff. On the other hand, Continuing Education offered by library schools is seen as the least effective way to train new staff for ILL. This may be because none of the respondents had received such training and many, including the author, are not aware of such courses being offered by library schools. As library and information science programs look into possibilities to offer Continuing Education courses to library and information practitioners (both professionals and paraprofessionals), they may want to assess the need for courses dealing with resource sharing and ILL. Most respondents had learned ILL at least together with other methods, by experience and trial and error. However, this was not ranked among the three most effective methods. Only 21 percent of the respondents had received training from a colleague in another institution and, consequently, find this type of training comparatively ineffective. In small institutions with one person ILL departments, however, this may be a very effective training method. It is not as formal as workshops and the trainee can ask questions as problems arise, possibly by phone or fax.

It may be worthwhile to discuss such a "mentoring program" and other new statewide training initiatives at future OCLC/SOLINET Users Group meetings. The author of this study would not have survived her first year as Interlibrary Loan librarian without the repeated and patient help and advice (and encouragement) from colleagues in nearby institutions.

**Acknowledgements**

The author thanks the colleagues who have participated in this study. Their time to fill out the questionnaire and their suggestions and comments are much appreciated. Also appreciated is the help of Curtis Nugent with the graphic representation of the data.

**Notes**


2. Staff training for ILL, among other ILL policy issues, was discussed in December 1989 by a group of eight librarians upon invitation by OCLC in Dublin, Ohio. The issues and recommendations are summarized by Mary E. Jackson in "ILL Issues and Actions," Wilson Library Bulletin 65 (February 1991): 102-5.

3. A review of the recent literature indexed in Library Literature revealed a number of articles on resource sharing in the United States. However, articles about channels of communication among ILL departments in different institutions and training methods
for new ILL staff were not found. To the
author's knowledge, information about
these aspects of ILL is also not available for
Tennessee libraries.

4. SOLINET (Southeastern Library Network,
Inc.) is a not-for-profit library cooperative
serving the southeastern United States and
the Caribbean. One of SOLINET's major
programs is to provide members with
products and services for participating in
OCLC. SOLINET also offers ILL training
sessions.

According to its mission statement
"TENN-SHARE functions as a coordinat-
ing agency for various Tennessee library
consortia involved in resource sharing, with
a primary charge to facilitate interlibrary
lending among Tennessee libraries by
providing OCLC/SOLINET Group Access
Capability in Tennessee."

5. SoLINE, the SOLINET Information Net-
work, "is a resource sharing database and
interlibrary loan network for libraries in the
southeast and the Caribbean. SoLINE was
formed by an amalgamation of interested
SOLINET member libraries and the state
networks and local area consortia utilizing
OCLC's Group Resource Sharing capabil-
ties." (Quoted from SoLINE's Participat-

6. Participants in TULS or TNLS (Tenes-
see Union List of Serials) provide a list of
their current periodical subscriptions and
holdings information to the TNLS Project
Staff at Memphis State University who
creates and keeps current the TNLS data-
base. Serials holdings information is thus
available to libraries who use OCLC for ILL.
TRS (Tennessee Resource Sharing
Agreement) is an agreement between
participating institutions to provide normal
interlibrary loans of photocopied and return-
able materials at no charge to the borrow-
ing institution.

7. “Significant” was used on the question-
naire without definition of when a change can
be called significant. This question was
intended to measure trends and perceptions
and does not use the term ‘‘significant’’ in
its statistical sense.

8. One responding library leads 1991, but not
1992 imprims.

9. An institution is called a net borrower if it
borrows more than it lends; a net lender if
it lends more than it borrows in a specific
time period.

10. The Subcommittee on Continuing Educa-
tion and Training, Interlibrary Loan Com-
mittee, Reference and Adult Services
Division of the American Library Associa-
tion developed a core list of knowledge
skills, and objectives for training new ILL
staff. The resulting publication ‘‘Inter-
library Loan Training and Continuing Edu-
cation Model Statement of Objectives’’,
published in RQ 31, no. 2 (Winter 1991):
177-84 is very useful for designing new and
evaluating existing training programs.
APPENDIX 1: ILL Questionnaire

1. Institution name

2. Institutional memberships [please check all that apply]
   - Sollnet
   - TRS
   - TOLIS
   - TELM-SHARE
   - Other

3. When did you begin using OCLC for ILL? (month/year)

4. Approximately how much of your monograph/AV collection is accessible through OCLC (give percentage of collection or month/year since your library has been cataloging on OCLC)

5. Approximately how much of your serial collection is accessible through OCLC?
   Percentage of titles
   Holdings information

6. How is your ILL department organized?
   - Borrowing and lending handled within one unit
   - Borrowing and lending handled in separate units
   - Other (please specify)

7. How many ILL transactions did you have during the most recent 12 months for which data is available?
   Total borrowing transactions
   Filled borrowing requests
   Total lending transactions
   Filled lending requests

8. Has there been a change in the total volume of ILL over the last three years (please check the field most applicable)

<table>
<thead>
<tr>
<th>significant increase</th>
<th>increase</th>
<th>no change</th>
<th>decrease</th>
<th>significant decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>total volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>borrowing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lending</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Policies/borrowing
   Do you borrow materials which your library owns but which are currently
   - at the bindery
   - on loan
   - listed as missing
   Do you pass charges on to patrons?

   **Yes** (please explain)
   **No**
   **Sometimes** (please explain)

10. Policies/lending
    Do you lend titles with 1991 or 1992 imprints?
    **Yes**
    **No**
    **Sometimes**
    Do you lend titles which your library has acquired during the past 12 months?
    **Yes**
    **No**
    **Sometimes**
    Do you lend titles from the "New Books" shelf?
    **Yes**
    **No**
    **Sometimes**

11. Communication with ILL units at other institutions
    At present, how do you ascertain ILL policies of another institution?
    (Check all applicable)
    - Name-Address-Directory on OCLC
    - Hardcopy of written ILL policies
    - Phone calls
    - Fax messages
    - Workshops and meetings
    - Other personal contacts
    In your opinion, how should ILL librarians communicate their
    institution's ILL policies to one another? (Please rank the various
    methods, 1-most important, 6-least important)
    - Name-Address-Directory on OCLC
    - Hardcopy of written ILL policies
    - Phone calls
    - Fax messages
    - Workshops and meetings
    - Other personal contacts
12. Training

What kind of training have you received to perform your ILL activities?
- In-house training by predecessor, supervisor, or colleague
- ILL workshop(s)
- OCLC training session(s)
- Colleague in other institution
- Library school CE course(s)
- Experience/trial and error
- Study of the ILL literature

What training methods would you implement for the novice ILL librarian/staff person performing ILL functions? (Please rank from 1-7, 1 being the most effective and 7 being the least valuable)
- In-house training by predecessor, supervisor, or colleague
- ILL workshop(s)
- OCLC training session(s)
- Colleague in other institution
- Library school CE course(s)
- Experience/trial and error
- Study of the ILL literature

13. Comments (please use the back of this sheet):
Survey of ILL Activity in Academic Libraries in Tennessee

by Athena Arrington Hicks and Randolph L. Whiston

Background of Interlibrary Loan Services at UTC

Prior to 1985, the University of Tennessee at Chattanooga (UTC) Library sent and received all interlibrary loan (ILL) requests through the mail. Interlibrary loans were handled entirely by one librarian who worked full-time in the Reference Department with no clerical support. In 1984 the UTC Library completed a twelve-year in-house retrospective conversion project and, subsequently, reallocated resources which had been used for that project to other library functions. The Library anticipated that the availability of all of its catalog records via the OCLC Network and its long-planned implementation of the OCLC/ILL subsystem would result in increased demand for items in its collections by other libraries. (Indeed, the library experienced a 764% increase in the number of ILL requests from other libraries the following year.) Consequently, the Library's ILL operations were moved from the Reference Department to a separate office and staffed with one librarian devoted nearly full-time to interlibrary loans. The UTC Library also installed a microcomputer and associated software before beginning to transmit and receive interlibrary loan requests over the OCLC/ILL subsystem. The Library hoped that these measures would strengthen this increasingly important library service and decrease the time and effort involved in filling requests to and from other libraries.

Although local data since 1985 repeatedly demonstrated that the time required to fill interlibrary loan requests did decrease, the number of interlibrary loan requests to and from UTC steadily increased. During this same period, the professional literature chronicled similar increases at libraries across the nation and documented several reasons for the phenomenon. These reasons included the steadily increasing amount of information produced worldwide, the rapidly increasing costs of some information far above the general inflation rate; the generally static nature of library budgets over the last several years; and the proliferation and use of electronic databases which have greatly enhanced bibliographic access to the world's information by library users. For several years now library users have accessed a growing variety of such machine-readable databases including those accessed locally on CD-ROM and those accessed remotely through commercial vendors. Once users identified needed materials in these electronic databases, they naturally requested the materials that were not owned by their local library through its interlibrary loan service. In addition to requesting more interlibrary loans, users also began to demand more rapid delivery of the materials which they borrowed from other libraries.

Purpose of the Survey

As the number of interlibrary loans both to and from UTC continued to increase and as users demanded better and faster interlibrary services from UTC, it became more and more apparent that the UTC Library's 1985 response was no longer sufficient to meet users' needs and that additional or different staffing for these services might be required. In order to better judge how much and what type of staffing should be required for ILL operations at UTC, the University of Tennessee at Chattanooga Library prepared a brief survey to ascertain the current levels of interlibrary loan activity and the associated staffing levels in other academic libraries within the state of Tennessee. The Survey was mailed to the directors of 40
academic libraries in Tennessee. The names and addresses of these libraries were obtained from the 1990/91 edition of the American Library Directory. Thirty-one surveys were returned for a return rate of 77.5%. While the UTC Library used this data for its own internal decision-making process, the authors felt that others might be interested in the results. A copy of the 1991 survey, the survey results, and UTC's conclusions follow.

Tiers of Activity and Service in Tennessee Academic Libraries

As one might expect in a state with so many academic institutions which differ in size as well as mission, the survey revealed a very wide range of interlibrary loan services, interlibrary loan activity and interlibrary loan staffing levels. However, when the responding libraries were categorized into three subgroups, according to the combined number of requests received and initiated, three rather homogeneous groups emerged. Libraries which received and initiated 10,000 or more requests in 1990/91 were identified as Tier 1 libraries; libraries which received and initiated between 1,000 and 10,000 requests in 1990/91 were identified as Tier 2 libraries; and those libraries which received and initiated less than 1,000 requests in 1990/91 were identified as Tier 3 libraries. Readers may draw their own conclusions from Table A, but some general remarks seem appropriate.

II. Services in Tennessee Academic Libraries

The types of interlibrary loan services offered by Tennessee academic libraries varied somewhat among the three tiers. Nearly all libraries in each tier loaned monographs, while only a small percentage from each loaned periodicals. Microform lending varied greatly among the tiers: 100% of Tier 1, 38.5% of Tier 2, and 13.3% of Tier 3 libraries loaned microforms. Most libraries in each tier mailed photocopies. All of Tier 1 libraries and approximately half of Tier 2 and Tier 3 libraries reported that they fixed photocopies.

Borrowing and Lending Activity in Tennessee Academic Libraries

The proportion of lending activity to borrowing activity varied among the three tiers. As one might expect, Tier 1 libraries tended to lend far more items than they borrowed, while Tier 3 libraries tended to borrow only a few more items than they loaned. Tier 2 libraries also tended to borrow more items than they loaned. A substantial percentage of all libraries (62.5%) indicated that their lending and borrowing activities had increased during 1990/91.

Staffing Levels and ILL Activity in Tennessee Academic Libraries

While a majority (62.5) of all libraries reported an increase in interlibrary loan activity during 1990/91, only 6.5% of the libraries indicated that they had decreased staff during 1990/91 and only 15.6% indicated that they expected to increase staff in 1991/92. Of the Tier 1 libraries, 66.6% reported an increase in both borrowing and lending activity during 1990/91 and 33% indicated that they planned to increase staff in 1991/92. Of the Tier 2 libraries, 42.3% reported an increase in lending activity and 89.6% reported an increase in borrowing activity, but only 15.3% expected to increase staff in 1991/92. Of Tier 3 libraries, 73.3% experienced increases in lending activity and 53.3% increases in borrowing activity, but only 13.3% indicated that they expected to increase staff in 1991/92.

Staffing Patterns in Tennessee Academic Libraries

The manner in which interlibrary loan services in Tennessee academic libraries are staffed also differed among the three tiers. There appeared to be more professional involvement with interlibrary loans in Tier 1 and Tier 3 libraries, although it was suspected from comments made by some respondents in Tier 3 libraries that librarians who were involved with interlibrary loan also had other library responsibilities. Clerical support appeared more important in Tier 1 and Tier 2 libraries. The median number of ILL librarians in Tier 1 libraries was 1.0 FTE, in Tier 2 libraries it was 0.5 FTE, and in Tier 3 libraries it was 0.2 FTE. The median number of clerical/support staff in Tier 1 libraries was 2.5 FTE, in Tier 2 libraries it was 1.0 FTE, and in Tier 3 libraries it was 0.6 FTE. The median number of student assistants in Tier 1 libraries was 0.0 FTE, in Tier 2 libraries it was 0.5 FTE, and in Tier 3 libraries it was 0.0.

Conclusions Reached at UTC

The UTC Library was categorized as a Tier 2 library, reporting a combined lending and borrowing activity level of 6058 requests during 1990/91. Like most libraries in Tier 2, UTC lends monographs and microfilms to other libraries. UTC also experienced increased borrowing and lending activity from 1989/90 to 1990/91. However, unlike other Tier 2 libraries, the unit is staffed by one librarian (1 FTE) and one part-time student (0.5 FTE) and has no full-time clerical support.

Due to the steady growing demands for ILL services at UTC, the continuing automation of several aspects of the ILL service, the possibility of new technological means of access and delivery, and in accordance with the results of this survey, a recommendation was made to the UTC Library administration to consider adding or reclassifying one clerical/support staff position to the Library's interlibrary loan unit to consider possible reorganization of the unit within the UTC Library's organizational scheme. Findings showed that in other academic libraries with similar levels of borrowing and lending activity, clerical/support staff tended to perform most of the interlibrary loan duties, and one librarian spent approximately half of his/her time devoted to the unit. The authors felt that by allocating a full-time clerical/support position to handle the routine, day-to-day duties such as request processing and handling and forwarding, the library can free up librarian time for more direct customer service.

The possibility of designating a single existing organization or creating a single new organization in Tennessee to coordinate resource sharing activities among Tennessee libraries;
• The possibility of reexamining the assumptions on which current protocols are based such as the assumption that geography is the best determinate of where to borrow or the assumption that small and medium-sized libraries borrow much more than they lend.

• The possibility of developing one ILL agreement with a specific library or group of libraries which would provide one level of service based on similarities in budget size, staffing level, and/or collection size, etc., while developing another agreement with other libraries which would offer a different level of service; and

• The possibility of creating new resource sharing policies for telefacsimile service, addressing several questions (including):
  - Who should FAX what to whom?
  - Who, if anyone, should be charged for FAX service?
  - What should be the expected turnaround time for FAX service?
  - What is the best method for requesting FAX service?
  - What is the effect of FAX service on current ILL protocols, since distance is no longer an absolute factor in terms of delivery speed?

Table A

ILL ACTIVITY IN ACADEMIC LIBRARIES IN TENNESSEE

<table>
<thead>
<tr>
<th>Tier 1 Libraries (over 10,000 requests)</th>
<th>Tier 2 Libraries (1,000-10,000 requests)</th>
<th>Tier 3 Libraries (less than 1,000 requests)</th>
<th>All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILL Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Lending Monographs</td>
<td>100.0</td>
<td>100.0</td>
<td>86.7</td>
</tr>
<tr>
<td>% Lending Periodicals</td>
<td>33.3</td>
<td>7.7</td>
<td>0.0</td>
</tr>
<tr>
<td>% Lending Microforms</td>
<td>100.0</td>
<td>38.5</td>
<td>13.3</td>
</tr>
<tr>
<td>% Mailing Photocopies</td>
<td>100.0</td>
<td>92.3</td>
<td>93.3</td>
</tr>
<tr>
<td>% Telefaxing Photocopies</td>
<td>100.0</td>
<td>53.8</td>
<td>46.6</td>
</tr>
<tr>
<td>ILL Lending Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median # of Requests Received</td>
<td>15,601</td>
<td>2,210</td>
<td>13</td>
</tr>
<tr>
<td>Median # of Requests Filed</td>
<td>9,998</td>
<td>1,292</td>
<td>10</td>
</tr>
<tr>
<td>% Reporting increased activity in 90/91</td>
<td>66.6</td>
<td>42.3</td>
<td>73.3</td>
</tr>
<tr>
<td>ILL Borrowing Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median # of Requests Initiated</td>
<td>8,126</td>
<td>1,673</td>
<td>65</td>
</tr>
<tr>
<td>Median # of Requests Filled</td>
<td>7,411</td>
<td>1,594</td>
<td>57</td>
</tr>
<tr>
<td>% Reporting increased activity in 90/91</td>
<td>66.6</td>
<td>89.6</td>
<td>53.3</td>
</tr>
<tr>
<td>ILL Staffing Patterns and Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median # of Librarians (FTE)</td>
<td>1.0</td>
<td>0.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Median # of Clerical/Support Staff (FTE)</td>
<td>2.5</td>
<td>1.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Median # of Student Assistants (FTE)</td>
<td>0.0</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>% Reporting Staff Increases in 90/91</td>
<td>0.0</td>
<td>15.4</td>
<td>0.0</td>
</tr>
<tr>
<td>% Reporting Staff Increases in 91/92</td>
<td>39.0</td>
<td>15.3</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Fall 1992

SURVEY OF ILL OPERATIONS IN TENNESSEE 1990/91

LENDING ACTIVITY

1. Number of requests for interlibrary loans & photocopies which your library received from other libraries during 1990/91.
   - Check one: No change [ ] Increase [ ] Decrease [ ]

2. Number of requests for interlibrary loans and photocopies which your library filled for other libraries during 1990/91.
   - Check one: No change [ ] Increase [ ] Decrease [ ]

3. Change in the number of requests you received from other libraries from 1989/90 to 1990/91.
   - Check one: No change [ ] Increase [ ] Decrease [ ]

BORROWING ACTIVITY

4. Number of requests for interlibrary loans and photocopies which your library made to other libraries during 1990/91.

5. Number of requests for interlibrary loans and photocopies which were filled for your library by other libraries during 1990/91.

6. Change in the number of requests you made to other libraries from 1989/90 to 1990/91.
   - Check one: No change [ ] Increase [ ] Decrease [ ]

STAFFING LEVEL

7. Number of FTE librarians working in the ILL unit.

8. Number of FTE staff working in the ILL unit.

9. Number of FTE students working in the ILL unit.

10. Change in staffing level in the ILL unit from 1989/90 to 1990/91.
    - Check one: No change [ ] Increase [ ] Decrease [ ]

11. Projected changes in staffing level in the ILL unit over the next two years.
    - Check one: No change [ ] Increase [ ] Decrease [ ]

Please explain:

STAFFING ORGANIZATION

12. To whom does the head of the ILL unit report?

LENDING SERVICES OFFERED

Please check those lending services which you provide:

- Lend monograph volumes [ ] Make and mail photocopies [ ]
- Lend periodical volumes [ ] Make and telex photocopies [ ]
- Lend microforms [ ]
Facts About the Cities
By Allen Cooper
5th edition, 1995
Facts About Books, Inc.
A reliable, useful and accurate resource for librarians, public officials, and other concerned citizens.

Facts About the Presidents
Fifth Edition
By Joseph F. O'Connor
1993
W. W. Norton & Company
A comprehensive guide to the American presidency, from George Washington to George Bush.

Facts About the States
By Joseph F. O'Connor
1995
W. W. Norton & Company
A comprehensive guide to the American states, from A to Z.

CALL FOR NOMINATIONS

1. 1993 Frances Heel Cheney Award
   Recognition of a significant contribution to the world of books and librarianship includes
   but need not be limited to: a) notable professional/bibliographical writing or
   editing that deals with books, the book arts, reading; b) a program in a library that
   encourages reading and/or the appreciation of books; c) creative teaching with books at any
   level; d) promotion of books and reading by way of new media. Nominees must be a member
   of TLA.

2. 1993 Trusteeship Award
   Recognition of a trustee who has made a significant contribution to library and
   information services in the State of Tennessee. Nominees must be a member of TLA.

3. 1993 Honor Award
   Recognition of any person or group who has made a significant contribution to Tennessee
   library and information services. Nominees must be a member of TLA.

DEADLINE FOR NOMINATIONS - FEBRUARY 12, 1993

NOMINATION FORM

Cheney Award
Trustee Award
Honor Award
(circle one)

Name of Nominee

Present Position

Name of Nominator

Mailing Address

Phone Numbers

(Home) (Office)

PLEASE ATTACH STATEMENTS:
1) Reasons for nominating this person;
2) Nominee's contributions according to the description of the award.
   (Supporting documentation should be included.)

MAIL NOMINATIONS TO: Annelle B. Huggins
TLA Honors and Awards Committee
Memphis State University Libraries
Memphis, TN 38152

DEADLINE FOR NOMINATIONS - FEBRUARY 12, 1993
A Survey of Continuing Education Needs in Tennessee

by Betsy Park and Jane Row

This article presents data from a survey of continuing education concerns in Tennessee. The results indicate an ongoing need for continuing education and as such challenge the Tennessee Library Association (TLA), the State Library, the University of Tennessee Graduate School of Library and Information Science (GSLIS), and other continuing education providers to expand and augment programs in Tennessee.

The members of the TLA Staff Development Committee are concerned about how our profession responds to the rapid changes in our field! Perhaps Carl Sagan is right when he says, "In all the history of the world there has never been a time in which so many significant changes have occurred. Accommodation to change, the thoughtful pursuit of alternative futures, are keys to the survival of civilization and perhaps of the human species." 4

Sagan's comments ring true for our profession. Ten or twenty years ago we had little appreciation for the impact of technology on libraries. CD-ROM had not been invented, NREN might have been a bird, and DIALOG produced images of Pluto and the ancients.

In Throbbing Churn, Tom Peters discusses change and management's reactions to it. Peters stresses that leaders must listen and admonishes managers to become compulsive listeners. "Today's successful leaders will work diligently to engage others in their cause. Oddly enough, the best way by far, to engage others is by listening—seriously listening—to them. If talking and giving orders was the administrative model of the last fifty years, listening (to lots of people near the action), is the model of the 1980s and beyond." 5

The authors, both members of the TLA Staff Development Committee, decided to question the TLA membership about its concerns and needs for continuing education. We discovered that a survey of continuing education needs had been conducted five years ago in 1986, but were unable to obtain many details about this survey. We received a copy of the survey with some penciled notations of the results which had been presented at a panel discussion of the TLA Education Section at the TLA Annual Conference in Knoxville in April 1986. We decided to perform another survey replicating some questions from the 1986 document so that our responses could be compared to those of five years ago.

The final product was a two-page questionnaire which was sent to all members of TLA in the fall of 1991. Of the 1,024 individuals who received the survey, 245 were public librarians, 239 were academic librarians, 133 were school librarians, 57 were special librarians, and 407 were trustees. We received 222 usable responses for a 22% response rate. The responses were interesting, both in the tabulated results and in the written comments. They provide an indication of the diversity of needs and of interests in this state.

Profile of Respondents
Who responded to the survey? Over 70% of the respondents were either from an academic or public library. Geographically our respondents were fairly evenly divided with 26% from West Tennessee, 40% from Middle, and 33% from East Tennessee. The sections also split with 35% of the respondents from the College and University Libraries Section, 33% from the Public Libraries
Section, and 18% from the School Libraries Section. Responses were received from fairly equal groups of administrators (including department heads) and librarians (or library staff).

### TABLE 1: RESPONDENTS (N=222)

<table>
<thead>
<tr>
<th>TYPE OF LIBRARY</th>
<th>1991 (N=222)</th>
<th>1996 (N=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Public</td>
<td>84</td>
<td>38</td>
</tr>
<tr>
<td>School</td>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>Special</td>
<td>18</td>
<td>08</td>
</tr>
<tr>
<td>No Response</td>
<td>94</td>
<td>02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEOGRAPHIC REGION</th>
<th>1991 (N=222)</th>
<th>1996 (N=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>57</td>
<td>30</td>
</tr>
<tr>
<td>Middle</td>
<td>84</td>
<td>42</td>
</tr>
<tr>
<td>Eastern</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>No Response</td>
<td>03</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLA SECTION</th>
<th>1991 (N=222)</th>
<th>1996 (N=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>02</td>
<td>-</td>
</tr>
<tr>
<td>College</td>
<td>77</td>
<td>39</td>
</tr>
<tr>
<td>Public Libraries</td>
<td>11</td>
<td>01</td>
</tr>
<tr>
<td>School Libraries</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>Special Libraries</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>Trustees &amp; Friends</td>
<td>16</td>
<td>02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MLS Degree</th>
<th>1991 (N=222)</th>
<th>1996 (N=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>107</td>
<td>77</td>
</tr>
<tr>
<td>No</td>
<td>06</td>
<td>29</td>
</tr>
<tr>
<td>No Response</td>
<td>01</td>
<td>-</td>
</tr>
</tbody>
</table>

We appear to be getting worse rather than better. It is also noteworthy that the respondents are overwhelmingly (94%) in favor of TLA's involvement in continuing education—a fact which provides a mandate for the Association to undertake a leadership role.

### Subjects for Continuing Education Programs

We asked people to rank approximately 20 subjects that they would like covered by continuing education programs. Computers and library management ranked number one and number two. The considerable interest in these two areas remains the same as five years ago. Online issues (not included in the 1986 survey) ranked number three. Collection development, number three on the previous survey, is now number seven. Automation and computer software came in fourth and fifth. Lower priorities were assigned to collection development, evaluation, personnel management, planning, cataloging, resource sharing, reference, preservation, and budgeting.

### Fall 1992

<table>
<thead>
<tr>
<th>PREFERENCES</th>
<th>1991 (N=222)</th>
<th>1996 (N=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>197</td>
<td>11</td>
</tr>
<tr>
<td>Library Mgmt</td>
<td>197</td>
<td>2</td>
</tr>
<tr>
<td>Online</td>
<td>197</td>
<td>2</td>
</tr>
<tr>
<td>Automation</td>
<td>77</td>
<td>3</td>
</tr>
<tr>
<td>Software</td>
<td>99</td>
<td>5</td>
</tr>
<tr>
<td>Hardware</td>
<td>99</td>
<td>5</td>
</tr>
<tr>
<td>Collection Dv.</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Personnel Mgmt</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Planning</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Cataloging</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Reference</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Preservation</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Budgeting</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Volunteers</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations</td>
<td>73</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format Preferences</th>
<th>1991 (N=222)</th>
<th>1996 (N=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>123</td>
<td>4</td>
</tr>
<tr>
<td>Seminars</td>
<td>123</td>
<td>5</td>
</tr>
<tr>
<td>Short courses</td>
<td>123</td>
<td>5</td>
</tr>
<tr>
<td>Pre-conferences</td>
<td>123</td>
<td>5</td>
</tr>
</tbody>
</table>

They are also willing to pay; 99% will pay $25-$50 and 28% will pay $50-$100 for a valuable program. This is encouraging since only a few (29%) say that the employer pays in full for relevant continuing education activities.

### The Challenge

The respondents appreciated the effort of the survey, but asked that efforts not stop here. Comments such as "well done!," "thanks for asking," "thank you for getting this organized," and "delighted to see TLA tackling continuing education" were encouraging. The challenge now is to respond to the information gathered, to increase continuing education opportunities in our state. Potential planners may use this information as a guide for program planning. There is a wealth of topics which respondents would like to see covered. It is also apparent that there is an interest and a willingness to be involved in continuing education programs and that librarians expect more programs to be offered.

One proposed outcome of the 1996 survey was that an official recommendation be made to TLA regarding continuing education in Tennessee. Apparently, this recommendation did not materialize at that time and should be considered now. Another recommendation is that TLA set up a clearinghouse to gather lists of names of individuals in the state who might offer continuing education courses. Several respondents offered their services, while others outlined specific projects and programs. The State Library might want to help lead the way to improvement by providing more financial and organizational support. Teleconferencing and telecommunication can make continuing education opportunities more widely available and at reasonable costs. The University of Tennessee GSLIS might use telecommunication networks throughout the state to enhance opportunities for our professionals unable to travel long distances. Existing possibilities for GSLIS could take the form of developing computer networks to make computerized continuing education files available.
publicly available. Technology can enable
users with little more than a microcomputer
and modem to access lists that would pro-
vide them updates to developments in the
field.
The interest is there. The challenge now
is to provide the organizational structure to
meet our state's continuing education needs
for the 21st Century.

REFERENCES

1. Weisinger, Darlene E. "Wisconsin Continuing
Education Profile: A Delphi Projection of Needs
1986." Journal of Education for Libraries and
Information Science 35, No. 1 (Summer 1989):
39-50.

Romance of Science" (New York: Random House,

a Management Revolution" (New York: Knopf,

ADDITIONAL READINGS

Heiring, Dottie. "Current Trends in the Con-
tinuing Education and Training of Reference

Kennedy, Donald J. and Neil McMillan. "State
Library Association: How Well Do They Sup-
port Professional Development?" RQ Vol. 31,
No. 3 (Spring 1982): 357-360.

Shaughnessy, J. "Staff Development in
Libraries: Why it Frequently Doesn't Take,"
Journal of Library Administration Vol. 9, No. 2

Wall, Thomas B. "Metropolitan Library Sec-
ton's Professional Needs Survey," Public
Libraries Vol. 28, No. 3 (May-June 1989):
182-187.

Weisinger, Darlene. "No Professional is an Is-
land," Journal of Education for Libraries and
Information Science Vol. 29, No. 2 (Fall, 1988):
143-144.

"Continuing Professional Education: A
Plan for All Sections," Journal of Education for
Library and Education Science Vol. 29, No. 4
(Spring, 1989): 316-347.

Wilding, Thomas L. "Career and Staff Develop-

Editor's Note: I'd like to offer the
Fall 1993 issue of TL as a forum for
further discussion of and information
about continuing education in the
state. What programs are taking place
now? What are the needs? What are
your dreams for the future?
Manuscripts should be submitted on
or before July 1, 1993.

APPENDIX

STAFF DEVELOPMENT IN TENNESSEE
A Survey by the Staff Development Committee
of the Tennessee Library Association
N=222
(Responses in Italics)

Some library associations place considerable emphasis on continuing education. Please an-
swer these questions realistically since this information will be used for planning particular
activities. All responses are confidential and will be reported only as aggregate data.

1. Type of library
Academic 78, Public 84, School 38, Special 8, No Response 4.

2. In what section of Tennessee is your library located?

57 West
89 Middle
74 East
2 No Response

3. TLA Membership Section (check)
73 Public Library Section
77 College/University Libraries Section
39 School Libraries Section
16 Trustees and Friends of the Libraries Section
11 Library Education Section
2 Business Representatives Section
0 Full-time Students
14 Special Libraries

4. What is the title of your position?
Managment 91, Staff 93, Other 38

5. How many years have you worked in a library?
Range one week to 40 years

6. How many of these years have been in Tennessee?
Range one week to "all my life!"

7. Do you have an MLS degree? 157 Yes
If not, list highest degree.
High school to doctorate.

8. What year was your MLS degree awarded?
1951-date

9. What additional degrees do you have?
None to doctorate

10. Do current continuing education activities in Tennessee meet your needs?
69 Yes
127 No
27 No Response
11. Should TLA be actively involved in providing continuing education activities?
   - 209 Yes
   - 4 No
   - 9 No response

12. Which format do you most prefer for continuing education?
   - 177 Workshops
   - 156 Seminars
   - 132 Pre-conferences
   - 136 Short courses
   - 115 In-services training

13. How many continuing education activities did you attend last year?
   - Range 0 to 10

14. How many of these were sponsored or co-sponsored by TLA or one of its sections?

15. Who sponsored other continuing education activities you attended?
   - American Library Association
   - Special Libraries Association
   - Public Libraries Association
   - Tennessee State Library
   - Other

16. How much time would you be able to give to continuing education activity
   - 116 an hour or two
   - 132 a morning or an afternoon
   - 126 a full day
   - 81 more than a day

17. Ordinarily, continuing education activities are limited to one meeting. If the topic was of
   professional interest, would you attend an activity that consisted of more than one meeting?
   - 185 Yes
   - 28 No
   - 9 No response

18. How far would you be willing to travel to attend continuing education activities?
   - 10 15 miles or less
   - 29 16-30 miles
   - 50 31-60 miles
   - 43 61-90 miles
   - 85 more than 90 miles
   - 5 No response

19. How much would you be willing to pay for a first-rate continuing education activity?
   - 40 $25.00 or less
   - 86 $25.01 to $50.00
   - 63 $50.01 to $100.00
   - 21 more than $100.00
   - 12 No response

20. Typically how much does your employer pay (in whole or part) for continuing education that is relevant to your work?
   - 64 Full
   - 71 Partial that varies
   - 28 Release time
   - 43 No support

21. If TLA sponsored continuing education activities, which subjects would interest you
   enough to attend?
   - 60 Introduction to Library Automation
   - 55 Selection of Information Technology Hardware
   - 59 Selection of Information Technology Software & Programming
   - 107 Library Use of Computers
   - 77 Systems Analysis and Design
   - 61 Online Searching
   - 91 Librarianship
   - 45 Planning
   - 54 Evaluation
   - 32 Budgeting
   - 53 Personnel Management
   - 43 Cataloging/Classification/Subject Heading Work
   - 43 Reference
   - 54 Collection Development
   - 61 Trustees Training
   - 47 How to Set Up a Friends Group
   - 31 Volunteerism in Libraries
   - 45 Acquisition
   - 34 Preservation and Repair of Library Materials
   - 45 Resource-Sharing and Cooperation Between Libraries
   - 52 Programming for Specific Audiences
   - 34 Paraprofessionals in the Library

---

**F O R E I G N  B O O K S  a n d  P E R I O D I C A L S**

CURRENT OR OUT OF PRINT

Specialties:
- Search Service
- Irregular Serials
- International Congresses
- Building Special Collections

ALBERT J. PHIEBIG INC.
Box 352, White Plains, N.Y. 10602 + 0352
Telephone: (914) 948-0268
FAX: (914) 948-0584
Tennessee Librarian

SCHOOL OF LIBRARY AND INFORMATION STUDIES
TEXAS WOMAN’S UNIVERSITY

The School of Library and Information Studies at Texas Woman’s University invites applications from qualified women and men seeking a degree in library science. The School offers:

- the oldest continuously accredited program in the Southwest
- MA, MLS accredited by ALA
- Ph.D. in Library Science
- state-of-the-art facilities in beautiful buildings
- highly qualified faculty
- individual attention and supportive environment
- comprehensive program encompassing all aspects of librarianship

IN-STATE Tuition through the Academic Common Market for doctoral students from Tennessee. Full-time tuition and fees total approximately $650 per semester.

For further information, contact:
Keith Swigger, Dean
School of Library and Information Studies
Texas Woman’s University
P.O. Box 22595
Denton, TX 76204-2905
817/898-2402
817/898-3198 (FAX)

ASSOCIATE WITH LEADERSHIP.

The American Library Association, being now
Located at 50 East Huron Street, Suite 1050
Chicago, Illinois 60611

Testimony to
ACCOMPLISHMENT.

**Choose any question in my
experience, and you’ll find ALA
there, providing that vital
professional link to
my past.**

- How did you become a library
  specialist?

- How did you become an ALA
  member?

- Which ALA committees have
  you served on?

- Which ALA conferences have
  you attended?

- Which ALA publications have
  you contributed to?

- Which ALA awards have you
  received?

- Which ALA officers have you
  served under?

- Which ALA projects have you
  led?

- Which ALA projects have you
  worked on?

- Which ALA policies have you
  supported?

- Which ALA policies have you
  opposed?

- Which ALA policies have you
  contributed to?

- Which ALA policies have you
  influenced?

- Which ALA policies have you
  challenged?

- Which ALA policies have you
  defended?

- Which ALA policies have you
  implemented?

- Which ALA policies have you
  reviewed?

- Which ALA policies have you
  revised?

- Which ALA policies have you
  researched?

- Which ALA policies have you
  taught?

- Which ALA policies have you
  trained?

- Which ALA policies have you
  written?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written with?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?

- Which ALA policies have you
  written about?
For Vice President/President Elect

Judy Greenson

Professional Concerns:

1. Encouragement, in whatever way may be appropriate, the placement of professional librarians in both public and academic settings. Tennessee is lacking in the number of persons holding directorships of public libraries who have earned professional degrees in library and information sciences.

2. In order to provide qualified staff, as well as services and materials, we need to "lobby" for local funding bodies to revamped the method for public and public-funded school libraries to be funded. Even if we, ourselves, are not among the public or school library sector, we need to be advocates for these types of libraries.

3. The Tennessee Library Association working toward the achievement of employing a full-time executive director who could provide the professional leadership to the membership, as well as strengthening our lobbying efforts at the state and national legislative levels of governing and funding bodies.

Education:

M.L.S., Indiana University, 1970; also post-graduate work, 1974;
B.A., University of Indianapolis, Ind., 1960.

Positions:

Director, Clinch-Powell Regional Library, Clinton, Tennessee, 1966-current;
Director, Wabash Valley Area Library Services Authority, Crawfordsville, Indiana, 1970-1986;
Director, Huntingdon College, Huntingdon, Indiana, 1972-1976;

TLLA Committees:

Legislative Committee, 1987-1990;
Honors and Awards Committee, Chair, 1989-1990.

Other:

National Library Legislative Day, Washington, D.C.—I have served in the capacity of coordinating the scheduling of appointments for Tennessee library advocates to visit our state’s U.S. Congressional delegation on this day. This has been my responsibility since 1987.

Regional and National Association Activities:


Memberships in Other Professional Associations:


Publications:


For Treasurer

Kathryn E. Puglise

Professional Concerns:

It wasn’t until I was in the field as a reference librarian in a small public library that I truly realized what my library school professors meant when they spoke of "limited" resources. I doubt that there is a librarian working today who does not relate to the verse, "Use is up, wear it out, make it do, do without." It has become almost second nature to us as we strive to provide the best service possible for the least amount of money.

The desire and ability to be a good steward of resources is a prerequisite for anyone occupying a position of responsibility in a private, public, or professional organization. It goes without saying that the treasurer of any such organization must also be scrupulously honest, reliable, and meticulous in keeping the financial records of that organization.

If I am offered the opportunity to serve the Tennessee Library Association in that capacity, I will do my very best to carry out the duties of that office in such a way that the T.L.A. will be able to focus its attention on other very important issues which affect our membership and those we serve each day.

Education:

M.L.S., East Carolina University, Greenville, NC, May 9, 1987;

Positions:

Director, Blount County Public Library, Feb., 1996;
Media Coordinator, M.B. Hubbard Elementary School, Sept. 87-May 89;
Reference Librarian, Edgecombe County Public Library, Sept. 86-Sept. 87;
Assistant, CLONE Automation Project, NC Wesleyan College Library, Apr. 86-May 89;
Teaching Fellow/Graduate Assistant, East Carolina University, Sept. 85-Sept. 86.

Membership in Professional Organizations and Learned Societies:

North Carolina Library Association
Kappa Delta Pi, Honor Society in Education, Eta Chi Chapter, E.C.U.

Honor, Awards, Prizes, Medals, Citations:


Publications:

For Treasurer

Lynette Sloan

Professional Concerns:

As the present chair of the TLA Long Range Planning Committee, I understand the great need for improved continuing education for the membership and the underlying necessity of a strong financial base for the Association. To improve the fiscal standing of TLA, we need to use each and every dollar wisely and entice an increased membership; in order to increase membership, we need to offer more professional activities and information, such as a mentor program, a "people resource bank," and a membership handbook. I feel that a closer relationship should be developed between the TLA committees that are responsible for planning, continuing education, membership, and finances in order to provide for the increased needs of the Association membership. As Treasurer of TLA, I would encourage and nourish this relationship and provide timely and accurate business transactions and reports.

Education:

M.S.L.S., Graduate School of Library and Information Science, University of Tennessee, Knoxville, 1973-74.

Positions:

Regional Director, Blue Grass Regional Library, Columbia, TN, 1985-present;
Director, Carroll County Public Library, Hillsville, VA, 1982-1985;
Director, Roane County Public Library, Spencer, WV, 1980-1982;
Adult Services Librarian, Nanahala Regional Library, Murphy, NC, 1976-1979;
Branch Librarian, Cumberland County Public Library, Fayetteville, NC, 1974-1975.

TLA Committees:

- Long Range Planning Committee, Chair, 1992; Facilities manager for 1993 convention; Long Range Planning Committee member, 1991; Nominating Committee, member, 1989; Staff Development Section, member, 1988-89; Honors and Awards Committee, member, 1988.

TLA Sections, Roundtables, etc.:

- Member, Public Library Section, 1986-present.
- Other (Regional Chapters, Editorships, etc.): Member, Mid-State Library Association, 1988-present.

Regional and National Association Activities:

- Member, American Library Association, 1986-present; Facilitator, Governors Conference on Libraries and Information Science, 1990; Member, Tennessee Public Library Standards Committee, 1988-present.

Membership in Other Professional Organizations and Learned Societies:

- American Business Women's Association, Charter member, Hillsville, VA.

Honors, Awards, Prizes, Medals, Citations:

- Alpha Chi Honor Society; magna cum laude graduate.


Isabella Buchanan Edmondson (Belle) (1840-1873) was born in Pontotoc, Mississippi, eighth in a family of nine children. In 1860 she moved with her parents and some siblings to Elm Ridge, a farm in Shelby County, Tennessee, eight miles from Memphis. During the Civil War, this area lay between the lines of the Union troops in Memphis and the Confederates in Mississippi and was subject to much skirmishing and raiding. Belle and her family were ardent Southerners; her brother Eddie fought with Nathan Bedford Forrest and she and several of her sisters engaged in spying and smuggling for the Confederates.

Belle kept a journal fairly regularly from February 1863 to November 1864. Scattered letters to her, dated from late 1861 to August 1864, also survive. These are the documents printed in this volume, which reveal much about Belle’s experiences as well as coalitions in western Tennessee and northern Mississippi during the middle of the war. Belle was especially active as a go-between in smuggling mail from Confederates to their families in Union territory and vice versa. Each trip she made to Memphis led to the purchase of unauthorized items like boots or material for uniforms which she hid under her hoop skirt. This activity finally caused Union authorities to threaten Belle with arrest and she “refuged” into Mississippi where she remained most of the time until at least late 1864. Only scanty information survives about her life after the diary ends.

These documents show not only some of the secrets of smuggling but also present a variety of other information on travel, family and social relationships, the ease with which some friends could leave the army camp to come visiting, and the high hopes of victory entertained by Confederates about engagements now considered by historians to be Confederate defeats. Belle also indicates much about her own emotional state (considerable depression resulting from a broken engagement) and her everyday activities (primarily sewing and visiting).

Effective editing enhances these documents. Persons, places, and battles are briefly identified in footnotes. A good introduction shows the result of diligent efforts to place this diary and these letters in the context of the remainder of Belle’s life. A chronology, who’s who, and bibliography round out the supportive apparatus. Surely all libraries with an interest in the history of western Tennessee, northern Mississippi, or the Civil War will want this book.

Glenna R. Schroeder-Lein

Andrew Johnson Papers

University of Tennessee, Knoxville


We are all familiar with the shape of the state of Tennessee, kind of a parallelogram with wavy sides. This shape, while having significance in defining congressional representation, has little significance to the birds which are the subject matter of the book. Birds typically home in on things like lakes,
mountain ranges, or other land masses that are recognizable from the air. To the birds, therefore, the format of this book might seem somewhat arbitrary, but to the citizen who takes pride in saying things like, "We, in Tennessee, have the American Coon," this format is just what the doctor ordered.

After one gets used to the format, the book is seen as an incredible reference tool. This is no bird identification guide. If you want pictures and descriptions, you're looking in the wrong place. What we have here is an exhaustive study of what birds have been found in Tennessee, and exactly where and when they were found. Some highlights:

- The Horned Grebe, a fairly common migrant and winter resident, usually arrives by mid-October. The author notes that "suitable rafts" of these birds are occasionally found in suitable habitat. The suitable habitat is presumably a river but it is unclear whether the birds are riding on the rafts or whether they form them with their own bodies. We agree with the author's assertion that "feeding birds in the spring sometimes mistaken for Eared Grebes," having occasionally made the same mistake ourselves.

- Even accidental forays into Tennessee are documented, including one by the Band-Rumped Storm-Petrel in 1975 and two by the magnificent Frigatebird in 1988. How did these ocean-going birds get to Cherokee Lake and the Smoky Mountains? Hurricanes Eloise and Gilbert.

- In addition to its other virtues the book also gives some insight into human behavior. For example, the White Ibis is one of several species which only frequents Tennessee as a "post-breeding wanderer."

- The book is not limited to contemporary sightings. The extinct Trumpeter Swan is listed by virtue of two sightings by John James Audubon in 1820.

- Another variety of swan, the Mute Swan, although not extinct, is rarely heard from.

- The author apparently even saved time for some practical jokes, noting that the "Common Snipe" is found on exposed mud-flats of the Tennessee and Cumberland river reservoirs during the low winter pool stage. Frequently, says the author. Having spent some time in Boy Scouts in barren weed fields hunting for these same animals I can only express thanks that my scoutmaster had less imagination than the author.

- We were surprised to find that birds from the rain-forest may be found in Tennessee. The Scarlet Tanager and the Indigo Bunting are both found in the Smoky Mountains.

- The author notes that fossil remains of the Northern Hawk-Owl, the Boreal Owl, the Gray Jay, and the Pine Grosbeak are found in Tennessee. We said the book is exhaustive and we meant it.

If you want your library to be able to answer tough questions about birds, this is the book to have.

Donald K. Vose
Knoxville


The hiker has a trail guide while the car tourist has a road atlas and possibly a guide to hotels and restaurants. The boater's equivalent for navigation and marinas on the 652-mile long Tennessee River is the Tennessee River Cruise Guide. Recreational boating is a leisure time delight for scores of boat owners in the Tennessee River Valley. Ski boats, cabin cruisers, and power boats of all sizes and descriptions crowd the waterways on weekdays and on weekends. They cruise placid river waters and through the nine dams with locks that allow boaters to move from one lake to another. While tamed a river, the Tennessee is in reality a sequence of dammed lakes. Knowledge of safe harbors for docking and anchorage, fueling and overnight stays is essential. Location information such as mile markers and Daymarks, those specific navigation aids on the river shown on official charts, keep the boater on course. Safe and pleasant cruising can be enhanced by a careful reading of the Tennessee River Cruise Guide.

Waterways change constantly as wind, rain and other natural causes produce unexpected sand bars and shoals. Myers, the editor and publisher of this book, reminds the reader with a prominent warning that the book is not for navigational purposes, and can not be used as a substitute for government navigation charts provided by the Corps of Engineers and TVA. Indeed, as the recent grounding of the QES shows, even official charts may be insufficient to stave off an accident.

The Cruise Guide has two sections, a Reference Section and a Cruise Section. In the Reference Section, one learns important navigating tips such as the normal pool elevation and gage location for each lake. Using these two pieces of information and an official river bottom chart, the boater can determine water depth. Other helpful information includes such items as normal current, the dangers from power lines, river tides, storms, beating debris, and submerged stumps and fences. One also learns how to contact the Coast Guard on Channel 16 of the VHF radio if help is needed. Proper protocol for navigating the locks is provided as well as the dimensions of the lock chamber and the normal lock lift.

Each of the ten Cruise Sections begins with a detailed map of the area. Beginning at mile 0 at Paducah, the first obstacle is the Kentucky Dam. Our guide notes that at this point, "you are 286 feet above sea level or 521 feet lower in elevation than Knoxville where the Holston and French Broad Rivers join to form the Tennessee." Amply space is provided for individual notes, a feature boaters can utilize to construct a personal diary or river log. Points of interest are noted at each mile post or Daymark. For example, the Kenntucky Lake Sust Marina at Grand Rivers, Kentucky, is described in detail in terms of its anchorage—number of boat slips, water depth, boating facilities for repairs, and the type of credit card accepted. At the other end of the river, at mile marker 644, the University of Tennessee's agricultural research farm is reached, and the wary boater is warned that the aerial power crossing is at 89 feet near normal pool. Uptown, one is directed to Calhoun's On The River, a local emporium of chicken and barbecued ribs where "you can tie up and stay as long as you like," but don't expect electrical service or water.

Finally, the boater is provided an extensive listing of special events occurring along the river, with addresses and telephone numbers for gathering further information.

This unusual vacation guide is especially important for public libraries. However, it contains in a single volume information that may be hard to find elsewhere or so easily. Thus it is recommended for purchase by all Tennessee and Kentucky libraries.

Angie LeClair
Head, User Education
and Special Assistant to the Dean
University of Tennessee, Knoxville Libraries


In recent years Civil War research and writing have begun to shift in focus from battlefield studies and generals' memoirs to the life of the private soldier. Larry J. Daniel's Soldiering in the Army of Tennessee is such a study. The author's stated mission is to "discover who exactly were the men of the Army of Tennessee." Daniel looks for how the soldiers felt about their commanders, their Union counterparts, and whether these feelings changed as the war continued. The part played by religion and morale is explored. Practical matters such
as how the men were fed, clothed, armed and how their time was spent when not fighting are dealt with by the author.

Mr. Daniel has two themes. One is the difference between the Army of Tennessee and its counterpart to the east, the Army of Northern Virginia. The second theme is the unity of the Army of Tennessee and how this was maintained during leadership changes and many battlefield defeats. These themes are explored by using original sources; diaries, letters, memoirs, all of the "truly ordinary." Almost no man above the rank of captain is quoted and almost no material not written during the war is used.

The book is divided into chapters giving the soldiers’ views about camp life, armaments, food, illness, amusements, punishments, religion, desertion and morale. How morale was maintained is one of the themes of this book and the author compares the western spirit to that of the Army of Northern Virginia. The Virginians had a belief in and loyalty to their commanders, and they enjoyed battlefield victories. According to most modern historians, this was not the case in the Army of Tennessee. However Mr. Daniel points out that the army’s perception of itself was different from our hindsight. Shiloh, Perryville, Murfreesboro and the 1864 battles around Atlanta were seen by soldiers as Confederate victories. Johnston’s removal and replacement by Hood at Atlanta is generally regarded as a major source of unhappiness in the Army. The sample of letters indicates otherwise; that Hood was accepted willingly until his heading tactics began to cause much bitterness.

What held this army together? Bonding through shared suffering, religious fervor, pride in common experiences, and punishment for desertion are the author’s conclusions.

The chapters dealing with desertion and punishment are particularly interesting. This topic is rarely mentioned, but desertions occurred and the punishments were meted out with a firm hand. Letters describing the executed deserters use adjectives such as “awful,” “painful,” and “gloomy” and show that soldiers were certainly intimidated.

Mr. Daniel has used an enormous amount of primary source material in the book. The soldiers speak for themselves with many different viewpoints. For every soldier who had an opinion, there is one who held the opposite one. Although the author draws conclusions, it is difficult to see a consensus. Nothing shows the vast differences in the Army as much as these letters and diaries. There are common themes: love and longing for family and friends, health, food, sorrow, and descriptions of battles and camp life. There is little mention of the Confederacy, or states’ rights, and little interest in the government.

"Soldiering in the Army of Tennessee is the perfect title, as soldiering, not only fighting, is really the theme of this book. Mr. Daniel’s attempts to compare this Army with the Army of Northern Virginia weaken the book and confuse the reader not familiar with that command. The other stated theme—what held the Army of Tennessee together—is well explained and illustrated.

Two features are worth noting. One is the assortment of soldiery and regiments which made up the Army of Tennessee. The black and white illustrations are all pictures of men who served, useful for putting faces to words. The bibliography, notes and sources are outstanding.

This book may have been intended for the Civil War specialist, but anyone with an interest in the life of the common soldier would find it useful. Public and college libraries with a Civil War collection would find this book beneficial. High school libraries might also consider purchasing it since the letters are so vivid and the length not excessive.

Carol Farmer Kaplan
Nashville Room
Public Library of Nashville
and Davidson County


The reader will discover early in this book that Russell Thornton has elected to emphasize the “population” of his subtitle and not the “history.” *The Cherokee: A Population History* is a book about numbers. Using traditional and predictable sources, Thornton has examined the shifts and changes in Cherokee population from the earliest aboriginal estimates through 1980. The result is a very specialized and sometimes tedious portrait of the Cherokee, burdened by frequent and extensive statistical references and an awkward system of parenthetical citations. As such, it will probably be of limited interest to the general reader. But for the more serious student of Cherokee or Native American history, this book will serve as a valuable and convenient source of information.

Thornton first considers the disastrous impacts of disease, warfare and removal on the Cherokee population. Such considerations are, of course, not unique and Thornton offers very little new information here. It is instead his study of the period since 1860 which is most intriguing. From a post-war total of less than 20,000, the Cherokee population expanded to a 1980 total of 232,184. This resurgence Thornton attributes partly to the concept of “inclusive ness,” or the practice of including freedmen, individuals from displaced tribes, and various other groups as Cherokees. This tendency, says Thornton, is a marked contrast to the exclusiveness of some tribes and (at least) in recent decades is more characteristic of the Western Cherokees than of the Eastern Band. But it is this factor, Thornton claims, which has served to ensure the survival and renaissance of the Cherokee. Strengthened by a wealth of statistical evidence, displayed in an assortment of effective tables and maps, Thornton illuminates the distinctions between the primary divisions of the tribe: the Cherokee Nation of Oklahoma, the Eastern Band of Cherokee Indians, and the United Keetoowah Band of Cherokee Indians in Oklahoma. In addition, Thornton places the "census Cherokees," or those individuals who self-identified themselves in federal census returns as having Cherokee ancestry but who were not officially recognized as members in any of the tribal divisions. A variety of categories, including birth rates, education, income levels, and family patterns, are examined to compare these groups with each other and with the overall Native American and the United States populations.

It is the census Cherokees, however, which most heavily influence Thornton’s conclusions. Whereas the average percentage for similar groups in other tribes is around one-third, the census Cherokees represent about two-thirds of Thornton’s total population figure. They share few characteristics of the enrolled tribal members and Thornton himself implies that many of this group might have difficulty in qualifying for tribal membership. But Thornton contends that the census Cherokees are simply one of several different Cherokee populations. His only criteria for tribal affiliation is that an individual claim identity as a Cherokee. As a result, the Cherokee medians in such areas as education, income, urban residence and employment are well above the average for other Native American tribes.

Such an opinion would seem to indicate that there are few implications here for the overall Native American population, but Thornton contends otherwise. In fact, he claims that the trends which he identifies among the Cherokee, especially inclusiveness, are indications of future trends for all Native Americans. Many readers may find such conclusions to be unwarranted by the evidence. But the value of Thornton’s book is not in his conclusions; it is instead in his complete and exhaustive accumulation of data. For the serious student of Native American history, this book is an excellent source of information.
American history, or anyone desiring a demographic study of Cherokee history to complement their own research, will find this book informative and useful.

Michael Toomey
Knoxville College


Ridley Wills II won the 1991 Tennessee History Book Award for The History of Belle Meade. This award recognizes excellence in Tennessee historical writing and is jointly sponsored by the Tennessee Library Association and the Tennessee Historical Commission.

Wills, a Vanderbilt graduate, is a great, great, great-grandson of the founder of Belle Meade, John Harding. The author has been active in many organizations including the Tennessee Historical Society which he served as president and sometimes as contributing writer. This his first book. It is remarkable for one related to the principal characters and also so new at writing to have achieved the objectivity and balance that are evident in The History of Belle Meade.

One of the greatest strengths of the book is its exhaustive use of source material. Local historians have long been familiar with Elizabeth Harding's letters written to her husband when he became a prisoner during the Civil War, but the bibliography includes five pages of additional unpublished materials plus another page of personal interviews and speeches and yet another page of the numerous newspapers which were consulted. Periodicals consulted range from those in Tennessee to others in Arkansas, Los Angeles and New Orleans. Both insight and scholarship are enriched by this wide array of historical sources. Twenty-two chapters detail the rise and fall of the Harding-Jackson family. Most useful are the two-page genealogical chart and the showing current streets on the end-papers. Many Nashville families of note are mentioned, including the McGavocks, the Acklens, the Dickersons and the Harri-sons. Over fifty illustrations of the principals, both people and horses, appear.

Several decades, several generations and various social and economic conditions are mirrored in this book. Chronologically it goes from the pioneer days of the early set- tlers in Nashville to the opulent era which traces the twelfth-century developments at Belle Meade, "Queen of Tennessee Plantations." Social life in the mansion, slave conditions on the plantation and developments within thoroughbred horse breeding and racing are discussed.

The anecdotes are interesting and numerous. There is the story of John Hard- ing's grandad visiting him in the city and being fatally felled from his horse. There are weddings and funerals—too many to tally. Some women died in childbirth; the mortality rate for children was high, and some of the men died young. Another story is the story of the difficulty that General W. G. Harding had in his late years, cut off by a daughter, Sallie, to her husband, William Hicks Jackson. How human for her sister Mary to be jealous of Belle Meade even though her own husband, Howell E. Jackson, became a senator and member of the U. S. Supreme Court. It was shocking that the Jacksons borrowed heavily on an annual basis and interesting that selling the horses was as much business as pleasure. At these annual sales the women worked as hard at feeding the crowd as the men at auctioning the horses.

The pedigrees of the horses are detailed. They include, among others, Bonnie Scott-land, Enquirer, Luke Blackburn and Iro-quis. Streets are named for some of these thoroughbreds and Nashville's annual May steeplechase is called the Iroquis.

The dignitaries who came to Nashville also came to Belle Meade, a local showplace. This included school and military groups such as the Confederate Veterans and individuals such as Presidents Grover Cleveland, William Howard Taft, and Theodore Roosevelt, author Charles Dudley Warner, minister Sam Jones, and historian General Swift. My preference was to read about them in place of the horses.

Wills has produced an interesting and well documented study which will appeal to a wide audience. Any library with a Tennessee collection should have it. Local readers and historians will enjoy the volume for the rich rewards awaiting the reader.

Mary Glenn Hearne
Director, The Nashville Room
Public Library of Nashville/Davidson County
Nashville, Tennessee


For those who have been waiting for an update to the Sierra Club's landmark 1973 guide to the Great Smoky Mountain National Park (GSMSN), this guidebook is a winner, if somewhat more oriented toward the needs of the day hiker. The compact paperback, part of the Tag-Along series of outdoor recreational guidebooks, fits easily into the smallest day pack. The thoughtful trail descriptions are the strength of this book, and will heighten even the most seasoned Park veteran's hiking experience. Manning and Jamieison seem to have walked every step of these trails, taking extensive notes in preparation. Not only does one find helpful statistics on trail lengths, trail head connections, and elevation changes, but also detailed descriptions of vegetation, major landmarks, wildflowers, and Park history.

Black and white photos depicting sights of particular interest are sprinkled throughout.

The editors have clearly noted what they consider to be the best trails in the GSMNP. This is a practical consideration due to the fact that significant sections of the Park's 500 miles are poorly accessible and seldom travelled. The reader is still provided with 65 hikes from which to choose within the Park's vast labyrinth of trails.

Included is a 39-page narrative on the history, geology, plant and animal life of the Park, and that makes for some of the best reading in the book. Manning and Jamieison are upbeat in their discussion of acid rain, exotic pests and other threats to the Park by making a point of nature's resilience and adaptability. As one who has witnessed the damage to the higher elevations caused by acid rain and pestilence, but who can still enjoy the Park's ageless beauty, this writer finds their attitude a welcome spirit.

Indexing is limited to trail names, leaving something to be desired. The reader has no way to access by subject the thoughtful essays on park regulations, nor discussions of significant landmarks such as off-trail waterfalls and historic fire towers. Maps are clear and abundant, providing a mosaic of the overall trail scheme. An excellent companion for the reader will be Earthwalk Press' 1990 Hiking Map & Guide to the Great Smoky Mountains National Park ($4.95), which provides elevation contours from a bird's eye view of the Park. A less expensive trail map without contour lines is available through the Park Service at all Park entrances.

The editors have chosen not to feature the 70 miles of Appalachian Trail (AT) cutting through the Park. The "through backpacker" is encouraged to consult the official AT map and guide series for this stretch of the famous 2,100 mile hiking trail. The omission is in keeping with the overall focus of this book, which is primarily to target the needs of the day hiker, and less the over-
night backpacker. There is for instance little
discussion of available supplies of drinking
water. Similarly, elevation statistics provide
only net changes, as opposed to beginning
and ending elevations.

For the hiker looking for advice on trails
of particular beauty, as well as a history of
the GSMNP, this well written, up-to-date,
reasonably priced guidebook is a solid
choice. Other titles by Mountain Laurel
Place include The Best of the Big South Fork,
The South Cumberland and Fall Creek Falls
and Historic Knoxville and Knox County.

Frank Allen
Research Assistant
Graduate School of Library and Information
Science
University of Tennessee at Knoxville

Heatherly, Gary. Knoxville Then and Now: A
Photographic Essay. Knoxville: G.
Heatherly, 1991. 124 p. $24.95 (plus tax
and shipping). Available from: WBIR
Television, 1513 Hutchinson Ave.,
Knoxville, TN 37917.

Zimmerman, Elena Irish. Knoxville: A Postcard
Memoir 1900-1930. Knoxville: East
$30.00.

The recent Knoxville/Knox County
bicentennials have spawned several pub-
cations celebrating both past and present
life in the Tennessee Valley. Two of the most
interesting both in content and graphics are
Knoxville Then and Now and Knoxville: A
Postcard Memoir, 1900-1930.

Gary Heatherly, the author of Knoxville
Then and Now, is an accomplished pho-
tographer of the Knoxville area and the Great
Smoky Mountains. In this "photographic
essay," he has blended his own fine photo-
graphs with historical photographs taken in
the 1920s by James Thompson, founder of
Thompson Photo Products, and from the
archives of the Tennessee Valley Authority
and the Beck Cultural Center. Each photo-
graph is accompanied by a short annotation
but Heatherly wisely allows the images to
speak for themselves. The result is a volume
that depicts both the changes in twentieth
century Knoxville and in the art of photo-
graphy itself.

Many of the modern photographs focus
on buildings and landscapes while people
tend to be present in many of the historical
images. The most interesting photographs
are those that depict both a historical and
modern view of the same or a similar scene.
Perhaps the most moving image in the
volume is a 1930s TVA picture of woman
standing on a porch surveying the devast-
tion of soil erosion. The accompanying
modern photograph depicts the remarkable
changes in the same area brought about by
the TVA's soil conservation techniques.

Graphically, the book is very pleasing.
The historical photographs are intermixed
with those of modern vintage but the cream
color pages that contain the historical im-
ages are shaded a darker brown on the outer
edges that blends well with the sepia shades
of the older photographs. My only com-
plaint with Knoxville Then and Now is that
the historical images left me longing to see
more of Thompson's photographs from the
McClung Historical Collection of the Knox
County Library System.

Elena Irish Zimmerman's work, Knox-
ville: A Postcard Memoir 1900-1930, is a
series of reproduced postcards of Knoxville
from the author's own extensive collection.
Postcards are an interesting "art form"
because they reflect what was considered
interesting and picturesque about a commu-
nity. Since cameras were not standard fair
for many early twentieth century tourists,
postcards were an important way to docu-
ment a trip. It is noteworthy that most of
the photographs on the postcards are of
buildings or streets not of the "scenic"
views that we would find on postcards today.

Zimmerman has enhanced her postcard
reproductions with short but very inform-
ative annotations about the buildings
depicted on each postcard. This reviewer
learned a significant amount of Knoxville
history from these annotations. For exam-
ple, I have wondered for many years what a
coster shop was and now I know it is an
establishment that builds and repairs parts
of trains. Many prominent Knoxville build-
ings have been lost to fire or "urban
renewal" so the images preserved in the
postcards serve as a reminder of the rages
of time and misguided public officials.

Zimmerman has included a short bibliog-
raphy on Knoxville history in the early
nineteenth century. This reviewer would
have also appreciated a list of the postcards
to help locate specific views. But this is a
minor complaint about an interesting and
well-produced volume.

All East Tennessee libraries will want a
copy of both Knoxville Then and Now and
Knoxville: A Postcard Memoir 1900-1930. In
addition, state libraries interested in the his-
tory of Tennessee as it is depicted in popu-
lar culture will want to purchase the
Zimmerman book.

Anne Bridges
John C. Hodges Library
The University of Tennessee, Knoxville

Announcing the publication of:

TENNESSEE'S CONFEDERATE
WIDOWS AND THEIR FAMILIES

Abstracts from the files of 11,200 Confederate
Widows' Pension Application Files
at the Tennessee State Library & Archives

This new Tennessee research tool opens up thousands of pages of
manuscript material for the first time. Each file contains the widow's
maiden name and place of birth. Details about the date and place of
her marriage to her Confederate Soldier are given. The soldier's
name, date and place of birth are listed, as well as the date of his
death. Some files contain information about other family members,
including parents of the widow and her husband.

Hardbound, 492 pages, 6,000 full-name index
$42.50 each plus $2.50 shipping
(Tennessee residents add $3.50 sales tax)
Payable to "Confederate Widows"
P.O. Box 595, Cleveland, TN 37314

Published by the Cleveland Public Library Staff and Volunteers.
Tennessee Librarian: Instructions for Authors

1. *Tennessee Librarian* is the official publication of the Tennessee Library Association. It is a medium for professional and scholarly information and articles, and a forum for the presentation and discussion of issues related to library and information services in Tennessee. *Tennessee Librarian* seeks materials on all types of libraries and library activities. Manuscripts of the following character will be considered:

   a. Major articles of approximately 2500 words: Scholarly papers relevant to Tennessee libraries; papers with quantitative or 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.

   b. Communications of approximately 1000 words: Scholarly papers relevant to Tennessee libraries; papers with quantitative or 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.

   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 two or 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 along with a disc copy if available.

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), 11th ed.


DEADLINES FOR 1993
(See page 8)

<table>
<thead>
<tr>
<th>Publication</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Issue (February publication)</td>
<td>December 1 (1992)</td>
</tr>
<tr>
<td>Spring Issue (May publication)</td>
<td>April 1</td>
</tr>
<tr>
<td>Summer Issue (August publication)</td>
<td>July 1</td>
</tr>
</tbody>
</table>

These are closing dates for specific issues. Your manuscripts are welcome any day of any month.