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Tennessee Library Association

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From the President

Somehow, the deadline for writing this letter has arrived far sooner than I expected. I must also confess that this is not my favorite form of communication. However, as I write this while packing to leave for ALA tomorrow, two issues surface that seem important to talk about with you.

First, since this issue will highlight our recent, highly successful conference, I want to thank many of you for your contributions. The Program Committee, including the section, roundtable and committee chairs, and the Local Arrangements Committee, chaired by Claudia Schuman, worked very hard to plan and manage a conference that would attract and satisfy a large and varied audience. Their hard work brought in a bumper crop. Paid registration (not counting exhibitors, speakers, and authors) was 707, making this one of the largest conferences I can remember.

From all indications, those of you who attended found programs of interest and opportunities for personal growth and enrichment. I hope you had fun; I did. I sometimes think we underestimate the importance of the opportunities conferences provide for informal exchanges of ideas, for renewing and making new friendships, for discovering our problems are not unique and for energizing ourselves to meet the challenges of our jobs for another year. Hopefully, this very successful conference has provided each of us with something to build upon and has enabled each of us to renew our commitment to our profession. This thought leads me to my next concern — membership.

One of my goals for this next year is to see a substantial increase in TLA membership. Two very exciting things have happened this past year which have positively impacted our membership. The formation of the Paraprofessional Roundtable has created interest and brought in new members from a constituency not previously well-served. Also the formation of the Friends of Tennessee Libraries, while not a part of TLA, has certainly created visibility for TLA and has brought in some new members. It is important that we use the energy from the formation of these two groups and from a very successful conference to increase our numbers and to strengthen our commitment. A strong organization representing the interests and needs of the library community in Tennessee is essential to our professional well-being. Join with me this year in seeking ways to make potential members aware of the benefits TLA can offer, in providing mentoring opportunities for newer members, and in strengthening our individual commitment to our professional organization.

Carolyn Daniel

* Carolyn also serves as ALA Council Representative. Thank you, Carolyn, for your service at the national as well as the state level. — Ed.

New Directions For UTK's Library School: Education for the Information Professions

by Krisie Atwood

Krisie Atwood is a Senior Research Associate at the University of Tennessee’s Graduate School of Library and Information Science in Knoxville, Tennessee.

Since Josi-Marie Griffisn became the director of the Graduate School of Library and Information Science (GSLIS) in July of 1992, innovating for the future has become an increasingly important part of the school’s daily life. In 1988, GSLIS created a vision statement that reflected a desire to expand beyond traditional librarianship into the information sciences. In 1989, Richard Pollard, Ruth Palmer and Griffisn joined the faculty, each had experience and education in the information sciences. Their presence, as well as the growing interest of other faculty, led to a strengthening of the curriculum in the areas of networked information and information technology.

As director, Dr. Griffisn sees the importance of implementing the vision document while strategically planning for the future: "It was essential to look at the entire program; not just the content or what we taught but also how we taught. What are the ways we deliver?" In early September, the GSLIS faculty, research associates, student representatives, and representatives of the library faculty began an extensive internal evaluation/planning process. The group met almost weekly during the academic year and decided to explore four promising future directions.

1. Develop formal specializations or concentrations of study (sometimes called tracks) in the curriculum
2. Expand course offerings at the undergraduate level
3. Define an integrated research agenda for the school
4. Expand distance education opportunities in the state and beyond.

Four subcommittees were formed that looked into the four directions. The findings of each subcommittee were shared with the entire group during the weekly meetings. As new directions were discussed, the following plans evolved.

SPECIALIZATIONS

Since there are many potential areas of specialization in the library/information profession, the specialization subcommittee and the group as a whole had a difficult task in determining the formal specializations. The strengths of the school, the community, the East Tennessee region, and the state as well as national trends were explored in making these important decisions.

Scientific and Technical Information

GSLIS would be the only program in North America with such a specialization. The demand for this concentration is substantial. Agencies such as the Oak Ridge National Laboratory, Los Alamos National Laboratory, Lawrence Livermore National Laboratory, and NASA are very interested in expansion in this area. These organizations may host students intern during their course of study.

Health Informatics

There is a growing need for information services in the health sciences and GSLIS has been approached by groups at The
University of Tennessee to assist them with program development in this vital area.

Children's Services, Resources, and Programming

Children's services have long been a strength of the school and we hope to build on this in the future. School and public library environments provide considerable opportunity for a specialization that would have wide appeal. GSLIS is working with the College of Education to determine how to best expand its current programs.

The U.S. Department of Education has funded seven internships for the 1993/1994 academic year and each of these relate well to one of the anticipated specializations. Three are for school library media services, three for children's services, and one for scientific reference services. GSLIS is funding two additional internships in scientific reference services to support this area.

UNDERGRADUATE OFFERINGS

GSLIS has successfully taught undergraduate courses for the College of Education as well as a course jointly developed with university library faculty and taught by them. We hope to expand these offerings in the near future. The following additional courses are being considered.

Information Foundations: This introductory course would focus on the nature of information, its sources, its value, its creation, organizing principles, transfer, and uses in society. Information issues to be addressed include ethics, privacy, copyright, preservation, national information policy, equity of access, and information oriented careers.

Technologies for Information Retrieval: As a complement to the foundational course, this course will focus on principles, selection, and use of microcomputer based information management applications; software identification and task appropriate uses; introduction to utilities and memory management systems; exposure to multiple operating systems and to technology to connect to national networks; exposure to an array of information services via computers.

The Information Consumer: This upper division course will include the information/knowledge landscape, the informatization of society, the information economy, the knowledge learning landscape, modern publishing and information providers, information overload, science, fraud, gatekeeping concepts, information updating services, environmental scanning, and information consumption techniques.

RESEARCH AGENDA

The GSLIS research agenda incorporates the individual interests of the faculty as well as the defined directions of the Center for Information Studies, which is hosted by GSLIS and directed by Dr. Griffiths. Strategic areas of interest include:

1. Scientific and technical communication
2. Children's information systems and services
3. Evaluation tools and techniques
4. Access and development of heterogeneous systems
5. Representation and retrieval of knowledge to information system users
6. Information needs and information seeking behavior of particular populations
7. Generation and publication of certain kinds of literature and the sociopolitical problems that affect certain literatures.

DISTANCE EDUCATION

A GSLIS distance education program has been in place since 1988 in Memphis.

Formerly, faculty members traveled between Knoxville and Memphis every other week during the semester. Now, the interactive classroom video technology is in place so that each professor will be able to teach a class in Knoxville and simultaneously at the remote site. This form of distance education will begin this fall in Memphis. Other Tennessee sites, Kingsport and Chattanooga, for example, may be added later. Out of state offerings are also being pursued, perhaps via satellite technology.

CONTINUING EDUCATION

Although not one of our four major priorities, continuing education is an integral part of GSLIS's future plans. Since the technology is in place, distance education facilities can be used for continuing education. GSLIS hopes to develop a continuing education curriculum and not merely random offerings. We want to assist professionals in their long term professional growth. Continuing education courses may be taught by either school faculty or expert practitioners.

PREPARATION FOR THE FUTURE

GSLIS is in the process of converting one of its classrooms into a state of the art teaching/demonstration laboratory. This new lab should be ready this fall. A series of networked PCs with CD-ROM and multimedia capability will provide an excellent place for classes, demonstrations, workshops and independent exploration. Increasingly, students will have a chance to experiment with sophisticated hardware and software. Furthermore, labs to support advanced courses and faculty research are also in development.

The Graduate School of Library and Information Science, accredited since 1971, has kept up with the changing fields of librarianship and information science quite well. As more LIS programs are being closed down due to budgetary and university administrative decisions, GSLIS under the direction of José Marie Griffiths is developing a stronger program with considerable campus administrative support. GSLIS will become even more vital to the profession in the future.

IDEA EXCHANGE

How do you do it? Train student assistants, keep up with new resources, catalog electronic journals, and more. All of us have questions and all of us have ideas. Share your thoughts and advice. In the next issue, the Tennessee Librarian will launch a new column entitled IDEA EXCHANGE. All types of questions will be covered. Send your questions to:

Jane Row
University of Tennessee Libraries
1015 Volunteer Boulevard
Knoxville, Tennessee 37996-1100.

In each issue, questions will be posted in TL and answers solicited from our readers. The answers will be published in a later issue. There is no such thing as a bad question—and we have lots of answers.
Meet The UTK Library School Director: Dr. José-Marie Griffiths
By Susan Epling
Susan Epling is a Research Assistant at the University of Tennessee’s Graduate School of Library and Information Science in Knoxville.

Dr. José-Marie Griffiths became the Director of the Graduate School of Library and Information Science on July 1, 1992. Dr. Griffiths has been with the school since 1989 as Professor and Collaborating Scientist with The University of Tennessee and Martin Marietta Energy Systems.

Dr. Griffiths received her Ph.D. in Information Science and her B.S. in Physics from London University. She is the President of the American Society for Information Science (ASIS) and hosted the organization’s mid-year conference on imaging in May. Her recent research projects include a study for the Association of Records Managers and Administrators to develop the Unit Coating Manual for Records Managers, a state-wide study of the Commonwealth of Massachusetts Libraries, preparation of a description of scientific and technical information dissemination in the United States for the National Science Foundation, specifications for an integrated library system for the Institute for Defense Analyses Technical Library, and a feasibility study for the Cone Bolt Library System on developing a CD-ROM network for the libraries in the Bloomington-Normal Metropolitan Area.

Dr. Griffiths has taught various courses in library, information and computer science since 1972. Her teaching experience includes adjunct and visiting professorships at the School of Library and Information Studies, University of California, Berkeley; the Department of Library and Information Studies, the Queen’s University, Belfast, Northern Ireland; the School of Library and Information Science, The Catholic University of America.

She was awarded the 1990 American Society for Information Science Research Award. Dr. Griffiths is the Chair of the University wide Instructional Technology Advisory Committee. She, along with Fred Harris, the Vice-Chancellor of Computing and Telecommunications and Paula Kaufman, Dean of Libraries, oversees the University’s Information Resources Planning and Budgeting Council.

She is married to Don King, of King Research, and they have a three-year-old daughter, Rhianne Joyce.

Dr. José-Marie Griffiths
SOLINET Launches Internet SOLutions: An Internet Access and Support Program

by Mickey Ann Hwang

Mickey Ann Hwang is Internet Coordinator at SOLINET in Atlanta, Georgia.

In the information services community we are constantly hearing "buzz words" such as networked information, T1, T3, and gigabit networks; National Research and Education Network (NREN); or the global web of computer communications networks. Perhaps the most common term tossed around is INTERNET.

INTERNET is an incredible telecommunications superhighway connecting a vast number of computers, each of which stores and maintains information used by researchers worldwide. The common communications methods of TCP/IP (Transmission Control Protocol/Internet Protocol) used on Internet make it possible for a user on the network to communicate with other users and access/retrieve data from computers on the Internet. As word of availability and value of this resource has spread, so has the desire for access in many professional communities, libraries being one of them.

There is great expectation on the part of librarians about the benefits of Internet access, but the first challenge for libraries is that of access. The national telecommunications network is being formed at state, local, and regional levels. In the library community telecommunications networking is highly visible, primarily among large academic libraries. Most of those libraries have access through their university computer centers. There are a few networks and commercial services offering access, but for many access continues to be elusive. To access Internet, users must have the appropriate equipment and be able to fund access and regular use of the network, either for e-mail communications, database searching, or transferring files of information to be used and manipulated locally.

SOLINET's investment in establishing an Internet dial-up access service has been made primarily to assist those libraries in the region that do not have the means for establishing a connection via a mainframe or a computer center. The Internet SOLutions program at SOLINET offers full Internet access (e-mail, telnet, and FTP) at affordable rates, as well as an excellent training and support program to meet the needs of Internet users. The actual fees a library will pay for access depend on several factors, such as the number of staff wanting their own accounts and the number of hours spent on the network (see Table, p. 9).

Any library can participate in Internet SOLutions, regardless of whether or not it uses any other SOLINET program or service. For dial-up access through Internet SOLutions, users must have a standard microcomputer with a modem and a telecommunications software package. Modern speeds of up to 9600 baud are currently supported, and support for standard communications packages such as Procomm, Smartcom, Crosstalk, etc. is provided. SOLINET encourages any non-library staff in an organization wishing to access Internet to turn to their library to coordinate institutional participation in Internet SOLutions.

The three basic Internet services are fully supported by Internet SOLutions. Through e-mail (electronic mail) libraries have access to other information brokers and other librarians. Internet applications such as computer conferencing, better known as listservs, offer the opportunity for an exchange of ideas and a platform for sharing current information. A platform that fosters networking electronically is an attractive alternative to the traditional telephone and mail networking methods.

The wealth of information on the Internet, which represents massive volumes in print, can be readily tapped by reference librarians to provide crucial and current information needed by the end-user. The rich resources available on the Internet are accessible through telnet, Internet's terminal communications program. Telnet allows a user to access remote databases and use them interactively as if the local computer were a terminal of the remote host. Once the information has been located and determined to be transferable, a user can download the file to a designated location by invoking the file transfer protocol (FTP).

Libraries are constantly being cautioned to prepare for the changes computer networks will bring into our world of information. The real change will be the way we use the networks to find and disseminate information, to communicate and conduct business daily, and to utilize the new interactive information platforms made readily available through the Internet. Libraries will have to learn how to use these new information sources, but to use them libraries will have to develop expertise in navigating the electronic networks. The training and support division of Internet SOLutions offers an excellent opportunity for librarians to develop Internet expertise. Users accessing via SOLINET receive an introductory interactive online session covering the basics of e-mail, listservs, telnet, Hytelnet, and FTP. Other training sessions are held throughout the Southeast and are open to all Internet users.

For SOLINET, Internet SOLutions is a way to continue our work with the library community as we all move into the "electronic information world." Together we can help expand Internet and help shape usage to meet the needs of libraries throughout the Southeast. We can not only further the productivity of the service for end users of libraries, but we can also utilize Internet to coordinate other library endeavors, such as cooperative collection development, resource sharing, and state or regional circulation systems.

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Pricing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Startup (one-time)</td>
<td>$.056 per account includes initial setup documentation, and an introductory online training session.</td>
</tr>
<tr>
<td>Annual Fee</td>
<td>$295.00 for 1 account; $295.00 for each additional account billed to the same library.</td>
</tr>
<tr>
<td>Quality Domain</td>
<td>$124.00 for 1 account; $124.00 for each additional account billed to the same library.</td>
</tr>
<tr>
<td>Including unlimited access to all Internet services. 10GB of data storage, telephone and fax support, and web hosting. (Will be prorated through the end of fiscal year (June 30) and billed annually in July.)</td>
<td></td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Internet SOLutions is accessible through a number of telecommunications gateways at varying prices. There are listed below in order of descending cost.</td>
</tr>
<tr>
<td>Local Billing</td>
<td>$10 per hour; additional local call range of Atlanta, GA, can be added at additional telecommunications charge.</td>
</tr>
<tr>
<td>WATS Lines</td>
<td>subscribers with access to an organizational WATS line for free at additional telecommunications charge.</td>
</tr>
<tr>
<td>SOLINET 800 number</td>
<td>- dialing at 500.00/hr.</td>
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</tbody>
</table>

Note: Each account must have one primary user. Any additional users may be charged separately.
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Academic Librarians and Faculty Evaluations: A Case for Equity

by Steven E. Rogers and Linda K. Buier

Steven E. Rogers is Assistant Librarian and Linda K. Buier is Assistant Catalog Librarian at the Paul Main Library, University of Tennessee, Martin.

The attainment of faculty rank and status was at one time the definitive "holy grail" in the history of academic librarianship. The majority of library professionals within the college ranks sought to achieve, if not full economic parity with their teaching colleagues, at least a recognition on the part of college administrations that the work of librarians was as fundamental to the mission of higher education as were the efforts of the university teaching faculty. The singular success of this goal is evidenced by the fact that almost 79% of today's college and university librarians are now appointed with some form of faculty status, however varied its specific interpretation. Despite occasional dissent from within the library profession itself, what was once seen as a distant aspiration has become in the space of one generation the status quo of academic service.

For most librarians, however, the achievement of faculty status usually had little material effect upon their working lives other than to provide opportunities for participation in more advantageous teachers' retirement programs such as TIAA-CREF and to perhaps gain representation on key university committees. Librarians as a whole still worked a relatively inflexible twelve-month contract, were paid significantly less than their teaching colleagues, and in some instances were even excluded from membership in the academic governing bodies of their respective institutions.

On the other hand, most library faculty members were, at least initially, evaluated pretty much as they always had been — as service professionals. Successful performance on the job was measured largely in terms of traditional library assessment criteria such as organization of work, productivity, management-by-objectives accomplishments and other service-driven benchmarks. Many university administrators, realizing that librarians "fell through the cracks" with respect to established academic promotion criteria such as teaching and research, developed something of a quid pro quo arrangement with their library staffs. The former tacitly agreed to a traditional approach to library faculty evaluation in exchange for an unspoken acceptance among librarians that as "service professionals" they could never expect to obtain the additional pay, nine-month contracts or relatively flexible hours of the teaching faculty.

This rather fragile compromise, which never succeeded in living up to either the professional hopes of many academic librarians or the accountability agendas of college administrators, has come under increasing attack in one form or another during the preceding two decades. Administrators, uncomfortable with disparate evaluation standards, have attempted to case librarians away from a service-oriented definition of professional success toward the time-honored academic criteria used in the evaluation of teaching faculty.

Librarians employed by large research institutions have on the whole embraced this emerging trend of "revaluing evaluations" as the final confirmation of their equal status within the academic community, and have attempted to generate dossiers which are competitive with their teaching colleagues. Funding levels enjoyed by many research libraries have allowed their library faculty to balance service re-
spontaneous with time for individual research initiatives, both in the form of schedule modifications and development opportunities of longer duration. In Tennessee, for example, the research libraries at the University of Tennessee, Knoxville and Memphis State University occasionally grant their library faculties professional development leaves of up to a year. Knoxville also allows its academic librarians to adjust their weekly work schedules to accommodate more limited research endeavors. In both small and medium-sized academic libraries, however, there are usually too many professional "hats" worn by too few librarians to allow for any meaningful level of rotation away from full-time service to the university, particularly during the regular academic year. This is due to the fact that, in addition to their primary job responsibilities, librarians at these institutions also have secondary duties such as government documents, serials control, database searching and bibliographic instruction. In such libraries, multi-functional professionals are all but overwhelmed just meeting the needs of their academic patrons and attending to their own primary and subordinate responsibilities; any thoughts of individual research projects almost always have to wait until after "work hours." Teaching faculty, while facing their own workday pressures during the regular academic year, are nevertheless able to focus their research energies to some extent during semester interims and the non-contract months of the summer, a work option that is available to only a small percentage of university librarians. While some studies have shown that both teachers and librarians could in fact produce more research by better utilizing smaller blocks of work time, the majority of college faculty maintain that time periods of a more significant duration are a prerequisite for engaging in effective, sustained research. At the University of Tennessee at Martin, members of the teaching faculty who consistently produce the most research are almost unanimous in their opinion that time off during the summer is an absolute necessity for achieving their goals. Despite the fact that librarians employed at smaller academic institutions have multiple service responsibilities for a full twelve months, central administrators on many of these campuses are working just as diligently as those at larger universities to bring their library faculties under the standard umbrella of assessment criteria used in the reward system for college teachers. Thus librarians, regardless of their work loads, supervisory responsibilities or reputations for service excellence, are expected to increase their emphasis upon professional publication if there is to be any realistic hope of achieving "merit." Library directors rarely find themselves in a position to exert much leverage on behalf of their beleaguered faculty. They share with their staff a fundamental "service-first" definition of the library profession, an orientation that makes it philosophically difficult to prioritize individual research projects over faculty and student needs. This attitude is evident in the funding decisions for new library equipment. Computers that are tagged for CD-ROM applications or "on-line searching" are functions that are almost always given precedence over word-processors for individual professionals. Since most libraries across the country are now working in an atmosphere of frugality, if not actual retrenchment, these understandable priorities inadvertently penalize librarians who are trying to find the time to engage in professional writing and publishing. Librarians employed in small and medium-sized academic libraries appear to be trapped between the pressures of static funding, traditional service expectations and the more recent emphasis upon uniform standards of faculty evaluation. They are being told by academic heads that promotion will henceforth be contingent upon an increase in scholarly activity, yet at the same time library faculty members are usually denied the flexible hours and budgetary commitments that are needed in order for them to realistically achieve these goals.

In a word, the current trend within academia to redefine professional success within the campus library is inherently unfair without concurrent support from university administrations. If librarians are to be evaluated as scholars, then colleges must begin the process of extending to these hard-working professionals the tools with which to succeed. A more effective dialogue between librarians and academic administrators clearly needs to be established at many universities. The proposals listed below are only a few examples of the many possible solutions which might result from improved levels of communication on this vital topic:

1) At present, roughly 90% of institutions of higher education require their academic librarians to work a twelve-month contract.  This is a clear violation of the 1972 and 1992 "Standards for Faculty Status for College and University Libraries" of the Association of College and Research Libraries (ACRL), which recommends that "the appointment period for librarians...be the same as it is for equivalent faculty." University administrators who emphasize uniform standards of faculty evaluation should be willing to make a new commitment to the profession in the form of nine-month contracts similar to those held by the teaching staff. Such agreements would allow librarians to concentrate upon service obligations throughout the academic year while freeing them to pursue research activities over the summer. The resulting reduction of services during this period would likely necessitate the hiring of additional full-time, part-time or perhaps resumption of professional staff. Librarians should also receive equal consideration for research sabbaticals and supplementary computer money.

2) In lieu of the above, academic administrators should work with library directors to guarantee professional librarians specific time allocations for research activities within the structure of the twelve-month, forty-hour contract. Of course, if smaller universities allowed each librarian to rotate away from service duty for even one afternoon per week during the nine-month academic year, they would again need to provide increases in the library personnel budget in order to hire the extra librarians required to avoid a loss of professional services to faculty and students.

One alternative to such costs might be for library directors to initiate comprehensive studies of professional job descriptions. Any duties that could be interpreted as predominantly clerical in nature might be relegated to library support staff, who in turn could be given desk audits and level upgrades as appropriate. In this fashion, professional efficiency would be maximized while providing extra opportunities for library faculty research, all without major expenditures in additional salaries.

3) Another idea, one that has recently been approved by the Vice-Chancellor for Academic Affairs at the University of Tennessee at Martin, is to allow library faculty one afternoon per week during the summer months to engage in projects that have been approved by both the director and a library research committee. This compromise, while not as advantageous as the nine-month contracts of the teaching faculty, will at least allow the professional staff of the Paul J. Beck Library to begin the task of concentrating their research activities with the support of the university's library and central administrations, without the necessity of hiring additional professional staff. The Office of Academic Affairs also provided supplemental funds for the purchase of a microcomputer used in connection with one librarian's research, and has given every indication that equal consideration will be given library applicants for future grants funded through this fund.
Tennessee Librarian

Furthermore, of those institutions which do not grant any type of faculty status to their library professionals, between 65-75% (depending upon your choice of survey) nevertheless review the research activity of librarians during the promotion and tenure process. In light of these figures, it would seem that "faculty status," along with its attendant complications for librarians, has become an almost basic condition of academic library employment. As such, the continuing debate in the library literature on the merits of faculty status should focus instead upon the strategies that library faculty must now use to begin a more effective dialog with academic administrations regarding the equitable application of evaluation standards.

CONCLUSIONS

Librarians employed at small and medium-sized universities are in need of a critical self-appraisal. Though some colleges have used ingenuity and open lines of communication to successfully negotiate the hurdle of library faculty evaluations, many other campuses are slowly drifting into ethical quicksand as each academic year sees additional attempts to unify assessment standards and require librarians to become, in effect, teaching faculty.

Regardless of their validity, however, such arguments essentially fall in the face of a moot point, since the majority of academic librarians nationwide continue to be appointed with some form of faculty status, and approximately half are hired with full status and rank, along with attendant obligations in the area of research. Personal time in the pursuit of research projects far outside of "regular office hours," though quite a few may simply elect to abandon their hopes for career advancement. In the absence of institutional support, either option would contribute to heightened stress and lowered morale within the academic library, resulting in just the kind of professional "burnout" that research activity should theoretically diminish.

Although administrators have almost always been the initiators of change in library assessment policies, it is also true that a large measure of the moral burden for this dilemma must be laid squarely at the feet of university librarians themselves. As a group, we have managed to repeatedly confuse the admirable concept of public service with less worthy tendencies toward compliance and passivity. The Reverend Jesse Jackson once observed that a major obstacle to social cooperation in this country is the widespread confusion between "trying" to avoid being servile, which is legitimate, and...not wanting to be of service, which is most legitimate and most powerful.

To our credit, librarians have traditionally embodied the notion of service as a veritable religious doctrine, but when some of us adhere blindly to this ideal to the exclusion of other professional considerations, we threaten to blur the distinction between service and acquiescence. When this occurs, we unwindingly create the atmosphere of "power" - an advocacy vacuum that can be successfully exploited on one campus after another as universities routinely seek to unify as many standards of faculty evaluation as possible.

Librarians, particularly those employed at smaller academic institutions, must have the courage to protest the trend toward a "scholarly" evaluation of library faculty without concurrent administrative support of appropriate time allocations for research, requisite clerical or professional support staff and supplementary assistance for the purchase of word processors. Though the exact solutions to these problems will naturally vary from school to school, those who fail to-state their case at this crucial period of our professional history will in effect be allowing evaluation discrimination to take its place alongside other, more familiar inequities that have traditionally plagued our profession.

REFERENCES AND NOTES


12. Davidson, Thornton and Stine, 417.


18. Ibid., 281. See also Neroda and Bodewin, 157.


"Librarians denied time allocations for research who find that they cannot be promoted according to the new standards may begin to place the legitimate needs of academic patrons on the 'back burner' as they increasingly defer to their own research initiatives in the expectation of achieving institutionally-defined merit."
The Friends of Tennessee Libraries: A History

by Tammy Kolacek

The establishment of the Friends of Tennessee Libraries was a result of the efforts of librarians, patrons, and community members to promote and support library services in Tennessee. In the 1970s, a group of librarians and library supporters came together to form the Friends of the State Library of Tennessee. This organization was established to advocate for libraries and library services in the state.

In 1980, the Friends of the State Library of Tennessee changed its name to the Friends of Tennessee Libraries. This change reflected the broader scope of the organization's activities and its focus on supporting all libraries in Tennessee, not just the State Library of Tennessee.

The Friends of Tennessee Libraries played a significant role in advocating for the expansion and improvement of library services in Tennessee. They worked to increase funding for libraries and to promote the importance of libraries as community resources.

In the 1990s, the Friends of Tennessee Libraries continued to be active in advocating for library services. They supported initiatives to increase access to library services, such as the development of regional library systems and the expansion of library programs for underserved communities.

Today, the Friends of Tennessee Libraries remain an important voice for libraries in Tennessee. They continue to work to ensure that all Tennessee residents have access to high-quality library services and resources.

HOVORS AND AWARDS

by: Anne M. Morgan, Chair, Honors and Awards Committee

The Friends of Tennessee Libraries are proud to present the Honors and Awards Program to recognize outstanding contributions to the field of librarianship in Tennessee. The program includes a variety of awards, including the Friends of Tennessee Libraries Award, which is presented annually to an individual who has made significant contributions to the field of librarianship in Tennessee.

The Honors and Awards Program is open to all librarians and library workers in Tennessee who have made significant contributions to the field of librarianship. Nominations are accepted annually, and the finalists are announced in the Friends of Tennessee Libraries newsletter.

The Friends of Tennessee Libraries are grateful to all of the sponsors who support the Honors and Awards Program. Their generosity allows us to recognize the hard work and dedication of librarians and library workers throughout the state.
1993 TLA Honor Award

The recipient of the 1993 Tennessee Library Association Honor Award is Mrs. Hazel Steadman. Mrs. Steadman's career has included service as the Selmer High School Librarian, Supervisor of School Libraries in Shelby County, and most recently as Director/Head Librarian of the Jack McConnell Memorial Library in Selmer. Mrs. Steadman is truly a person for the "women of the 90's" to emulate. Widowed at a young age, with three young daughters, she earned a Bachelor's Degree from Lambuth College and began teaching mathematics at Selmer High School. When the librarian at the school left, Mrs. Steadman took the job and worked toward her Master's of Library Science at George Peabody College during the summers for the next decade. After retiring from the Shelby County School System, she returned to Selmer and in 1984 agreed to help organize and direct the Jack McConnell Memorial Library for its first six months. Over eight years later, she is still there! Mrs. Steadman considers herself, first and foremost, a teacher, and she continues to serve in that capacity by directing a library— as she states it, it is "the only institution that takes care of a person from the cradle to the grave."

1993 Trustee Award

The recipient of the 1993 Tennessee Library Association Trustee Award is Mr. George H. Harding. Mr. Harding has served as a member of the Highland Rim Regional Library Board since 1986, and is presently the Chairman of that Board. From 1983 through 1986, he served as a member of the Wilson County Library Board. In both capacities, he tirelessly worked to help improve the public libraries of Tennessee by promoting libraries, especially regional libraries, to county, state, and national governmental officials. Mr. Harding presently serves as the Chairman of the TLA Trustees Section. He is known among the Tennessee library community as a well informed, receptive, fair and dedicated library advocate.

NEW GROUPS

Paraprofessional Roundtable

The recipient of the 1993 Tennessee Library Association Honor Award is Mrs. Hazel Steadman. Mrs. Steadman's career has included service as the Selmer High School Librarian, Supervisor of School Libraries in Shelby County, and most recently as Director/Head Librarian of the Jack McConnell Memorial Library in Selmer. Mrs. Steadman is truly a person for the "women of the 90's" to emulate. Widowed at a young age, with three young daughters, she earned a Bachelor's Degree from Lambuth College and began teaching mathematics at Selmer High School. When the librarian at the school left, Mrs. Steadman took the job and worked toward her Master's of Library Science at George Peabody College during the summers for the next decade. After retiring from the Shelby County School System, she returned to Selmer and in 1984 agreed to help organize and direct the Jack McConnell Memorial Library for its first six months. Over eight years later, she is still there! Mrs. Steadman considers herself, first and foremost, a teacher, and she continues to serve in that capacity by directing a library— as she states it, it is "the only institution that takes care of a person from the cradle to the grave."

30 years of Friends of Libraries

The Friends of Tennessee Libraries (see page 16) held their first annual meeting on April 30, 1993, in Nashville, at the Strother Inn. It was held in conjunction with the Tennessee Library Association's annual meeting.

The featured speaker was Sandy Dolnick, President of the Friends of Libraries USA (FOLUSA). Attendees came from across the state with total representation of nearly one hundred. Also attending was Secretary of State Riley Darnell, Dr. Ed Gieves, Tennessee State Librarian, and Patricia Watson, president of TLA.

Mr. Dolnick explained the different types of Friends of State Libraries across the nation that she has encountered during her tenure as the president of FOLUSA.

While she stressed the need for nuts and bolts action such as membership drives, quality programming, and solicitation of operating expenses, she continued to emphasize the need for education of community and state leaders on the need for increased funding for libraries.
Ms. Dolnick also stressed the need for cooperating with other groups that share an interest in libraries, such as Junior League and Monday clubs. She felt that with coalition building and working with others interested in the future of libraries, the Friends of Tennessee Libraries could play to the obvious strengths of a free public library system.

After lunch and a presentation by Will Manley, a columnist for American Libraries, the Friends received the insight of Ms. Jennifer Murphy, a Nashville lobbyist, on the topic of “How to Talk to Your Elected Officials.”

Ms. Murphy emphasized that initial contact should be made with decision-makers long before there is an issue on the table. This establishes a working relationship with the elected officials or decision-maker. Once this working relationship has been established, it is much easier to address a situation or issue that affects libraries.

When asked about the best officials to contact, she indicated (in her experience) that personal contact and hand written letters are very effective, and building coalitions with other interest groups with similar goals will help enhance the future of public libraries in Tennessee.

Before and after the speaker’s presentation, Friends from around the state met together in groups by regions and interest. From these brainstorming sessions, ideas were exchanged from one group to the other, and plans for the future of FOFL were made, and a camaraderie was established among those working for the betterment of Tennessee libraries through their Friends groups.

All in attendance felt that the meeting was a great success and that FOFL was off to a great start.

After taking the summer off and putting together a newsletter, the board plans to meet in the early fall and arrange district meetings to discuss problems, exchange ideas, and establish goals and objectives for the Friends groups throughout the state. We hope you will be able to attend these district meetings to acquaint yourself with the Friends of Tennessee Libraries and help us maintain and improve our greatest public resource— the public library.
Dr. VanBlair addressed the timely topic of extending library services to off-campus sites and providing services to non-traditional students. According to Dr. VanBlair, most academic libraries are faced with the dilemma that they are required by accrediting guidelines to provide the same quality services to students enrolled in off-campus programs as to those enrolled on-campus.

Dr. VanBlair's own research has indicated that the most statistically significant factor in the establishment of off-campus services is the involvement of librarians in the planning process. The funding methods used to support these additional services are numerous. Ideally, a percentage of the off-campus budget or tuition is allocated to the library to provide services. Regardless of the funding method, most successful programs are the result of extensive consultation with off-campus personnel. Dr. VanBlair advised attendees to study ACRL guidelines on the topic.

The program concluded with a question and answer period. Sharon Parente thanked Chair Ray Hall for his excellent work in planning the program.

—Sharon Parente

This is the Real World, Folk Sponsors: Literacy Roundtable Speakers: Carol Cameron-Lyons, Teddy Cook, and Jackie Allen Family literacy, grant opportunity and cooperative literacy activities were the focus of the session for the roundtable for the 1993 conference. In addition, a report on current pending legislation was presented. Carol Cameron-Lyons, U.S. Department of Education, Library Program Office, presented information on the Library Services and Construction Act, Title VI, Library Literacy Program. Susan Greer, Director of Adult Education in Sequatchie County made a presentation concerning the valuable partnership between libraries and adult education programs and Jackie Allen, a former adult education provider and non-traditional, lifelong student, gave a compelling description of how her life had been impacted by libraries and by the education system. Meg Nugent, Executive Director of the Tennessee Literacy Coalition announced three regional forums being presented by the coalition this spring. There were some forty-five individuals present for this session and for the coming year.

Gloris Coleman, Public Library of Nashville-Davidson County, was elected chair for the roundtable. An Ad Hoc committee for the continuation and publication of the Literacy Directory and Resource Guide, Third Edition was selected. Four representatives from all sections of the state of Tennessee were selected to assist in this work. They are: Madge Walker, Greenville; Judy Owen, Sparta; Marjorie Harman, Jackson; and Kathy Sleighter, Kingston Springs. Nancy Weatherman, Tennessee State Library and Archives, as immediate past chair of the roundtable, will chair this committee. A statewide survey will be conducted to find as many programs for adult education and/or related activities as possible.

—Nancy Weatherman

The Chameleon Changed Its Colors But It’s Still a Chameleon Sponsor: Tennessee Library Instruction Roundtable Speaker: Thomas G. Kirk The library instruction roundtable held its annual meeting on Thursday, April 29, 1993, at the Nashville Convention Center. The meeting was called to order by chair Marrie Garrett. Libby Pollard of Pellissippi State Technical Community College in Knoxville was presented as the nominee from the nominating committee to serve as secretary for the 1993-94 term. Marrie asked if there were any other nominations from the floor. There were none, and Libby was elected by acclamation. Other officers for the 93-94 term are: Vice-Chair, Marcellus Turner of East Tennessee State University in Johnson City; and Chair, Cathy Evans of Memphis University School.

The recipients of the 1993 James E. Ward Library Instruction Award were announced. Marea Rankins of the University of Tennessee, Chattanooga and Cathy Evans of Memphis University School were presented plaques and certificates by James E. Ward of David Lipscomb University.

Marie then introduced the guest speaker, Thomas G. Kirk, director of the Hutchins Library at Berea College, Kentucky. He presented an informative program concerning the impact of electronic services on bibliographic instruction. A question and answer period followed the talk.

—Cathy Evans

Intellectual Freedom Breakfast Sponsor: Intellectual Freedom Committee Speaker: Dr. Gene Lanier Dr. Gene Lanier, Professor of Library and Information Studies at East Carolina University in Greenville, North Carolina, and a member of the American Library Association's Intellectual Freedom Committee, gave an entertaining and inspirational presentation on the importance of preserving our right of free speech. Describing himself as a "First Amendment purist," he humorously noted that he had sometimes found himself aligned with fringe groups outside the library profession. He encouraged librarians to be actively involved in supporting intellectual freedom issues, and to be mindful of startling efforts by opposition groups who try to limit expression. Dr. Lanier stressed the need to review selection and reconsideration policies, as well as the new interpretations of the Library Bill of Rights.

—Elsie Hitchcock

American Memory: A Pilot Project for the Electronic Delivery of Library Congress Collections to Local Users Sponsor: Individual Roundtable Speaker: Margot Williams The program provided a demonstration of the American Memory Project, a pilot project funded by the Library of Congress for sharing some of its resources with the nation. Margot Williams, Tennessee site coordinator of the project, detailed its purpose and contents. Some forty participants listened to General John J. Pershing speaking on World War I from the collec-
to the clothes worn, the transportation used, and the activities of daily life of the time period.

In addition to the program, a business meeting was held for the election of officers for 1993-94. Elected were Mary Ella Burke (Ensworth School, Nashville), Chair; Kelley Hensley (James H. Quillen College of Medicine Library, East Tennessee State University), Vice-Chair; and Ann Viles (Music Library, Memphis State University), Secretary/Treasurer. Judy Butler 1993-94 Chair, concluded the meeting with an appeal for more participation in the roundtable by media librarians representing all types of libraries.

— Judy Butler

Trustee Luncheon

Sponsor: Trustees and Friends Section
Speaker: Will Manley

George Harding (Lebanon) welcomed some 200 trustees, friends, and librarians to the annual Trustees/Friends Section luncheon meeting Friday, April 30, during the 1993 TLCA conference in Nashville. He introduced Secretary of State Riley C. Darnell who brought greetings to the group. TLCA President Patricia L. Watson presented the Trustee of the Year Award to George Harding for his outstanding contributions to libraries and library service in Tennessee. Mr. Harding is chairmain of the Highland Rim Regional Library Board.

The after-luncheon speaker was Will Manley, librarian of the public library in Tempo, Arizona, and author of For Library Trustee Only: For Library Directors Only (1981). He described in a whimsical, down-to-earth manner, how trustees can live with their library directors, how library directors can live with their trustees.

Trustees/Friends Section Chair for 1994 is Mary Beth Long (Shiloh Region). Section representative to the Nominating Committee is Evelyn Glowers (Fort Loudon Region).

— John David Marshall

Tennessee Librarian

George Gold: Resource Sharing In A Neighbor State

Sponsor: Resource Sharing Roundtable Speaker: JoEllen Ostendorf

During the April 30, 1993, Resource Sharing Roundtable meeting, the following officers were elected: Jane Qualis, Chair; Biddanda Ponnappa, Vice Chair; Marie Byers, Secretary.

For the program, JoEllen Ostendorf, Associate Director of Library Operations in Georgia, described the formation and development of the Georgia Online Database (GOLD), which is an umbrella organization for all automation. GOLD, which has group access capability through OCLC, was formed in the late 1980s with Interlibrary Loan as its first building block. GOLD members include academic, public, school, and special libraries. Each participant must agree to load at least the current year's titles into the database annually. In 1989, members voted to use GOLD for their union listing of serials. Statewide ILL statistics are compiled and libraries are reimbursed per transaction for in-state lending. The network is governed by a twelve-member advisory committee whose members are elected to three-year terms. Equalization of information available to Georgia residents is one of the main purposes of GOLD.

— Berr McFall

Improving Reference Service: The Maryland Experience

Sponsor: Staff Development Committee & Reference Roundtable Speaker: Lillie Dyson

Ms. Dyson, Public Library Consultant, began the workshop by introducing the training program for improving reference service developed by the Maryland State Department of Education, Division of Library Development and Services (DLDS). Previous studies reported that only 55% of the reference inquiries were answered correctly. However, upon completion of the training, 77% of the inquiries were answered correctly in Maryland.

Ms. Dyson identified four stages of a reference interview: setting the tone, getting the facts, giving information, and following up. During these stages, three key behaviors are identified that have had the greatest impact upon performance. They are: verifying, probing, and follow-up. Verifying is a paraphrasing statement which is used when the reference staff think that they have understood the patron's specific request and is followed by closed questions to check their own understanding. Probing is an open-ended attempt to obtain more information and is most effective when used in the form of an open question or statement. Follow-up is used to close the reference interview and serves as a check to ensure that the patron has received the information sought. Asking the follow-up question and receiving an answer allows the reference staff to evaluate their work in an efficient and effective manner.

A video was shown to illustrate these three behaviors during a reference interview. Attendees of the workshop were divided into three-person groups. Each member of the group took a turn as patron, librarian, and observer to practice reference interview skills.

During the second session of the workshop, four strategies for transferring reference interview skills on the job were introduced: model reference behavior; checklist (approachability, comfort, interest, listening, inquiring, searching, informing, and follow-up), action plans, (skills-behavior to be applied back on the job, action steps to be taken once back on the job, and ways that can be reinforced and supported), management coaching, and peer coaching. A video, "Coaching: Practice Makes Perfect" was shown. The workshop was concluded by Ms. Dyson's answering questions from the audience.

— Shih-Fung Lau & Betsy Park
CONFERENCES

1993-94 Vice President/President Elles John Bozka and Treasurer Lynette Sloan.

Peg Earheart, Chair of the Paraprofessional Roundtable presents a Certificate of Appreciation to Patricia Watson.

Nashville Public Library welcomed conference attendees with a reception.

SNAPSHOT

with many thanks to conference photographer Mary Glenn Heersie and to others who took pictures.


Exhibiters Jennifer Siler of the University of Tennessee Press and Charles Elder of Elder's Book Saws.

Caroline Dashiell, Chair of the Program Planning Committee for 1993 and President of TLA for 1993-94 and Patricia Watson, TLA President 1992-93.

Shades of Gray: Dispatches From the Modern South is a collection of previously published essays written by journalist and non-fiction lance writer, John Egerton. The thirteen essays were written during the period of the 1970s and 80s and appeared in such places as The New York Times Magazine, The Progressive, Southern Exposure, and Change. The author has spent his career writing about race relations, education, politics, Southern culture, and criminal justice; and these essays are truly representative of his work. Throughout each essay he draws on parts of the South that make the area distinctive and identifiable, capturing both the best and the worst of the region.

Each essay depicts an event that occurred in the South and all seem to reveal that while much has changed, much has remained the same. Of the 13 essays, four focus on specific events in Tennessee. "Alex Haley's Tennessee Room" starts off with a description of a visit of the famous author to his home place. However, what happens with the narrative is not so much insight into a day in the life of Alex Haley, as a day in the life of Henry, Tennessee. Intertwined with the graphic description of this rural community are interviews from the black and white residents of Henry. Rural Tennessee seems to pop out of the page in the characters' interviews.

The contrast between the Southern voices speaking out for civil rights and those espousing bigotry and racism is revealed in "The Trial of Highlander Folk School." The author concentrates on describing the legal battles that confronted "the Highlander" social activist group during the 1960s. But in so doing, he portrays a warm glimpse into the character of Myles Horton, the group's leader.

Perhaps the most intriguing essay is the one entitled, "Maurice Mays and The Knoxville Race Riot of 1919." This is an account of the life and death of Maurice Mays, a black man accused of murder, and electrocuted by the State in 1922. The crime set off a riot in the city, resulting in death and property damage. The State took only 35 days to arrest and convict Mays. Egerton pulls the details of the event together, showing the controversy surrounding the murder, with the community being split as to his guilt or innocence. He leaves little doubt that Mays, at the very least, did not have equal justice under the law. For many years both white and black leaders were convicted by the event.

In "The Enduring Mystery of James Earl Ray" the reader is introduced to the convicted assassin of Martin Luther King Jr. John Egerton is one of the few people to whom James Earl Ray has granted an interview; and it is an interesting one. This essay, like the one on Maurice Mays, functions as a mystery tease. The controversy surrounding both murders cream to the forefront and the reader is left wondering, who really did it?

This is an easy book to read because of the essay format. There is always that appropriate stopping point at the end of a chapter. Egerton has tackled serious problems of the South; and in so doing he has been able to capture the creativity and courage of its inhabitants along with the tragedy of its history.
Some of his stories are based on well known events, others are not. But in all, the author brings a fresh approach and insight to the events. He reveals the good and the bad, showing that it is neither black nor white, put probably gray.

This book is highly recommended for all types of libraries in Tennessee; academic, public, and school.

June S. Riegel
Coordinator of Reference Services, The Social Sciences
The University of Tennessee, Knoxville


As Wilbur R. Miller explains in his preface, historical research can lead scholars down mountain paths they do not originally seek to pursue. Having gathered his data to write a study of federal civil rights law enforcement during the Reconstruction era of the 1870s, Miller found himself at a dead end. Utilizing his archival materials as his guide, he serendipitously found his topic: an exploration of the police problem of federal authority in the Mountain South within the context of the federal government's permanent expansion as the result of the American Civil War.

Although Miller invites non-specialists to skip the first chapter, I would discourage taking this detour. Miller concisely explains the federal government's need to impose and collect its liquor taxes in light of its inability to monopolize violence during the Reconstruction. The Appalachian South was the single region taking exception to the general consensus supporting the federal government's authority to collect taxes. Thus the flight to preserve the revenue system takes on national importance, thereby making the topic of interest to a broader audience of students of American history than originally expected by the work's title.

Most intriguing for the reader is Miller's objective treatment of the players in his drama. Revenue agents, commissioners, moonshiners, judges, district attorneys, in- formers, deputy marshals, soldiers and politicians are examined in the light of the period's realities, ideals and corruptions. In a non-partisan fashion, Miller describes the Democratic and Republican victories and defeats in carrying forth the Bureau of Internal Revenue. Focusing on the revenuers rather than the moonshiners, Miller identifies corrupt and brutal men as well as honest, heroic officers. Openly in the narrative, the reader questions why anyone would agree to be employed by the Bureau. The dangers of the raids and possible ambushes were not the only hazards which deputies faced. State authorities sometimes filed charges of murder against deputies who were carrying out their duties.

Although necessary evidence to support the thesis, the volume of names, dates, and statistics occasionally leave the reader overwhelmed. But Miller's quotations and descriptions enliven the text and effectively draw the reader back into the narrative. The monograph includes fifteen pages of illustrations and a map which is useful in pinpointing the numerous locations depicted. *Rumrunners & Moonshiners* is a welcomed addition to the literature on this topic. Not intended to be light reading, it will be best received in academic libraries and Appalachian collections.

Sue Lynn McGuire
Carson-Newman College


Ask a Southerner a question, and you will get an answer which is intricately woven into a tale to be told. In her book *The Devil's Dream*, Lee Smith employs this vehicle to tell the tale of Country Music star Katie Cocker. Each chapter is a narrative by someone who has been a significant factor in Katie's life. When we meet Katie she is at the height of her career. Via a flashback we are taken back to the hills of southwest Virginia several generations before Katie is born. Katie's family tree, the region, and her life experiences are important in laying the foundation for this fictional star of the Grand Ole Opy.

Through family stories that have been passed along from generation to generation, we can learn a great deal about ourselves. Katie's story reminds us of the harshness experienced by those who first settled upper East Tennessee and bordering southwest Virginia. Smith forces us to deal with death and death the way it used to be—without hospitals, mortuaries, and the detached sterility that we tend to practice in the 1990s. We are reminded of a time when women's health issues concerned surviving childbirth, midwifery, and potions bought at medicine shows. As a native East Tennessean I enjoyed reading about "real" places like Trayser's restaurant in Bristol. Knoxville was mentioned many times. I was drawn to those characters whose development as individuals was directly related to their never having left their place of birth. Grassy Branch, Chicken Rise, Knoxville— it's a way of life! To be born, live and die in the same place is alien to the nature of today's modern, mobile society.

While family themes predominate it is music that both binds and separates the characters of this novel. The humble beginnings of Country Music which began in the hills of the East and moved to Nashville are poignantly portrayed by Smith. However, as time passes the contemporary views of the business read more like a tabloid. One may wonder if Johnny and Rose Annie could be Johnny and June or Tammy and George. Typically, musicians who begin singing in church end up in a sleazy motel singing the blues (country style), wondering how they got there. Perhaps as one character explains, it is the difference between "true singing" and "pretty singing" that leads one down the wrong path. "True singing" would be the kind that you sincerely feel the Spirit through at church while "pretty singing" would be the kind for glorification of self or, even worse, for profit.

I was a little disappointed in Smith's use of dialect. She makes a gallant effort, but doesn't quite have the ear for the region that William Faulkner had for his. I believe other natives will find fault with this. The story is an engaging one, riddled with tragedy, yet not without humor. Several times I found myself chuckling aloud. It is difficult to suppress a grin when reading song titles like "Subdivision Wives" or "You Made My Day Last Night." The themes are adult as is the language. Smith centers much of the book on the importance of family. At the same time it is peppered with a good deal of sly, earthy humor. Those libraries interested in expanding their regional fiction collections and their Lee Smith collections will want a copy of this book.

Leah R. Cox
John C. Hodges Library
The University of Tennessee, Knoxville


Allen W. Bartusek's *Invention of Appalachia* is an intriguing study of the popular image of Appalachia from the colonial period to the present. Bartusek's thesis holds that the image of Appalachia was and is a creation of American writers, media, politicians, and individual interest groups. The image directly reflects the economic, social, and political environment of the day; shifts in this environment bring change in the way Americans perceive the Appalachian region.

Bartusek analyzes the "language" and "poetic" of Appalachia to document his thesis. One example is the discussion of how the symbol of nature has been manipulated and applied over time. For readers well-versed in the terminology and
analytical method of cultural anthropology, the author's conclusions are well communicated. While his detailed examples are generally interesting, Bate's anthropological analysis makes his thesis difficult to comprehend for the lay person.

There is a serious problem with Bate's book which goes beyond the issue of audience. In the brief comparison between the establishment of the Great Smoky Mountains National Park in North Carolina and Tennessee and other federal developments in Appalachia during the 1930s, primarily the Shenandoah National Park, the author himself invents an image which is false. In stating that "in the Smokies, there was little human settlement other than that at Cades Cove" (93), the author is incorrect. He goes on to compare the situation in the Smokies with the Virginia Blue Ridge: "... by contrast, there were several communities of mountain people whose families had been living on the land for generations" (93). Bate also states that most of the land in the Smokies was owned by lumber interests as opposed to individual ownership in the Shenandoah. In fact, only about half of the land in the Smokies was owned by lumber companies with the balance owned by private individuals. Implying that the impact of removal was lesser on the thousands of multi-generational families forced from their land in North Carolina and Tennessee is appalling, as is creating the impression that their numbers and experiences were less significant than in Virginia. In his effort to establish the Smokies as more of a "wilderness" than the Virginia land, Bate has created an image as destructive and false today as that of the thirties.

Apart from this problem with a brief section of Invention of Appalachia, the balance is a notable addition to the recent studies of Appalachian culture and image. Of particular benefit is the unique, predominantly well-documented thesis, supporting notes and bibliography.

It is this reviewer's opinion, with the above critique noted, that Allen W. Bate's Invention of Appalachia should be considered for large public, college and university libraries, and for collections which focus specifically on Appalachian studies.

Lisa N. Oakley
Collections Manager and Assistant Project Director
"Journey Through Appalachia" Senior Adult Education Program
East Tennessee Historical Society, Knoxville


Reading about the problems of Appalachia in 1960, and hearing President Clinton speak of the needs of America today are very similar—the need for infrastructure, water systems, roads, sewage treatment plants, the need for increased health care, jobs for the future, partnerships between business and government. They all have a familiar ring. Today, many of the areas of the country need significant assistance and change. The Appalachian Regional Commission (ARC) may be used as a blueprint for change. Michael Bradshaw's book describes how the Appalachian Regional Commission was created to "attempt to change the human geography of a large region of the U.S. by means of public policy." Anyone interested in the politics of today will be interested in Bradshaw's book.

Bradshaw's description of how the needs of Appalachia came to the forefront of American consciousness is enthralling. However, I didn't need to be shocked by the images on television during the 1960 Presidential campaign in West Virginia to understand the problems of Appalachia. I was in the first grade, shaking hands with the President-to-be, not realizing that the poverty surrounding me in southern West Virginia would shock the rest of the country.

I was there during the beginnings of ARC. I am still here in Appalachia, albeit another area. My professional life has intertwined with the ARC. I watched as mountains were moved to help reduce the isolation of the area, and I am now driving on many of the road projects created by ARC. I sat through many A-95 review meetings. (Meetings used by ARC to establish local priorities for project funding). I cursed the red tape and the delays my city had to go through to receive a needed project. Reading Bradshaw's account brought back many memories. His in-depth history of the agency brought home realizations. The major realization is, "Wealth created in a resource-rich region such as Appalachia has been channeled to shareholders who often live outside the region, so the local wealth does not fully benefit the local people." So where does the responsibility for the plight of Appalachia lie? With the corrupt state governments? With the irresponsible and sometimes criminal coal companies? With the ignorant and uncaring residents?

This book does not answer these questions, however it does describe an attempt by federal, state, and local governments to improve the standing of the residents of Appalachia. Bradshaw's description of the pragmatic politics set in motion to form the ARC is the highlight of the book. Geographically stretching the Appalachian region to include as many states as possible, (including the two senators from each state, and dozens of representatives) helped form a bi-partisan coalition which successfully fought for the continuation of ARC through the Reagan years. Regional government enthusiasts will enjoy the competition and comparisons Bradshaw develops between TVA and ARC.

The key question is whether the national government should provide assistance to underprivileged regions and if so, what form and amount should assistance take? Bradshaw answers the question through a review of ARC accomplishments and failures.

Joe Musciano
Municipal Management Consultant
Municipal Technical Advisory Service
The University of Tennessee
1993 TLA MEMBERSHIP DIRECTORY

The information presented in this directory is current as of June 24, 1993.

The following codes are used to characterize membership type, section and roundtable interest:


NOTE: Institution members are listed separately following the listing of individual members. Total membership as of June 24, 1993, is 1179.

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The Summer 1993 issue of TENNESEE LIBRARIAN includes articles on library services, technology, and professional development. The Tennessee Library Association (TLA) membership directory is also included, listing librarians and library staff from across the state. The directory contains information on each member's role, contact information, and the libraries they are associated with. The TLA membership directory is a valuable resource for networking and professional development within the library community.
Tennessee Librarian

Summer 1993

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Address/Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malena R. Moore 2 E</td>
<td>Reference Librarian</td>
<td>Tennessee State University, Memphis</td>
<td>615-329-6118</td>
</tr>
<tr>
<td>Bobby R. Morrison 2</td>
<td>Tennessee Librarian</td>
<td>Tennessee State University, Memphis</td>
<td>615-329-6118</td>
</tr>
<tr>
<td>Deborah D. Morris</td>
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<td>Tennessee State University, Nashville</td>
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</tr>
<tr>
<td>Seth R. Murphey 2 E</td>
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</tr>
<tr>
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<td>Director</td>
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<tr>
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<td>Betty Or. Nance 2</td>
<td>Executive Secretary</td>
<td>Tennessee State University, Nashville</td>
<td>615-329-6118</td>
</tr>
</tbody>
</table>

**Tennessee Librarian**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Address/Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee Librarian</td>
<td>Reference Librarian</td>
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<td>Executive Secretary</td>
<td>Tennessee State University, Nashville</td>
<td>615-329-6118</td>
</tr>
</tbody>
</table>
Tennessee Librarian: Instructions for Authors

1. The 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. The 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 field 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 field 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 disk copy, if available, and with any accompanying photographs or graphic material.

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. The author’s name should not appear on any other page of the manuscript.

4. Footnotes should appear at the end of the manuscript double-spaced. Footnote style should follow A Manual of Style (Chicago), 14th ed.

5. Copy should be sent to Marie Garrett, Editor, Tennessee Librarian, The University of Tennessee Libraries, 1015 Volunteer Boulevard, Knoxville, TN 37996-1080.

DEADLINES

| Winter issue (February publication) | October 1 |
| Spring issue (May publication) | January 1 |
| Summer issue (August publication) | April 1 |
| Fall issue (November publication) | July 1 |

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