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Spring 1994

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Cover design by Masha Cunningham.

2050 Bibliographic Services, Nashville 37214

The Tennessee Librarian (ISSN 0162-8644) is published quarterly by the Tennessee Library Association, P.O. Box 18417, Nashville, TN 37212-8417. Indexed by library association members upon payment of annual dues. Subscription rates: $30.00 per year, domestic; $32.00 per year, foreign. Single issues $35.00 per copy, domestic; $40.00 per copy, foreign; and back issues may be obtained from the Tennessee Library Association. Second-class postage paid at Nashville, TN, and additional mailing office, POSTMASTER: Send address changes to the Tennessee Library Association, P.O. Box 18417, Nashville, TN 37212-8417. C海运 Dates: October 1, January 1, April 1, and July 1.

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FROM THE PRESIDENT

This last Presidential column is difficult one for me to write. I am writing a week before the annual conference and the difficulty is in selecting a single issue on which to focus. John Evans and the various conference committees have worked very hard to plan a stimulating and exciting conference, and I am looking forward to participating in it. The opportunity to learn, network, to nourish and build friendships that is afforded by an annual conference is one of the main benefits of association membership. I would very much like to see these opportunities increased by having TLA sponsor continuing education activities throughout the state during the year. As technology continues to have such a pervasive impact on the ways libraries gain and provide access to information, the need for re-training at all levels is critical. TLA will need to increase its financial resources to meet this need.

Another factor contributing to my scattered focus is that I just returned from having participated in ALA Legislative Day in Washington, DC. This was the first time I have been able to be a part of the Tennessee delegations, and I am most impressed by the commitment and dedication demonstrated by the library trustees and friends who make up the majority of the delegation each year. Most of us arrived sometime Monday and returned Tuesday night. The time spent in Washington was very structured and intense and far more tiring that I anticipated. We did have a special treat in that George Harding arranged through Vice President Gore's office for us to have a special tour of the Executive Office Building and West Wing of the White House on Monday evening, which we all enjoyed a great deal. By dividing the delegation on Tuesday, we were able to spend time in the office of each of Tennessee's Congressional Representatives, and the entire delegation met with Senator Sasser and Senator Mathews' Legislative Aide.

We hope we were able to get our message across. Each legislator was supportive; however, we are in a period when the emphasis is on the need to reduce the federal budget. Our view is that since less than 1/100 of one percent of the federal budget, or $5.57 per person—about the cost of a ballpoint pen—is currently spent on Department of Education library programs, zeroing out library dollars has almost no effect on the total budget and would have significant negative impact on libraries across the country, especially in Tennessee where federal dollars are used to match funds from state and local budgets. In my last column, I urged each of you to contact your local and state representatives in government to build support for libraries. I encourage you to continue that contact and to include our Congressional delegation. Letters are read; comments are noted; we have an impact. We need to make sure we express our concerns to those outside the profession.

I am also reminded that this column is the last one I will write as President of TLA. My term will end in June. The time has gone by very quickly, and I have enjoyed this opportunity very much. I have learned a great deal, and I look forward to working with each of you to increase the strength and influence of the association as we work to improve library service in Tennessee.

Thank you,
Carolyn Daniel

THE NASHVILLE ROOM

by Mary Glenn Hearne

The Nashville Room formally came into being on January 16, 1986, when the new building of the Public Library of Nashville/Davidson County opened. The books were those formerly found in the Tennessean Collection and some dated back to the old Howard Library. In addition there were genealogical books on states with close connections to Tennessee such as Virginia and the Carolinas. Also included were "how to" books and periodicals.

A Nashville Authors Collection was begun. These books could be on any topic, such as sky diving or flower arranging, by a Nashville, defined as one born in Nashville and/or living here over five years and being closely identified with a Nashville institution. This was a more focused extension of the fiction books by Tennessee authors which had been collected throughout the year.

These three book divisions (Tennesseans, Genealogy and Nashville Authors) form the basic collection. Currently the Nashville Room has some 11,000 books and periodicals which serve as a reference collection for daily use.

Special collections form a valuable part of our holdings. These include the Jeter-Smith Dance Collection which Sara Jeter and Mildred Smith collected and compiled throughout their early careers in Nashville, and, upon returning home, donated to The Nashville Room. Photos, programs, and letters are included.

The Tidwell Collection consists of programs, invitations, and social functions in Nashville collected by the late Dr. Cromwell Tidwell.

The Naill Collection was donated to The Nashville Room by the recipient of the collection, Francis Robinson. It consists of photos (autographed), programs, posters, etc. which belonged to Lula C. Naill, manager of the Ryman Auditorium, 1920-1968. Some of these materials will be featured in the new Ryman Museum which will open this summer.

The Stahlman Collection is a Southern book collection developed in the thirties by James G. Stahlman, editor of The Nashville Banner, and later donated to the library.

The Paul Boles collection is a collection of Civil War books which totals over 2000 titles.
Other items of interest include:
Nashville city directories: 1853 to the present—a complete set.
Obituaries: Various indices to obituaries cover the 19th century to the present. Since 1978, the classified obituaries from The Tennessean have been indexed on a computer.
Microfilm/Microfiche: The Tennessee population census schedules (and soundex when applicable) are available on microfilm, 1820-1920. Index of the local paper is on fiche for certain time periods: other items are on film and a list is available.
Vertical Files: Most items are from local papers with an emphasis on Nashville and Middle Tennessee. Topics include biography, homes, artists, buildings, businesses, churches, parks, forts, and Tennessee history.
Photographs, Slides, Postcards: Donations of visual materials concerning Nashville continue to enhance our collection. Some slides are of the Tennessean centennial.
Ephemera: This collection consists of scrapbooks (some dealing with the local theatre), plus various programs, brochures, invitations, etc. on various topics.
Maps: Collection of geological and topographical maps of Tennessee, Nashville street maps, and various historic state and local maps are included.
Cassette tapes: Various interviews done by different groups include tapes for Century III (Nashville's Bicentennial), Union Station, Paragraphs from Nashville History Lecture Series sponsored by the library, etc.
The Nashville Room Collection is available for use by patrons, both local and visitors. A small charge is made for responding to inquiries by letter. Genealogy classes are held twice a year. The collection of books is housed in a mini-museum which displays various artifacts and portraits of Nashvillians.

Hours
Monday–Friday 9:00 a.m. to 5:00 p.m.
Saturday 9:00 a.m. to 1:00 p.m.
Sunday 2:00 p.m. to 5:00 p.m. (Oct.–May)

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**THE IDEA EXCHANGE:**
A Column for the Exchange of Information

Edited by Jane Rose

This issue's question and answer came from Shannon Vardeman of the Memphis/Shelby County Public Library.

**Question:** I've been reading in news magazines, computer magazines, professional journals, and even in the comics about the Internet, the superhighway, the Internet. Since information is our business, how can I train my staff to use the Internet?

**Answer:** To begin, you need the basics: a computer, a modem, telecommunication software, and a telephone line or some other connection to the Internet. We could go in depth about any four of those basics, but since you asked about training your staff, we'll focus on training. Initially, furnish your staff with books and articles about the Internet.

Provide non-technical overviews of Internet resources and concepts (gopher, ftp, telnet, WWW, WAIS, listservs, e-mail) before they even touch a keyboard. For actual exploring, have one or two thick directory-type books on hand. Understand that the Internet is a growing, changing organism—as soon as a book about the Internet is published, it's already out of date—but don't let that stop you.

I can't emphasize enough the time commitment necessary. Remember learning to play the piano? Block out time during the work week for staff to practice exploring the Internet. Set aside a month or two where all or part of your staff make a concentrated effort to explore what the Internet can do for your library. Allow access from their homes so they can "surf" on their own time—those with computers and modems at home tend to learn faster.

Acknowledge different learning styles—some people can jump right in and explore, while others need to tackle concepts more methodically. Several free online workshops are stored on the Internet and can be downloaded, such as "Let's Go Gopherin" by Richard Smith and Jim Gerland.

Watch for notices about teleconferences or workshops about the Internet and encourage your people to attend one or two. If an Internet provider offers a workshop, it can be helpful to learn the particularities of their system and how to use specific commands. Remember, however, that one-day workshops are no substitute for hands-on exploring.

Join a listserv. Listservs are electronic discussion groups about a particular topic, and many are designed specifically for librarians. For example, PUBYAC is a listserv for Children and Young Adult Librarians in Public Libraries. You can meet new colleagues, get new ideas, solve problems, or discover new resources on the Internet. Some librarians use the listserv STUMPER-L to help ask and answer tough reference questions.

Show your staff the NYSERNET gopher. On it you will find a plethora of information useful to librarians of all types. Under their "Special Collections: Libraries" item is a...
list of library listservs, Internet success stories, and other items of professional interest to librarians.

The Internet allows access to regional and unpublished information as well as government information. It is a resource that is not duplicated elsewhere. How will you use it? Provide some type of structure or form to record resources discovered on the Internet.

The Internet is about information, and information is our business. Librarians are the people who know where to find those odd facts or esoteric sources. The Internet is growing and will continue to grow to proportions that will boggle the mind. However, as long as information needs to be found, there will be a need for people who can find the information. Training your staff to navigate the Internet is the next step in the evolution of our profession.

DO YOU HAVE AN IDEA FOR "THE 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.

"The Idea Exchange" was begun at the suggestion of TLA's Staff Development Committee as a way for librarians across Tennessee to share information and experience. All types of questions will be considered.

Send your questions or your ideas to:

Jene S. Row
University of Tennessee Libraries
1015 Volunteer Boulevard
Knoxville, Tennessee 37996-1000

In each issue of the Tennessee Librarian, questions will be posted and answers solicited from our readers. The answers will be published in a later issue, if not in the same one. There is no such thing as a bad question—and we have lots of answers.

WHAT NETWORKING MEANS FOR HIGHER EDUCATION

An Address Delivered at the University of Tennessee,
Knoxville Libraries, February 22, 1994

by Paul Evan Peters

Introduction

I'll begin by defining terms. By "networking," I mean living and working with networks like the Internet and like those imagined by the National Research and Education Networking (NREN) program and the National Information Infrastructure (NII) initiative as well as by the CANARIE project in Canada, the SuperJANET project in the UK, and their equivalents around the world.

By 'higher education' I mostly mean institutions like the University of Tennessee. But I am also thinking of the overall research and educational community to which higher education institutions belong. This broader community contains schools, public libraries, museums, corporate laboratories, and the like as well as colleges and universities. Basically, it is the community of institutions and organizations (and of the people affiliated with or who work for these institutions and organizations) that are particularly devoted to creating, disseminating, evaluating, and utilizing knowledge in society.

We must think about the future of higher education in terms of the future of the research and educational community in general. We must also keep in mind that other communities are asking what networking means to them and their future at the same time that we in higher education are asking what networking means to us. More on those other communities later.

The Social Impact of Networking

I am sure that each of you has some idea why the question of what networking means to the research and education community is important. I believe that this question is important because, in less than ten years, the Internet has become home to a large, diverse, and rapidly growing population of researchers and educators. What's more, the entire Nation has begun to buzz with talk of the whys, wherefore, and how-tos of making the Internet experience the rule rather than the exception of 21st Century life and enterprise. So, I believe that the time has come for the research and education community to take stock of the Internet experience, and to apply the lessons that we've learned to the much broader experience that is about to unfold across the Nation.

My first message to you today is that the NII must address a number of needs:

• The NII must increase the returns on investments in research and education.
• The NII must improve the competitiveness of US firms in the global economy.
• The NII must make government more accessible and accountable to its citizens.
• The NII must lower the costs and improve the responsiveness of the health care system.
The NIH must promote individual and community development.

The NIH must create a retail and entertainment paradise for couch potatoes.

My second message is that the Internet is "the" incubator of NIH information applications. There are NIH incubators that serve other communities: broadcast and cable television and radio, wireless and wireline telephony, electrical utility communities, for instance. But, the Internet is the networking environment in which information applications have reached their highest state of development, and it is the place where the information professions (librarians, information technologists, publishers, etc.) can most readily make their influence felt.

My third and final message is that networking is a social transforming technology. It's no more complicated that this: poor communication fosters domination, good communication fosters competition, and excellent communication promotes collaboration.

The Impact of Networking on Higher Education

The research, teaching and learning, and community service missions of higher education institutions should frame the question of what networking means for higher education. Discussion about the long-term impacts of networking on higher education frequently revolve around differences of opinion about whether certain facilities (such as libraries and classrooms), functions (such as cataloging and lecturing), and artifacts (such as textbooks and periodicals) will continue to be facilities, functions, and artifacts in the age of networks.

It has become clear to me that we will never be able to resolve such questions about facilities, functions, and artifacts without getting a handle on the broader, and much more fundamental, question of what networking means to the research, teaching and learning, and community service missions of higher education institutions.

We need to derive the future of the scholarly and scientific journal and monograph from an understanding of the future of scholarship and science; we need to derive the future of classroom and library facilities from our understanding of the future geographic and social organization of learning communities; and, we need to derive the future of cataloging and lecturing from our understanding of what people will do on their own and what people will need help with in this future, networked information environment.

The Politics and Economics of Networking

I want to set the stage for my discussion by presenting my perspective on the contemporary politics and economics of the Internet and the NIH.

This has been a messy, complicated, and dynamic topic during the first year of the Clinton Administration, and it promises to remain so for some time to come. In fact, Internet and NIH works, like myself, are fond of observing, "If you are not totally confused about the current state of networking then you just don't know enough about the current state of networking." For present purposes, I am going to take a relatively clear path through this thicket: I will rely upon those of you who are so inclined to take us into the thicket during the question and comment period that will follow my talk.

My view is that we have made a lot of progress with networked information applications over the last ten years, and the vehicle of that progress has been the Internet. The original users of the Internet, from the beginning of the Internet in the late 1960s throughout most of the 1980s, were scientists and engineers in academic and corporate settings engaged in remote computing in support of government funded research and development.

In the last ten years the types of people who use the Internet and the sorts of applications that are supported by the Internet have changed radically. The Internet is now populated by researchers, educators, and students from a very wide spectrum of universities, colleges, schools, libraries, and others, including corporate, research and education enterprises; and, the contemporary Internet population spends much more time using the Internet for communication and publication than it does using it for computation per se.

In the United States this process of radical change has recently become the objective of a concerted effort, led by the National Science Foundation, (1) to welcome all types of users, applications, and traffic onto the Internet, and (2) to reprogram the role of the Federal government to that of just another buyer in a vigorous, open market of Internet technologies, services, and resources.

Recent Developments

During the last two years, from roughly when Senator Albert Gore became a candidate for Vice President, the entire nation has begun to move in the direction of replacing its separate telephone, broadcast radio and television, and cable radio and television systems with a single system that, in general, operate rather like the Internet. Since the 1992 election, the goals and strategies, real and imagined, of the Clinton Administration in this area have stimulated a frenzy of corporate competitive and coupling behavior that has been well-covered, to say the least, by the popular media... the merger of Bell Atlantic with TCI and of the bidding by QVC and VIACOM for Paramount providing the clearest examples of just how frenzied and mostly beside the point such coverage can be. These distractions aside, the NII initiative should be viewed as a serious attempt by the Clinton Administration to bring the benefits of the Internet to the Nation as a whole:

1. by creating a new relationship between government and certain key industries,
2. by stimulating the creation of innovative new applications and appliances, and
3. by ensuring access to the benefits of networking in all segments of US society.

As early as February 22 last year, when Bill and Al took their excellent adventure in Silicon Valley, and as recently as September 15th, the Clinton Administration has issued important "white papers" to stimulate discussion about what they mean by 'national information infrastructure' and why they believe that the Nation should build one. The first of these white papers was entitled "Technology for America's Growth" and the second was entitled "The NII Agenda for Action." The Administration also set up a cabinet level body which they call the 'Information Infrastructure Task Force,' chaired by Secretary of Commerce Brown and operating under the general auspices of the National Economic Council, to coordinate the Administration's efforts in this area.

Most recently, in a series of three speeches on December 21st, January 6th, and January 11th, Vice President Gore and Secretary Brown identified five principles by which the Administration will develop its NII initiative:

1. encourage private investment,
2. provide and protect competition,
3. provide open access to the network,
4. take action to avoid creating a society of 'Haves' and 'Have Nots,' and
5. encourage flexible and responsive government action.
They also announced the 27 industry, community, and state and local government leaders that they have named to their new NII Advisory Council to be chaired by Delano Lewis, President of National Public Radio, and Ed McCracken, President of Silicon Graphics. This group met for the first time last Thursday February 10.

How all this will be translated into legislation remains to be seen, but a number of measures are currently before Congress and the Administration believes that the current round of this process will have run its course by the end of the Spring.

These measures seek to close the chapter in the regulation of the traditional telecommunications industry opened by the "Modified Final Judgment" (MFJ) handed down by Judge Harold Greene in 1982, and to lay a foundation for the regulation of the sorts of broadband, switched, interactive, digital services that will constitute the core business of 21st Century telecommunications firms.

Fear, Uncertainty, and Dread

Although most of the Internet community and most of the associations that represent the information professions fully support the general directions in which the Internet and the Clinton Administration's NII initiative are heading, it is also the case that these developments have caused a fair amount of fear, uncertainty, and dread (FUD) in some quarters.

Many people (particularly the long-timers) in these communities believe that the Internet emerged and established itself in response to the failure of the telecommunications industries (1) to provide cost-effective, end-to-end, wide-area, digital networks, and (2) to appreciate the potential of packet-routing rather than circuit-switching network architectures.

Now that we have succeeded in working around that market failure, the idea of going through another, government-mandated "proof of market" period with the "new" (or so we are told) telecommunications industries is definitively a FUD-filled prospect. What many of us are feeling can perhaps be best described by paraphrasing Woody Allen who was quoted by Eric Isa, his biographer, as having once said: We stand at a critical cross-roads; to the left is utter despair; to the right is total destruction; let us pray that we choose wisely.

In addition, a good deal of the FUD in the air comes from the fact that the US Internet community will have to learn to do business with multiple rather than a single long-haul provider of Internet transport services and from concerns about the availability and cost of connections to the Internet in population and wealth sparse regions of the country. Sound familiar? These are the same sort of challenges and worries that faced the society as a whole when the US telecommunications industry was restructured under the "Modified Final Judgment" (MFJ). I believe that there is a much better chance for the foreseeable future to participate in the design and construction of a network that enables us to deliver quality, timely, and affordable information and education services on a truly national, perhaps even global, scale. We have to recognize our opportunities in the visions and plans of others while we are advocating our visions and plans. We also have to stay focused on users and applications, rather than on technologies and policies. And, we have to keep using the Internet to create and nourish the sorts of applications and to connect and support the sorts that we want to be provided and served by the NII.

What Networking Means for Higher Education

I am now ready to take up my main question: What networking means for higher education. I cannot resist the impulse to begin by sketching my views on the specific question of whether the library is a place in the age of networks. "Yes, most certainly" is my answer to this question. I believe that to answer this question "no" is to mistake library collections for everything else that libraries are and do. I know that some librarians make this mistake, but this is a mistake made rather more often by non-librarians.

For nearly ten years now, it has been more economic to use optical fiber rather than metallic transport media for high-capacity, generally long-haul, transmission circuits. And after ten years of installing optical fiber for this compelling reason we have reached a point at which less than 1% of the fiber we have installed is actually being used. The cost lays dumb and dark in its trenches. George Gilder's book Life after Television is particularly good on this point.

I believe that the Internet community and the information professions must rise above this FUD and seize the moment represented by the Clinton Administration's NII initiative. This initiative is our best chance for the foreseeable future to participate in the design and construction of a network that enables us to deliver quality, timely, and affordable information and education services on a truly national, perhaps even global, scale. We have to recognize our opportunities in the visions and plans of others while we are advocating our visions and plans. We also have to stay focused on users and applications, rather than on technologies and policies. And, we have to keep using the Internet to create and nourish the sorts of applications and to connect and support the sorts that we want to be provided and served by the NII.

Library collections have been and always will be but a means to an end. That end has been and always will be the enabling of access to the universe of knowledge that bears upon the thinking of the authors and readers in a given community. Since printed information is conveyed by physical artifacts like books and periodicals, effective and efficient management of that information toward this end has required conveniently located, comprehensive, well-organized collections of these artifacts.

I believe that networks and networked information will soon reduce the need for such physical collections, particularly for new materials and resources which do not exist outside of cyberspace. I do not, however, see anywhere close to an equal reduction in the need for the human judgments and services that organize information, that make the resulting organization known, that assist authors and readers in their respective quests to find each other, and so forth. These activities and the people, tools, and facilities that enable and support them will constitute the place of the library in the age of networks.

I generally prefer, however, to approach the question of what networking means for higher education by considering the opportunities and challenges that networking presents to the research, teaching, and learning, and community service missions of higher education rather than by considering whether certain facilities, functions, and artifacts will have a place in the age of networks.

It is in the area of the research mission of higher education that the impacts of networking have been most felt to-date. Indeed, access to network connections and networked information have become singularly essential for attracting and retaining researchers along with their projects and funds.

And, the impacts of networking and networked information on the community service mission of higher education
The immediate, even intimate, ‘co-presence’ of types of people and types and formats of knowledge in networked communities, coupled with the rapid and frequent interactivity enabled by basic networking technologies, yields a contest of work in which ideas and facts flow so widely and with such little resistance and such high resolution that productivity rises to much higher levels and knowledge accumulates at much faster rates than here-to-fore attained or even imagined.

Second, networking and networked information enable a world in which ‘immersion’ and ‘immediacy’ are the normal rather than the exceptional learner experience and they enable a world in which learning is a life-long rather than solely an activity of the young.

We now have within our reach the technological means to construct learning environments that have the information density of the Library of Congress, the pedagogical sophistication of Socrates, and the excitement and holding power of a video game. Networked learning environments of this sort promise that each and every learner will be able to marshal faculty, library, laboratory, and other resources at her or his own pace according to her or his own schedule and in a setting of her or his own choosing and in close contact and cooperation with other learners.

And third, networking and networked information enable the easy and regular flow of communications and ideas that is necessary for the identification and management of the sorts of interesting and appropriate activities and initiatives that bring higher education institutions and their communities closer together.

In some cases these activities and initiatives will arise from concerns about economic development, in other cases they will arise from concerns about elementary and secondary education, and in still other cases they will arise from a desire for expert knowledge to be applied to some community problem or objective ... solid waste disposal, zoning, or the like.

Networked communication allows ideas and proposals to be brought forward, discussed, and disposed of in a very much more responsive fashion than has generally been the case to-date, and this responsiveness fosters the trusting, positive attitude that is essential to productive relationships.

The Challenges

In contrast, I believe that networking and networked information present the research, teaching and learning, and community service missions of higher education institutions with three basic long-term ‘challenges.’

First, networking and networked information enable effective and sustainable communication among researchers in even smaller research specialties. This will be, of course, perceived as an ‘opportunity’ by the researchers who practice those specialties.

My worry is that research problems will be decomposed into progressively more esoteric research programs and projects with the result that human knowledge will fragment to the degree that the use of research outputs and the funding of research inputs will be confined and the whole research system will be destabilized.

Higher education institutions and disciplinary societies must take the lead in devising new strategies for ensuring the relevance and coherence of research in the networked environment.

Second, networking and networked information enable parties other than existing higher education institutions to offer advanced, authoritative, even certificated, educational services to the public. This will be, of course, perceived as an ‘opportunity’ by the public and by most politicians and government officials.

Networks and networked information are not a Panacea to a much more competitive marketplace for learners than higher education institutions have faced to this point, and higher education institutions will not only be competing with each other in this new marketplace.

Many higher education institutions will become more student-centered, less dependent on keeping students in residence, and less devoted to granting degrees in order to compete successfully in this new environment.

Other higher education institutions will develop the vision and the means to imbibe quality instructional services in other institution’s and organization’s platforms, systems, and environments so that these services are ready for use at a point of need, at a time of need, by the specific person or persons in need.

My worry is that most higher education institutions have barely begun to realize the potential of networking and networked information to improve their teaching and learning mission. Other organizations may beat higher education institutions to this new market, and the organizations that do will likely be very difficult to dislodge regardless of the objective quality of the products and services that they offer.

And third, networking and networked information enable a situation in which immediate, concrete community interests could overwhelm the capacity of higher education institutions to frame and address such interests ... an instance of the ‘incurmountable opportunity’ syndrome.

Community service is but one of three higher education missions, and it is important that higher education institutions pursue the other two missions in a manner that is relatively free of the inundations, concrete interests of any individual community.

Higher education institutions need to find ways to use networks to improve...
communication with community figures and about community interests, without assuming an inappropriate stance of 'general accountability' to those leaders and those interests.

Closing Thoughts
It is time for me to close. I leave you with three final thoughts. First, I want to encourage you to get informed and to stay informed about and to get active and to stay active in the politics and economics of networking and networked information. I want to specifically encourage you to do everything that you can to communicate your interest in networking and networked information to the political, civic, and corporate leaders to whom you can gain access. It is very important that local, regional, and national leaders hear about networking and networked information in addition to the other issues and problems which other people are pressing upon them.

Second, I want to encourage you to use "both" sides of your brain as you strive to grapple with framing and addressing the opportunities and challenges of information technology in general and networking in particular. I believe that most of us are rather more inclined to use our left brains, our logical and analytical faculties, than our right brains, our creative and imaginative faculties, when grappling with such matters. I regularly feed my right brain with science fiction in order to give it the fuel that it needs to keep up with my left brain in this area. I encourage you to formulate an intellectual diet that accomplishes the same thing for you.

Finally, I want to end with the leadership principles of Charles De Gaulle. I believe those principles have particular relevance to the leadership that I know the research and education community is prepared to show and that I hope the research and

Resources

For further information:
- Paul Evan Peters
  Executive Director
  Coalition for Networked Information
  21 Dupont Circle
  Washington, DC 20036
  Voice: 202-296-5098
  Fax: 202-872-0884
  Internet: pae@cnio.org

MEMORIAL GIFT
[Ed. 's note: This letter was submitted by Ed Gleaves, Tennesee State Librarian and Archivist, who states that Ms. Shinn "attended Peabody Library School some time ago and was a good friend of Mrs. Cheney."]

March 23, 1994
Dear Colleagues:

In recognition of the memory of Syndriodel Shinn and her outstanding work in the field of library science, some friends and colleagues are making a memorial gift in her memory to the School of Library and Informational Science at the University of Missouri-Columbia. We would welcome contributions to the School in Ms. Shinn's memory to support student scholarships and faculty development.

As many of you may know, Ms. Shinn was a nationally recognized leader in library development through her recruiting and support of librarians. She had a great interest in young people and was a pioneer in developing their interest in library work. Ms. Shinn spent her career as a librarian working in Missouri, Florida, and Tennessee. Through your contributions we want to sustain and support Ms. Shinn's vision and passion for library education. Contributions may be sent to the University of Missouri, c/o School of Library & Informational Science Development Gift Fund, Office of Development, Reynolds Alumni Center, Columbia, MO 65211, 314-852-4546.

Thank you for your consideration.

Sincerely,
Martha Maxwell
Director
LIBRARIANS: FILTERS OR LEVEES?

By Alice Kendall

Many years ago a wise man wrote a paper that many people still read today. The paper was titled “The Mission of the Librarian” and the author was José Ortega y Gasset. Ortega seemed to feel (back between the first and second “world wars”) that the proliferation of the book in this, the twentieth, century had become a social problem of horrendous proportion. The amount of published information in any one field already exceeded the ability of the individual to assimilate it all. Man would soon no longer “study to live, but live to study.”

He further believed that man read too much without thinking over what was read. “A large part of today’s terrible public problem proceeds from the fact that ordinary minds are full of ideas received in inertia, ideas half understood and deprived of their virtues.” In order to deal with this oversupply, Ortega believed that the librarian should act as “a filter interposed between man and the torrent of books.” He believed that the librarian should actually intervene to prevent the publication of “stupid and useless” books in order to save mankind from being buried under the weight of these publications, while not being able to find the necessary books.

While the idea of librarians taking over the presses has not found universal favor in the world, the problem that Mr. Ortega brought to the world’s attention is very real and even further complicated by increasing access to libraries throughout the world from almost anywhere.

Utopian visions spring to mind of the Swift implementation of Ranganathan’s idea of “every reader his book; every book its reader.” Yet, is this what is actually happening, or has the proliferation of retrieval tools become as burdensome as the explosion of information in the last half of the century? How many librarians really know how to effectively use the network of information available to them and how many simply rely on the books at hand?

And, more importantly, how many users care that the book that will give them the definitive answer is lodged in a library half a continent away and can be available in a week or two?

We are a nation, and increasingly a world, that demands instant gratification. Used to “Headline News,” most of us do little more than skim the daily papers, if we read them at all for more than the funny pages and coupons.

The average user has the same attitude toward the library. Those who use the library for entertainment will zero in on the sections that they find of interest the way they program their televisions to show only those channels that have the programs they enjoy. Those users who wish to gather information from the library are both more sophisticated and less. Some will call for specific books; some will call with a particular query and trust the librarian to locate the best information; most simply walk in, ask for directions and then pull their own books. All of them expect to be able to leave with the information they need.

There is in the last two examples, a certain amount of innocence and ignorance. The
patrons who have the librarian pull books in their behalf, have made the assumption that the librarian will do a certain amount of screening, a preliminary survey of the contents to determine that the book is pertinent. This is only natural. But there is a further assumption, less pronounced and one that the user probably never considered, and that is that the librarian will also limit the number of pertinent items to what is easily assimilated.

In this scenario, the librarian is a very much a mediator between the user and the avalanche of material available. In the case of the user who chooses to pull his own books, the role of the librarian is one removed. The user assumption is not that the librarian will choose the best and only the best for a particular answer, but that the librarian has put on the shelves the best and only the best. On the other hand, the patron also wants to see the book everyone is talking about. Often, these two concepts are diametrically opposed. How does the librarian proceed under conflicting demands?

Today, the solution seems to be to provide new publications according to public demand and taste regardless of merit. This is especially true not only in the popular fiction category, but also in the non-fiction category. Every voice that has managed to get the ear of the media and therefore the public, will find a place on the shelves in our libraries. We seem to be adherents of the Ranganathan theory of librarianship, not Oreggs's.

Certainly, in the United States, this is a natural phenomenon given the average American's belief in freedom of expression and revulsion of censorship, at least publicly. Yet, must a library purchase and put on the shelves every book that is published and has a following in some segment of the population? No library can afford to purchase every book published. Librarians will automatically do some evaluation and selection before writing a check; the question is, how much evaluation and selection should a librarian practice?

In the case of the popular fiction of the day, I believe that this process can be handled easily by considering the best seller lists and the quality of the physical books themselves. The impact of fiction on the conduct of society should never be underestimated, but the fact remains that these works represent a reflection of life. We look to these books to define who we are.

Non-fiction represents what we are and here we believe we need to be selective. These books are assumed to be true, not just based on truth, and the longer the book sits on the shelf, the more the content is perceived to be true. Do we not as librarians have an obligation to preserve truth? We are not only the mediators in the search for information, we are the preservers of our culture and humanity. What we leave behind on our shelves will influence how people in the coming centuries will judge not only ourselves, but those who exist with us if their records are no longer to be found.

Is it hard for us to imagine a world where the wealth of knowledge we take for granted is no longer available, but it has happened before and could possibly happen again. Who can look at the pictures of the destruction of Europe at the end of World War II and doubt that man is capable of blowing humanity back to the "stone age"?

How much knowledge was lost with the Old World libraries, both public and private, during those years of massive and indiscriminate bombing?

Going back much further, one has to wonder how much wisdom of the ancients was lost, never to be regained, when the library at Alexandria burned? Could we now teach our children how to move huge slabs of rock hundreds of miles from the quarry and then hoist them hundreds of feet to build a pyramid if this ancient depository of the world's knowledge had survived into the fifteenth, twelfth or even ninth century? What knowledge of that world was lost? Of course, much of what was stored in the Library was stored elsewhere and we know quite a bit about the time and body of knowledge on which the culture was based, but I still question whether it would have taken the voyage of Columbus to discover the existence of a whole new world for the trading nations of Europe to exploit if their scholars would have had access to this centralized body of information.

One of the truly ironic consequences of a concerted effort to control knowledge and therefore establish a predetermined truth, is the discovery of the Dead Sea Scrolls. During the first centuries of Christian faith, there were many different beliefs. There were those who did not believe in the divinity of Christ. There were others who did not believe in Christ, but in any number of other "prophets" who espoused the same philosophy. These differences had the inevitable result of war and destruction.

The winning side not only put the "insiders" and non-believers to the sword, they consigned the literature to the flames, culminating with the burning of the Alexandria Library which was run by Hypatia, a very learned and capable woman who was also a pagan. As a result of these activities and the natural erosion of time and elements, the Dead Sea Scrolls are the only documents that have survived into this century that deal with the same and the area in which Christ "walked."

Why then have these scrolls, which have been in the possession of Church "scholars" for over four centuries, not been made public? It would appear that these documents do not reflect the common beliefs of Christianity. Superficially they would seem to indicate that not only was Christ not divine, but that he did not exist. This is a major blow to people who have preached "faith" on one hand and the histrionicity of Christ on the other. The fact that these are the only documents that we have that have not been translated and copied countless times gives a credence to their contents that might not exist if there were contemporary documents to dispute their message.

Surely, the people who left these records beheld no way of knowing they would not return to them, nor would they have changed them if they had known, but it leaves the Christian of today wondering what happened. It was long believed that Christ was a member of this particular Jewish sect, the Essenes, and the writings do talk about a "baptizer" and a "teacher," but the references do not match the established and accepted versions that came through the flames and blood of the second and third centuries of "heresy" wars.

Can the librarian of today risk the same sort of confusion by succeeding generations? Not all knowledge of the ancient world was lost. In spite of popular belief, it was known that the world was round. Columbus knew what he was doing when he sailed west to reach the East. What was lost was the people, their culture and beliefs. All we know is what has come down to us "filtered" through the beliefs and prejudices of the winning side. With the world changing so rapidly around us, do we dare choose so selectively that we fail to give a balanced representation of our society?

One of the regrets of the Memphis Public Library is that they have so little of the early work of Eliza Penley. They had no way of knowing that the music he produced would endure and his legend would be so great. In order to avoid making the same mistake twice, the policy today is to acquire as much as possible and let time decide who to keep and who to allow a natural demise. This seems an eminently practical solution to an extremely complicated dilemma. Yet, if the library were suddenly frozen in the same type of time capsule as the scrolls at
Qumar, would succeeding generations come to the conclusion that Elvis was of more importance than Bruce Springsteen?

There is a very fine line the librarian must walk between paternalistic selection and anachronistic non-selection. On the one hand, who are we to decide whether one point of view is more valid than another? On the other hand, don’t we have an obligation to the user of today and the researcher of tomorrow to eliminate some of the “stupid and useless” production that Ortega talks about, but to keep those erroneous and oftentimes deliberately misleading ideas where they belong: in the background, buried amidst the weight of the prevailing body of knowledge where the next generation can make a judgment on their merit based on the amount of time, money and energy expended to produce, read and preserve them?

As the information technology evolves, I believe that the role of the librarian will become more and more that of a levee, holding back the floodwaters. And yet, in time these levees are bound to break. When that happens, the world will be inundated with too much information that it will destroy what we believe is our way of life. Those of us who have prepared for it will have our furniture on upper floors or have built our houses on high ground. When the waters subside, and we clear away the debris, we will have very fertile grounds.

Floodwater sweeps away all in its path and leaves behind the richest soil in which to plant. We need to be prepared with the seeds. What a loss to humanity if we only have one seed to plant! Imagine the whole world eating nothing but corn, no tomatoes, no tossed salads, no fried okra or turnips, no potatoes or rutabaga. Before the levees give way, we need to make sure we can replant. It is in the fields and the gardens we develop after the flood that the future will find where we are. Do we leave the weeds in the garden, or do we call them wildflowers and let them grow along the hedges?

**Librarian of the Year: Annelle Huggins**

During National Library Week, the Memphis Library Council named Annelle Huggins Librarian of the Year. This annual award was established to recognize a Memphis area librarian for his or her outstanding contribution to librarianship. The recipient of this year’s award to Associate Director of Memphis State University Library and creator and maintainer of the Tennessee Union List of Serials.

Although this is the sixth year the award has been presented, it is the first time that a reception has been held. The event took place at the Memphis State University Alumni Center. President Lane Rawlings of the University attended. A representative from the Mayor’s office presented the recipient with a proclamation from the City of Memphis. Ms. Huggins also received a plaque.

Congratulations, Annelle, and thank you for your contribution not only to Memphis libraries but also to the library profession.

**ALA Legislative Day**

by Judy Green

Tennessee libraries were well represented at the American Library Association’s National Legislative Day, Tuesday, April 19. The event for the Tennessee group actually began on Monday, April 18. Three of the group attended the ALA briefing on Monday afternoon. ALA headquarters staff reviewed legislation and funding levels to discuss with each of our representatives and senators. Early Monday evening the entire delegation of twelve met to discuss our schedule and strategy for meeting Tennessee’s Congressional Delegation in each of their offices.

Our group included: Evelyn Clowers, Chair, Bradley County Public Library Board; Tennessee Library Association President, Carolyn Daniel; McGavock High School, Nashville; Walter Durham, businessman and author, Gallatin; Dr. Ed Glaives, State Librarian and Archivist; George Harding, Highland Rim Regional Library Board; Lebanon; Larry Price, Vice President of Marketing, Ingram Library Services, La Vergne; Faith Phillips, Chair, Tennessee Advisory Council, Shelbyville; Dr. Mike Rothacker, Volunteer State Community College, Gallatin; Dr. William Mott, President, Heritage Funding Associates, Nashville; Paul Starnes, Vice-Chair of the Chattanooga-Hamilton Library Board; and Jonas Kobler, Shiloh Regional Library Board, Jackson; and Judy Green, Director, Clinch-Powell Regional Library, Clinton. Secretary of State, Riley Darnell, had to stay in Nashville to defend his department’s budget to our state legislature.

After our strategy meeting, we had the pleasure to be met by Mr. Eric Anderson, an assistant in the Domestic Policy Office of the Vice President. We discussed some library issues with Mr. Anderson and presented him one of the folders of information prepared by ALA. Afterwards, joined by four guests, including Carol Henderson, the Executive Director of the ALA Washington Office, our group was given a tour of the West Wing of the White House.

ALA Day on Tuesday started early with appointments beginning at 9:00 a.m. Throughout the day, we divided ourselves into groups of four to six to visit each representative’s office. At each office we were stressing the need for LSCA Federal Title II Construction Act funds for our libraries. The administration’s budget calls for these funds to be “zeroed out.” The administration’s budget also calls for Title funding under the Higher Education Act to be “zeroed out.” Our academic folks spoke to how important federal funds are to college and university library programs. Our TLA President, Carolyn Daniel, spoke to our representatives about the reauthorization of the Elementary and Secondary Education Act. Later in the day, we met with Senator James Sasser and Jesse Hall, Legislative Assistant to Senator Harlan Mathews.

The day concluded with a meeting for State Legislative Day Coordinators, a reception for all attendees and Congressional members and their staffs. A new twist on the close of the day was attempted—a group picture of library supporters taken on the steps of the US Capitol.
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TENNESSEE BIBLIOGRAPHY 1994

This twelfth annual Tennessee Bibliography consists of books published in 1993 which are about Tennessee or by Tennessee authors. Some items published before 1993 but not listed in previous years and a few 1994 titles are included. Government publications and pamphlets are generally omitted. Children's books are designated by an asterisk. Annotations are used to identify, in case the title does not, why the work was included.


Adams, Deborah. All the Dark Dignities. New York: Ballantine, 1993. 211pp. $3.99 PB. Adams is an award-winning writer from Waverly who has written her third mystery novel.


Andrews, William F. Nash Buckingham. Beaver Dam and Other Stories. Memphis: C. Andrews and Co., 1993. 272pp. $5.00. This is an illustrated account of Buckingham, renowned hunter and writer, and those in the Beaver Dam hunting group.


Arnold, William W. and Jeanne M. Plas. The Human Touch: Today’s Most Unusual Program for Productivity and Profit. New York: John Wiley & Sons, 1993. 272pp. $22.95. Arnold is President of Centennial Medical Center (a part of Hospital Corporation of America) and Jeanne Plas is Associate Professor of Psychology and Human Development at Vanderbilt University.


Baldwin, Lewis V. To Make the Wounded Whole: Cultural Legacy of Martin Luther King. Minneapolis, MN: Augsburg Fortress, 1992. 382pp. Baldwin is Associate Professor of Religious Studies at Vanderbilt.


Brockman, Ray. A Drunk Like Me. Nashville: Banyon Books (101 Westfield Dr., 37221), 1990. 86pp. $6.95 PB.


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Clark, Susan Lott. Southern Letters and Life in the Mid 1800s. Waycross, GA: The author (P.O. Box 2009, 31502), 1993. 472pp. $54.00 Letters by a Confederate officer, 1851-1866, include his imprisonment on Johnson's Island near Sandusky, Ohio, and also include Tennessee material.


Cohn, Lawrence, ed. Nothing But the Blues. New York: Abbeville, 1993. $45.00. Work includes white country bluesmen Uncle Dave Macon and Hank Williams, Sr., as well as Elvis Presley, Peggy Lee and Fat Borne.

Coleman, Brenda D. and Jo Anna Smith. Hiking the Big South Fork 2nd ed. Knoxville: Univ. of Tennessee, 1993. 288pp. $8.95 PB.

Collins, Florence O. Inside-Out Christianity: A Study of Colossians. Donelson, TN?: Word and Image Guild, 1993. The writer is a member of the Donelson Station Senior Center's creative writing group and has previously done The Glory of the Imperfect.
TENNESSEE LITERATURE


Ford, Jesse Hill. The Liberation of Lord Byron Jones. 1965 Reprint, Athens, GA: Univ. of Georgia Press, 1993. PB. Ford, from West Tennessee, has his work reprinted in a "classic" paperback.

Fountain, Charles. Sportswriter: The Life and Times of Granville Rice. New York: Oxford Univ. Press, 1993. 244pp. $25.00. A biography of Granville Rice (1880–1954), the most famous sportswriter of his time. Rice was born in Murfreesboro and was a Vanderbilt graduate.


Goldring, Ellen and Sharon Ballis. Principals of Dynamic Schools—Taking Charge of Change. Newbury Park, CA: Corwin Press (2485 Teller Rd., 01320). 1993. 172pp. $18.00 PB. Goldring is an Associate Professor of Educational Leadership at Peabody and a Senior Research Fellow at the Vanderbilt Institute for Public Policy. Ballis, now in Massachusetts, was formerly a colleague at Peabody.


Housten County Historical Society ([Dwight]). The author (P.O. Box 401, Erin, TN 37061), 1993. 15.00 PB.


Housten County Historical Society. *[Dwight].* The author (P.O. Box 401, Erin, TN 37061), 1993. 15.00 PB.


Irwin, Susan Simes. *Falls Even Near the Snow.* Franklin, TN: Ceechwood Concepts (P.O. Box 681806, 37769-0806), 1993. $6.95 PB. Franklin resident has penned her second volume of poetry.


Jenkins, Barbara. *I Once Knew a Woman: A Patchwork of Seven Unforgettable Americans.* 1990. Reprint, Irving, TX: Word, 1993. $5.99 PB. Jenkins, of Nashville and former wife of Peter, writes of seven ordinary American women (one from Tennessee) who give her answers to some of life's hardest questions.


Kallet, Marilyn, ed. A House of Gathering: Poets on May Sarton's Poetry. Tennessee Studies in Literature, Volume 34. Knoxville: Univ. of Tennessee Press, 1993. 264 pp. $28.95 cloth, $18.95 PB. The editor is an Associate Professor of English at UT, Knoxville and also a poet.

Kaufman, Phll. Read Manager Deluxe. Montrose, CA: White-Boucle, 1993. $9.75. Manager for various musicians writes about some of the local Nashville places such as Brown’s Diner and the Bluebird Cafe.

Kennedy, Deloris Black, ed. The Black Yellow Pages 1932–93. Third ed. Antioch, TN: The editor (P.O. Box 252, 37011). 104 pp. $5.00 PB.


Kirwin, Paula and Terry Miller. You Don’t Have To Pay Retail: An Introduction to Discount Shipping in the Nashville Area. $6.95 PB. California to Nashville transplants explore the local areas.


—. God’s Fruit Tree. Muzzy the Mustard Seed Books. [Franklin, TN: The author, 1994.]


Little, T. Vance. Grammy White and Her Pumpkins and Other Tales of Brentwood, Brentwood, TN: Historic Brentwood, 1993. 83 pp. $10.00 PB.


Lynch, Amy, ed. *A Delicate Balance II: Resources and Encouragement for Parents of Youth Grades 4-12.* Nashville: Parents Council of Nashville (P.O. Box 188851, 37215-8851), 1993. 127pp. $4.00 PB.


McCarey, Cormac. *All the Pretty Horses.* New York: Vintage International, 1993. 360pp. $21.00. The Knoxville-bred author, now in El Paso, Texas, has won the National Book Award and the National Book Critics Circle Award for this work.


Morris, Edward. *A Killing Froth or On Edge at the Edge.* Nashville: Storm Coast Press (P.O. Box 150534, 37215), 1993. $9.95 PB. Humorous essays are by a Nashville writer and journalist.


Myers, Robert Manson. *Quintet: A Five-Play Cycle Drawn from the Children of Pride, Champaign, Ill.: Univ. of Illinois Press, 1993. 236pp. $29.95. Myers, now a retired Professor of English at the University of Maryland, graduated in 1941 from Vanderbilt, where he was a Phi Beta Kappa.


Tennessee Libraries


Paine, Ophelia and Terri Johnson. Andrew Jackson Slept Here. Nashville: Metro Historical Commission, 1993. $4.00 PB.


—. The Weight of Winter. New York: Washington Square/Pocket Books, 1993. $10.00 PB.


Prunty, Wyatt. The Run of the House. Baltimore, MD: Johns Hopkins Univ. Press, 1993. Prunty is director of the Sewanee Writers' Conference and a Professor of English at the University of the South as well as a poet.


Ridley, Josephine, and Carrie Harrison, eds. Retaining Our Past: The History of Kayne Avenue Missionary Baptist Church, Nashville, Tennessee, 1886-

Riven, Samuel S. The Road South: A Memoir. Nashville, TN: Association for Tennessee History/Acklen Station, Box 120735, 37212, 1993. 84 pp. PB.


Roarke, a Franklin author, writes about the French and Indian Wars.


Spring 1994


Soros, Barbara Head and Betty S. Lumpkin. CD-ROM for Libraries and Educators. Jefferson, NC: McFarland & Co., 1993. 195pp. $19.95 PB. Authors are high school librarians in Hamilton County. Lumpkin received the Louise Meredith TLA Award last spring.


Tennessee Libraries

Wills, W. Ridley, II. A Walking Tour of Mt. Olivet Cemetery. Nashville: Mt. Olivet Cemetery Co. (1301 Lebanon Rd., 37210, 1993. 43pp. $5.00 PB.)


- Tarch Tribe Boogie. New York: Ballantine, 1993. 278pp. $4.99 PB. This is the second of Womack's crime fictions which features Nashville-based ricky Denton, loosely based on the real life east Nashville arsonist case.

Wooll, James Dudley. The Search for Self: A Story of the Poetic Mind. New York: Vantage Press, 1993. 320pp. $17.95. This autobiography includes a chapter on Vanderbilt, where Wooll received his doctorate in English.


Young, Melvin A. Where They Lie: The Story of the Jewish Soldiers of the North and South Where Deaths (Killed, Mortally Wounded, and Died of Disease or Other Causes) Occurred During the Civil War, 1861–1865. Lanham, MD: Univ. Press of America, 1991. 297pp. Young, a 1993 graduate of West Point, is a long-time Chattanooga resident.


Genealogy


Baber, Lucy Harrison Miller. William Norrell (1746–1794) of Hawkins County, Virginia, His Forbearers and Descendants. Lynchburg, VA: The

Sears, 1994

— County Court of Rhea County Minutes, August 1843–January 1845. [Spring City, TN: Rhea County Historical and Genealogical Society, 1992. 90pp. $11.00 PB.]

— County Court of Rhea County Minutes, February 1840–February 1844. [Spring City, TN: Rhea County Historical and Genealogical Society, 1993. 54pp. PB.]

— County Court of Rhea County Minutes, January 1853–October 1866. [Spring City, TN: Rhea County Historical and Genealogical Society, 1992. 204pp. $19.00 PB.]

— Meigs County Tennessee Court Minute Book 3 (1836–1843), Town of Decatur Commission Minutes (1836–1845). [Spring City, TN: Rhea County Historical and Genealogical Society, 1992. 66pp. $11.00 PB.]

— Rhea County, Tennessee Court of Pleas and Quarter Sessions (County Court). January 1810–April 1813. Minute Book B. [Spring City, TN: Rhea County Historical and Genealogical Society, 1992. 79pp. $10.00 PB.]

— Rhea County, Tennessee Land Entry Book (Surveys' Book No. 1), 1824–1889 and 1892–1929. [Spring City, TN: Rhea County Historical and Genealogical Society, 1992. 174pp. $17.00 PB.]


TENNESSEE LITERATURE


Farley, William S. Vasquez, Farley-Red Genealogy: Highlands Ranch, CO: The author (6922 E. Jackson Ct., 80126), 1993. 500 pp. $45.00. The Reid and Farley families are traced from Virginia to West Tennessee.

Ferguson, Herman and Ralph. Mecklenburg County North Carolina will abstracts. Will Abstracts, 1791-1868. Books A-J and Tax Lists, 1797, 1799, 1806, 1807. Rocky Mount, NC: The authors (600 Chad Drive, 27803), 1993. Authors are brothers who were born in Tennessee, graduated from Vanderbilt and have lived in the state for a considerable time.

Swen: 1994


Fletcher, Virginia Billingsley. Index to the Probate Court Records, Claiborne County, Tennessee, 1844-1865. Estate Settlements, Wills, Inventories, Sales, Guardians Reports. Ft. Lauderdale, FL: The author (721 NW 73 Ave., 33317).


Frierson, Manda, II, comp. 1993 Supplement to the Friersons of Zion Church and Their Descendants. Birmingham, AL: The author (P.O. Box 136966, 35213-0960), 1993. 72 pp. PB.


Garrett, Sandi. A.K.A. (Also Known As). Spavinaw, OK: Cherokee Woman Publishing (P.O. Box 48, 74366), 1993. 35 pp. $15.00 PB.

Gordon, Naomi R., ed. Billings Families of North Carolina and Virginia. Dallas, TX: Theauthor (P.O. Box 181772, 75218), 1993 102 pp. $68.00. Tennessee is included in the migration patterns.


Griffith, Irene M. John Armstrong's Entry Book October 21, 1723-May 25, 1744. [Clarksville, TN: The author (821 Holly Circle, 37043)], 1993. 183 pp. $20.00 PB.


Institute of Historic Research. 1837 Tennessee Volunteers Muster Rolls for Various Counties [Signal Mountain], TN: The author (P.O. Box 400, 37377-0400), 1993. 46 pp. $8.50 PB.
Cookbooks


Hall, Bill. Bill Hall's Land and Lakes Cookbook. Nashville: Bill Hall (P.O. Box 800, 37202), 1993. 174pp. $12.95 PB. Hall is Nashville's Channel 4 weatherman.


Second Presbyterian Church, Sesquicentennial Committee. Sesquicentennial Cookbook: A Collection of Recipes Comemorating the 150th Anniversary, Second Presbyterian Church, Nashville Second Presbyterian Church (511 Belmont Blvd., 37212), 1993. 127pp. $10.00.


The sixth annual Tennessee Notable Documents List has been compiled by the TLA Advocacy Committee on State Documents. Through this list, the Committee actively promotes the acquisition and use of state documents by all Tennessee libraries and library patrons. By recognizing outstanding state documents, we encourage state agencies to continue to make their publications available to libraries and to all citizens of this state. This year's compilation of notable documents includes controversial, informative, and enjoyable publications.

Government documents by definition are timely in nature. We hope these publications are still available from their respective agencies. Each document included in this list was selected based on the following criteria:

1) To recognize excellence in Tennessee government publications, and to recognize individual efforts that produce that excellence.

2) To publicize the range of government information available in Tennessee and encourage its use by Tennesseans and others.
3) To promote awareness of Tennessee depository libraries

4) To encourage use of Tennessee government publications by non-depository libraries and libraries

The Committee has established the definition of a notable document as one which: 
1) Contains information of reference or research value, or general information in an area not previously addressed, or offers a creative or innovative approach to information previously available.

2) Is written in a style comprehensible to the general reader.

3) States an intended purpose and follows through on that purpose.

4) Has a physical format that encourages use. Elements of this may include, but are not limited to: attractiveness, quality of illustrations, binding, presence of index and/or bibliography, and presence of appropriate bibliographic information regarding the publication itself.

We firmly believe that these publications can be useful to librarians across Tennessee, and encourage the use of this list by libraries as a selection tool in conjunction with the quarterly checklist, A List of Tennessee State Publications, issued by the Tennessee State Library and Archives. Most state publications are available free or at minimal cost by requesting them from the issuing agency. For publications no longer available in print, interlibrary loan requests may be made to the nearest state depository library.

These are the Tennessee Notable Documents for 1993:


TENNESSEE LIBRARIAN

These recommendations by the High School Advisory Task Force touch all facets of the high school and are "centered on a vision of the high school graduate including statements about what we want students to know and be able to do when they complete high school."

For Tennessee graduates to be successful in the twenty-first century, students must be taught the value of lifelong learning, whether they are prepared for post-secondary university or technical training. This report outlines the key points of this vision. Students will be prepared and trained in the following areas: 1) communications; 2) critical thinking and problem solving; 3) mathematics; 4) science, technology, and society; 5) national and international awareness; 6) arts and humanities; 7) wellness and fitness; 8) career education and work; and 9) personal growth and responsibility.

The report further details the nine elements of school-wide reform. The nine elements are: 1) core curriculum; 2) two paths: university or technical; 3) a focused plan of study; 4) active learning; 5) integrated curriculum; 6) extra support to meet student needs; 7) assessment of learning; 8) school improvement; and 9) professional development. Each of these elements are analyzed according to specific policy implications.

A useful bibliography includes a variety of United States government documents, books, special reports, and articles.


The State of Tennessee is one of 37 states to receive a 4-year $400,000 Kids Count grant from the Annie E. Casey Foundation.

Since 1994

The Casey Foundation, which is managed by the Center for the Study of Social Policy, is the largest charitable foundation devoted exclusively to disadvantaged children. These two reports are among the first publications under the auspices of this grant. While The State of the Child Report in Tennessee has been published since 1988, the content of the report has varied from year to year. A previous report, Diagnostic Indicators of the Health and Safety of Young Tennesseans, was published in November 1992.

This year's Kids Count provides the most comprehensive collection of statistics pertaining directly to a child's well-being produced in recent years. Included are statistics about children in poverty, infant mortality, teenage pregnancy, and sexually transmitted diseases. Text is sparse but concise, and many tables, graphs and maps are included. It is hoped that the continuity of this report will be repeated.

The County Report contains succinct statistics on demographic as well as health, social and economic indicators concerning the well-being of Tennessee children. Included in the report are two-page reports from county to state comparisons. The agency states in the introduction that the goal of the report is "to provide information to increase public awareness of the serious problems that face many children in Tennessee. It is hoped that this increased awareness will encourage grassroots support for public and private efforts to improve the quality of life for children."

Both reports contain glossaries and extensive source notes.


In 1993, Governor Ned McWherter submitted an application for a Section 1115 Demonstration Waiver to the U.S. Secretary of Health and Human Services under the name TENNamacare. TennCare is the alternative Tennessee health care program to Medicaid. This system addresses the uncontrollable growth in cost of the Medicaid program.

According to the introduction, TennCare embodies many of the priorities and initiatives under consideration by President Clinton's Health Reform Task Force. These priorities include:

1) Global budgeting to combine the purchasing power of all public program beneficiaries and the uninsured

2) A standard package of health care benefits comparable to that offered in the private sector

3) A system of managed care to assure proper use of health care resources with an emphasis on quality control, and 40 significant incentives for preventive care.

The document includes an executive summary of the TennCare program and six primary chapters focusing on the various goals and objectives of the plan, as well as various appendices. The chapter includes an overview, demonstration design, administrative changes, evaluation, cost estimates, and caseload estimates, and waivers requested.

Since TennCare's enactment, this program has come under increasing fire from various politicians and lobbying groups. Because of these problems, TennCare probably has become more infamous than notable. However, our committee recognizes publications which should be of concern to all citizens of Tennessee and therefore includes this document for your consideration and discussion.

This cookbook contains the favorite recipes of the employees of the Tennessee State Park System and features something for everyone. According to Commissioner Luna, these recipes contribute to the heritage of all Tennesseans. Included are family specialties and a variety of both traditional and unusual dishes. The recipes are easy to fix and delicious. The only negative is that there are too few light or low calorie recipes included. In spite of this drawback, it's a great gift item. [Having tried numerous recipes from this book, the staff in my department at ETSU endorses this publication enthusiastically.]

These documents are available from the following agencies:

Office of the Governor
State of Tennessee
State Capitol
Nashville, TN 37243-0001
615/741-2001

Tennessee State Board of Education
400 Deaderick Street
Suite 200, Citizen's Plaza
Nashville, TN 37243-1050
615/741-2966

Tennessee Commission on Children & Youth
Tennessee Kids Count
Gateway Plaza Building, First Floor
710 James Robertson Parkway
Nashville, TN 37243-0800
615/741-2833
800/254-0904

Tennessee State Parks
401 Church Street, Seventh Floor
Department of Environment and Conservation
Nashville, TN 37243-0446
615/525-0001 (in Nashville)
800/248-6683 (outside Nashville)

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Books

TENNESSEE REVIEWS

Edited by Elizabeth Bauer


A little appreciated fact is that in the decade before the Civil War Tennessee was, among Southern states, an industrial powerhouse. One of the facilities that made this so was Bluff Furnace, a part of the East Tennessee Iron Manufacturing Company, in Chattanooga. Perched above the south bank of the Tennessee River at the edge of downtown Chattanooga, Bluff furnace began smelting iron in 1834 using charcoal, and a few years prior to cessation converted to coke-fueling. Becoming, in the words of the authors, "the South's most sophisticated iron-smelting facility..."

Hampered by capitalization and technical problems, however, the plant produced little in the early 1860s, and by 1863 the movable equipment had been shipped to greater safety in Alabama. After the war, Bluff furnace never regained its former importance, and the site was gradually filled in and built over. Only in the 1970s did an erudite ravine reveal, to University of Tennessee researchers preparing an environmental impact statement for a project nearby, the detritus of a former industrial site.

By 1981, archaeologist Council, archaeologist-archaeologist Honekamp, and soil-scientist Will had developed a plan for a thorough scientific investigation of the site. This book is a revised version of their report, and as such is a model of what industrial archaeology is all about: documentary history, archival and pictorial research, excavation design, and actual dig. All are presented in such a manner that the reader shares the sense of mystery and discovery that the research team must have felt.

For many readers, particularly those whose interest in the process of scientific excavation is minimal, there is a great deal of solid historical grounding. The authors investigate the economic and geographical factors leading to the establishment of the furnace (nearby raw materials in the extensive forests and later the coal seams of East Tennessee and contiguous areas; a position at the hub of converging rail and river transport routes; the partnership of local entrepreneurs with Northern capital and Northern and immigrant technicians) and explore what is known about the individuals and corporations involved.

The book is also a crash course in nineteenth-century iron-making, as the authors describe the historical and technological context of Bluff furnace and the significance of what remains there.
As good as it is, the book isn’t faultless. There are typos: the reproductions of nineteenth-century technical drawings are sometimes unclear (particularly the one on page 28), leaving this reader unsure of some of the details of the machinery in use; and the modern excavation drawings on pages 98 and 122 appear to be incompletely labeled. I could not figure out what the significance of the different shadings was, and a book that wants to attract the non-specialist (as this one is meant to do) should give some thought to the presentation of information that may be obvious to an expert but not to the reader who doesn’t know the conventions.

But the flaws are minor. The bibliography, notes, and index are all well-done, and the book, considered as an object, is attractive, well-designed, and easy on the eyes. I would recommend this title for all college libraries and for the more ambitious high school and public libraries.

Ed Frank
Mississippi Valley Collection
University of Memphis


Dykeman’s latest book, an expansion of the author’s Tennessee Woman, Past and Present (1977), is a delightful after-dinner talk, colorful bio-tid-bit-history at its entertaining best. Carol Bury’s introduction points out her disdain at the dearth of material on women in standard Tennessee histories and books, borne out by a quick search of local shelves and online catalogs in Tennessee. David Harkness’s Famous Women of Tennessee and Literary Landmarks of the Volunteer State, a 20-page newsletter from UT’s Division of Extension, was published in 1951; Some Representative Women of Tennessee, by Annie Somers Gilcrest was new in 1902; and our own Jessica Carnes Smith’s Epic Lives: One Hundred Black Women Who Made a Difference (1993) and Notable Black American Women (1992) are not about Tennessee women as such.

Although Tennessee Woman provides brief coverage on more than 250 major and minor figures of more or less fame, from Ida B. Wells to Tipper Gore, alone it will not fill the void. It’s a good beginning, nonetheless, on the frontier of Tennessee women’s studies. Dykeman, Tennessee State Historian and author or co-author of 16 books, is perhaps best known in East Tennessee as an evangelist for Appalachian culture, chiefly literature. In Tennessee Woman she has an ideal vessel for her considerable knowledge, lifelong interest, and agreeable ideas on women, history, and literature.

But mark this well: it is not a reference book. Although it has reference value, librarians and teachers who expect an alphabetical, chronological, or even topical list of names with biographical data for each will be frustrated by the inconsistency in coverage, the brevity of content, and the lack of an organizing principle. They will wonder on what basis one is or becomes a Tennessee woman. (No criteria for inclusion is given.) They will want more dates; they may even insist on birth and death dates for each biography. They will probably wish for longer entries.

They will be impressed by the number of firsts, such as the first women’s bank in the U.S., the first insurance agency run by women in the U.S., the first woman elected to the U.S. Senate (well, she was born in Tennessee, even if it was Arkansas that elected her), and the first woman pilot killed while on active military duty. (These would go well in an appendix.) And finally, they will enjoy compelling passages on historical periods, particularly those pages on (1) the passing of the suffrage amendment in 1920, and (2) women writers.


This field guide was written to assist in the identification of 160 different weeds found in Kentucky. Its importance is given in the introduction: “...identification is a necessary first step in implementing an appropriate weed control program.” Weed control, however, is not within the scope of this book. “Weed” is defined in the guide as a plant thought to be undesirable. A more common definition of weeds is plants that grow where they are not wanted. It is interesting that, of the weeds covered in the guide, at least eight can be found in the catalogs of two Tennessee mail order plant nurseries. Another weed, Bermudagrass, is popular for lawns in Tennessee. The idea of undesirable in plants is obviously subjective.

The basic organization of Weeds is by flower colors. Most sections cover nine different colors, with each color having a subordinate division of leaf arrangement. For example, white flowers are subdivided by plants having alternate, opposite, whorled, or basal leaves. A helpful depiction of leaf arrangements, along with leaf margins, shapes, and types is covered in an introductory plant structures section. One disadvantage to this arrangement is that a weed must be in bloom for the easiest identification. Young plants or those that have gone to seed would prove more difficult to match.

A weed’s description consists of a page or less black and white drawing on an adjacent page. The text is typically arranged by subheadings or brief description such as earmarks, origins, life cycle, stems, leaves, the arrangement and form of flowers or flower heads, and any fruit. Distributions are given either by habitat, such as swamps, or by range of coverage within the state, or by both. One favorable consideration of this book’s utility is that weeds found in border regions may be expected to occur in adjacent states. Most have a wide range.

Occasionally there are brief descriptions of similar species after the distribution data. Comments about the plant follow the subheadings and may cover briefly such topics as toxicity, degree of invasiveness, origin of the name, or uses for the plant such as in folk medicine.

Slightly over 120 of the weeds mentioned in this guide are illustrated with black and white line drawings that show the entire plant where possible. Occasionally details of selected plant parts are given, some magnified and some less than life sized. Since the decision was made to use line drawings over more expensive color illustrations or photos, the selections were a good choice. They offer a clear uncluttered presentation that should help in easy identification.

Illustrations for this guide were either drawn by the author’s sister or were taken from Britton and Brown’s Illustrated Flora, 1952, 1980 or from the USDA Selected Weeds of the United States, 1970. Fully one third of the drawings were by Regina Hughes from the USDA book. Unfortunately, the legends to these drawings were not also reproduced. The legends not only identify any detailed plant parts by name but also identify the scale of the drawings where they vary on the same page. In a few cases (p. 56, p. 201) the keys to the legend were left...
Nathan Bedford Forrest is undoubtedly one of the best-known Confederate Civil War generals. While he has been the subject of a number of previous biographies, the last was published in 1944. Thus it is ironic that two very good studies should recently appear just a year apart. Hunt’s is the second of these new books.

Nathan Bedford Forrest was born in Bedford County, Tennessee, on July 13, 1821, the eldest son in a rather large family. In 1833, the Forrests moved to the wilds of northern Mississippi where Nathan’s father died in 1837, leaving his eldest son struggling to support the impoverished family. In due time young Forrest’s circumstances improved until in the 1850s he was flourishing as a slave trader in Memphis and, by the time of the Civil War, owned a large plantation in Mississippi.

Naturally, the major focus of any biography of Forrest is his career as one of the most effective cavalry commanders during the Civil War. His often unorthodox, but usually successful, attacks on federal troops became the material of legends as well as a source of fear for Northern raiding parties and Union-held posts in the Western theater of the war. After the war, his property gone, Forrest engaged in a fair share of different business ventures, with little success, until his death in October 1877.

The question that is likely to occur to librarians who have already bought A Battle from the Start: The Life of Nathan Bedford Forrest (1992) by Brian Steel Wills is why they need another Forrest biography. There, some comparison of the two works may be a help.

Hunt, as a journalist, writes with somewhat more flair than Wills, but the latter, as a historian, has better scholarly apparatus, especially more extensive endnotes and a bibliography (which Hunt’s book does not have). Both books have maps and indexes but only Wills has illustrations. Wills’ book, displaying its origin as a dissertation, tends to quote William Faulkner and other sources that show wide scholarly research, but which may be of limited interest to most general readers. Hunt’s account is more straightforward.

The biggest difference between the two books, however, is the difference in focus. Both have approximately the same amount of text (Hunt, 387 pages; Wills, 381 pages) but Hunt spends twice as much space as Wills on Forrest’s wartime activities. Consequently, the reader would want to use Wills for more thorough battle descriptions, but student interest in Forrest’s alleged Ku Klux Klan involvement or his business ventures would find more material in Hunt.

The reader would also want to compare the two authors’ treatments of Forrest’s frontier upbringing, the Fort Pillow “massacre,” and the Ku Klux Klan controversy. It would, therefore, be worthwhile for any Tennessee library with even a rudimentary Civil War collection to have both books.

Glenda R. Schroeder-Lairn
Andrew Johnson Papers
University of Tennessee, Knoxville


Unlike earlier series volumes, which focused on first English novelists or African-American poets, the thirty-third volume in Tennessee Studies in Literature focuses on a native son of Tennessee, James Rufus Agee. The editors and writers of this volume contend that the attention accorded Agee’s work within the academic community has not been equivalent to his stature as a writer. Exactly what that stature is remains in question even after reading these essays. What the writers do establish are the differences between Agee and other writers of his time. It becomes apparent that Agee’s essays unfold that Agee himself is very much the subject of all his writings—on much the subject as farm tenancy, or roads, or a death in the family.

Secondly, his works don’t seem to fit into generally acknowledged genres. For instance, he published several books in the thirties that combined photographs with text on the subject of farm tenancy. As Tindall and Madden point out, Agee’s Let Us Now Praise Famous Men was of a similar nature to these, yet the text is not so much a rendering of the plight of the tenant farmers, as it is Agee’s reaction to their plight. So much so, that he himself becomes a character in the book.
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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 (WordPerfect preferred), if available, and with any accompanying graphics or photographic 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 37996-1000.

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

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