TENNESSEE LIBRARIAN

Summer 1996

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Tennessee Librarian
In Memoriam

Frances Neel Cheney
August 19, 1906 - May 5, 1996

She was granted many awards—the National Beta Phi Ma Good Teaching Award in Librarianship in 1959, the Southeastern Library Association’s Outstanding Reference Librarian Award in 1970, the Louis Shores Award in 1992, … but I don’t think that that is why librarians, poets, and other people, will remember her. More likely, they will remember her excellence as a teacher, her breadth of knowledge, her outstanding service as a reference librarian. More likely still, they will recall her wit and humor, her empathy and understanding, her joie de vivre.

She touched many lives and while their heads were impressed, their hearts were impressed more. Pieces of her live on in hearts influenced by her example. She will be missed…
The following poem was read at my mother's funeral—I think it applies to all good teachers:

The Bridge Builder

An old man going a lone highway
Came at evening, cold and gray,
To a chasm vast and wide and steep,
With waters rolling cold and deep.
The old man crossed in the twilight dim,
The sullen stream had no fears for him;
But he turned when safe on the other side,
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your strength with building here.
Your journey will end with the ending day,
You never again will pass this way.
You've crossed the chasm, deep and wide,
Why build you this bridge at eventide?"

The builder lifted his old gray head.
"Good friend, in the path I have come," he said,
"There followeth after me today
A youth whose feet must pass this way.
The chasm that was nought to me
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim—
Good friend, I am building this bridge for him."

* * *

Will Allen Dromgoole

From the Editor

Subject, Anyone?

You may have noticed that I have been assigning subjects to future issues of Tennessee Librarian. I have done this in hopes of inspiring some of you to write articles about these topics. Some people need ideas to wrap their knowledge around, others do not.

However, these themes are not meant to be exclusive. We still want and need articles that are not solicited. This is a forum of inclusion, not exclusion. So keep those articles coming in, folks—we want them all!

* * *

This issue is thick with the names and addresses of TLA members. I hope that means it will be useful to you in the coming year. I've tried to make a few changes in the presentation to improve its clarity and usability.

We are also pleased to include the reports of the 1996 TLA Conference in Knoxville. I want to take this time to say "thank you" to each of the section and roundtable heads, committee chairpeople, and other sponsors who sent in their reports. I think every one of the sessions sounded worthwhile, and I, for one, now wish I could have gone to them all.

The theme for this quarter is "Teaching the Net." Beth Hronsek's article, "Library Internet Support," chronicles the experience of Lake Superior State University in educating campus administrative staff in the use of the Internet--from the acquisition of books about the Internet to the creation of handouts to the development of classes. Betsy Park and Ann Viles relate The University of Memphis experience in teaching K-12 librarians the use of the Internet. This was a program replicated throughout the state of Tennessee between institutions of higher education and K-12 libraries within their regions.

All in all, it's a pretty hefty tome this quarter—full of useful information and experiences.
In the past twelve years Evealyn Clowers, a former businesswoman, has combined political savvy with library awareness. It has made a big difference in Cleveland, Tennessee, where she has been a member of the Board of Trustees at the Cleveland Public Library for twelve years and at the Fort Loudon Regional Library for seven years. She has also served as President of both. She has been a representative to the Tennessee Library Legislative Day for twelve years and to the National Legislative Day for eight. She has been recognized locally, statewide, and nationally for her commitment to intellectual freedom and for her effective contributions to library legislation.

As she takes the chair of President of TLA, she will likewise assume the position of Chair of Tennessee’s recently established Library Public Awareness Committee, sponsored by the Friends of Tennessee Libraries. With her past and present experience, it only makes sense that Evealyn’s theme for TLA this year will be “Awareness for Libraries.”

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Speak Up! Speak Out! Speak Now!
Tennessee Library Association
1996 Annual Conference Reports

"Creating a WWW Home Page"
Speaker: Marsha Michie, George F. Devine Music Library, University of Tennessee
Sponsor: Paraprofessional Roundtable

Marsha Michie of the George F. Devine Music Library spoke to a large, appreciative audience with diverse levels of Internet experience. Michie projected her specially-prepared Web pages on a screen as she humorously and competently discussed the various motivations, HTML tags, design issues, and methods available to individuals wishing to develop a Home Page or any other type of Web document. Although Michie was expecting a Netscape browser for the demonstration, the discovery that an AOL browser had been provided gave the group a practical example of browser differences and Web page troubleshooting methods. Michie directed people to view her home pages using their own browsers at home to assist them in Web page development. The pages are currently available at http://atice.lib.utk.edu/~michie.

--Anne Booker, Vice-Chair

"Poster Session: How Do You Market Your Library?"
Coordinator: Andrew Hunt, Cleveland Public Library
Sponsor: Program Planning Committee

The focus of this first-time "jam session," facilitated by Andrew Hunt (Cleveland Public Library) and assisted by Pam Reese (Public Library of Nashville-Davidson County), sought to address how each library makes itself visible within the community it serves.

Hunt started out each of the two sessions on Thursday morning by emphasizing that some of the best ideas are generated through informal brainstorming meetings, such as the poster session. He underscored the idea that awareness of the library within the community is increasingly important both to obtain needed funding and to inform the people served of the wonderful values and resources libraries provide. In the present day, libraries need to market themselves as businesses--thinking of patrons as customers. We need to strive to keep libraries before the public mind in a positive manner. One such company that seems to have this as a major focus of its philosophy is the McDonald's Corporation.

Hunt presented some common-sense marketing techniques designed to spark further discussion. 1) Publicity should be consistent. 2) Publicity should be visually pleasing. 3) Publicity should be well-written (i.e., grammar, content, accurate information, and spelling). 4) Publicity should be timely. 5) Publicity should be newsworthy. 6) Find the right person, whether volunteer or staff, to edit publicity. 7) Be creative. Marketing also includes what types of materials a library will purchase as well as the placement of those items.

After this brief introduction, Pam Reese was introduced to the participants and shared her expertise in public relations. She discussed basic concepts in laying out attractive-looking advertisements/publicity. Participants were then divided into groups of five to six people, and exchanged ideas for forty minutes. The poster session concluded by sharing and discussing those ideas generated in the small groups. Many wonderful suggestions were brought to the forefront. Most participants walked away from the poster session with ideas of new ways to better market their libraries.

--Andrew Hunt, Coordinator

"The Reference Balancing Act"
Speaker: Carol Tenopir, University of Tennessee School of Information Sciences
Sponsor: Reference Roundtable
Presiding: Rhonda Armstrong, Chair of the Roundtable

Reference services now include a variety of electronic information sources as well as traditional services. Carol Tenopir reported the results of a survey she had completed regarding the use of electronic resources in reference. She also spoke about the trends she sees in electronic resources and the impact on reference services. Examples include the end-user online databases (i.e., FirstSearch) competition with CD-ROMs, more multimedia CD-ROMs in public libraries, and the continuing struggle over copyright issues. Members of the audience asked several questions about the provision of Internet access in libraries.

A brief business meeting of the Reference Roundtable was held at the end of the session. Members discussed the possibility of sponsoring workshops for reference librarians. Officers for 1996-97 are: Ross Johnson, The University of Memphis, Chair; Kristin Kubly, Middle Tennessee State University, Vice Chair/Chair-Elect.

--Rhonda Armstrong, Chair

"Working with Government Officials"
Speaker: Tennessee Secretary of State Riley Darnell
Sponsor: Program Planning Committee

Speaker Riley Darnell explained in detail ways to improve our working relationships with local government officials. We need to always remember that government officials are "just people" like ourselves. We need to build good relationships with them just as we would anyone else. It is much more effective when you can approach them as someone they recognize and know.

The most common ways to communicate with legislators are personal visits, telephone calls and letters. The five basic rules for effective communication as approved by the American Library Association are applicable:

1. Be brief. A legislator's time is limited. So is yours.
2. Be appreciative. Acknowledge past support, and convey thanks for current action.
3. Be specific. Refer to local library and district needs.
4. Be informative. Give reasons why a measure should be supported.
5. Be courteous. Ask, do not demand or threaten. Be positive but polite.

--Eveklay Clowers, Chair

Tennessee Librarian
“Pop Goes the Internet”
Speakers: Representatives from the Tennessee Office of Information Resources and the Tennessee State Library and Archives
Sponsor: Program Planning Committee

Dr. Edwin Gleave introdused Jeff Newton, Technical Implementation Manager of the ConnectTEN Project, and Eric Hauch, Manager of the ConnectTEN Project from the Office of Information Resources in state government, to over forty interested conference attendees. Their team discussion focused on the statewide Tennessee Information Infrastructure (TNII), which will create an interoperable “network of networks” for all the state’s citizens.

Mr. Newton and Mr. Hauch discussed how and why the libraries came to the rescue for housing HUB cabinets, and became known as TAP (Tennessee Information Infrastructure Access Point) host sites for the TNII Project.

What is TAP? The TAP was formerly referred to as a POP or Point of Presence. The state is providing a TAP in all ninety-five counties. TAPs serve as access ramps that link the Information Superhighway with its users in schools, libraries, local governments, and participating community agencies. The TAP equipment consists of a 19” data cabinet, a Cisco router, a Cisco communications server, modems, a black box modem sharing device, an AT&T 3000 carrier for AT&T CSUDSUS, an uninterruptible power supply and maybe a multiplexer. All equipment is provided by the state.

How did public libraries become involved? A large number of TAP host sites was needed quickly in order to meet a mandated September 1996 deadline. The Tennessee State Library and Archives approached the public library system, and fifty-five libraries agreed to become host TAP sites. In return, each host library received ten free Internet connections.

After closing remarks from Dr. Gleave and Secretary of State Riley Darnell, Mr. Newton and Mr. Hauch graciously answered many questions.

“Getting What You Deserve: Reorganizing Staff Support Jobs in Tennessee”
Speakers: David Reaves and Rebecca Roller, Circulation Supervisors, Hodges Library, UT-Knoxville
Sponsor: Paraprofessional Roundtable

David Reaves and Rebecca Roller, both of Hodges Library, discussed how the challenges of dwindling staff and increasing workload have been met in their department by cross-training and motivating staff workers using a SWAT team concept. The two sides of the “getting what you deserve” issue were discussed. The development, approval, and implementation of the reorganization was a stressful challenge, however, the training ultimately resulted in a pay upgrade for the team of volunteers. Possible strategies other supervisors could employ to achieve similar results were discussed by the small, participatory audience.

—Anne Booker, Vice-Chair

“Change Happens!”
Speaker: Sandra Nelson, Assistant State Librarian for Planning and Development, Tennessee State Library and Archives

Sometimes it seems as though the only constant in our lives is change. Sandra Nelson, Tennessee State Library and Archives, met with a group of sixty librarians and trustees to talk about the change process and how it makes people feel. Nelson made a short presentation on how different personalities react to change—we may each react differently but everyone reacts! No one is exempt from the stresses that change brings. The group discussed ways to deal with the transition period between a stable and secure past and a new and uncertain future. Participants shared lots of stories about how they had adjusted to change. Everyone left with at least one new strategy for coping with their own personal transitions.

—Sandra Nelson, Assistant State Librarian for Planning and Development

“The Bottom Line: Making a Difference in People’s Lives—Adult Literacy Programs in East Tennessee”
Speakers: Jenny Parrish, Anderson County ABE; Bonnie Thomas, Union County ABE; Roger Hansard, Claiborne County ABE
Sponsor: Literacy Roundtable
Presiding: Judy Greeson, Chair of the Roundtable

Judy Greeson, Chair of this roundtable, serves as Director for the Clinch-Powell Regional Library. Three outstanding and successful adult literacy programs in the Clinch-Powell area serve Union, Claiborne, and Anderson Counties. Greeson asked the Adult Basic Education Directors of each of these programs to serve on a panel for the Literacy Roundtable for the TLA Conference.

Jenny Parrish, Director for Anderson County, focused on student and teacher recruitment. Bonnie Thomas, Director for Union County, shared information about organizational structure, funding, and relationships with the county government. Roger Hansard, Director for Claiborne County, stressed the important role the public library plays in helping adult learners. Harnsard reviewed specific ways that his own county’s public library director, Sandy Rosenhalm, and her staff, have helped his program and his adult students.

Before this program was presented, Greeson distributed a survey to members of the Literacy Roundtable and others in the audience. The purpose of the survey was to get a feel for what topic areas would be most helpful for those attending the program.

As an addendum to this conference program, we would like to note that Bonnie Thomas’s outstanding work in the field of adult literacy garnered her the 1996 Sequoyah Literacy Award. Roger Hansard and the Claiborne County Public Library are past recipients of this award.

—Judy Greeson, Chair

“Awareness and the Academic Librarian”
Speakers: Kelly Hensley, East Tennessee State University; Rosalind Lett, Emory University
Sponsor: College and University Libraries Section
Presiding: Martha Earl, Chair of the Section

Kelly Hensley spoke on the challenging role of the academic librarian. Rosalind Lett spoke on increasing awareness of the library’s user groups with an eye toward increasing resources. Both speakers were well-received and generated enthusiasm in the attendees, who responded to the energetic presentations with many questions.

The program was followed by a business meeting conducted by Karen Bingham, Chair of CULS. The primary business of the meet-
ing was to elect new officers for the year beginning July 1996 and to elect a representative to the TLA Nominating Committee. Officers elected were: Sharon Mader (Director of the Plough Library at Christian Brothers University) as Vice-Chair; Chair-Elect; Joan Noel (Government Documents Librarian at Tennessee Tech) as Secretary-Reporter; and Betsy Park (Reference, The University of Memphis) as CULS representative to the TLA Nominating Committee.

—Martha Earl, Chair

"Untangling the Web: Evolution of Federal Information from Print to Electronic" Speakers: Larry Romans and Gretchen Dodge, Vanderbilt University; Kevin Reynolds, University of the South; Sponsor: GODORT; Presiding: Joe McClure, Chair of the Roundtable

The purpose of "Untangling the Web" was to introduce librarians to electronic federal publications. Kevin Reynolds, University of the South, demonstrated Web access for the Bureau of Labor Statistics publications. Gretchen Dodge, Vanderbilt University, discussed legislative sources on the Internet. Larry Romans explained the National Trade Data Bank on CD-ROM. The audience consisted of many "non-document" librarians who asked questions concerning access to publications and subscription rates for the popular NTDB. We experienced technical difficulties as the keyboard de-programmed itself after the first presentation, and we were therefore unable to demonstrate the sources. All involved in the program vowed to learn PowerPoint before the next presentation!

A short business meeting was held following the program. Sandra Williams, The University of Memphis, is the incoming chair, and Gretchen Dodge, Vanderbilt University, vice-chair.

—Sandra Williams, Vice-Chair

"Intellectual Freedom Breakfast" Topic: "The First Amendment, Internet, and So-Called ‘Family Friendly’ Libraries" Speaker: Charles Levendosky, editor and columnist for the Casper Star-Tribune; Sponsor: Intellectual Freedom Committee; Presiding: Ed Todd, Chair of the Committee

This year's Intellectual Freedom Breakfast was held at the Convention Center Holiday Inn on the morning of April 12. Our speaker was Charles Levendosky, editorial page editor of the Casper Star-Tribune. Levendosky also created and edits the Cyber Tribune's First Amendment Web page, which was rated in the top five percent of all Web sites by Point Survey.

Levendosky spoke about the history of and threats to the First Amendment generally, before discussing it in the context of cyberspace. He also spoke about the Communications Decency Act (recently ruled unconstitutional) and its impact for libraries, librarians, and library users as we enter this new era of public Internet use.

There were about 130 people in attendance, and several asked Levendosky questions after his speech. Most of the questions had to do with the current state of the law as it affects libraries which provide graphical Internet access. It is hoped that the recent ruling with regards to the CDA will ease some of these concerns.

This year's winners of the SIRS/TLA Intellectual Freedom Award were Dona Hoffman and Tom Novak of Vanderbilt University. They won the award for their work in debunking the fatally flawed Rimm study upon which Time magazine had based a story about pornography and the Internet. Drs. Hoffman and Novak were unable to attend the breakfast, but were delighted with the award.

—Ed Todd, Chair

"Library Research with Netscape on the Internet" Speaker: Judy Bivens, Gallatin High School; Sponsor: School Library Section

Friday morning's session featured Judy Bivens from Gallatin High School Library informing the group on library research using Netscape. Her presentation included a technology update of Gallatin High School's Media Center, student guides for special services offered at Gallatin High School Library, and brochures for students using Netscape. Citation style for Internet sources was shared, as well as copyright information. Bivens's presentation was followed by suggestions, trials, successes, and questions from librarians who have either tried or are considering implementing Netscape in their respective libraries. This "hot topic" of using the Internet for research brought over fifty people to the session.

—Susan Beth Lindsay, Chair

"The Awareness Challenge" Speaker: Ed Gillen, New York State Education Department, Office of Human Resources Management; Sponsor: Paraprofessional Roundtable

Ed Gillen described the challenges of persuading library support staff jobs as careers for both the individuals who hold such jobs and the degreed librarians who work with them. He mentioned (and provided handouts for) some issues to be aware of and beware of in the process of career development for support staff.

Donna Hawk, outgoing PPRT chair, introduced the new officers and elaborated on PPRT goals for the upcoming year.

—Anne Booker, Vice-Chair

"Multimedia Use in the AV Library" Speaker: Billy Tindall, Tennessee Tech University Educational Technologies Center; Sponsor: AV Roundtable; Presiding: Julie Manis, Chair of the Roundtable

The Audiovisual Roundtable held its annual meeting on April 20, 1996, at 9:30 a.m. Approximately twenty-five people attended. Billy Tindall presented detailed demonstrations of various multimedia programs such as PowerPoint and AuthorWare. He also demonstrated some equipment used in the Educational Technologies Center. These demonstrations included a Pentium computer, a laserdisc player, video capture devices, and a desktop projector. The demonstrations elicited questions and discussion concerning the pricing, ease of use, and availability of audiovisual equipment.

Julie Manis will serve as chair for 1996/97.

—Julie Manis, Chair

"Connecting YAs and Libraries" Speaker: Patrick Jones, Allen Co. Public Library, Fort Wayne, Indiana; Sponsor: Children's/Young Adults' Roundtable

Tennessee Librarian
Presiding: Susan Johnston, Chair of the Roundtable

Patrick Jones, a branch manager and young adult advocate from Fort Wayne, Indiana, was pronounced by many to be one of the biggest attractions of the conference. An attractive young man with long hair and a dynamic persona, his appeal to teens is obvious. But he made it clear in his two-part workshop that it is not his ponytail or his personality that makes kids like him, but rather his empathy and understanding. He proceeded to describe teenagers in ways that actually made them somewhat understandable, and gave the participants tips for relating to them effectively. The remainder of the workshop was filled with ideas for better services to teens, and how to promote it.

In another workshop, named “Don’t Tell, Sell,” Jones focused on booktalking and collection development for YAs. Both workshops were wonderfully organized, with a wealth of handouts. Attendance ranged from about twenty-five to fifty.

Jones maintains a YALSA home page, a wonderful resource for anyone working with teenagers, at: http://www.acpl.lib.in.us/young_adult_lib_assayweb.html.

—Susan Johnston, Chair

“Librarians, Trustees, Friends: Protagonists or Antagonists??”
Sponsor: Friends of Tennessee Libraries and the Trustees/Friends Section of TLA
Moderator: Mary Benson, Blue Grass Regional Library Board
Panel: Debra Mattatung, Washington Co.-Jonesborough Library; Evelyn Clowers, Cleveland Public Library Board; Mary Ann Bork, Friends of Tellico Village Library

“The Trustees/Friends Section held a spirited panel discussion regarding Friends of the Libraries groups. Members of the panel were: Mary Ann Bork, representing the Friends; Evelyn Clowers, representing the Trustees; and Debra Mattatung, representing the librarians. Each member of the panel defined her role in the delicate balance of working for library development. They shared their optimism that people—librarians, trustees and friends—working together, can preserve and improve our libraries in a rapidly changing society. The panel members answered some very pointed questions about problems and benefits resulting from having local Friends groups. The floor was opened to questions from the audience. Participation was excellent. Time did not permit all questions to be addressed. The response indicates a great interest in Friends groups.

—Mary Benson, Chair, and Evelyn Clowers, Panel Member

“A Quilt of Stories: How Storytelling Opens Minds and Books”
Speaker: Charles Maynard, storyteller and author
Sponsor: School Libraries Section
Presiding: Susan Beth Lindsay, Chair of the Section
Friday afternoon’s session was presented to a packed house! Charles Maynard, storyteller and author, made his audience laugh, cry, think, and feel pride in the profession we share in being the keepers of the stories. Recognizing that non-fiction as well as fiction provide the basis for stories, Maynard wove for us a “Quilt of Stories.” Reminding us of the importance and need for both the written word and the spoken word, the audience experienced emotions and imagination in both forms of Maynard’s poems and tales. Door prizes abounded in the forms of cassette, hardback editions, and paperback, published by Panther Press. One attendee commented on her way out that this session was just what she needed! Many have asked how to contact Maynard for future bookings. You can reach him at The Great Smoky Mountains Friends Association, 134 Court Avenue, Sevierville, TN 37862; (423) 453-2428.

The Section business meeting followed with the election of new officers. Chairperson Linda Daniels, Guild Elementary School Library, Gallatin; Vice-Chairperson Lee Smith, Collierville Middle School Library, Collierville; and Secretary Tena Lumbard, Webb School Library, Knoxville, are the duly elected officers for the 1996/97 year. The Louise Meredith Award was presented to Donna Garrett, Farrington School Library. Announcements included the dates for TASL, October 24-28, 1996, at the Airport Marriott in Nashville, and a report from Carolyn Daniel noting that Internet hook-ups will be in all Tennessee public schools by late September 1996.

—Susan Beth Lindsay, Chair

“Copyright in a Digital World”
Speakers: Carol Tenopir, UT School of Information Sciences, Elizabeth Atwood-Gailey, doctoral student in communications, UT
Sponsor: Resource Sharing Roundtable
Presiding: Shelley Paden, Chair of the Roundtable

Deana Nipp, Tennessee Technological University, gave the results of her survey of copyright practices in Tennessee. Carol Tenopir, University of Tennessee School of Information Sciences, and Elizabeth Atwood-Gailey, University of Tennessee doctoral student in communications, discussed the current copyright law as it applies to electronic media. It was a well-attended and successful program.

A brief business meeting was held afterwards. The following members were unanimously elected as officers for the Roundtable for the coming year: Julie Adams, Chair; Nancy Dahl, Vice Chair/Chair-Elect; and Glenda Mendina, Secretary.

—Shelley Paden, Chair

“Behind the Scenes and Networking: National Library Legislative Day”
Speaker: Mary Constable, Assistant Director, ALA Washington Office
Sponsor: Legislative Committee
Presiding: Judy Green, Co-Chair of the Committee

Mary Constable shared with us the importance of the “grassroots” work we do with legislators at the national level. The traditional
National Legislative Day in Washington, D.C., brings library advocates and members of the U.S. Congress together. The ALA Washington Office depends upon us, as library advocates and providers of information, to lay groundwork for the Washington Office staff. Staff members of Congressional offices work with the staff of ALA to gain information on the impact of legislation on local libraries.

During this session, Constabile reviewed the status of federal legislation, including the new Library Service and Technology Act. Although the number of people attending this session was small (we had many other good Friday afternoon programs as competition) the discussion was lively.

—Sandra Nelson, Assistant State Librarian for Planning and Development

“The I’s of the Future are Upon Us: Integrating Internet Instruction is Immminent (If Not Already Instituted)”
Speaker: Martin Raish, Coordinator for Library Instruction, Binghamton (New York) University
Sponsor: Tennessee Library Instruction Roundtable
Presiding: Libby Pollard, Chair of the Roundtable

Martin Raish, developer of the BI-L (Bibliographic Instruction Discussion Group) and Coordinator of Library Instruction at Binghamton University, delivered the address. In his speech Raish stated that the Internet is “in”—approximately one percent of the world’s population is connected to it; is “informative,” but all that is on the Net is not reliable; is “innovative”—it changes very fast; is “incapable”; is “immense”—it is experiencing brownouts; is “intimidating”; is “ill-organized”; is “irrelevant” in some cases; and is not “inexpensive.” Yet, despite the frustrations associated with the Internet, or maybe because of them, we must have Internet training in the library.

Prior to the program was a brief business meeting. Libby Pollard, moderator and chair of the Roundtable, called the meeting to order and introduced the new officers for 1996-97. They are Lori Buchanan, Chair; Louise Kelly, Chair-Elect; and Melissa Breenman, Secretary. Walter K. Thigpen, Director of Volunteer State Community College, was presented the James E. Ward Library Instruction Award which recognizes an individual’s significant contributions to library instruction. Thigpen developed a one-hour library instruction course that is required for graduation from Volunteer State.

—Sandra Nelson, Assistant State Librarian for Planning and Development

“The Statewide ARC: What Will It Mean For You?”
Speaker: Willa Reister, Knox County ARC Coordinator; Sandra Nelson, Tennessee State Library and Archives
Sponsor: Tennessee State Library and Archives

Seventy-five librarians and trustees joined Willa Reister, Knox County Area Resource Center, and Sandra Nelson, Tennessee State Library and Archives, to discuss planned changes in public library interlibrary loan policies and practices. In October 1995 TELINET, the statewide public library catalog, will be available online and public libraries will begin to request ILL materials directly from the library which owns the item rather than through one of the four Area Resource Centers (ARCs). At the same time, three of the four current ARCs will close and the Knox County Public Library will open the Tennessee Resource Center (TRC) to provide reference service and ILL backup. Nelson distributed a handout called “Your Library is as Big as the State of Tennessee” which describes the new online system and lists the services that will be available through the system. These services include online cataloging and retrospective conversion, a statewide IRLS system, catalogs from most of Tennessee’s public libraries, and the Tennessee Union List of Serials. Reister then talked about the transition from the ARCs to the TRC and how the change will impact small and medium-sized public libraries. The participants had a number of questions and most seemed to be very positive about the new system.

—Sandra Nelson, Assistant State Librarian for Planning and Development

Speaker: Dessa Beswick, Training Coordinator, UTK
Sponsor: Paraprofessional Roundtable

Dessa Beswick discussed various methods of training, the diverse learning styles of library employees, and ways to assist others in dealing with today’s dynamic technological environment. She shared her experience in moving library staff of all levels to a new e-mail system, accommodating the diverse styles and backgrounds of library employees, and a highly successful train-the-trainer program. Handouts were provided, and a lively discussion of the issues ensued.

—Anne Booker, Vice-Chair
"Internet to OPAC: Accessing Possibilities"
Speaker: Eric Lease Morgan, Systems Librarian, North Carolina State University Libraries
Sponsor: Technical Services Roundtable
Presiding: Geanne Burns, Chair of the Roundtable

Eric Lease Morgan, Systems Librarian at North Carolina State University, described and demonstrated his work, which he calls "an attempt to begin cataloging Internet resources."

Hearing of a small library’s organization of these resources on a gopher, he developed a similar system for the NCSU gopher. After developing a relationship with Hunter Monroe, Morgan brought Monroe’s OPAC-type database ALEX to NCSU. ALEX contained fields describing each Internet address in terms of author, title, location, date, and eventually subjects, which Monroe then modified to create hypertext markup language documents. Data were converted to MARC records by means of another database (ALCUN) developed at NCSU and made available via WWW browsers with scripts written by Tim Kambitsch. Using ALEX as a model, the "Simple Internet Database" (SID) was created separately from the OPAC. It is SID which provides the information saved in a directory of the library’s WWW server. Following a demonstration of these programs, Morgan addressed some of the problems libraries face in adding bibliographic records of Internet resources to their catalogs.

Before the presentation, Chair Geanne Burns called a brief business meeting to elect new officers. Rita Broadway, Head of Periodicals, The University of Memphis, was elected Chair-Elect. Sharon Johnson, Acquisitions Librarian at Austin Peay State University, was elected secretary. Ann Denton of The University of Memphis continues as ALCTS representative for the coming year.

—Geanne Burns, Chair

"Celebrate the Tennessee Bicentennial"
Speaker: Jacci Herrick, Tennessee State Library and Archives
Sponsor: Program Planning Committee

Public libraries in Tennessee are taking an active role in bringing to their communities programs and information that provide entertaining and educational facts about Tennessee during this bicentennial year. Two public library directors, Virginia Whitworth, Benton County Library at Camden, and Judy Barry, Kingsport Public Library, joined the moderator, Jacci Herrick, Tennessee State Library and Archives, in sharing program ideas that can be used in libraries. A number of resources created by the Statewide Library Bicentennial Planning Committee have been distributed to all public libraries and were available to workshop participants. They include a Tennessee Literary Map and brochure identifying fifty Tennessee authors, bibliographies of authors and books about Tennessee, and a booklet identifying special collections housed in Tennessee’s public libraries during this bicentennial year. The statewide summer reading program theme “Celebrate 200! Read Across Tennessee” was also introduced. This program will be presented during the summer at over 270 public libraries. The Statewide Library Bicentennial Planning Committee has also cooperated with the Tennessee 200 Committee in keeping the public libraries informed about programs and resources available from the organization.

—Jacci Herrick, Committee Member

“Project Outreach: Friends of the Library Connect With Children”
Speakers: Tim Matheson and Helen Bowman, Johnson City Friends; Fredda Williams, Knoxville Public Library
Sponsor: Children and Young Adults Roundtable
Presiding: Susan Johnston, Chair of the Roundtable

Tim Matheson (Friends of the Library) and Fredda Williams (Children’s Librarian, Knoxville Public Library) led a fascinating discussion of a project which began in Johnson City while Fredda was employed there. Concerned about the low attendance of disadvantaged children in the summer reading program, Fredda got together with the Friends of the Library to create a unique service. Volunteers were brought into the housing projects to read to the children during a free lunch program which was already established. The program was successful enough that they were subsequently able to use city buses to transport the children to the libraries and involve them in summer reading. The discussion dealt with not only the successes of the program, but also its stumbling blocks, and left the sixteen participants with much to ponder.

—Susan Johnston, Chair
1996 Changes in Bylaws

At the General Session of the Tennessee Library Association held in Knoxville on April 11, the following changes were made in the bylaws of the association.

ARTICLE VII on the duties of officers formerly read:

SECTION 2. The Vice President shall be designated President-Elect. The Vice President shall:

a. perform the duties of the President in the absence of the President when requested;
b. become President for the unexpired term as defined by ARTICLE V, SECTION 4;
c. serve as chair of the Program Planning Committee;
d. serve as liaison between members and the governing bodies of the Association and as liaison with regional and other library organizations;
e. serve as ex-officio member of the Finance and Membership Committees;
f. serve in such capacities as may be assigned by the President or as outlined in the TLA Manual of Procedures.

Now reads:

SECTION 2. The Vice President shall be designated President-Elect. The Vice President shall:

a. perform the duties of the President in the absence of the President when requested;
b. become President for the unexpired term as defined by ARTICLE V, SECTION 4;
c. appoint conference chair;
d. with conference chair, appoint conference program chair, local arrangements chair, and exhibits chair;
e. serve as liaison between members and the governing bodies of the Association and as liaison with regional and other library organizations;
f. serve as ex-officio member of the Finance and Membership Committees;
g. serve in such capacities as may be assigned by the President or as outlined in the TLA Manual of Procedures.

ARTICLE VIII on the duties of the Executive Committee included:

f. appoint Exhibits Directors

ARTICLE VIII no longer includes this duty.

LIBRARY INTERNET SUPPORT

Beth Hronek

Introduction

When one of Lake Superior State University's (LSSU) computers (Lakers) became an Internet node in 1994, students, faculty, staff, and administrators requesting user IDs and passwords received accounts, but no instruction, documentation, or user support. At the same time, the library held materials about the Internet, had librarians with Internet experience, and enjoyed a reputation for helping people with computer problems. Based on this reputation, the librarians felt that dispensing Internet support was both our responsibility and opportunity. In order to remain a focal point for information and help on our campus, the library developed an Internet support program for faculty and full-time employees, as well as limited support for students. Our response to the situation was to build the collection, supply documentation, offer instruction, and develop help-desk type support services. This paper discusses these elements and the considerations we examined in offering these aids.

Lake Superior State University

LSSU is a public university with an enrollment of approximately thirty-five hundred, located in Sault Sainte Marie, Michigan. The school offers more than seventy associate's and bachelor's degree programs, as well as two master's degree programs. The library has five professional librarians and a staff of three to tend to the collection of 170,000 books and documents, and thirteen hundred periodicals. Academic Computing, a unit of three people, is in charge of the campus LAN, the Internet computer and its communications connections, and all telephones, PCs and computer labs on campus.

Purchasing Books

A collection development project was initiated to acquire monographs about the Internet. Due to recent budget cuts, we weren't able to subscribe to any Internet-oriented periodicals. Several books were ordered, representing materials for beginning, intermediate, and advanced user levels, and including information about both text and graphical connections. At the time, no graphical connections were available on campus, but our system would soon be able to allow this option. These materials were chosen for their potential to furnish general directions, helping patrons to develop Internet skills. A list of the selected titles is in Appendix A.

Most of the titles are part of the circulating collection and have been immensely popular. Three titles chosen for the reference collection offer a wide variety of Internet information, including step-by-step directions for certain processes, addresses for telnet and web sites, and detailed instructions for using listservs and other resources. These titles (identified in Appendix A) are held at the reference desk, for easy access when librarians are asked to give Internet support.

Handouts

The Internet books were popular, but our users needed specific instructions for using the

Tennessee Librarian 21
Lester computer, so we created an Internet handbook called "Internet: The Way We Do It." The handbook was an attempt to capture the essence of the Internet and to provide a reference for users.

The handbook was divided into two sections: the first section was a quick guide to the Internet, and the second section was a more detailed guide to the Internet. The quick guide was intended for those who were new to the Internet and wanted a basic understanding of how it worked. The detailed guide was intended for those who were more familiar with the Internet and wanted a deeper understanding of its features and capabilities.

In the quick guide, the handbook explained the basic concepts of the Internet, such as how data is transmitted across the network, how Internet addresses are used, and how the Internet is connected to the world. The detailed guide went into more depth, covering topics such as Internet protocols, network configuration, and advanced features of the Internet.

The handbook was designed to be a comprehensive guide to the Internet, covering all aspects of the technology. It included detailed explanations of the various components of the Internet, such as routers, switches, and gateways, as well as how they work together to create a functioning network.

The handbook was published in 1995 and was a valuable resource for anyone who wanted to learn more about the Internet. It was widely distributed and used by many people to understand and use the Internet.

More Handbooks

As the Internet grew in popularity, more handbooks and manuals were created to help people understand and use the technology. These handbooks covered a wide range of topics, from basic Internet concepts to advanced networking technologies.

One of the most popular handbooks was "The Way We Do It," which was a comprehensive guide to the Internet. The handbook covered all aspects of the Internet, from basic concepts to advanced features.

Another popular handbook was "Internet: The Easy Way," which was designed to be an easy-to-read guide to the Internet. The handbook was written in a conversational style and was aimed at people who were new to the Internet.

These handbooks were valuable resources for anyone who wanted to learn more about the Internet and how to use it effectively. They provided a wealth of information on how to set up and use the Internet, as well as how to connect to other networks and use advanced features.

The Internet has continued to evolve and change over the years, but these handbooks remain relevant today. They provide a valuable resource for anyone who wants to understand the Internet and how to use it effectively.

Distribution

We initially made copies of the handbook available to the staff of the library and asked them to distribute them to the public. The people at the library asked us if we could distribute the handbook to them, and we agreed. We provided them with a set of copies, and they distributed them to the public.

The handbook was also available for download from the Internet, and many people downloaded it and used it to learn more about the Internet.

Many people were interested in the handbook, and it has been used by many people to learn about the Internet and how to use it effectively.
as the World Wide Web. The instructor assigns homework, which is used to generate discussion at the next class meeting.

Help-Desk Type Services

The library always has personnel available when it is open, and is known for its strong service orientation. Patrons learn early that if they have Internet questions, they can call the library and get an answer. Though we never advertise this service, patrons seem to understand intuitively that we deal with information sources, and assume that we should be able to answer Internet questions.

Patrons ask Internet questions in person, over the phone, or by e-mail. Most of the time it is easy to explain how to handle the problem, but occasionally the librarians need to refer to one of the Internet reference books or contact members of Academic Computing. When needed, a library employee will travel across campus to the patron and the computer to give assistance.

Reaction

Patron reaction to the LSSU Library's Internet support has been positive. The Internet books in the collection are circulating and are requested frequently. A short handout, So You Want To Get On The Internet From Home has been through many printings and is still extremely popular. Members of the campus community (and the surrounding non-academic community as well) seem pleased that they can call and get answers to Internet questions. Faculty, staff, and employees regularly request Internet instruction for themselves and their classes.

Academic Computing, which might have seen the library as encroaching on their domain, is happy that we offer Internet support. While we answer the easier and more general questions, they are able to spend their time working on more in-depth problems. Members of the campus community willingly accept the support we furnish.

The administration has accepted and approved of the library as a dispenser of Internet support as well. The Director of Library Services has been promoted to Vice Provost of Information Technology (not because of the Internet support), and is now in charge of the Library, Audio-Visual, and Academic Computing. This makes it even easier to integrate our Internet support services with those of Academic Computing.

Conclusion

The Lake Superior State University Library offers a variety of Internet support options. Among them are written documentation for supported software and services; phone, walk-in, and e-mail help; a willingness to give on-site support; introductory classes; and the purchase of library materials. To date, many patrons have taken advantage of our offerings and seem thankful for the help.

Appendix A


**Internet Training for K-12 Librarians at The University of Memphis**

**Betsy Park and Ann Viles**

The Internet, or the Information Superhighway, can bring information, data, graphics, and computer software directly into the classroom, expanding educational resources beyond the school building. Many examples of creative educational uses of the Internet exist. In one elementary school, students are sponsoring a “World Wide Creative Writing Project,” in which students from all over the world compose stories together. In other schools, students and teachers access the NASA archives for lesson plans, images, and other types of support. High school students can dissect a frog online or view live videos from the Hubble Space telescope. Students in Tennessee, Arizona, and other land-locked states have joined Dr. Robert Ballard and other members of the JASON VII expedition in an investigation of inter-connected shallow-water habitats in Southern Florida. "Key pals" replace pen pals as students communicate electronically with their peers and new friends in other countries. Teachers can contact AskERIC for answers to questions about educational research, education issues, or its practice. They can also search the ERIC information system or explore resources such as PBS’s "Newton’s Apple," C-Span, or the Discovery Channel. AskERIC and other network services provide links to curriculum guides, lesson plans, reports, and other types of educational resources. Even in remote rural communities, students and teachers with access to the Internet are no longer isolated but a part of a global electronic community.

State boards of education across the nation recognize the importance of the Internet for K-12 education and have begun efforts to provide Internet access in the schools. Like many states, Tennessee has targeted the school library because it is generally available to more people for more hours. In K-12 schools, the librarian’s mission is "to ensure that students and staff are effective users of ideas and information." Internet training for these librarians and media specialists is essential because they will be the ones who will teach the Internet to the faculty and students in their schools. In many states, training has been provided by the Board of Education in conjunction with local colleges and universities. Since 1994, several academic institutions across the state of Tennessee have held Internet training sessions for area K-12 librarians and media specialists.

The University of Memphis Libraries together with the University’s Information Systems Computer Training Center began providing Internet training for Memphis-area K-12 librarians and media specialists in September 1994 as part of the Library-Internet Telecommunications Project, which also established the Tennessee Education Network (TEN). Funded by the Tennessee Information Systems Council and the Tennessee State Board of Education, the early objectives of the Project included the provision of equipment and training for 341.Librarians and media specialists and 212 technology coordinators across the state.
The training program, administered by the State Department of Education and the Tennessee Board of Regents, included two phases. The first phase provided instruction in training techniques for a core of volunteer trainees with prior Internet experience. Three three-hour "Train the Trainer" sessions were offered across the state during July and August 1994 and again in January 1995. Six University of Memphis librarians completed the preliminary training; Elizabeth Baur, Rita Broadway, Joyce McKibbon, Betsy Park, Janell Rudolph, and Ann Viles. This group worked as a team with the University's computer training specialists, Elizabeth Keenan and Nedra Brown, to provide Internet training for area K-12 librarians and technology coordinators. Each member of the team assumed responsibility for preparing materials and teaching particular segments of the nine-hour K-12 training workshops. With eight trainees, it was possible to have an instructor and at least two assistants for each segment without anyone having to be away from regular work assignments for extensive periods. The workshops were designed to provide a basic introduction to the mechanics of connecting to the TEN/Network and using Internet resources and tools such as e-mail, gopher, Listservs, and FAX. All training emphasized educational resources for the K-12 curriculum.

Each participant received a copy of the "K-12 Librarian Training Guide." Each library represented also received a copy of "Internet Connections: A Librarian's Guide to Dial-Up Access and Use." By Mary Engle, Marilyn Lutz, William Jones, and Genevieve Engle (American Library Association, 1993). Trainees prepared handouts with exercises and brief instructions for specific tasks as needed to supplement the text. The instruction was divided into three-hour sessions, usually one whole day followed by a morning session. The first morning began with an introduction and overview of the project, signing on to accounts, e-mail, Internet etiquette, and accessing K-12 sites with telnet and gopher. The afternoon included a discussion of Internet issues such as acceptable use and children's access to questionable materials, followed by an introduction to FTP. The morning of the second day started with a review of the login procedures, followed by demonstrations and exercises using Listservs, E-journals, and Usenet News groups. The last part of the workshop was devoted to reviewing and developing an Internet curriculum project, which each participant was encouraged to utilize in their schools. A WAXNotes discussion group was created for reporting the results of the curriculum projects and questionnaires given to the participants at the beginning of the workshop were collected at the end of the last session.

Twelve K-12 workshops were completed at the University of Memphis between September 1994 and June 1995, with a total of 258 participants-224 librarians and 34 technology coordinators and administrators. The majority (185) of the participants were from the Memphis City Schools system. Others were from Shelby County (33), Tipton County (17), Fayette County (8), Haywood County (1), Covington (3), Jackson (1), Bolivar (2), Alamo City (2), Cordova (1), Somerville (2), and private schools (3) in Memphis and Germantown.

From the point of view of the trainers, the series of workshops was a time-consuming but worthwhile experience. Interactions with the K-12 librarians and preparations for the training resulted in the trainers knowing a lot more about the Internet themselves by the time the program ended. In addition, the librarians teaching the workshops had the opportunity to learn more about computer networks (and moderns) as well as training techniques from the experienced trainers in the Training Center, who generously provided tips, encouragement, and support throughout the project. Since collaboration between the university's computer specialists and librarians was so successful, another series of workshops was adapted and provided for The University of Memphis Libraries' faculty and staff the following August, and an extended sixteen-week course titled "Introduction to Electronic Information: Tools and Resources" is currently under development as a collaborative effort between the two units.

Session evaluations completed by participants at the end of each workshop indicated that the training was also useful for K-12 librarians. As Table 1 illustrates, they gave the workshops an overall assessment of "excellent" on seventy-six percent of the evaluations. Twenty-three percent rated the training as "good," and less than one percent judged it to be "poor."

Most of the comments written on the evaluations praised the workshops; however, the most useful comments were those which suggested improvements. The biggest concern mentioned in forty-eight of the evaluations was that nine hours was not enough time to introduce the information and to allow sufficient time for practice. Nineteen requested follow-up sessions after the installation of equipment in the schools. Twelve commented on the time lag between training and receiving equipment. (The need to receive the equipment as soon as possible in order to practice and to promote the use of the TEN/TEC network.) Four evaluations suggested that printouts of all transparency would have been helpful; three suggested that the training be longer. The comments were all positive and suggested that the trainers needed more specific knowledge of the TEN/TEC network. Other suggestions mentioned by only one or two participants were that the workshops were too technical, not thorough enough, lack specific enough, not well organized, and spent too much time on basics, and used too much computer lingo. One or two also mentioned that the trainers should have provided more of an overview of the Internet, separate training for grades K-6, more Internet resources for elementary school teachers, separate training for different types of computers, and separate training for participants with different levels of Internet experience, more lists of commands, an introduction to the Web, and more complexity between the e-mail and listserver instructions. Better overviews of each area, instruction more clearly linked with the manuals, more demonstrations, and more step by step instructions. One person also suggested that some of the trainers should have been K-12 librarians.

The experience for trainers and participants was summed up very well by one participant's evaluation. "I'm excited but a little frightened, too. This opens up so many possibilities." The possibilities of the Internet are astounding, to be sure, but those of us who participated found other rewards which may also have some impact on our work as librarians. We found that we could work together as a self-selected team (all volunteers from four different library departments) to complete a fairly extensive project. We covered that we enjoy teaching and, judging from the progressively improving evaluations, that we can learn to do it. We also learned that one of the best ways of gaining proficiency with the Internet is to teach what you know to someone else.

Change is a constant in the Internet. When this course was taught in 1994, the World Wide Web was fairly new and the Board of Education allocated funding to provide school libraries with text connections to the Internet. The Board has recently identified additional funds for collections with graphics and video capabilities which should be in the schools by the fall of 1996. 2 Web tools, such as Mosaic and Netscape, will be available to facilitate Internet access. Several useful sites are listed at the end of this article in Appendix 1. Training will continue.

NOTES
SELECTED REFERENCES


Appendix A

SELECTED INTERNET SITES

Access Excellence
http://www.gene.com/ae/
Sponsored by Genetech, Inc. This site provides high school biology teachers with the ability to connect with scientists, scientific information, and each other.

Ask an Engineer
Career and other information provided by the Society of Women Engineers. Students can e-mail questions to women engineers.

ERIC Systemwide Site/ACCESS ERIC
http://teach.virginia.edu/go/frog
Online interactive tutorial teaching frog dissection. Designed for high school students.

The Jason Project
http://seawifs.gsfc.nasa.gov/JASON/HTML/JASON_HOME.html
The JASON Project is a national program designed to bring educational technologies to high schools across the U.S. Students and teachers can read about the project, enter into discussion groups, access resources, and learn how to participate in one of the JASON projects.

K-12 Education Resources
http://interprete.sdocoe.k12.ca.us/k12.html
Maintained by the San Diego (Calif.) County Office of Education with links to resources arranged by subject.

The Learning Web
http://info.er.usgs.gov/education/
This portion of the U.S. Geological Survey's home page is dedicated to K-12 education, exploration, and learning. Curriculum resources and information about a variety of earth-related topics.

MDNet
gopher://mdnet.mde.state.mi.us/
The Michigan Department of Education provides gopher links to a variety of K-12 Internet resources.

The Music Educator's Home Page
http://athena.athenet.net/~wsoly
This site contains information about music education and curriculum resources. Maintained by the Fox Valley Regional Music Technology Center in Kaukauna, Wisconsin.

NASA K-12 Internet Initiative
http://quest.arc.nasa.gov
NASA Quest is a K-12 Internet initiative to provide support and services for teachers and students to utilize the Internet as a basic learning tool. Has links to NASA researchers, research sites, and other online activities.

NASA Spacelink
gopher://spacelink.msfc.nasa.gov
Current educational information related to the space program. Includes computer text files, software, and graphics.

School House
http://www.nrel.org/school_house
This site as a comprehensive K-12 resource, with lesson plans and projects in the arts, English, languages, math, science, social studies, and special education. Maintained by the U.S. Department of Education.
World Wide Creative Writing Project
http://www.shasta-co.k12.ca.us/www/projectcity/PCHOMEPAGE.html
Sponsored by fourth grade students at Project City Elementary School, Shasta Lake, CA. Students around the world compose stories together.

LISTSERVs

LM_NET
School Library Media Specialists Discussion List
Subscription Address: listserv@listserv.syr.edu

LIBRARY-PROJECT
Internet project discussion group for Tennessee librarians and learning media specialists.
Subscription Address: mailserv@ten-rsch.ten.k12.tn.us

TLA-L

TLA Membership Directory
1996

The information presented in this directory is current as of June 15, 1996. The following codes are used to characterize membership type, section, and roundtable interest.

Life Member 1. Public Libraries Section
2. College/University Libraries Section
3. School Libraries Section
4. Special Libraries Section
5. Trustees Section
6. (no longer a section)
7. Board of Directors (not a section)
8. Business Representatives and Full-time Library School Students
9. Paraprofessional Roundtable
A. Library Instruction Roundtable
B. Microcomputers Roundtable
C. Resource Sharing Roundtable
D. Government Documents Roundtable
E. Reference Roundtable
F. Audiovisual Roundtable
G. Library Roundtable
H. Technical Services Roundtable
I. Children's/Young Adult Services Roundtable

NOTE: Institution members are listed separately following the list of individual members.
Total membership as of June 15, 1996 is 995.

Diane Abrell 1 E J
Director
Anna Porter Public Library
290 Cherokee Orchard Road
Gatlinburg, TN 37738
423-436-5588

Carolyn Adams 1
Director
Humboldt Public Library
War Memorial Building
1115 South Sixteenth
Humboldt, TN 38343-3403
901-784-2383

Julie Adams 2 C
Assistant Librarian
Mercer Pfeiffer Library
Tennessee Wesleyan College
Athens, TN 37313
423-745-7504

Elyse Adler 1 F
Collection Development Manager
Nashville Public Library
225 Polk Avenue
Nashville, TN 37203
615-831-0370

Mary Agee 5
Trustee
109 North Bells Street
Alano, TN 38001

Steve Agee 5
Trustee
109 North Bells Street
Alano, TN 38001

Linda B. Akard 2 H
Catalog Librarian
Sherrod Library
East Tennessee State University
Box 70665
Johnson City, TN 37614-0665
423-929-6992

Connie Albright 3 G
Trustee
2200 Masse Avenue
Cookeville, TN 38501
615-326-1317

Jane B. Alderfer 4 B
Archivist/Librarian
Regional Appalachian Center
of Children's Museum of
Oak Ridge
461 West Outer Drive
Oak Ridge, TN 37830
615-482-1074
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<td>2 H Technical Services Librarian</td>
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<td>Anita Belew</td>
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<td>Rebecca Bell</td>
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<td>Nashville, TN 37203</td>
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<td>W. Michael Bell</td>
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<td>Mary W. Benson</td>
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<td></td>
<td>South Pittsburg, TN 37380</td>
<td>423-437-7994</td>
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<td>Marie Bertinog</td>
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<td>1127 South Main Street</td>
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<td>Oakilwai, WI 54901</td>
<td>414-235-3896</td>
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<td>Anne M. Berwind</td>
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<td>Eddie J. Best, Jr.</td>
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<td>University of Tennessee Corporate Library</td>
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<td>Valeria A. Blount</td>
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<td>Shirley N. Bower</td>
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<th>Position</th>
<th>Address</th>
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<td>Shawn M. Collins</td>
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<td>Wanda Collins</td>
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<tr>
<td>Linda Colbert</td>
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<td>Justin Potter Library, 605 East Main Street, Smithville, TN 37166</td>
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<td>Charles C. Congdon</td>
<td>Regional Sales Representative</td>
<td>ISHK/The Octagon Press, P.O. Box 8877, Oak Ridge, TN 37831-4877</td>
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<td>Mary Congleton</td>
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<td>Baptist Hospital Medical Library, 137 Blount Avenue, Knoxville, TN 37920</td>
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<td>John H. Connelly</td>
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<td>Barbara S. Cook</td>
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<td>Carolynn H. Cooper</td>
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<td>Betty Dalley</td>
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Tennessee Librarian

Dr. Sybil Lassiter is a retired Associate Professor in Adult and Family/Community Nursing at East Tennessee State University. Her career's work has emphasized "cultural diversity and its impact on the provision of health and social services to America's major ethnic and religious groups." Her focus in *Multicultural Clients* is the presentation of basic information on cultures and how cultural background influences how people think about health, how they deal and cope with illnesses and death, and how culture influences the way health problems are treated. Lassiter says, "Culture influences the meaning of symptoms and consequently the manner in which health problems are treated...Culture determines illness behavior. Behaviors such as compliance, decision making, self-care, pessimism, and pain tolerance reflect not only an individual's personality but also the person's cultural attitudes."

The book itself covers, in alphabetical order, African Americans, Arab Americans, Chinese Americans, Cuban Americans, East Indian Americans, Filipino Americans, German Americans, Haitian Americans, Irish Americans, Italian Americans, Jewish Americans, Korean Americans, Mexican Americans, and Vietnamese Americans. Each chapter covers the ethnic group's "population in the United States; how they communicate; socioeconomic status; chief complaints; family; elderly; child rearing; socialization patterns; religious beliefs and practices; culturally based health beliefs and practices; cultural dietary patterns; morbidity and mortality; beliefs about death and dying; and physical assessment."

The chapters are clearly written and highly readable. The text is heavily cited and very authoritative with many helpful resources given for further research. Martha Earl, Reference Librarian at the James H. Quillen College of Medicine's Medical Library, and Marcellus Turner, formerly of East Tennessee State University's Reference Department, are thanked in the acknowledgments for their assistance in the research for this book.

Recommended for health science libraries, large public libraries, and for communities with a high percentage of ethnic populations.

Kimberly J. Laird
Technical Services Librarian
Medical Library, Quillen College of Medicine
East Tennessee State University


Reuben G. Clark, a Knoxville businessman who opposed secession, but who refused to desert family and friends, enlisted in the Confederate's Third Tennessee Infantry Regiment at Morristown, Tennessee, at the age of twenty-seven in 1861. Later that year, after fighting at Manassas and in several skirmishes near Washington, D.C., Clark returned to Tennessee. In May 1862 he helped form the 59th Tennessee Mounted Infantry and Company I, the unit in which he saw all subsequent military action. *Valleys of the Shadow* is his journal, written in 1891 and edited by his granddaughter, Willene B. Clark. In it Reuben Clark describes the bloody battles in which he fought, as well as his capture in October 1864 and his incarceration in the Knoxville County Jail.
Clark’s military life began harshly. He spent his first night as a soldier “on the bloody field of Manassas, just after the first great battle of the war.” Sent to Vicksburg on December 18, 1862, Clark complains about hardships and deprivations and lack of supplies during the Vicksburg siege. “We had been for months living on beef from cattle that were so poor they could not get off the ground when down, and before the siege ended, our soldiers were only too glad to get rude meat.” The Confederates surrendered as prisoners of war on July 4, 1863.

Paroled on July 10, 1863, Clark fought in several campaigns in Tennessee and in early summer 1864 he reported with his regiment to Staunton, Virginia. Clark describes the campaign of the Valley of Virginia as “a very fatiguing and trying one, and scarcely a day passed that there was not some fighting.” After his unit’s retreat at Fisher Hill, Clark’s brigade was ordered back to east Tennessee in October 1864. Here they were defeated at Morristown, where Clark was captured and imprisoned in the Knoxville County Jail on October 28, 1864.

Clark suffered more as a prisoner of war than as a soldier. “I thought no experience could be worse than that, short of death; but those days were a paradise compared to the ordeal through which I was destined to pass in the Knoxville prison.” Falsely accused of killing a Union soldier, Clark was charged with treason against the United States and locked in an iron cage. He was fed only one piece of meat daily which “would not grease the water in which it was boiled.” The facility had no shutters and was as cold inside as outdoors. While in jail, Clark learned that property that he owned jointly with a George Mayo had been seized under a federal Confiscation Law.

Living with filth and vermin, Clark became ill and was carried to a hospital under the orders of a federal doctor. While hospitalized, erysipelas, an acute febrile disease that is associated with intense local inflammation broke out on Clark’s face. After his recovery he was returned to jail where he learned of his brother John’s death at the battle of Elizabethtown, Tennessee, in 1865. Later that year, Clark was cleared of the treason charge and released on June 8, 1865, after his friends paid $10,000 bail. He obtained an official pardon from President Andrew Johnson on October 6, 1865.

Editor Willene B. Clark includes copious notes for each chapter of the journal to identify and clarify persons and events. She also adds italicized annotations within the journal entries when Captain Clark’s remarks require further explanation. Editor Clark’s appendix, the only true regimental history of the 59th Tennessee, is well-documented and places events mentioned by Captain Clark within the context of the regiment’s activities.

This short memoir will prove useful to all historians, scholars, and persons interested in the Civil War from a Confederate soldier’s perspective. It is a valuable document of Civil War history recommended for all public and academic libraries.

Bob Ivy
McWherter Library
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Instructions for Authors

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