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From the Editor

Please Allow Me to Introduce Myself...

With apologies to the Rolling Stones for the above heading, I shall take this opportunity to tell you that my name is Kelly Hensley, and I am the latest editor of the Tennessee Librarian (TL). Pleased to meet you!

There is a very nice write-up about me in the June 1998 6(5) issue of the TLA Newsletter, which you are welcome to refer to if you have a few extra minutes in your day. However, I am guessing that you are not interested in reading about me, but in the journal of your state library association. Will it change? Will it improve? Will it cease?

The answer is yes, to all of these questions. To address the last question first, as digital delivery becomes more viable for all members of the Tennessee Library Association (TLA), TL will indeed cease... in print. The main reasons will be timeliness and the financial costs of printing and mailing an issue. Each year, the Publications Advisory Board of TLA will no doubt look at the saturation of electronic mail among the membership to see if an entirely online version will serve the vast majority. We are not there yet, so I believe I can safely predict that you will find a paper copy of TL in your mailbox periodically during the three years I am slated to hold the position of editor.

Answering ‘yes’ to the question, “Will TL change?” is easy. Any change of personnel at a journal causes changes, and you will notice a few small changes in this issue. A ‘yes’ for the most important question -- “Will TL improve?” -- is a more challenging prediction. An editor must have a guiding vision. My vision of how the quarterly issues of TL can best serve each of you, librarians working in very different environments, is below.

**Fall**: Back to School issue, filled with articles by and for K-12 librarians, reviews of children’s books, and one invited article on an important trend in Tennessee schools.

**Winter**: Academic Libraries and Library Science Students, composed of articles by academic librarians and papers written by library school students that are judged by library school faculty to be especially noteworthy.

**Spring**: Special Libraries, an issue devoted primarily to emerging workplaces, corporate library issues, and concrete business strategies for information brokers. Reviews of management and marketing oriented books will be included.
**Summer:** Hot Issues, with articles analyzing the most controversial aspects of public librarianship in Tennessee libraries.

The *Tennessee Librarian* will not immediately manifest this vision. There are excellent articles that already have been submitted and accepted that do not fit into this mold; material that is in the pipeline will continue to flow smoothly to the pages. Your favorite recurring authors will always have a home in these pages. However, I have already begun to seek articles from you, the reader-author, to shape those forthcoming ‘theme’ issues.

What will not change is the scholarly nature of *TL*. Your peers will review articles you submit. The journal will continue to be a safe place for first-time authors to dip a toe in the publication waters, with accessible staff to contact and non-threatening procedures to follow. The focus will always be on the work we do and the culture we have in Tennessee.

I am excited to be in the driver’s seat and ready to pop the clutch and shift out of park. But before I do, I must credit those who built this fine machine and those who perform the maintenance. First, for all of her help through the transition, thanks to Ms. Harriet Alexander, the immediate past editor. To Dr. Mark Ellis, my Associate Editor and eagle eye. To Ms. Martha Earl and Dr. Fred Borchuck for encouraging the fit of insanity during the period I decided to apply for the editorship. To the over-extended Mr. Stephen Patrick, the best editor *TL* never had, whose ideas inspired my vision of *TL*. It’s going to be a fun journey through both familiar and uncharted territory, with lots of unexpected sights along the way. Wagons ho!

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**Excited about the new vision for the Tennessee Librarian? Maybe you see a place for your ideas that you weren’t aware existed before. If you have an idea for an article that fits one of the upcoming ‘theme’ issues of *TL*, contact Kelly Hensley or Mark Ellis, using the information on page 2 of this issue. Either will be glad to talk with you about the procedures and typical timetable for publishing an article.**

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*Tennessee Librarian* 50(2) Fall 1998
Sacred Space: Stories from a Life in Medicine

by Clif Cleaveland, MD

For Chattanooga Tennessee physician Dr. Clif Cleaveland, the patient is always the center of a sacred space. From boyhood in a small Southern town, through education at Oxford and service on an Army base, to his current practice, Dr. Cleaveland has spent a lifetime learning about the sacred space. Through the stories in this book, we also learn. We meet a bulimic teenager with a painful secret, a concentration camp survivor whose story takes 16 years to be revealed, a farmer who discovers a literally shocking method to relieve arthritis pain, and many others who have been a part of Dr. Cleaveland’s life. Written with simple eloquence, Sacred Space is a moving, thoughtful, and unforgettable look at what it means to be a doctor and a patient.

“Every patient deserves a physician as compassionate as Cleaveland reveals himself to be in this spare but moving memoir of his long practice in internal medicine... few will remain unmoved by this humane and wise book.”
— Publishers Weekly

“Most pronounced are (Cleaveland’s) feeling for his patients, who are indeed fortunate, as will be his readers,”
— Booklist

“Dr. Cleaveland’s observations are poignant, insightful, and at times hilarious. To read Sacred Space is to understand why the old term for the profession of medicine was the ministry of healing.”
— Abraham Verghese, MD, author of My Own Country and The Tennis Partner: A Doctor’s Story of Friendship and Loss


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"And the Award Goes To . . ."
Part Two of a Two-Part Series on the Tennessee Library Association's Honors and Awards

Margaret R. Lambert

Part 1 of this series, which appeared in the summer 1998 issue of Tennessee Librarian, focused on the awards presented by the Tennessee Library Association--their history, highlights of conversations with people affiliated with each, and past winners.

On Wednesday, 15 April 1998, a large group of Tennessee Library Association Annual Conference attendees and guests met for a luncheon at the Cook Convention Center in downtown Memphis, Tennessee. During this special occasion many of the winners of the 1998 Tennessee Library Association Awards were announced, introduced, and presented with their respective awards. The TLA Trustee Award was given at the Friends & Trustees Luncheon; the TLA/SIRS Intellectual Freedom Award was presented at the TLA Intellectual Freedom Committee's annual breakfast. This article presents the 1998 winners of TLA's awards and a description of their accomplishments.

Frances Neel Cheney Award
Established: 1983
Recognizes: “A member of the Tennessee Library Association who has made a significant contribution to the world of books and librarianship through the encouragement of the love of books and reading (TLA 1997).”

Dewitt Jack Maxwell, Library Media Specialist for Hamilton Elementary School in Memphis, is the thirteenth recipient of this award, which is sponsored by the TLA Honors and Awards Committee. During his five years at Hamilton, Maxwell has received recognition for updating its library, initiating innovative programs to promote students' interest in books and libraries, obtaining community support, and introducing students and staff to the Internet (Roehm 1998, O'Daniel 1998).

Maxwell's fundraising efforts have netted thousands of dollars for Hamilton. His overtures to the Memphis/Shelby County Public Library & Information Center resulted in a Summer Reading Club, onsite programming by the public library, and twice-monthly stops at the school by a bookmobile. This allows parents and children with little or no access to a public library to use their library cards to check out books and other materials (O'Daniel 1998)

Inspiration for these activities comes from his own childhood experiences. When he was in the third grade, his mother realized that he could not read. After three years of special programs and tutoring, Maxwell was able to catch up with his
classmates. “I wanted to make sure that this did not happen to the students under my watch,” Maxwell muses. “I seek to instill in them a love for books and reading by providing myself as an example and bringing in from the community every resource available. Only in this way can I feel satisfied that I am providing my students with the chances they deserve (Maxwell 1998).”

Maxwell is justifiably proud that the programs that he has created and imported from the community have taken root at Hamilton. “The students, parents, and teachers have come to expect outstanding library service and I would be remiss to disappoint them. Every year a new program or community sponsor has been added and I wish to continue this trend (Maxwell 1998).” Maxwell has publicized his ideas in presentations and in a variety of journals and local publications.

Maxwell feels extremely honored to have been chosen to receive the Frances Neel Cheney award: “Many times we feel we are doing good things for the community but aren’t really sure if we are pointing our energies in the right direction. To be recognized by the TLA tells me I am working on needed causes and that I am actually making a difference. The Cheney award confirms this and encourages me to press on (Maxwell 1998).”

**James E. Ward Library Instruction Award**

*Established: 1984*

*Recognizes:* “Any member of TLA who participates in the planning, execution, or evaluation of a continuing program or special project of library instruction for an academic, school, public, or special library (TLA 1997).”

Vicky Leather, Dean of Library Services at Chattanooga State Technical Community College, is the ninth recipient of the James E. Ward Library Instruction award, which is sponsored by the Tennessee Library Instruction Roundtable.

No formal library instruction program existed when Leather arrived at CSTCC seventeen years ago. From the “library orientation” that she first created for classes in the English department, Leather developed an instruction program that reaches students from all of the college’s academic divisions. Six thousand seven hundred ninety-six students participated in 345 instruction classes during the 1996-97 academic year alone! The program has flourished as a result of Leather’s determination and ability to communicate to the college community the library’s significance as a learning center and integral part of the college’s instructional efforts (Henry 1998). As she put it in a phone interview with the author, “the most important function that our library serves is to teach students how to find information so that when they graduate that has become an ingrained skill (Leather 1998).”

Leather convinced faculty of the benefits of assignment-oriented – rather than generic – library instruction classes. Ideally, students arrive for the classes familiar with the assignment and able to see the library’s immediate value in completing it.
successfully. Attempting to build on this knowledge, Leather engages the students in
dialogue about the assignment, models the thought process of doing the necessary
library research, and demonstrates resources specific to the assignment before
opening up the computers for hands-on research and answering individual questions.

In part, Leather drew inspiration for the instruction program at CSTCC from
personal library experience: “I knew what didn't work for me as a student . . . I was
totally put off by ‘scavenger hunts.’” (Leather 1998) Another factor was the
phenomenal increase in enrollment at the college with no parallel growth in library
staff. As the only twelve-month employee at the library for a time, Leather had to
find a way to prepare students to perform at a basic level. Designing library
instruction classes based on collaboration with faculty was the logical answer.

Leather anticipates that the instruction program at CSTCC will continue to evolve
as more computers are installed in the library; as they move from the current
modular, stand-alone library management system to a third-generation integrated
library automation system; and as the number of off-campus students and people
doing Web-based courses increases. As recipient of this award and long-time
admiring of Dr. Ward, Leather says that “of all the TLA awards, the James E. Ward
Library Instruction Award means the most to me because I think so highly of him . . .
he is a person of great integrity and caring for all the people with whom he comes in
contact (Leather 1998).”

Louise Meredith School Media Award
Established: 1977
Recognizes: “A school library media specialist who has made unique and worthy
contributions to the total school instructional program through effective unified
school library media services.” (TLA 1997)

Dotsy Adams Liles, Library Media Specialist for nine years at Southwind
Elementary School in Shelby County, Tennessee, is the eighteenth winner of this
award, which is sponsored by the TLA School Libraries Section. A former teacher
of children's literature and early childhood education (her “two favorite things!”) at
The University of Memphis, Liles has found innovative ways to combine her
understanding of children and what is important in their lives with the collection
development challenges of her library to instill the love of reading in her students
(Liles 1998a).

Using her own money, Liles implemented an Adopt-A-Book program at
Southwind in 1990. Since then, she has obtained grants from corporations to
subsidize the program, resulting in more than 1500 additional books for the library.
Besides gaining an appreciation for book ownership, children who participate get a
“real sense of pride and ownership” in their library (Liles 1998b). “By setting aside
just over a nickel a week, a child can save the $3.00 it costs to adopt a book,” says
Liles. “When a child owns a book, he or she cares about that book.” This love of
books is exemplified in two brief anecdotes. After the library burned in 1993, Liles recalls, "firemen were opening books and finding inscriptions such as a child's name and 'for my doggie's birthday.'" More recently, when three students--all in high school now--visited the library at their former grade school, each one looked for the book that he had adopted years ago (Liles 1998c)!

Other initiatives in which Liles takes great pride are her Visiting Author Program and the Young Author Club. Since she implemented the Visiting Author Program in 1995, several local and nationally recognized authors have visited Southwind. Her Young Author Club, established in 1992, encourages third-, fourth-, and fifth-graders to develop their creative writing skills through twice-weekly meetings and field trips. Many of these talented writers have seen their work published locally and even nationally (Smith 1998). Liles's creative use of library materials was recognized in 1993, when she won an Innovative Literature Program Grant, one of only four awarded in the nation, for using picture books to teach literary devices to seventh- and eighth-graders (Liles 1998d).

A particularly imaginative way that Liles has found to reach her students is through serving them tea. Two years ago during National Hot Tea Month, the anglophile demonstrated a proper tea presentation and accoutrements, talked with the students about different types of teas and how teas are celebrated in England, and presented her young readers with spiced tea--over a thousand cups in all! She even created a bulletin board using jackets from books that one might read when taking tea, such as Mr. Putter and Tabby Pour the Tea. After a one-year hiatus, the observation of National Hot Tea Month occurred again at Southwind Library in 1998--back by popular demand (Harden 1998).

Though Liles has received a number of honors during her thirty years in education, she was particularly touched by something that happened just after she was presented the Louise Meredith Award. "A gentleman came up to me," she recalls, "and said that he had known Louise Meredith, and that after he heard about what I've done at Southwind, he knew that I really measured up to the example she had set ... that what I had done epitomized what she was all about." (Liles 1998c)

**TLA Honor Award**

*Established: 1976*

*Recognizes: "Any person or group who has made a significant contribution to the furtherance of librarianship on a statewide or national level."* (TLA 1997)

The twentieth winner of the TLA Honor Award is Frank Phillips Grisham, executive director emeritus, SOLINET (Southeastern Library Network, Inc.). The award is sponsored by the TLA Honors and Awards Committee.

Grisham's distinguished library career started in Tennessee in 1956 when he became Librarian at the Divinity Library, Joint University Libraries (JUL),
Vanderbilt. He went on to serve as the Assistant Director, then as Director for the JUL. It was in this position that he managed the transition of libraries into what is now the Jean and Alexander Heard Library at Vanderbilt. According to Grisham, this component of his career--managing change and identifying and addressing issues related to cooperative efforts between institutions--became the foundation for later experiences such as those at SOLINET.

As a member of the Association of Southeastern Research Libraries since 1965, when he represented the JUL at Vanderbilt, Grisham was instrumental in the creation of SOLINET, the largest not-for-profit regional library network in the United States. He became its Executive Director in 1982 and served in this capacity until retiring in 1994. Grisham counts among the highlights of his career turning this organization around financially and defining its role and mission. In a recent telephone conversation with the author, he recounted how under his leadership SOLINET changed from a “small, floundering organization to one with a budget of 23 million dollars, more than eight hundred member libraries in the Southeastern states and the Caribbean, and a staff of eighty-five.” (Grisham 1998) He is proudest of the cooperative spirit he helped to foster at SOLINET, which continues to be manifested between member institutions, and in the variety of new programs designed and offered by the organization to train library staff to meet the challenges of the electronic age.

In addition to these pursuits, he was active in a variety of professional associations, including serving on the Tennessee State Library Advisory Council and as chair of the Network Advisory Committee to the Library of Congress. As he describes it, he and this committee developed a Common Vision Statement for networking that was later adopted by twenty-three organizations.

Several times during our conversation, Grisham expressed his amazement at what a surprise winning the award was. “They had asked me to speak--then presented the award immediately after I finished . . . I had had no idea!” (Grisham 1998) The recognition is all the more meaningful, he remarks, because it happened several years after he had retired (as opposed to the middle or the end of his career), and was made by colleagues who remember him and his many contributions to the field.

**TLA Honorary Membership**

*Established: 1994*

*Recognizes: “A living librarian or individual in a related field who has made significant and sustained contributions to librarianship in Tennessee.” (TLA 1997)*

This very special, very exclusive award, sponsored by the Tennessee Library Association, was not bestowed in 1998.
TLA Trustee Award

Established: 1985
Recognizes: "A trustee who has made a significant contribution to library and information services in the State of Tennessee." (TLA 1997)

The tenth recipient of the TLA Trustee Award is Lillian White, a trustee of the Clay County Public Library in Celina, Tennessee. The award, sponsored by the TLA Honors and Awards Committee, was presented at the Friends & Trustees Luncheon on 16 April 1998.

Even before she became a Clay county trustee in 1992 and a member of the regional board the following year, White was an active supporter of her community library. "I taught school for thirty-two years," she laughs. "[Y]ou get the library in you when you teach!" (White 1998) This flame of interest in libraries was fanned during her experience as County Commissioner in 1990 and when she saw how involved her friends and neighbors were with library issues.

White's commitment to libraries has taken many forms. Besides her regular contributions of memorial donations, White's fundraising projects have resulted in more books and a new photocopier for the Clay County Public Library. She is known to take every opportunity to draw attention to the value of libraries and librarians, including honoring the first Clay County librarian in such a way that really raised community awareness of the importance of the public library (Jarvis 1998), and travelling to Nashville to represent trustees in the upper Cumberland Region at the Library Legislative Day earlier this year. White's involvement in a wide variety of community services keeps her abreast of local needs and issues, which she articulates to the library and to the regional board. White is the secretary of her local board and chair of the Regional Budget and Long Range Planning Committee. She is a regular TLA Annual Conference participant and has attended many state trustee workshops.

White's future plans include focusing her attention on fundraising projects for automating, adding on to, and modernizing the regional libraries and repeating her positive experiences with the state legislature. She hopes to teach a class for the region on how to approach the legislature and other politicians and ask for money. "You've really got to like to do that," she advises. "You must let them know specifically what the library needs and how much money it will take to meet those needs (White 1998)."

White was very surprised by the award. "I didn't know anything about it," she recalls. "I was sitting there with a friend and at first what they were saying was very generic. Then they got down to specifics and . . . I knew it was me (White 1998b)!!"
TLA/SIRS Freedom of Information Award

Established: 1988
Recognizes: “The contribution of an individual or group who has actively promoted intellectual freedom in Tennessee.” (TLA 1998)

C. Lamar Wallis, former director of the Memphis/Shelby County Public Library & Information Center, is the seventh winner of this award, which is co-sponsored by the Tennessee Library Association Intellectual Freedom Committee and Social Issues Resources Series (SIRS), Inc. The award was presented at the Committee's annual Intellectual Freedom Breakfast during the conference on 16 April 1998. This is the second time that Wallis has been honored by the TLA; he was the recipient of the 1979 TLA Honor Award.

Now retired after serving as director at MSCPLIC for twenty-two years, Wallis was recognized for his long record of supporting intellectual freedom. He was one of the original members of the ALA Intellectual Freedom Foundation, which was established in the days of Senator Joseph McCarthy. At that time he was Director of Rosenberg (Public) Library in Galveston, Texas, where he recalls regularly defending his decision to buy books about and espousing communism. Even the American Legion protested, but the public library board supported his decision to include these books in the collection so patrons could learn what communism was about.

Here in Memphis, Wallis attracted national attention to MSCPLIC when he faced off with the mayor of Memphis, Henry Loeb, who tried to remove Philip Roth's book Portnoy's Complaint from the shelves of the public library. NBC's Huntley-Brinkley Report sent a news team to cover the board meeting where the confrontation occurred between Wallis and Loeb over whether tax dollars should have been spent on that book and how to keep the book from falling into the hands of children. The book was not removed, but minors had to present a note from a parent, teacher, or advisor before they could check it out. After the mayor retired and moved to Arkansas, he would invite Wallis to come fishing with him. “And bring a couple of copies of Portnoy's Complaint,” he would say, “in case the fish aren't biting!”

Wallis stood up to a variety of challenges to intellectual freedom during his tenure at MSCPLIC including protests of meetings at the library of such groups as the Foreign Policy Association and others, and several complaints calling for the removal of various books. Among his remarks upon receiving the award at the Intellectual Freedom Breakfast, Wallis quoted part of a letter sent to him by a former Memphis newspaperman commending him on how he ran MSCPLIC: “I know if people try to tell you what books to buy or which to remove from your shelves,” the letter read in part, “you'll politely tell them to go to hell!” he recalls, laughing. “No matter the format [of material in question], the First Amendment will always be under attack,” he predicts of the future of intellectual freedom in the new electronic environment. “We're going to have to keep our guard up.” (Wallis 1998)
“Receiving the award was a great surprise to me,” Wallis recalls. “I was delighted with the plaque and the cash award, and pleased to designate my former library the recipient of the $500 provided by SIRS.” (Wallis 1998)

**Tennessee History Book Award**

*Established*: 1985  

This award, which is co-sponsored by the Tennessee Library Association and the Tennessee Historical Commission, was presented to Dr. Jonathan Atkins for his book *Parties, Politics, and the Sectional Conflict in Tennessee, 1831-1861* (University of Tennessee Press, 1997). Atkins is the thirteenth winner.

A professor at Berry College in Mt. Berry, Georgia, Atkins received his undergraduate degree from David Lipscomb College, his M.A. from Vanderbilt University, and his Ph.D. from the University of Michigan. He is a major contributor to the *Tennessee Encyclopedia of History and Culture* and has been published in the *Journal of Southern History* and the *Tennessee Historical Quarterly Bicentennial Series*.

During his graduate study Atkins concentrated on his long-time interest in the era between the American Revolutionary and Civil Wars. He became intrigued by recent arguments made by a number of political historians concerning the “importance of the two-party system in understanding the politics of the era.” His dissertation, on antebellum Tennessee politics, was inspired “partly because of a personal interest in the subject [his family roots are in Stewart County, Tennessee], but chiefly because I didn't think there was a good recent study of the subject that took a lot of the recent findings of historians into account.” (Atkins 1998)

Of his book Atkins writes, “I intended to address three issues: why did a state so strongly united behind Andrew Jackson divide into Whig and Democratic parties so quickly during the 1830s? Why did the Whigs--Andrew Jackson's opponents--become so strong in Jackson's home state? And what effect, if any, did the two-party competition of the 1840s and 1850s have on Tennessee's course on the road to the Civil War? Underlying these issues was my goal to write a cogent, readable study that would both benefit scholars in the antebellum era and serve as an interesting and informative book for general readers.” (Atkins 1998)

“Regarding the award,” Atkins continues, “all I can say is that receiving it is something I consider a tremendous honor. I hope that it signifies that I had some success in achieving the goals I set for the book.”
Tennessee Resource Sharing Award

Established: 1997
Recognizes: “Any person, institution, or organization in Tennessee who has done outstanding work in promoting resource sharing within and among Tennessee libraries.” (TLA 1997)

Linda Phillips, Head of Collection Development and Management at the John C. Hodges Library at the University of Tennessee, Knoxville, is the inaugural winner of this award, co-sponsored by the TLA Honors and Awards Committee and TENN-SHARE.

Phillips's involvement with resource sharing can be traced to the late 1980s, when she became Head of Cooperative Information Services at UTK, a position that evolved into Head of Networked Services. In both roles, and with the invalu- able sponsorship of TLA's Resource Sharing Roundtable, she was instrumental in bringing together librarians from a variety of Tennessee libraries with a common interest in resource sharing. Phillips helped write the constitution of TENN-SHARE (an organization established in 1992 that promotes a variety of resource sharing initiatives among Tennessee libraries for the benefit of all Tennesseans), and became its first vice-president that same year. She served as president of TENN-SHARE from 1994 to 1996 and represented the organization on the Tennessee Information Infrastructure Library Applications Task Force. Tennessee received federal funding for TNII to build the state's network infrastructure.

“Resource sharing has a tremendous potential for increasing the information sources available to our users,” writes Phillips in an e-mail to the author. “My vision for the future of resource sharing in Tennessee is very bright. We are on the brink of having a statewide network that will support full text database access for multi-type libraries.” Phillips anticipates that the explosion of new technologies will continue to facilitate resource sharing and praises the energy and deep individual commitment among Tennessee librarians toward this shared goal. Word of TENN-SHARE's successes regarding the potential for group purchasing of database access has even spread beyond library circles.

“I'm deeply touched and honored,” Phillips remarks about receiving the award. “In the resource sharing environment, the focus is on group accomplishments rather than on the individual. TENN-SHARE members can celebrate their success in working together towards resource sharing goals. It has been gratifying to have contributed, with my TENN-SHARE colleagues, to the growing momentum towards a statewide network.” (Phillips 1998)

Volunteer State Book Award

Established: 1978
Purpose: “To promote awareness, interest, and enjoyment of good new children's and young adult literature," and to "promote literacy and life-long reading habits by

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encouraging students to read quality contemporary literature which broadens understanding of the human experience and provides accurate, factual information.” (TLA 1997)

Literally thousands of school children and young adults across the state participated in the process of selecting the 1998 winners of this award, which is co-sponsored by the Volunteer State Book Award Committee of TLA and the Tennessee Association of School Librarians. Dav Pilkey's *The Hallo-wiener* was the choice of the K-3 set; Todd Strasser's *Help! I'm Trapped in My Teacher's Body* won in the 4-6 grade category; and Caroline Cooney's *Driver's Ed* was the Young Adult pick for this unique award.

Unfortunately, Pilkey (whose *Dogzilla* was a 1997 Volunteer State Book Award winner in the K-3 category) was unavailable for comment. The union catalog description for *The Hallo-wiener* reads: “All the other dogs make fun of Oscar the dachshund until one Halloween when, dressed as a hot dog, Oscar bravely rescues the others.”

Strasser had two aims for his book, *Help! I'm Trapped in My Teacher's Body!*, “a humorous story about a boy and his teacher who switch bodies and learn what it's like to be each other… The first was to provide students with an enjoyable read and show them that reading can be fun. Secondly, I wanted to write a book with a message--thus to show that humor need not be considered frivolous. By the end of the book, both characters have learned a great deal about what it is like to be each other. Even humor can have serious undertones.” (Strasser 1998)

Cooney is a second-time Volunteer State Book Award winner as well; her book *The Face on the Milk Carton* was the 1995 YA division choice. “I've always been stunned and fascinated by how quickly things can go wrong—that a few seconds of inattention can end very badly,” she wrote in a letter to the author. Cooney describes *Driver's Ed* as a “story in which good kids--with good parents... don't consider consequences [which in this case] are dire. A kid takes a stop sign, somebody is killed as a direct consequence, and he has the choice of taking or not taking responsibility.” Though there was no legal precedent for this when she wrote the book, she adds, “more than one has surfaced, including a particularly well-known case in Florida. I tell my readers to finish the book, look up the Florida case on the Internet, and see the difference between what I decided should happen and what happened in real life.” (Cooney 1998)

All three authors expressed their delight at their recognition by the Tennessee Library Association.
Some Final Words . . .

Congratulations again to this year's nominees and winners--what a tribute to each of you! Your respective and cumulative accomplishments exemplify what can be achieved as the result of a strong commitment to libraries, librarianship, resource sharing, the promotion of intellectual freedom, and the love of books and reading. You have done the TLA and the entire state of Tennessee proud. You are inspirations to each of us!

The author wishes to acknowledge Jonathan Atkins, Cathy Bell, Rebecca P. Butler, Caroline B. Cooney, Penny Frere, Frank Phillips Grisham, Mary Glenn Hearne, Betty Jo Jarvis, Vicky Leather, Dotsy Adams Liles, Tena Litherland, Ramona Mahood, Dewitt Jack Maxwell, Linda Phillips, Lee L. Smith, Todd Strasser, C. Lamar Wallis, Lillian White, Carolyn Wilson, and Beverly Youree for their invaluable contributions to the research of this article.

Notes

Frances Neel Cheney Award
Maxwell, Dewitt Jack. "RE: TL Article." E-mail to author, 12 August 1998.

James E. Ward Library Instruction Award
Henry, Marcella. Memo nominating Vicky Leather. (No date.)

Louise Meredith School Media Award

TLA Honor Award
Grisham, Frank, telephone conversation with author, 19 October 1998.

TLA Honorary Membership

TLA Trustee Award
Jarvis, Betty Jo, telephone conversation with author, 23 October 1998.
TLA/SIRS Freedom of Information Award

**Tennessee History Book Award**
Atkins, Jonathan. "info." E-mail to author, 19 August 1998.

**Tennessee Resource Sharing Award**

**Volunteer State Book Award**
Strasser, Todd. "Book award." E-mail to author, 8 Sept. 1998.

It is not too early to start thinking about nominating deserving colleagues, trustees, administrators, and authors for special recognition next year. Keep in mind that it's not necessarily a single accomplishment that warrants a nomination. Ballots will be distributed in the spring. The 1999 Award Chairs/contacts are:

*Frances Neel Cheney Award*  
*James E. Ward Library Instruction Award*  
*Louise Meredith School Media Award*  
*TLA Honor Award*  
*TLA Honorary Membership*  
*TLA Trustee Award*  
*TLA/SIRS Freedom of Information Award*  
*Tennessee History Book Award*  
*Tennessee Resource Sharing Award*  
*Volunteer State Book Award*

Carolyn Wilson - David Lipscomb  
Melissa Brennenman - Knoxville  
Tina Litherland - Webb School, Knoxville  
Carolyn Wilson - David Lipscomb  
Carolyn Wilson - David Lipscomb  
Tom Taylor - Fort Loudon Regional  
Inga Filippo - Austin Peay  
Mary Glenn Hearne - Nashville Public  
Sue Szostak - Columbia State  
Beverly Youree - Middle TN State  
Sue Thetford - Middle TN State

Correction to Part One of this article: Penny Frere, the first-ever Executive Director of TENN-SHARE, provided the author with the following information in response to the "no information available" beside the 1997 TLA Trustee Award Winners listed on page 13, v.50 (1) Fall 1998.

"The winner of the 1997 Trustee Award was Faith Phillips, chair of the Shelbyville-Bedford County Library Board. The award was presented by Janet Smith, retired director of the Highland Rim Regional Library, at the lunch.” Frere, Penny. E-mail to the author, 31 August 1998.
Partnerships: Schools, Libraries, and the Community

D. Jackson Maxwell

Over the last five years, the Hamilton Elementary School Library has become known throughout Memphis for its innovative programs and creative partnering. The library media specialist, or school librarian, has aggressively sought out contracts, recruited volunteers, and gained supporters throughout the city who regularly offer the library and the school their assistance. The partners provide the school and it’s library with both tangible and intangible services and products. Volunteers, student and parent educational opportunities, financial and material donations, community good will, positive press, and numerous other direct interventions by the partners have had a tremendous beneficial impact upon the school library services. Many of these partnerships date back to 1992. Once formed, they have continued to grow over the years due largely to the professional respect and credit each side has given to the other. This article will prove a brief overview of the school, the librarian, and an in-depth look at the partnerships the school librarian has created.

Hamilton Elementary School is an urban, community-based, center city public school located in Memphis, Tennessee. The kindergarten through fifth grade school was built in 1964 and serves 770 African-American students. Hamilton Elementary is a Title I school, with over eighty percent of its children living below the poverty level. In 1997, Hamilton Elementary joined the Memphis City’s mandated reform movement, opting to adopt the Accelerated Schools Model. The school library is operated by a librarian and a part-time teacher’s assistant. The librarian has served at Hamilton since 1992 and has credentials including a Bachelor of Science degree in education, a Masters degree in Library and Information Science, and is the recipient of such honors as the Francis Neel Cheney Award, Parents University Award, and Reaching for Excellence Award.

In this atmosphere, the librarian has positively promoted the profession by aggressively building partnerships with the community. The following sections outline how Hamilton Elementary School and its librarian have tapped into many community resources. A brief description and discussion of the linkage is provided. Finally, illustrations of how both sides benefit from these partnerships are made. Though not all communities have the same resources as Memphis, most have similar local support structures which can be accessed.

The Public Library Partnerships

The public library is a natural ally and an excellent place to start building contacts. Hamilton Elementary takes advantage of many public library offerings. The public library’s summer reading programs are routinely promoted. Reading lists, posters,
and contest rules for these programs are presented in an assembly, accompanied by storytelling or reading by representatives from the public library. Some public libraries have children’s librarians whose job is to give book talks and shows to the community. On school visits, these individuals provided students with a different type of exposure to literature. Another means to build contact between schools and the public library is to organize a field trip. Every fall, a tour of the public library is arranged where a group of students are taken through the whole process a book undergoes before it hits the shelf for checkout. Finally, students without a library card can use this opportunity to get one. All of the above contacts are mutually beneficial for the two libraries. The public library gains positive community exposure, heightened awareness of its programs, increased circulation, and the registration of new patrons. The students gain a greater knowledge of what the public library offers. At Hamilton, the school librarian and teachers benefit from the additional knowledge children acquire from their visits to the public library.

In many cities, public libraries often have a bookmobile. Memphis is lucky to be served by two of these mobile libraries. In 1996, Hamilton Elementary created a partnership with the public library whereby a bookmobile stops in front of the school every two weeks. While the elementary school’s library is open to community members, many older students and adults often find its materials too juvenile. The bookmobile provides a more appropriated resource for these patrons. Additionally, the bookmobile offers a wealth of other materials, such as CDs, videotapes, games, etc., for checkout that the school library cannot provide. The bookmobile’s two-hour stops are further coordinated so that it is at the school an hour before class dismissal and an hour after dismissal. Teachers can take their classes in organized groups to browse materials from the bookmobile. After dismissal, children can visit it on their way home. In addition, students, teachers, and community members can request materials by telephone or while at the bookmobile, which are then delivered during the next visit to the school. As bookmobile services expand to include online catalogs, fax machines, Internet access, and other electronic media, the partnership will continue to grow to better serve the underserved library patrons (Lockwood, 1996). Benefits to the bookmobile and to the public library include increased registration and circulation, safe parking zones, and free advertising of bookmobile visits in the school’s announcements and publications. The school librarian benefits from more access to materials, greater exposure of children to a library environment, and more frequent association with fellow library professionals.

**The University Partnerships**

Local colleges and universities are good places for all K-12 educators to become involved. Many of these institutions of higher learning are beginning to realize the need of hiring experienced classroom teachers to teach many of their practical applications courses. Classroom teachers need to share the skills, knowledge, and insight they have gained with students studying to become teachers. Charles Hathaway (1996), Chancellor of the University of Arkansas, goes even further by
stating that university "faculty seldom consider investing their sabbatical leave in
direct involvement in the public schools. I would like to see those who educate
teachers and administrators more frequently involve themselves directly in the
practice of teaching (p. 345)." He goes on to suggest that university faculty should
be required to teach in the K-12 classroom to keep current in their practical
knowledge. On the other hand, most colleges and universities are looking for
qualified educators to serve as part-time adjunct faculty. This enables them to offer
students more courses and saves the institution the high cost of employing full-time
professors. K-12 teachers gain from the experience by both the academic challenge
it presents and the monetary compensation it provides. The university or college
students gain from their academic association with an 'in-the-field' educator. Lastly,
as noted above, institutions of higher education today are facing increasingly tight
budgets. K-12 educators are knowledgeable, competent professionals who can
provide the skills to fill in these part-time assignments. The school-university
partnership is one that strengthens the future of education.

The News/Electronic Media Partnerships

Building ties to the local and regional media is essential. Local and city
newspapers are constantly looking for good stories, and schools and children make
good press. Nearly once a month since 1995, Hamilton Elementary has been
featured in the Memphis newspaper, The Commercial Appeal. These articles have
been consistently positive, relaying to the city uplifting news about the school. Over
half of these articles have concerned the library and given praise to the programs it
offers the students. This came about through the school librarian's mailing,
telephoning, faxing, and e-mailing story ideas to the newspaper. The partnership has
developed to the point where the newspaper now initiates the contact: its
representatives regularly call the school librarian to see if there is a story.

Other print media utilized to spread the word about programs include: (1) school
newspapers and flyers; (2) local and regional library newsletters, magazines, and
journals; (3) local and state school board publications; (4) local, state and national
association newsletters and publications; and (5) library and education magazines
and journals. At least three or four times a year, local television does stories on
events at Hamilton Elementary. Recent televised events have included a school
library-sponsored puppet show and a presentation by the public library. Several
television stations interviewed the school library media specialist, and these stories
were featured on the noon and evening news broadcasts. Once contacts have been
established with news media and they learn about the quality of a school or a school
library project, it is easy to make them repeat customers. By showing these groups
professional courtesies followed by thank-you notes from students, teachers,
administrators, or librarians, an ongoing, positive relationship with the print and
television media is sure to continue.
Electronic media is another excellent means to get the school library’s message out to the community. First Tennessee Bank sponsors a statewide voice mail system that students, parents, and community members can call to find out about homework, the week’s library lesson, and teacher messages. In Tennessee, this program is called Lesson Line, a line of communication that is heavily used. In fact, by placing questions and assignments on the Lesson Line, or by offering small incentives to those who call, it is common for a teacher or a librarian to get two hundred calls per month.

Another way for the school librarian to get in contact with the community is by creating a website that promotes the school library. With the advent of easy to use software such as PageMill and Netscape Gold, webpage construction is simple. Telephone or telecommunications companies have readily provided schools and teachers with free access and website space. Also, the American Schools Directory (ASD) has free space and assistance for every school in the United States interested in getting their school a homepage on the Web. Hamilton Elementary was one of the first schools in the city to have a Memphis City School Board approved website loaded on the Worldwide Web. The site has spurred contacts by college students and professors, local businesses, teachers, and other community members. These electronic carriers put the school library and its activities out in plain view to Memphians and the world.

The Professional Partnerships

Building ties professionally within the library and education fields is critical. School librarians can conduct workshops on library use, available professional/job-related materials, reference skills, and training courses for teachers, school staff, and the community. This type of activity raises the collective consciousness of the specialized skills possessed by school library professionals. For instance, during the 1996-97 school year, the school library media specialist at Hamilton Elementary conducted a one-on-one, one-hour hands-on introductory training workshop on use of the Internet. All full-time faculty and staff were afforded the opportunity to attend. This course was created and taught by the librarian to provide all of the school’s educators with at least a cursory knowledge of Internet and e-mail use. The librarian conducted research on the teacher training/staff development project, then wrote a paper on the findings. The librarian was asked to present the paper at the 1997 Mid-South Educational Research Association’s Annual Conference, an opportunity to inform other educators of the significance of the findings. This research article has been submitted to a national journal for consideration.

Conducting a workshop for teachers is also an excellent way for librarians to highlight and share the skills they possess. In the 1997 Teacher Reflective Study, Bean et al found that teachers are likely to incorporate ideas from workshops into their classrooms. Thus, a workshop on how to integrate different types of media into the curriculum could provide the impetus for an evolution in teaching methods at a
given school. Beyond workshops, librarians can conduct classes for teachers and the community to inform them of the availability of different types of library resources, their location, and their use. The school librarian can further spread ideas by submitting articles for publication in education and library magazines and journals that give helpful classroom tips and practical ideas for using the library. Not only do these contributions help other practitioners, they also introduce their authors to those in the wider realm of academia. Through these initial contacts, stronger ties can be forged through networking at seminars, conferences, etc., with those who have come to know author-librarians through their articles. All of these activities keep librarians in the forefront of attention, showing others the worth of employing professional librarians.

Further, librarians must involve themselves in a variety of school activities, groups, and management committees to make their voices heard. Interschool cooperation and resource sharing are two ways to create mutually beneficial linkages. Interlibrary loans of material, shared assistants, and staff development training are just a few of the ways that schools within the same system can work cooperatively. In 1998, due to the Hamilton Elementary librarian’s specialized expertise in a particular area, ten other librarians received professional training at no direct cost to their schools.

Beyond resource sharing, librarians and other educators could benefit by taking a bigger role in local school governance by attending school board meetings and perhaps even running for office. Librarians and educators at site-based managed schools can attend the council meetings or become board representatives. The Parent Teacher Association (PTA) is another group with which to form close ties. Beginning in 1992, the Hamilton Elementary School librarian has presented formal proposals to the PTA that target specific needs of the library. This resulted in financial support between $500-$1200 each year.

Lastly, membership in professional organizations facilitates associating with other librarians and educators. National and local organizations offer their members a number of benefits and services. Attending meetings and conferences regularly can afford one the opportunity to make and maintain valuable contacts within the professional community. By conducting workshops, publishing, working cooperatively with other schools, and becoming involved with the various political structures within the school system, the school librarian can build some powerful and mutually beneficial allies between individual librarians and educators, participating schools, and professional organizations.

The Business Partnerships

Public-private partnerships have become commonplace. Bookstores, media groups, technology corporations, and a variety of other businesses have begun partnering with libraries and schools on many different levels (Glick, 1997; & Olsen,
Good relationships with the business community can provide many advantages for a school library. Hamilton Elementary School Library has received donations of books from communication corporations. These gifts have created a paperback section, a collection the library could not otherwise afford to offer. Beginning in 1996, teachers’ participation in the Blockbuster’s Costars program provided the school and library with additional financial resources. Annually, Six Flags Amusement Parks’ Read to Succeed program provides audiovisual materials for the school library. Restaurants have donated food to library clubs. The local distributor for National Geographic has made numerous gifts of magazines and books to students. These are just a few of the many advantages that can be gained by developing ties to local businesses. An incentive for businesses to partner with schools is the reminder that any gift to the school or library is tax deductible. Liaisons from the school can facilitate this process by providing receipts to businesses for tax purposes prior to the donation. In return for their generosity, the librarian and students send thank-you letters to those involved, expressing gratitude not only to those who made these donations, but also to their supervisors.

The Educational Partnerships

State and national community education initiatives can also provide strategic support for the school community. One such program is Tennessee’s Voices for Children, which conducts Parent Universities in primarily low income, urban school communities. Parent Universities present in a single location as many forms of educational opportunities for parents as possible. Public, private, and charitable organizations send representatives to provide workshops, information, assistance, and educational opportunities for parents whose children are growing up in at-risk neighborhoods. In 1997, Hamilton Elementary held one of these events. The school librarian received permission to sponsor a reading booth for students and parents. The booth provided information for parents on literacy, reading level targeted booklists, school and public library information, and low cost books for sale. This event offered the perfect setting for the school librarian to meet parents and community leaders, as well as to build contacts with many of the public and private organizations in the region.

President Clinton’s AmeriCorps program offers diverse educational opportunities that teachers and school literacy media specialists can take advantage of. In 1996, Hamilton Elementary and AmeriCorps coordinated the AmeriKids Summer Computer Camp. The school made its facilities available, and educators applied to teach computer skills to disadvantaged central-city youth. The school library media specialist and the library assistant were both selected to provide instruction and guidance for the program. The technology and library skills possessed by school library personnel make participation in these types of joint national and local school initiatives a logical choice. Further, in a reciprocal agreement for using Hamilton’s facilities, AmeriCorps donated the software used for their program to the school library to be dispersed to the various classrooms. Many grant, university, and
research projects will agree to donate the materials and/or equipment used for their programs in return for being allowed to conduct their study at a given school. Under the right guidelines, this is a win-win proposition.

The Nonprofit Organizations Partnerships

Partnerships developed with local nonprofit organizations have proven to be very successful. Since 1994, the Metropolitan Interfaith Association (MIFA) and Hamilton Elementary have had a strong working relationship. Through its Retired and Senior Volunteer Program (RSVP), MIFA has provided the library with a host of extremely capable volunteers who supply needed support services. These volunteers have processed, laminated, and covered books and can perform a host of other such tasks. In conjunction with the guidance department, this program will soon branch out into the “Grandpa/Grandma Please” program, where RSVP volunteers will be reading and listening to Hamilton’s students. These volunteers will be available on-site or via telephone after school to talk and listen to students. In return, Hamilton acknowledges this support with favorable recognition in the local newspapers and in published articles, which helps MIFA with funding and volunteer recruitment.

Les Passees is another local nonprofit agency. Its primary focus is mental health services for children. Through grants, Les Passees has established an award-winning traveling puppeteer troupe which visits Hamilton Elementary four to six times a year. The group presents stories and guidance for students while exposing them to new and unusual forms of media presentation. In return for their enrichment services, the school library media specialist has secured local television news coverage for their presentations. Les Passees depends entirely on outside funding, and the news coverage greatly aids in future funding endeavors.

In 1998, the school library began to establish a connection with members of the Memphis Storytellers League. This talented group has a rich seventy-year heritage. The storytellers are constantly searching for new venues and groups for which to perform. The school library provides a natural outlet for this form of communication. Students gain insight into the oral tradition of storytelling, while the Memphis Storytellers League influences potential storytellers of the future. This partnership will help pass down the storytelling tradition to future generations.

The In-House Partnerships

Library media specialists need to tap in-house resources to strengthen their libraries’ position within the school and community. Adelman et al (1997) argue that paraprofessionals, if given meaningful support roles, can be a key to creating successful programs and providing additional education services. If a library has only one librarian, a source of possible help can be a teacher assistant. The person who became the assistant librarian at Hamilton Elementary had worked previously as a full-time teaching assistant. In 1993, the librarian presented a plan of programs
that could be implemented to benefit students if the school librarian had the services of an assistant. Administration was persuaded by the proposal. Today, Hamilton’s library assistant teaches three to five one-hour library whole language-based and specialty reading classes per week.

The assistant also provides all of the training and support for the student library helpers. While these students, primarily fourth- and fifth-graders, provide the library with a wide variety of help, their main job is to shelve books. This program has been wildly successful. The reward for a job well done is the opportunity to check out extra books. Additionally, several times a year they are given a small pizza party courtesy of a local restaurant. Both of these incentives provide students with additional library exposure while freeing the professional librarian’s time to further enhance the library’s overall program.

**The Stakeholder Partnership**

Parents, grandparents, and legal guardians can be integrated into successful library-community efforts. These types of volunteers are being used around the world as classroom assistants to provide extra hands to help with nonteaching duties (McGarvey et al., 1996). At Hamilton, the parent volunteers are recruited at registration, where they are asked to sign up to help with a variety of school needs, including the library. Parents are trained to help with shelving, card catalog work, inventories, and so forth. As McCarthy (1996) points out, as funding for school libraries declines, volunteers become the new reality of library staffing and service.

The library also reaches out to different groups by lending its support to them. Hobby groups and clubs are two such groups. A parent formed a new school chess club, but the club needed chessboards. The library media specialist interceded on the club’s behalf through a story in a local newspaper. As a result, the club received enough in donations to buy the needed equipment.

The library willingly offers support to various organizations and groups by providing them with meeting rooms, equipment, and library services. Two other groups, the Patent Institute and the Parent Reading Club, have coordinated some of their endeavors with the library. The school library and the bookmobile make their resources available at the monthly meetings of these community empowerment groups’ monthly meetings. This small service has benefited the school library in many ways. Building friendly relations with these parents, groups, and organizations creates community liaisons and goodwill ambassadors for the school library.

**Conclusions**

While not all of these specific groups and organizations are found in every community, most have a local equivalent. To discover what is available, educators must initiate contact with their community. Teachers must step out of their
traditional classroom-bound roles. As Henderson and Barron (1995) conclude, for schools to bring about effective change, teachers must take on many new roles, serving as instructional leaders, reform advocates, and community leaders. Additionally, librarians need to take on the further roles of facilitator, mentor, curriculum consultant, technology expert, and lobbyist for progressive change (Dowling, 1997). They must seek partnerships that can help them better serve their students, parents, teachers, and community. Only through taking these proactive steps will today’s school libraries become the viable educational and community services centers the future will require.

For too long, public schools and, in particular, public school libraries have ignored the communities in which they exist. While many school administrators realized a few years back the mistake they were making by losing touch with their communities, many school librarians have yet to come to this realization. Studies have repeatedly shown the benefit of creating linkages between schools and their communities (Castaneda, 1997; Timpane and Reich, 1997). As schools attempt to bridge the gap back to their communities, librarians should spearhead this drive. When whole school staffs are disbanded or terminated to bring in fresh, reform-minded, and committed professionals (Sack, 1997), teachers and school librarians need to take heed. The community, county, or state that no longer sees the role of the professional school librarian as an essential one will be more likely to vote that position out of existence. This happened in California and in Massachusetts (McCarthy, 1996). To prevent the continued devolution of the profession, school librarians must heed the American Library Association’s 1988 warning the “neither schools nor library media centers operate in a vacuum (ALA, p. 43).” The public demand for accountability is growing. Libraries’ missions must grow to include serving the whole school community.

Further, librarians must learn the art of self-promotion. Stewart (1997) insists that to get attention focused on library successes, the librarian must learn how to brag. They must promote not only the importance of their role in the education process, but also the role that a school media center can play in the community.

Powerful change forces are coursing through all of education. Educators must develop progressive mindsets that will quickly allow them to re-acculturate to the new and ever-changing demands of the profession (Fullan, 1993). With school systems being called on to continually reinvent themselves to meet the constantly changing needs of their students (Johnson, 1997), school librarians need to take a leading role in the reform. Now more than ever, school librarians/media specialists must actively promote themselves, their profession, school, and library to ensure their professional position for the future. Through proactive partnering with community groups and organizations, librarians can take that lead in bringing about positive change in public schools.
Notes


Fewer Than A Thousand Days To Go:
Advances in Public Library Services in Tennessee in The Last Decade Of the Twentieth Century

Edwin S. Gleaves

Time Flies

One of the first futuristic novels I read as a young man was George Orwell's 1984, which foretold a society that seemed light years away to me at that time. That year, 1984, has since come and gone. Later I saw, not once but several times, the great film 2001, a film that takes place in a future so far away, so remote, as to seem unthinkable. We were seeing life in space as it really might be in the twenty-first century.

The twenty-first century--how many times have we used that term, not merely as a reference in time but as a concept, a way of thinking, or as the holy grail, El Dorado that lies, in the words of Edgar Allan Poe, "Over the mountains of the moon /Down the valley of the shadow." Now, in 1998, we are forced to think of the next century in immediate temporal terms--years, months, even days--as we are forced to realize that it lies just over the horizon less than a thousand days away.

The year two thousand (Y2K) projects now being undertaken in an atmosphere of near desperation tell us how near and how real the next century is becoming. A friend of mine told me just last week that she was planning to retire before the year 2000 because her book company cannot deal with the changes that will be required of her computer system.

Planning for the Future

The Tennessee State Library and Archives is involved in a great cooperative enterprise: planning for the future of public libraries and, to a lesser extent, for all libraries in Tennessee. All planning, of course, is for the future; we can go in no other direction. But if the pace of computerization continues to accelerate as it has over the past decade, we are in for a fast ride indeed. We need to have our seat belts fastened as we move into the twenty-first century.

To know where we are going, we need to know where we have been. At the beginning of the decade, we witnessed and participated in two major planning conferences: (1) the Governor's Conference on Library and Information Services (1990) and (2) the White House Conference on Library and Information Services (1991). In the Governor's Conference, we passed eighty-eight recommendations for action at the local, state, and national levels, and sent forward six recommendations...
to the White House Conference. The White House Conference, after days of
discussion and debate, passed ninety-two resolutions, many of which have since been
implemented in part or in whole.

One proof of changing times is that none of the resolutions of either conference
mentioned the word ‘Internet,’ much less the ‘World Wide Web.’ We have indeed
come a long, long way in a few short years! Throughout the decade, we have been
busy in statewide planning and reporting. State-wide planning in Tennessee was
revived in 1988 with the publication of the Long-Range Program for Library
Services and Development, which was published annually thereafter through 1996 in
compliance with the Library Services and Construction Act (LSCA). The plan, or
program, was a product of the Tennessee Advisory Council on Libraries, which
represents all types of libraries as well as users of libraries in Tennessee, working
with staff of the Tennessee State Library and Archives and approved by the
Secretary of State.

Another useful report was the 1996 publication on library and information
technologies in Tennessee in a special edition of *Library Hi Tech*. This report
provides a panorama of automation and networking in Tennessee at mid-decade, a
benchmark against which we can measure our progress in future reports. This report
consists of an introduction by the author and the following sections:

* "The Tennessee Information Infrastructure," by the Tennessee Information
  Infrastructure Library Applications Taskforce
  Owen
* "Networking Among Public Libraries in Tennessee," by Sandra S. Nelson
* "Metropolitan Public Libraries," by Rita Hamilton
* "Automation and Networking in Tennessee's Academic Libraries," by Tamara J.
  Miller and Edward G. Mahon
* "Library and Information Science Education: Technological Applications in the
  Curriculum of the University of Tennessee Graduate School of Information
  Sciences," by Jose Marie Griffiths (with a sidebar on "T SILS Courses that Focus on
  Technology")
* "TENN-SHARE: Tennessee's Multi-Type Resource Sharing Advocacy Group," by
  Linda L. Phillips

**The Coming of LSTA**

In 1996 the Library Services and Technology Act (LSTA) replaced the Library
Services and Construction Act. Out of the tumultuous Congressional session of 1996
emerged, literally in the last hours of the session, the Library Services and
Technology Act. LSTA replaced LSCA, but it is a different act that focuses on
technology and assistance to children in poverty, while terminating federal library
construction funding.
The Tennessee Long-Range State Plan, 1997/98-2000/2001, was the first long-range plan to be developed, promulgated, and published under LSTA. Like the LSCA long-range programs, it was developed by the Tennessee Advisory Council on Libraries, working with staff from the State Library and Archives and approved by the Secretary of State.

Major Mileposts of the Nineties for Public Libraries

No doubt about it: we have come a long way in this decade, and we are not quite at the end of it. Here are a few mileposts of progress by Tennessee public libraries that I would identify.

Ed’s Top Ten List

1. The publication of the first Long-Range Program for Library Services and Development and--just as importantly--the subsequent development of long-range plans by all regional and local public libraries (1988-96). Now virtually all public libraries in Tennessee have gone through the planning process and they have a guidepost for the future. I believe that we are already seeing the results of this state-wide planning process at the local level with the increases we have seen in local appropriations and the relationship that now exists between the local libraries and their governing bodies.

2. A $100,000 grant in 1994 from the Tennessee General Assembly for the State Library and Archives to give grants for: (1) Internet connections via the institutions comprising the Tennessee Board of Regents (TBR) system, (2) Retrospective conversion (RECON) projects to enable public libraries to convert their bibliographic records into machine-readable form, and (3) Automation enhancement projects to enable public libraries which had already undertaken RECON projects to purchase additional computer equipment.

3. The State’s First Public Library Management Institute (1995-97). The Public Library Management Institute, planned and directed by Sandra Nelson, completed its first three-year run in 1997 with the graduation of 54 Certified Library Managers, the first librarians so designated in Tennessee. The librarians serve as directors of small and medium-sized public libraries in Tennessee, and are already making a visible impact on the quality and the level of services offered by our public libraries. In fact, I believe that this institute, which continues this year with a new class under the direction of Jane Pinkston, may well do more toward changing the face of our small and medium-sized public libraries than any other activity that we have sponsored.

4. The Tennessee Library Card (TLC). The Tennessee Library Card was the culmination of the personal crusade of a dedicated library trustee, Col. Joseph W. Jones of Newbern, to break down political barriers in Tennessee by lending books across county and regional lines. Beginning in 1995, public libraries in Tennessee
began to display this sign: “THIS LIBRARY HAS TLC, THE TENNESSEE LIBRARY CARD. With the Tennessee Library Card you can check out materials free of charge from any participating public library in Tennessee. Library staff members will be happy to give you the program guidelines and a list of participating libraries.” While still in its infancy, this novel idea has both symbolic and real value in a state where books are bought with local, state, and federal dollars and which, in reality, belong to all the people, wherever they happen to reside. As I said at the Governor’s Conference way back in 1990, I believe in libraries without walls, whether those walls be political or technological. We often find the technological barriers easier to surmount than the political ones. This program was a start in surmounting political barriers toward greater service to all.

5. The Tennessee Minimum Standards for Non-Metropolitan Public Libraries (1990, revised 1996). After many previous attempts to develop public library standards in Tennessee, ten years ago Sandra Nelson put together a team of librarians to develop standards for non-metropolitan libraries, the first of which were published in 1990. These standards followed an intensive period of data gathering about public libraries to develop the proper context for setting standards. These standards, then, were truly Tennessee standards. These standards were reviewed annually and then published in a revised edition in 1996. The Tennessee standards established six levels of full-service libraries (reduced to five in the 1996 revision), and established minimum standards in the areas of governance, planning, budget, hours of operation, staffing, collection, telecommunications, services, and facility. Minimum standards were also established for community libraries that do not meet the standards for a Level I full-service library.

6. The ConnectTEN project (1996). The year 1996 was a big year in public library development in Tennessee. The ConnectTEN project was perhaps the most ambitious partnership between our public library system and the State Department of Education, made possible through the good services of the Tennessee Office of Information Resources (OIR). Through this project, all full-service public libraries and all school libraries were connected to the Internet, and fifty-five public libraries became the Tennessee Information infrastructure Access Point (TAP) sites for the counties. By September of 1996, a state that only a few years before had little Internet connectivity in our schools and public libraries had achieved near universal connectivity.

7. The statewide online public library catalog (1996). Building on long-range plans for database development through Auto-Graphics, Inc., with full funding from the State Library and Archives under LSCA, Tennessee became one of the first states in the country to make its online public library catalog available over the World Wide Web. The holdings of the State Library and Archives, the four metropolitan public libraries, and most of the full-service public libraries in Tennessee were made available online to anyone in the world with Internet access.
8. The statewide interlibrary loan (ILL) system. In 1996 interlibrary loan for public libraries was completely revamped by providing all full-service public libraries with electronic ILL capabilities. This, in turn, was made possible by reducing the number of Area Resource Centers (ARCs) from four to one (now the Knoxville-based Tennessee Resource Center).

9. The network enhancements of 1997. Network development between and among public libraries in Tennessee continued in 1997 with these activities: Fifty-three public libraries (2 regional and 51 local public libraries) were direct-connected to TAP sites to provide faster Internet connectivity. ISDN lines were installed in the Blue Grass, Clinch-Powell, Forked Deer, Highland Rim, Nolichucky, Shiloh, Upper Cumberland, and Warioto regional libraries. A 56K line was installed in the Reelfoot Regional Library. Three network consultants were added to the staff of the Planning and Development Section of the State Library and Archives to provide technical support to regional and local public libraries across the state.

10. The regional library review of 1997. In 1997 the Tennessee Regional Library System underwent its first major review in its fifty-plus year history. Three levels of review involving a wide range of local librarians and library users led to a series of recommendations regarding the future of regional libraries in Tennessee. These recommendations, which have been thoroughly reviewed and commented on by the regional librarians themselves, are now under review by the Office of the Secretary of State and the State Library and Archives, toward the development of a graduated implementation plan that will be shared with the regional libraries and all those who were involved in the review process.

We Are Here

The most important outcome of the nineties is, in my judgment, the fact that we, the public libraries of Tennessee, are still here. Many predictions to the contrary, we not only survived the nineties, we thrived. Instead of watching the nineties go by on the sidelines, we were in the thick of things and we took charge of our own destiny.

Librarians, trustees, friends of libraries, and users of libraries in their infinite variety have become an integral part of the planning process for library and information services in this century and beyond. Far from conceding technology to the computer specialists, we embraced computer technology for what it is, a means to an end, not an end in itself.

But looking beyond the glare and the gleam of technology, we are also here because of what we do, of what we will continue to do.

- We still provide the best in books and magazines and documents, standing firmly and unapologetically for the importance of reading and literacy in an information-driven society.
· We still have story hours for pre-school children, and summer reading programs that reach over 80,000 children in our state, up 50,000 over a decade ago.

· We still have special services for the elderly, the visually and physically handicapped, and the economically deprived.

· We still believe in the importance of reference service that gives people the answers to questions that they need to live and to make a living.

· By our very existence, we still demonstrate the civilizing role of the public library in public discourse, through the resources we make available and through the neutral meeting ground that we provide our communities.

· And we are still part of those communities, providing a universal service to every member of each community for only a few dollars a year per capita, demonstrating once and for all that a publicly supported institution can serve its public and serve it well.

As Joey Roger said in her keynote speech at the 1998 Annual Conference of the Tennessee Library Association, we believe that (1) words matter, (2) learning matters, and (3) people matter. These basic principles have helped carry us through the last decade of the twentieth century and should serve us well into the next century.

Yes, we are still here as the twentieth century closes. If we continue to take charge of our own destiny in the age of technology, while continuing to fulfill our long-term mission, we will be here well into the next century.

Edwin S. Gleaves is the State Librarian and Archivist of Tennessee. This text formed the basis for his presentation at the 1998 Annual Conference of the Tennessee Library Association in Memphis. For an earlier look at planning for the twenty-first century, see his Summer 1995 article "Libraries and the Information Superhighway: Toward Twenty-First Century Tennessee," *Tennessee Librarian* 47: 9-17.
Resources


*Middle Tennessee on Foot* takes readers on twenty-nine trail hikes in the woods and nine walks down country roads, all in the central section of Tennessee. Brandt has put together a detailed and descriptive volume of treks through state parks, national battlefields, and other historic and natural areas accompanied by information on the botany, geology, fauna, and history of the area in a narrative format.

Brandt introduces the book with a description of the landscape, seasons, forests, and wildlife of Middle Tennessee, and then goes on to give tips on using the book, as well as safety on the trails. He organizes the hikes into regions which include the Central Basin, Western Highland Rim, Eastern Highland Rim, and Cumberland Plateau, and the walks include areas in Williamson, Maury and Sumner Counties. Each chapter represents a particular scenic locale and more than one hike may be presented. Line drawings clearly illustrate the location and route for all hikes and walks, but the book's black and white photographs are few and do not add to the flavor of the trail descriptions.

The book contains treks for novice and seasoned hiker alike, with clear depictions of the trails and hiking conditions. Some trailheads, such as the Lady Finger Bluff Trail take some effort to find as well as to hike. Not all treks take the hiker deep into the woods. The Warner Woods Trail overlooks the heart of Nashville and many of the walks go through historic housing districts. The Stones River Battlefield Trail takes the hiker through Civil War battle sites.

Each trail description contains little gems of trivia within the narrative. The Warner Woods Trail description tells us that the study of chiggers is called acarology, and along the Day Loop Trail in Long Hunter State Park we learn that the prickly pear is Middle Tennessee's only true cactus. Along the Little Swan Trail adjacent to the Natchez Trace Parkway we learn about the controversial death of famed explorer Meriwether Lewis.

Brandt's book has something for avid hikers and Sunday strollers, nature enthusiasts and history buffs. Since the book is a bit unwieldy to comfortably carry on a hike, the hiker would be advised to make a copy of the description of the chosen trail to carry along for reports of sights along the trail. This hiking guide to Middle
Tennessee is highly recommended for public libraries and anyone interested in exploring this area on foot.

_valaries Adams_
_Lupton Library_
_The University of Tennessee at Chattanooga_

Cawood, Chris.
_The Spring of '68._

Sitting at the cemetery viewing the flowered covered casket is William Cody Rogers. His summer love and wife of twenty-six years has passed away. At the age of fifty-one, Cody is feeling very alone. His children are grown, and he has given up his career as an attorney. Retreating to his cabin in the Cumberland Mountains, he seeks comfort in the simple life. While enjoying the beauty of nature, he has no telephone, no electricity, no intrusions from the modern world.

Looking for answers to life's cruelties, he reads the Bible and Thoreau's _Walden_. He makes a pilgrimage to the mountaintop seeking answers for his wife's death and to determine what is expected of him for the rest of his life. There he encounters a young boy, Toby, who he believes is an angel. While their relationship provides much joy for both of them, their involvement results in Cody being charged with murder.

Ginny, his first love from "the spring of '68," re-enters his life. With Ginny and Toby he puts the broken pieces of his life back together. This is a love story which all can enjoy.

The descriptions of the Big South Fork area of Tennessee and Nashville provide wonderful mental pictures. Other areas of Tennessee mentioned are Clarksville, Johnson City, Gatlinburg, Pigeon Forge, Crossville, Jamestown, Morgan and Scott Counties, Newport, and Knoxville. The author is a native of Knoxville and a Tennessee-educated attorney. In 1974-78, he served in the Tennessee General Assembly.

Recommended for public libraries. Simply written. _Spring of '68_ is a joy to read.

_Nancy J. Dulniak_
_Information Services/ILL Librarian_
_Austin Peay State University_
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36  Tennessee Librarian 50(2) Fall 1998
Jones, Madison.  
*Nashville 1864, the Dying of the Light: A Novel.* 

Told in retrospect by the narrator-protagonist, *Nashville 1864* is Madison Jones's tenth novel. The subtitle is taken from a Dylan Thomas poem, “Do not go gentle into that good night. Rage, rage against the dying of the light.” This appears to be a reference to the battle, but the story itself is about two young boys—one white, one black—who go in search of the white boy's father in an attempt to bring him home before his grievously ill daughter dies. The premise itself seems a little absurd since the boys are continually bumping into soldiers of both sides on their journey, and constantly told to go home because battle is imminent. Of course, neither people nor life consistently makes sense, especially to twelve-year-olds, so this objection might be overlooked had other factors been different.

Madison Jones's dialogue is wooden and his use of dialect weak. His characters do not speak like real people—Black, white, Southern, Northern, or otherwise. Unless one is quite familiar with Nashville and its environs or has a map on hand, it is difficult to fix the boys' locations as they wander through the countryside. The purpose of the novel is also unclear: is it to tell the awful story of the two boys' experience with war and the meaning of slavery, or is it to tell once again how the South could have won the war? Several times the author promises great revelations—and the revelations themselves are important—but when read in the text they are undercut by the narrator's dispassionate tone.

In the traditional *Bildungsroman,* a young boy or man wanders from adventure to adventure returning home with the knowledge and experience that lead him to live life wisely. Dink, the slave boy, undergoes a major transformation when a battle scene between white Confederate and black Yankee soldiers unfolds itself before the hidden boys, but he is killed before he can return home. Steven does return home with his father after the battle is over, carrying with him both the guilt for pressuring his best friend to go with him into a life-endangering situation and the knowledge of why the battle was lost. Nothing positive has been gained from Steven's experience, but much has been lost—his friend's life, his own peace of mind, and perhaps he carries with him that bitterness that so many Southerners did after the war. It is difficult to know what he feels.

Recommended for libraries with Civil War or Tennessee historical fiction collections or of collections of Tennessee authors.

*Harriet Alexander  
Reference Librarian  
University of Memphis Libraries  
Memphis*
Klebenow, Anne.

200 Years through 200 Stories: a Tennessee Bicentennial Collection.

The Tennessee Bicentennial celebration is past, but people who were part of our State's first 200 years live on in these stories. This attractive book presents an anecdotal history of Tennessee's first two hundred years through the stories of two hundred Tennesseans “important to their time or represent[ing] a facet of Tennessee society and culture.”

The idea for this collection grew out of a conversation between Pulitzer Prize-winning Tennessee writer Alex Haley and former Governor Lamar Alexander, who wrote the foreword. Also included is a Bicentennial message to the people of Tennessee from Governor Don Sundquist. The stories themselves were compiled by Anne Klebenow, director of the Tennessee Bicentennial Folk History Project and director of research and editorial assistant to Mr. Haley during the six years before his death. Historical background essays were written in collaboration with Dr. Wayne Moore of the Tennessee State Library and Archives.

The book is divided into four sections, each introduced with an essay giving an overview of that era in Tennessee history: 1) Frontier to Secession; 2) Civil War; 3) Reconstruction - New South to World War I; and 4) The Twentieth Century. A helpful two-page map showing Tennessee counties and geographic regions precedes the first section. The individual stories, each one to two pages in length, are arranged chronologically, and many have an accompanying black and white photograph.

A wide variety of Tennessee personages, ranging from early settlers to United States Vice-President Al Gore, are included. University of Tennessee graduate students, who read primary and secondary sources in search of interesting anecdotes, researched the entries. Only true accounts were considered, and the final selection of stories to be included was based on degree of interest, historical significance, geographic location, time period, and the desire to provide balance among the entries.

Documentation of quotations is given in a “Notes” section at the end and is keyed to the “Selected Bibliography and Suggested Readings,” listed alphabetically by name of the story subjects. This arrangement, intended “to avoid interrupting the flow of the stories,” ends up being rather cumbersome. In addition to the Index of People, Tennessee Towns and Counties, a table of contents page listing all the entries in the order in which they appear in the book would have been useful.

This is an important book, carefully researched but “intended for pleasure reading,” according to the author's preface. However, I did not find it very readable; the stories are rambling, episodic, and not well written. One has to wonder what the book would
have been like if Alex Haley, who began the project and to whose memory it is
dedicated, had lived to see it completed. Nevertheless, this book, which bears the
official Tennessee Bicentennial logo, should be in every library that collects
Tennessee history materials.

Linda Behrend
Medical Library
East Tennessee State University

Kreyling, Christine M.M., Paine, Wesley, Warterfield, Charles W., and
Wiltshire, Susan Ford.

Classical Nashville: Athens of the South.

If you have ever wondered why there is a replica of the Parthenon in Nashville's
Centennial Park, or why Nashville has been called the Athens of the South, Classical
Nashville will provide some answers. The four authors are experts in architecture,
urban planning, historic preservation, and classical studies. In this book they
combine their expertise to offer a multi-faceted exploration of Nashville's link to
classicism.

The book is divided into four chapters. Chapter One details the history of Nashville's
connection to classical ideals, particularly in education. In 1780, classes were held
for the children in John Donelson's party during their journey to settle Nashville. The
city's interest in education continued with the endowment of land in 1785 for
Davidson Academy, Nashville's first school, which eventually became the University
of Nashville. The later founding of liberal arts universities like Fisk and Vanderbilt
reinforced the importance of an education that includes the classics. Also discussed
in Chapter One are the Fugitives, Vanderbilt poets who “adapt[ed] classical themes
to universalize their work.”

Chapter Two discusses public buildings in Nashville that utilize the classical
architectural style or elements of that style. Notable examples include the Tennessee
State Capitol and the George Peabody College campus. The chapter also gives
examples of other styles that have been used for public buildings during Nashville's
history. Nashville's classical-style residential buildings are the focus of the third
chapter. Belle Meade Mansion, the Hermitage, and Belmont Mansion are examined
in detail. The chapter also discusses examples of classical style in cemetery markers.

Chapter Four is devoted to Nashville's Parthenon, beginning with the Tennessee
Centennial Exposition for which it was built, then detailing its history, philosophy,
design, and renovations. This chapter also features an essay by Alan LeQuire,
sculptor of the Athena Parthenos that resides in the Parthenon. The conclusion offers
evidence of continuing classical ideals in Nashville, including the study of classical
languages in secondary schools, design elements in the Bicentennial Mall, the Parthenon's latest restoration, and classical theatre.

Classical Nashville provides a much-needed tying together of the many elements of the classical style that make up Nashville's past, present, and future. However, because these elements are so diverse, it is difficult to read the book as a unified whole. This difficulty is compounded by the four authorial voices in the book. The subject will be relevant to those with architectural or classical interests, but is not likely to pique the curiosity of the everyday library patron. The tone of the book is scholarly, as is the subject.

The ninety-four illustrations, including photographs of existing and historical buildings, are useful and often beautiful. The endpapers provide a diagram of terms used in Grecian Architecture, which is particularly helpful, as these terms are not defined elsewhere in the book. The design of the book itself employs classical elements, from a columnar arrangement of the type to the use of Roman numerals. The book includes a bibliography and index. Recommended for Nashville-area libraries, academic libraries, and libraries with strong art or architecture collections.

April Purcell
Extension Services Librarian
Austin Peay State University

Nicholson, Charles P.

**Atlas of the Breeding Birds of Tennessee.**


With the publication of this book, Tennessee joins a growing number of states that have completed breeding bird atlases. For ornithologists and a range of other people interested in birds, a breeding bird atlas is an extremely helpful reference guide. By recording breeding birds in a given territory over the course of several years, information is gathered to help monitor the long-term environmental health and biodiversity of a region.

This book is the most comprehensive book of its kind on Tennessee ornithology. To compile it, nearly 400 volunteer observers spent countless hours from 1986 to 1991 amassing records on over 170 nesting or potentially nesting bird species. The complexity and integrity of the project are attested to in the chapter on methodology, statistics, and interpretation.

At the core of the book are the species accounts and maps. A lengthy essay is devoted to each of the species found to be nesting in Tennessee. Birders will find them helpful in locating species and in learning more about the habitat and biology of the species. Distribution and abundance maps indicate the bird's overall
distribution and whether breeding was judged possible, probable, or confirmed in each block where it was reported. Excellent line drawings by David Vogt, Elizabeth Chastain, and Chris Myers identify each bird. Information on some possible/probable breeding species, hybrids, former breeding species, and unsuccessfully introduced species is also included.

A range of other highly useful information is presented, including a history of Tennessee ornithology: an essay on the physiography, vegetation, and climate of the state; and a description of Tennessee's landscape, particularly changes that have occurred during prehistoric and historic times related to farming, forests, and mining. Other essays cover the changes in the distribution and abundance of birds along with conservation efforts. Appendices include a taxonomic list of mammals, birds, reptiles, insects, and plants mentioned in the book, a summary of breeding chronology, and a list of brown-headed cowbird hosts. The book has a full bibliography and is indexed.

The Atlas of the Breeding Birds of Tennessee will be the book on this topic for years to come, and its important baseline research will be extremely important for all future studies in the state. The editor and the many volunteer observers and compilers are to be commended for this landmark contribution to Tennessee ornithology. As a practical and readable reference work, it deserves a prominent place in the library of every Tennessee birder and others interested in Tennessee ornithology. An excellent companion volume to every Tennessee birder's favorite field guide.

Kathy Breeden
University of Tennessee at Chattanooga

Sensing, Thurman.

Champ Ferguson: Confederate Guerilla.

Champ Ferguson was a formidable contender, a rough mountain man who vigorously practiced customary masculine skills and pursuits, and rigidly followed the stern justice code of the Cumberlands. His legendary activities during the Civil War years made him a hero to Confederates in Tennessee and Kentucky, but also vilified by Union sympathizers as an uncontrolled murderer roaming the mountain fastnesses.

Thurman Sensing captures the drama and mystery of Champ's guerilla career in an accessible biography with tragic overtones. Its action is intriguingly suspended between the author's dedication to his young son in the original 1942 edition and that grown son's afterword, which leaves readers suspended anew.
Champ Ferguson was born and raised in Clinton County, Kentucky. A large, strong man with little formal schooling, he was peerlessly adept with gun, knife, and horse. During the 1850s he moved with his family to mountainous White County, Tennessee. He had been arrested twice before the military charge and court case at the core of this book. The first arrest resulted from a horse-stealing, knife-fighting melee at a Kentucky camp meeting. The second, by the Confederate military, was an arrest from which he was paroled for lack of evidence. At forty-three years of age he either surrendered to, or was captured by, Federal agents. The war was over, but he nevertheless was imprisoned in Nashville on two charges: 1) being a Confederate guerilla and 2) murdering fifty-three persons.

The violence and cunning of Champ Ferguson's life are revealed through the viewfinder of a U.S. military courtroom, where his war deeds were distorted during a long trial extending from the heat of a Nashville summer into early fall 1865. The author augments official court records with excerpts from the florid coverage of three local newspapers. He also refers to Bromfield Lewis Ridley's Battles and Sketches of the Army of Tennessee and official records of the U.S. Federal Army. Unfortunately, these are not assembled into a bibliography or an index.

Two major lines of conjecture are postulated by Sensing: Did Ferguson do the things with which he was charged and, if so, why? And why did the Federals determinedly arrest and try him at war's conclusion, alone among the many Confederate soldiers granted parole according to the surrender terms between Grant and Lee?

One widely disseminated story of the time maintains that, in a section of the border states where most men were Union sympathizers, some felt they must punish Champ for his Southern sentiments. Eleven of them are said to have bullied their way into the Ferguson cabin during Champ's absence and despicably mistreated his wife and daughter. Champ could never forgive this insult and swore he would kill each one with his own hands. He did. The eleventh man met a particularly brutal death while lying on his sickbed as a Confederate prisoner.

Although Champ was defended by one of the ablest lawyers in Tennessee, defense motions were routinely dismissed. Only five defense witnesses were ever procured. At length, the trial reached its intended conclusion. Champ Ferguson was hanged in the prison stockade, 20 October 1865. His wife and daughter were permitted to take the coffin by wagon to White County for burial "in good Rebel soil."

But then, there is that "Afterword" . . . Champ Ferguson's legend lives on.

Katharine Bruner  
Brown Middle School Library  
Harrison, Tennessee
TLA Publications Mission Statement

The Publications Advisory Board of the Tennessee Library Association composed the statement below in 1998 to guide decisions about TLA publications, which currently include the *Tennessee Librarian*, the *TLA Newsletter*, the TLA website, and the TLA electronic discussion list. A list of the committee members who authored it can be found beneath the statement.

Publications of the Tennessee Library Association support TLA's mission by providing information relevant to librarians, library support staff, and other library advocates. Encompassing print and electronic media, TLA publications serve as a forum for discussion of issues, innovations, and concerns to libraries and librarians, particularly those in Tennessee. Publications contribute to the continuing education and professional development of librarians and library staff through the sharing of research, ideas, and knowledge about best practices; notification of CE workshops and conferences; and opportunities to serve the Association. TLA publications also provide current awareness about activities of TLA, local library news, positions available, and latest developments in the state's information community.

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<tr>
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<td>Union University</td>
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<td>1050 Union University Dr</td>
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<td>Jackson 38305-3697</td>
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<td></td>
<td>901-661-5414  901-661-5175 (fax)</td>
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<td>Woodward Libr, APSU</td>
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<td>P.O. Box 4595</td>
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<td>Clarksville 37044</td>
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<td>615-963-5201</td>
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<tr>
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<tr>
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<td>Murfreesboro 37132</td>
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<td></td>
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<tr>
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<th>TN State Library and Archives</th>
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<tr>
<td></td>
<td>403 7th Avenue North</td>
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<td>Nashville 37243</td>
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<td>615-532-362</td>
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<td>Campus Box 526500</td>
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<td>Memphis 38152-6500</td>
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<tr>
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<th>Business/Gov Docs Librn</th>
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<td>Nashville Public Library</td>
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<td>225 Polk</td>
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<td>Nashville, TN 37203</td>
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<td>615-882-5844</td>
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<td>3066 N. Highland Ave</td>
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<td>Jackson 38305</td>
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<td>901-668-3356</td>
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<tr>
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<td>Knoxville 37996-1000</td>
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