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By way of introduction……

As you may have noticed, this issue shows a change in editor and associate editor. While putting together this first issue, casting about for a way to introduce myself, I attended a satellite teleconference sponsored by the Medical Library Association titled "The Effects of E-Journals on Your Library." It is part of a series on the "myth and reality of electronic publishing." One particular segment of the broadcast gave me something to reflect upon, namely changes over the past few years in the categories "information haves" and "information have-nots." When I came to East Tennessee State University from my first job at the University of Illinois at Chicago 12 years ago, I certainly felt at times that I was coming from an "information have" situation to a "have not" situation. (This feeling was perhaps unjustly intensified by the reactions of several members of an ALA committee, of which I was a member at the time.) Since then, the distinctions have disappeared, in part through the Internet and in part through initiatives such as the Tennessee Electronic Library. As was made clear in the teleconference, one of our biggest problems as librarians today is not necessarily access to information, but gaining the knowledge to be able to choose among a wide range of formats and pathways to that information. I hope while I am editor of Tennessee Librarian that we can provide some help to our readers in this task.

I would also like to introduce the associate editor of Tennessee Librarian. She is Marie Jones, Extended Campus Services Librarian here at East Tennessee State University. She came to ETSU last summer from Muskingum College in Ohio and is bringing with her some much appreciated publication expertise.
The three articles appearing here are of particular interest to me. The first made my job as incoming editor much easier as it analyses the types of articles published in *Tennessee Librarian*, in particular during the past ten years.

The second article is a discussion of the knowledge and skills needed by school librarians today, a topic of particular interest since Tennessee has rewritten its standards for the profession. We all depend on the librarians in elementary and secondary schools to give students their introduction and preparation for life in the information age.

The third article is a new installment of the Tennessee Bibliography, a very useful series, which has appeared in *Tennessee Librarian* for several years.

*Mark Ellis*
*East Tennessee State Univ.*

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**Editor's Note**

During the past few years, publication of *Tennessee Librarian* has become somewhat irregular. I hope to begin to remedy this by starting a new volume number for the year 2001 and by moving up the schedule for submissions to each issue.

New submission dates are: November 15th for the winter issue; February 15th for the spring issue; May 15th for the summer issue; and August 15th for the fall issue.

To view instructions to authors, please go to the *Tennessee Librarian* page of the Tennessee Library Association website:

http://www.tnla.org/tl.html
Who Publishes and What in the *Tennessee Librarian*?

Betsy Park  
Head, Reference Department  
University of Memphis Libraries  
126 Ned R. McWherter Library  
Memphis, TN 38152  
ehpark@memphis.edu

The *Tennessee Librarian: the Quarterly Journal of the Tennessee Library Association* began publication in 1948. At a time when membership dues were $1.00, the journal was comprised primarily of news items of interest to librarians in the state. The first few volumes did not have a table of contents. The journal had a small editorial board that divided responsibilities and assigned articles. In 1952 Robert S. Alvarez, then president of the association and one of the editors, wrote “We [the editors] also hope to see the day when people will voluntarily submit articles for consideration of the editors rather than require them to plan and ask for everything that goes into each issue.” He later shared his concern for the publication by commenting, “I sincerely hope that the rest of the articles for this Spring issue turn up soon as only three days remain…” (Alvarez 1952). The *Tennessee Librarian* has now been published continuously for over half a century. During this time it has evolved from a news magazine to a more scholarly journal. Articles submitted to the journal undergo peer review before being accepted for publication.

Previous studies have analyzed periodical authorship and content from several perspectives. Gloria S. Cline (1982), Paul Metz (1989), and James L. Terry (1996) examined characteristics of authors and types of articles published in *College & Research Libraries*. John M. Budd and Charles A. Seavey (1990), Lois Buttlar (1991), Sylvia C. Krause and Janice F. Sieburth (1985), John N. Olsgaard and Jane K. Olsgaard (1980) and Michey Zemon and
Alice H. Bahr (1998) examine authorship and content in multiple journals. Generally these articles categorize authors by institutional affiliation and size, gender, single vs. collaborative authorship, and number of articles written. Articles are classified according to the subject(s) covered and methodology used. Research indicates that most authors publish one or two articles over time; that a small portion of four-year institutions is responsible for formal contributions to the literature; that academic librarians publish the greatest number of articles; that there is an increase in articles published by female authors; and that there is a trend toward coauthoring articles. In terms of subject coverage, studies find automation, cataloging, library administration, and the library journal literature to be the most studied. This author decided to examine our state association journal, the Tennessee Librarian, to see how it fared according to these factors. In short, who publishes about what in the Tennessee Librarian?

Methodology

This author examined each of the 44 issues of the Tennessee Librarian published in the ten-year period between winter 1989 and spring 1999. Only full-length articles were counted, thus eliminating the columns, book reviews, conference reports, and the annual membership list and Tennessee bibliography. Eighty-nine articles and 112 authors were identified. In most instances, except for the last three issues (vol. 50, No.2-4), information about the author’s institution and position title was printed in the journal. For those issues that did not contain this information, the author consulted the TLA membership directory. For each article the following information was gathered: author name and affiliation, type of library, number of authors, gender, geographic location, subject covered, and type of article (survey, case study, etc.).
Who writes for the *Tennessee Librarian*?

Academic librarians are the most prolific writers in the *Tennessee Librarian*. Sixty-nine of the 112 authors are associated with an academic library. Of this group 66 are associated with academic institutions having a masters or doctoral program. The majority of academic authors work at the University of Memphis or the University of Tennessee, Knoxville. It is noteworthy, however, that Knoxville’s 26 articles by 32 authors doubles the 12 articles by 16 authors from The University of Memphis. Other studies (Budd and Seavey 1990, Buttlar 1991, Krause and Sieburth 1985) also note the prevalence of authors in academic institutions, especially the larger ones. Some authors (Krausse and Sieburth 1985, Zemon and Bahr 1998) suggest that publication rates for academic librarians are related to requirements for tenure and promotion. Librarians at many academic institutions in Tennessee have faculty status. One might speculate a relationship between tenure and promotion requirements and the higher publication productivity. However, this must be only speculation because the *Tennessee Librarian* is one of many publication possibilities for academic librarians.

The next largest number of authors comes from public libraries, accounting for 14 authors. Library school faculty published eight articles and library school students wrote four articles. This latter number is probably inaccurate, since many library school students also work in a library and may, therefore, not be identified as students. Authors from the Tennessee State Library and Archives wrote nine articles. Five school librarians wrote five articles over the time period studied. No one from a special library wrote for the *Tennessee Librarian*, not surprising since the special library section has been inactive for some time. Table 1 provides a more detailed analysis of the types of libraries represented.
Table 1  Authorship by Type of Library

<table>
<thead>
<tr>
<th>Type of Library</th>
<th>No. of Articles</th>
<th>No. of Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Libraries</td>
<td>50</td>
<td>69</td>
</tr>
<tr>
<td>Community College</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Master’s</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Doctoral</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>Library School</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Public Library</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>School Library</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>State Library</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Non-library</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>112</td>
</tr>
</tbody>
</table>

Gender is another characteristic frequently studied. Of the 112 authors, 65 are female and 47 are male. This contrasts with a 1980 study (Olsgaard and Olsgaard) that found that males publish more than females, although there are more female than male librarians. On the other hand Metz (1989) examined College & Research Libraries over a 50-year period and found a dramatic increase in representation of women authors. Terry (1996) also noted an increase in the number of female authors. While this study did not track gender over time, females do publish more frequently than males in this journal.

Geographically, authors live in the eastern portion of the state. Forty-five authors from east Tennessee wrote articles for the journal, as compared with 21 from the middle region, and 16 from west Tennessee. Only seven authors living out-of-state contributed to the journal.

Single author articles far outnumber those written by multiple authors. Sixty-nine of the 89 articles were written by one author. Further analysis of collaboration by gender indicates that articles written by one author are equally divided between males and females (34 males, 35 females). However, females are more than twice as likely to co-author articles than are males. Of the 43
authors who co-authored, 30 or almost 70% are female (see Table 2). Terry (1996) also found an increase in articles written collaboratively and that female academic librarians who co-authored articles comprised the largest number of authors.

**Table 2  Collaboration by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Author</td>
<td>34</td>
<td>35</td>
<td>69</td>
</tr>
<tr>
<td>Coauthor</td>
<td>13</td>
<td>30</td>
<td>43</td>
</tr>
</tbody>
</table>

The vast majority of individuals are responsible for one contribution to the journal. Of the 112 authors, 71 wrote one article, 10 wrote two, and three wrote three articles. Only two individuals (Ed Gleaves, State Library and Archives, and Bill Robinson, University of Tennessee School of Information Sciences) published more than three articles in the journal during the time period studied. This pattern appears to be fairly typical. Cline (1982) found a weak core of productive authors in *College & Research Libraries*, with only six publishing ten or more articles in a forty-year time period. Krausse and Sieburth’s (1985) study of 12 journals over a ten-year period noted that 77.8 percent of the authors wrote a single paper. Similarly, Budd and Seavey’s (1990) study of 36 library and information science journals found that a vast majority of the authors wrote one article, with only 32 of the 1,373 authors writing more than three articles.

**What do they write about?**

According to the Instructions to Authors, the *Tennessee Librarian* “is a medium for professional and scholarly information, and a forum for the discussion of issues related to library and information services in Tennessee. The *Tennessee Librarian* seeks materials on all types of libraries and library activities” ([http://toltec.lib.utk.edu/~ tla/tl.html](http://toltec.lib.utk.edu/~ tla/tl.html)). In order to characterize the
subjects covered, this author scanned the issues and then used a somewhat modified classification scheme developed by Cline (1982). Table 3 illustrates the distribution of articles. It should be of no surprise that automation and information retrieval (30 articles) was the major topic discussed during this time period. It is followed by general interest (28 articles), resources and collections (11 articles), administration (8 articles), services (5 articles) and training (5 articles).

Table 3 Classification of Articles

<table>
<thead>
<tr>
<th>Classification</th>
<th>No. of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>8</td>
</tr>
<tr>
<td>Disaster Planning</td>
<td>1</td>
</tr>
<tr>
<td>Friends</td>
<td>1</td>
</tr>
<tr>
<td>Funding/gifts</td>
<td>2</td>
</tr>
<tr>
<td>Library Administration</td>
<td>4</td>
</tr>
<tr>
<td>Automation &amp; Information Retrieval</td>
<td>30</td>
</tr>
<tr>
<td>Internet</td>
<td>9</td>
</tr>
<tr>
<td>Networking</td>
<td>7</td>
</tr>
<tr>
<td>Technology</td>
<td>14</td>
</tr>
<tr>
<td>General Interest</td>
<td>28</td>
</tr>
<tr>
<td>Copyright</td>
<td>1</td>
</tr>
<tr>
<td>Libraries/librarianship</td>
<td>12</td>
</tr>
<tr>
<td>Personal tribute</td>
<td>5</td>
</tr>
<tr>
<td>Publishing</td>
<td>2</td>
</tr>
<tr>
<td>State/TLA</td>
<td>4</td>
</tr>
<tr>
<td>Travel</td>
<td>4</td>
</tr>
<tr>
<td>Resources &amp; Collections</td>
<td>11</td>
</tr>
<tr>
<td>Services</td>
<td>7</td>
</tr>
<tr>
<td>Cataloging</td>
<td>1</td>
</tr>
<tr>
<td>Document Delivery</td>
<td>2</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>2</td>
</tr>
<tr>
<td>Outreach</td>
<td>2</td>
</tr>
<tr>
<td>Training</td>
<td>5</td>
</tr>
<tr>
<td>Continuing education</td>
<td>2</td>
</tr>
<tr>
<td>Staff development</td>
<td>3</td>
</tr>
</tbody>
</table>
Five of the six major activities could be divided into subtopics (see Table 3). Some of the areas represented in the subtopics are noteworthy. Automation and information retrieval received the most emphasis because it included topics of interest to all types of libraries, especially technology and the Internet. Second, the general interest category is quite varied, but indicates the continuing interest in topics related to individual libraries and to librarianship in general. Also of interest is the number of topics treated by only one article during the time period examined. These include disaster planning, friends groups, copyright, and cataloging. Overall, there is indication that the *Tennessee Librarian* lives up to its promise to publish articles about all types of libraries and library activities.

Cline’s earlier (1982) study identified organization and administration as being the most frequently discussed topic in *College & Research Libraries*. Buttlar (1991) found examination of library periodical literature was at the top of the list.

The *Tennessee Librarian* is a refereed journal and, again according to the Instructions to Authors, publishes “scholarly papers relevant to Tennessee Libraries, papers with quantitative or qualitative evaluation of library practice, state of the art reviews designed to bring Tennessee librarians up to date reports of studies, surveys, or programs emphasizing findings, conclusions, and implications.” (http://toltec.lib.utk.edu/~tla/tl.html). It is difficult to tell how successful the journal is in fulfilling this goal. Twenty-two of the 89 articles report the results of a survey. The remaining 67 articles are on various services, collections, travel, speeches, and the like. Thus, during the time period studied, there are not a large number of articles containing quantitative or qualitative evaluation. One of the major characteristics of the journal appears to be its diversity, both in coverage and methodology.
Table 4  Publication by Type

<table>
<thead>
<tr>
<th>Publication Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>30</td>
</tr>
<tr>
<td>Survey</td>
<td>22</td>
</tr>
<tr>
<td>Nonresearch</td>
<td>14</td>
</tr>
<tr>
<td>Observation</td>
<td>12</td>
</tr>
<tr>
<td>Historical study</td>
<td>5</td>
</tr>
<tr>
<td>Tribute</td>
<td>4</td>
</tr>
<tr>
<td>Bibliography</td>
<td>2</td>
</tr>
</tbody>
</table>

Conclusion

This study examined characteristics of authorship and articles over a ten-year period in the history of the *Tennessee Librarian*. The typical author is female, works at a large academic library in east Tennessee, writes as a single author, and publishes a nonresearch article about some area of automation or general interest. It might be interesting to investigate how well this represents the membership of the Tennessee Library Association. The *Tennessee Librarian* serves both an educational and a unifying role to the membership. Librarians and others associated with libraries possess a wealth of information and experience that can benefit their colleagues in the state. As a professional journal the *Tennessee Librarian* provides a means by which individuals concerned with libraries in the state communicate information--their ideas, research, and concerns--to others. The state association journal is important to all librarians, and particularly to those people in libraries that are geographically remote from the center of association matters or who find it difficult to attend conferences. Its continued success is important to everyone in the state.
References


Teacher/Librarian .... Wired, Willing, and Able

Kathy Patten,
Assistant Professor, Department of Educational Leadership
Middle Tennessee State University, POB 91
Murfreesboro, Tennessee 37132
kpatten@mtsu.edu

School librarian ... what image does that title bring to mind--dowdy, old-maidish Mary Hatch Bailey with the bun and the spectacles and that timid personality? Sssshhhhh! If you haven't looked lately, school librarians no longer fit the prevailing stereotype and they no longer possess only clerical, book tending skills. The new definition of school librarian requires active, energetic, competent and confident human beings to fulfill the many roles within this new definition. The primary focus of the modern library media specialist and of the media center program is to produce students who can solve information problems and are savvy consumers of information - skilled in identifying, locating, using, and evaluating information from all sources and in any format. To that end, Information Power (IP), issued in 1998 by the American Library Association and by the Association for Educational Communication and Technology, identifies these roles for the library media specialist:

Instructional designer
Curriculum leader
Information specialist
Program administrator
Teacher

The themes of Collaboration, Leadership, and Technology are reflected in every aspect of Information Power and in every role. IP identifies the
principles that the library media specialist profession embodies. There are also nine standards for information literacy which are the expected outcomes for students. The library media specialist designs the media center program to produce these outcomes. Graduate programs are designed to produce library media specialists who can fill the IP defined roles and practice the profession according to the principles of IP.

**Learning and Teaching Roles**

Formal training in curriculum design and application of curriculum design is required. The focus is on building a sound theoretical base so that the library media specialist will be able to not only support the school in curriculum issues, but also be able to lead and design curriculum. These skills distinguish the library media specialist:

- The library media specialist deals with the curriculum of the entire school, not just one grade or unit.
- The library media specialist deals with all of the stakeholders of the school, not just one segment of this community.
- The library media specialist weds the curriculum with the needed and available resources.
- The library media specialist designs curriculum to provide students with information problem solving skills within content areas.

The use of technologies permeates the graduate media specialist curriculum as it should in other school environments. The library media specialist is trained to deliver information and teach problem solving no matter what the media. The medium is not the message (McLuhan, 1964), but all learners need to be able to use multiple methods of information delivery. Students can use computer based skills in all classes - at a minimum they can use the Internet, e-mail, and Microsoft Office components. They should be
familiar and comfortable with the operation of a Windows environment or a Mac environment.

The library media specialist is no longer just a support person, a keeper of the books, or one who provides planning time for teachers. The library media specialist is a deft collaborator who has the expertise needed to teach all members of the school information problem solving. Teachers must work with the library media specialist to provide full service to their students. Opportunities need to be provided for library media specialists to design lesson plans and interact with teachers in co-design of curriculum. School board members, district administrators, and principals must be informed about the assets and potential of the modern library media specialist and then allow these unique specialists the freedom and resources to add value to the instructional program and produce information literate students.

Knowledge, Skills, Disposition of the Librarian:

- Child and adult development, learning styles, assessment techniques
- Information skills teaching models
- Lesson planning
- Mapping between curriculum and information skills
- Techniques of collaboration with teachers for instructional design, teaching, and evaluation of student progress
- Eagerness to promote materials and instruct others in their use

Information Specialist

The library media specialist must be knowledgeable of the types of information available, the techniques and media of delivery, and have the ability to determine the quality of information available. The required
knowledge bases for these skills should be part of the skills matrix of all librarians.

Beyond just "knowing", the library media specialist is a proactive purveyor of that "knowing". The library media specialist works to bring the knowledge and assessment of resources to all stakeholders. This role requires a mastery of computer based sources and the skills and desire to share this mastery with others.

The intent is not to produce a student with encyclopedic knowledge; rather it is to produce an adept learner who knows how to find information and use it effectively and efficiently-the lifelong learner.

Knowledge, Skills, Disposition of the Librarian:
• Core of knowledge of authors, of sources, of evaluation tools, and of techniques for print and non-print materials
• Abilities to integrate this knowledge into the content areas
• Disposition to promote and share the knowledge in a proactive manner

Program Administrator

Librarians must administer the media program at all levels. Day-to-day management is carried out as well as higher level skills such as assessment, policy writing, and personnel administration. Leadership and advocacy qualities are utilized and emphasized. Expertise in using computer-based databases is obligatory in order to obtain full and efficient use of the charting and reporting features available.

Knowledge, Skills, Disposition of the Librarian:
• Perform and supervise management functions such as budget, personnel, collection management, and public relations
• Devise and write proposals to gain program support
• Generate reports that show the impact of the media center program upon the school
• Master practical skills necessary to keep the library media center organized and accessible
• Collect data, evaluate implications of data, form opinions based on data, devise plan of action, convey the plan to others, and carry the plan out
• Enthusiasm for the program and its stakeholders

The library media specialist will be able to perform all of these roles upon entry into the profession. The Tennessee State Standards and the Information Power standards coincide on defining these roles (Appendix). The traditional roles, which consisted solely of program administration and library skills teacher, no longer enclose and define the library media specialist. Clerical skills required to administer a library program should be a minor part of a library media specialist's day; story reading and library skills teaching are now incorporated into the broader role of library media specialist. The ability to fix, inventory, and hook up or wire equipment is no longer the definition of "technology expert". These are technician roles and are performed with a focus on them as a means to an end, not the ends in and of themselves. For the modern library media specialist, this role is one of "technologist" not technician. The specialized knowledge and skills of a library media specialist should place her/him in the teaching corps of the school.

Of all the members of the school community, only the library media specialist combines the roles of information specialist, technologist, teacher, instructional designer, and curriculum leader. It is the responsibility of the administration of the school system, of individual schools, of communities, and of parents to demand that these roles be realized. It is the obligation of the
school board and the funding bodies to furnish the resources (flexible schedules, aides, adequate budget, etc.) to enable the library media specialist to fulfill the standards set by the State of Tennessee and ALA.

References


## Appendix:

<table>
<thead>
<tr>
<th>Tennessee State Standards for School Library Media Specialists (abbrev.)</th>
<th>IP2 LT=Learning and Teaching IA=Information Access and Delivery PA=Program Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Professionalism &amp; Communication</strong></td>
<td>LMC=Library Media Center (program)</td>
</tr>
<tr>
<td>A1. Communicate effectively</td>
<td>PA9 - Clear communication of the mission, goals, functions and impact of the LMC is necessary.</td>
</tr>
<tr>
<td>A2. Provide guidance in the selection and use of information materials</td>
<td>IA2 - The LMC provides physical access to information. IA5 - The collections of the LMC are developed and evaluated collaboratively to support the curriculum and meet diverse learning needs. IA7 - The policies, procedures, and practices of the LMC reflect legal guidelines and ethics.</td>
</tr>
<tr>
<td><strong>B. Provide staff development</strong></td>
<td>PA4 - An effective LMC requires ongoing administrative support. PA8 - Staff development is essential.</td>
</tr>
<tr>
<td><strong>C. Participate in professional organizations at all levels</strong></td>
<td>PA8 - Staff development is essential.</td>
</tr>
<tr>
<td><strong>D. Knowledge of a variety of cultural and philosophical viewpoints</strong></td>
<td>LT7 - The LNIC supports the learning of all students.</td>
</tr>
<tr>
<td><strong>D2. Provide information reflecting variety of cultural and philosophical viewpoints</strong></td>
<td>LT6 - The LMC is founded on a commitment to the right of intellectual freedom. LT7 - The LMC supports the learning of all students.</td>
</tr>
<tr>
<td><strong>II. Instructional Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>A. Collaborate with teachers on curriculum development and instructional design</td>
<td>LT3 - The LMC models and promotes collaborative learning and curriculum development. LT4 - The LMC models and promotes creative, effective, and collaborative teaching. IA5 - The collections of the LMC are developed and evaluated collaboratively to support curriculum and meet diverse student needs.</td>
</tr>
<tr>
<td><strong>B. Understand student development</strong></td>
<td>LT7 - The LMC supports the learning of all students.</td>
</tr>
<tr>
<td><strong>B1. Understand student development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B2. Use teaching strategies to meet needs of diverse learners &amp; use appropriate teaching strategies</strong></td>
<td>LT1 - The LMC provides intellectual access to information. LT7 - The LMC supports the learning of all students.</td>
</tr>
<tr>
<td>C. Identify and select resources appropriate to curriculum and client groups</td>
<td>IA1 - The LMC provides intellectual access to information. IA2 - The LMC provides physical access to information. IA5 - The collections of the LMC are developed and evaluated collaboratively to support curriculum and meet diverse student needs.</td>
</tr>
<tr>
<td><strong>D. Convey research skills and strategies to students and teachers</strong></td>
<td>LT6 - The LMC encourages and engages students in reading, viewing, and listening for understanding and enjoyment. LT8 - The LMC fosters individual and collaborative inquiry.</td>
</tr>
<tr>
<td><strong>E. Understand all research tools, use technology for research, and instruct client groups on its use</strong></td>
<td>LT2 - The information literacy standards for students are integral to the curriculum. LT5 - Access to the full range of information resources and services through the LMC is fundamental. LT9 - The LMC integrates the uses of technology for learning and teaching. IA1 - The LMC provides intellectual access to information. IA2 - The LMC provides physical access to information.</td>
</tr>
<tr>
<td><strong>F. Convey importance of being a lifelong learner and provide skills necessary to achieve this</strong></td>
<td>LT2 - The information literacy standards for students are integral to the curriculum. LT6 - The LMC encourages and engages students in reading, viewing and listening for understanding and enjoyment. LT8 - The LMC fosters individual and collaborative inquiry. IA1 - The LMC provides intellectual access to information. IA2 - The LMC provides physical access to information. IA3 - The LMC provides a climate that is conducive to learning. IA4 - The LMC requires flexible and equitable access to information.</td>
</tr>
<tr>
<td><strong>III. Collection Management and Organization</strong></td>
<td></td>
</tr>
<tr>
<td>A. Knowledge of all materials appropriate for children and young adults</td>
<td>IA5 - The collections of the LMC are developed and evaluated collaboratively to support the curriculum and to meet diverse learning needs. LT7 - The policies, procedures and practices of the LMC reflect legal guidelines and ethics.</td>
</tr>
<tr>
<td>B. Develop, implement, and revise policies and library procedures that reflect the school's goals and objectives</td>
<td>PA1 - The LMC supports the mission, goals, objectives, and improvement of the school. PA5 - Comprehensive and collaborative long-range, strategic planning is essential. PA9 - Clear communication of the mission, goals, functions and impact of the LMC is necessary.</td>
</tr>
</tbody>
</table>
Tennessee also has instructional technology standards which have correspondence to IP principles Learning and Teaching 1, 5, 9, 10 and Information Access 2 and 7.
**Tennessee Bibliography**

**Titles Published in 1999**

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University of the South  
Sewanee, TN 37383  
Ehitchco@sewanee.edu


Badger, David P. and John Netherton. *Snakes*. Stillwater, Minn.: Voyageur Press, 1999. 144pp. The authors are residents of Tennessee.


Holtzhouser, Angie T. *Drop Dumplin’s and Pan-Fried Memories along the Mississippi.* Libourn, MO: Fayjoe Enterprises, 1997. Author is a native of Tennessee.


______. *Mysterious Knoxville: Ghost Stories, Monster Tales, and Bizarre Incidents from the “Gateway to the Smokies.”* Johnson City, Tenn.: Overmountain Press, 1999. 100pp.


White, Katie Kinnard and George A. Northern. *From Whence We Came: The History of Greater Pleasant View Baptist Church, 1894-1999.* Brentwood, Tenn.: Greater Pleasant View Baptist Church, 1999. 93pp. The Church is located in Nashville.


No More Social Lynchings, by Robert W. Ikard, carefully draws the reader into the world of the Southern African-American of Columbia, Tennessee in 1946. The author shows how precarious the racial peace was between black and white, and how easily it could shatter.

The peace was shattered on the night on February 25, 1946. Events had started earlier that day when a black couple had an altercation with a white store worker. Throughout the day, fueled by alcohol and rumors of what happened during the dispute, whites gathered on the town square with their weapons, ready to put the blacks of the town “in their place.” After all, "racial harmony was rooted firmly in caste, blacks and whites knowing their places..."

Tension continued to escalate between the two races during the day; culminating in a riot which destroyed businesses and led to the arrest of numerous black men. Columbia, and the racial balance of the town, indeed of Tennessee would never be the same. What started as a small squabble had escalated into a riot, followed by a trial with repercussions still echoing today.

Ikard leads up to the events of February 25, 1946 by giving the reader a background on racial relations in Maury County (home county of Columbia). Maury County embraced the Ku Klux Klan in 1867, becoming the "banner Ku Klux county in Tennessee" one year after a neighboring county founded the organization. According to the author, Maury County has a long history of racially motivated actions including night ridings, whippings and lynchings.
From this background, the reader is led through the riot and resultant arrests and trials.

The author, a Nashville surgeon and amateur historian, decided to study this event based on his only memory of the riot, seeing "an olive-clad soldier walking beside me on the sidewalk... ." Researching from that memory, Ikard has fashioned a very credible volume of the racial tensions and beliefs of both races during this time period. Although many characters are products of their time (prejudicial, stymied by social pressure to "know their place"), the author has blended the differing viewpoints and consequent actions into a fascinating look inside a racially charged town.

Sources are documented in the extensive Notes and Bibliography sections. Those interested in further research on the subject would do well to start with the bibliographical sources in this volume. Also included in the photograph section are copies of political cartoons from different newspapers recording the event (some to the detriment of Tennessee law enforcement officials).

No More Social Lynchings is an excellent source for the racial relations in Tennessee during the 1940's. Although the book deals with one event, it draws on the common feelings of both black and white citizens throughout the country. This volume is recommended for academic and public libraries.

Karen Evans
Cunningham Memorial Library
Indiana State University


In this addition to the "Great Campaigns of the Civil War," series editor Anne J. Bailey, a history professor at Georgia College & State University, details two of the most significant and curious campaigns of the entire war. Following the fall of Atlanta in the autumn of 1864, Sherman's Union troops
turned southeast and marched off to victory (or infamy depending on one's sectional viewpoint), while Hood's Confederate forces turned northwest and found disaster and defeat. In his march to the sea, Sherman introduced the modern concept of "total war" to the world that it would come to know only too well in the following century. That two great armies would diverge rather than meet for a decisive encounter is almost unique in military annals. As Sherman himself later wrote, "It surely was a strange event; two hostile armies marching in opposite directions." It makes for an intriguing story that Bailey tells well.

The story of Sherman's "March" has been often told. Hood's march into Tennessee is less well known, but in a sense proved as disastrous for the South's war fortunes as what Sherman did to it in Georgia. In the end, Hood lost to Southern arms the only real army that stood in opposition to Union forces in the Western Theatre. It may be for this reason that Bailey gives five chapters specifically to Hood's campaign and only two to Sherman's. While she introduces no new historical interpretation of events, Bailey makes good use of contemporary sources to tell her story, from such standard works as the *Official Records* to personal diaries and letters from both combatants and civilians who found themselves all too often in the way of war's juggernaut.

The key to the book's success is Bailey's ability to show the relationship and effects of one campaign on the other and how they were, like victory and defeat, intertwined. The two disparate campaigns and commands proved in the end to be reflections of the two regions and the whole war, emblematic of why one side won and the other side lost. Specialists and those seeking greater detail will find nothing new here that has not been covered in depth in such works as Wiley Sword's *The Confederacy's Last Hurrah* (1993), and Lee B. Kennett's *Marching Through Georgia* (1995), among others. The lay reader seeking more information on these specific campaigns, without undue
technical detail, will find that Bailey's very readable, understandable text serves as a most valuable companion piece. Libraries with Civil War collections or with clientele having an interest in this field will find it a suitable purchase.

Ned L. Irwin  
Archives of Appalachia  
East Tennessee State University


Dr. Michael R. Bradley’s *Tullahoma* is a much-needed addition to the few publications about this significant campaign of the Civil War. Bradley, a Social Studies professor at Motlow College, gives an in-depth picture of the Tullahoma Campaign, or the Campaign for Middle Tennessee as it is sometimes called. In four chapters, he reports the whole campaign in detail from the situation before the campaign to the final retreat.

The first chapter covers the political and military climates before the campaign. These included the problems between Major General William Rosecrans and his superiors in Washington and the conflict between Lieutenant General Braxton Bragg and his officers. Preparations for battle by both sides are also described in detail. The setting for the battles and skirmishes and a description of where each unit was located at the beginning of the campaign is described in the second chapter. The third chapter is a detailed description of the campaign itself, complete with hand-drawn maps by the author. The author draws a vivid and complete picture of the fighting and how both armies dealt with the circumstances of the campaign, especially the constant rain and mud. The last chapter is Bradley’s summary of the campaign. He points out the importance of the campaign and why it is often overlooked in the history of the Civil War. According to the author, “The
results of the Tullahoma campaign were strategically more important than Gettysburg and tactically on a par with Vicksburg,” both of which concluded on the same day as the Tullahoma campaign.

The text includes extensive notation throughout each chapter. There is also an impressive bibliography and index. The hand-drawn maps could do with more detail but help give an overview of the geography and illustrate the battle formations. The text is very interesting and easy to read, but more designation as to which side the various people and companies belonged would have made it less confusing in places. Overall, this is a significant contribution to the literature of the Civil War and to Tennessee history. It would be a great addition to any library.

Sue Alexander
User Services Librarian
Middle Tennessee State University


First published in 1937, E. Merton Coulter's work on Parson Brownlow remains the standard biography of one of East Tennessee's most colorful citizens. *William G. Brownlow: Fighting Parson of the Southern Highlands* has been reprinted as part of the Appalachian Echoes series, which is striving to reintroduce classic works on Appalachia to all readers. Coulter's biography of Brownlow is well suited to the Echoes series and recognizes one of history's most eminent scholars.

Stephen V. Ash's new introduction defines Brownlow's biography in light of recent scholarship, as well as in light of Coulter's worldview. Ash does a good job of pointing out the book's weaknesses and explaining the limitations of Coulter's training and environment. For instance, the biography includes
very little of Brownlow's personal life. While today's researcher would make educated guesses regarding personal aspects of one's life, historians of Coulter's generation, Ash explains, would not speculate on the personal affairs of their subjects because it would be "ungentlemanly."

The work is also an important example of social history. Through Parson Brownlow the reader is provided with a vivid portrait of the sectional, religious, and political differences, which plagued Brownlow's era. One of the book's greatest strengths is the description of the sectional differences between West, Middle, and East Tennessee. Coulter demonstrates how intra-state sectionalism affected Tennessee as a whole, as well as individual Tennesseans. Parson Brownlow never stops thinking of himself as a Southerner even though he curses the Confederacy and vehemently supports the Federal government. While there are a number of works on passionate Confederate Southerners, there are few on passionate Union Southerners.

This title is surprisingly easy to read. Coulter lives up to his reputation as a diligent and tenacious researcher as evidenced by his use of primary sources throughout the work. Excerpts from Brownlow's books, newspapers, and speeches are skillfully peppered throughout the text, including illustrations. This book is appropriate for any library. While the book is a highly scholarly work, it is also highly accessible.

Lisa Ennis
Ina Dillard Russell Library
Georgia College & State University


Appalachian Ministries Educational Resource Center (AMERC) is a consortium of over 88 seminaries in the United States, whose purpose is to prepare students for effective ministry in Appalachia and other rural areas.
Faculty of these seminaries, and other lecturers who have been core participants in AMERC, wrote the essays presented here. The purpose of the volume, as stated in the Preface, is "to describe various traditional Christian communions that exist in Appalachia and whose beliefs and practices have shaped and been shaped by the ethos of this section of the United States," specifically Central Appalachia. Although this work is not about Tennessee specifically, of the 35 counties comprising Central Appalachia, 19 are in Tennessee. As contributor Charles Lippy points out, no region of the United States has received more attention for its "presumably unique religious character" than the South, particularly Appalachia. Indeed, the diversity and pluralism of the Appalachian religious scene is well served here by the authors represented in this title.

Most of the essays deal not only with the past, but the uncertain future of Appalachia and the role of "the church" in both. Stereotypes of the Appalachian people and their churches, good and bad, are also addressed. The essays are divided into three broad sections. Section one begins with an introduction by the editor. Leonard looks at the different approaches to studying religion in Appalachia, as well as presenting the basic types of mountain churches and the theological polarities. Barbara Ellen Smith questions the standard approach to the economic history of Appalachia and addresses some of the stereotypes, such as "the righteous people of Appalachia versus the venal outsiders." This economic theme is continued in Bennett Poage's chapter on the church and the family farm crisis. Lippy's essay looks at "popular religiosity," the connection of theology with daily life. Although Janet Boggess Welch's essay on "cultural values, moral standards, and religiosity" is a result of research in West Virginia, she points out the shared history of all Appalachian rural people that may lead to the overlap of attitudes. She is especially eloquent on the subject of pessimism/fatalism and
individualism, pride, and self-reliance. Ira Read covers the impact of church colleges in the region, most of them in Tennessee.

Section two delves more deeply into specific elements of Appalachian Christianity. Here Loyal Jones defines mountain religion as "a search for meaning" and identifies the issues that divide mountain Christians as "the nature of God and the nature of the human condition." Howard Dorgan's overview of "Old-Time Baptists" is lucid and concise, in contrast to Deborah Vansau McCauley's discussion of mountain Holiness. This is the one essay that disappoints the reader. It seems to use excessive sociological verbiage to cover up lack of substance. Since she frequently refers to the invisibility of this tradition to the untrained eye, perhaps this is a subject that is difficult to really nail down in lay terms. Mary Lee Daugherty gives an eyewitness account of serpent handling along with a discussion of the historical roots of this practice. The section ends with a beautiful call to examine past, present, and future challenges to Appalachian ministry.

Section three includes chapters on Southern Baptists, Presbyterians, the Strong-Campbell traditions which resulted in the Churches of Christ and the Christian Church (Disciples of Christ), Wesleyan/Holiness churches, the Church of God, and Catholicism. Chapters on the United Methodist Church, African American traditions, and mountain hymnody were sought by the editor, but not received in time for publication.

By using different authors, the editor of *Christianity in Appalachia* has produced a book that presents Central Appalachian Christianity in a concise and balanced manner. With the possible exception of McCauley's chapter, the essays presented are accessible to the general public. A useful purchase for academic and larger public libraries.

*Marea E. Rankin*
*Lupton Library, University of Tennessee at Chattanooga*
Imagine buying a historic home and finding a treasure in the attic. That is what happened to Rita Frost Lynch and her husband when they purchased the Ezra Jones home in Murfreesboro in 1980. Frost, whose previous writings include *The Little Book on Coping* and *Once Upon a Lifetime*, recognized the value of the stacks of newspapers and began investigating. Her research uncovered no other copies of the *Courier* from this time period. In fact, it was previously believed that the paper ceased publication in 1831.

The very brief introduction and information on the dust jacket reveal little about the whys and wherefores of the existence of these rare documents, except that Ezra Jones built the house in 1796 and passed it on to his son. The son, as Sheriff of Murfreesboro, was named in a number of Sheriff’s sale ads. Perhaps it was his vanity that allowed these issues of the *Courier* to survive until the right person came along to share them.

Other than a number of interesting historical black and white photographs, this book consists entirely of articles from the *Courier*. These cover a very broad range of topics. The lengthier articles include a true "haunted house" story, a history of the Jewish people, and a political scandal in Washington. Advertisements of slave sales, tales of travels in the wild west and violent crime on the city streets are side by side with local school schedules, wedding announcements and death notices. An occasional piece like the story of a child with four legs give more insight into the tastes of the times.

In the five-page index I could not find entries for some of the more unusual topics. Still, it would be helpful to a student or researcher wanting primary source material for the history of the early nineteenth century.

Buy this book for college and university collections which feature Tennessee history, for public libraries in and around Murfreesboro, and for
high schools in which history students need source documents. Read it if you enjoy newspapers, nineteenth century history, or glimpses of former ways of life.

Angela Murphy-Walters  
Library of Congress


John Shearer's Chattanooga Trivia is a delightful collection of little bits and pieces of Chattanooga folklore. Although intended for light but stimulating pleasure reading, it can also be a valuable reference piece for those interested in Chattanooga's cultural heritage. Mr. Shearer's very early works of juvenile mysteries also focus on Chattanooga. His more recent works document the history of several Chattanooga area institutions. Years of experience as a journalist of local Chattanooga history have prepared him well to take on the task of compiling this collection of facts.

The slim paperback volume (132 pages) disconcertingly has no table of contents, though it clearly has established chapters on people, local landmarks, presidents and dignitaries, famous places, Chattanooga products, and the inevitable chapter on facts that don't quite fit the previous categories. An excellent index makes up for the lack of a table of contents, making the information on a specific item easy to find. Traditionally illustration lists are found at the front, but Mr. Shearer has chosen to provide credits at the back of the book, after the text and before the index. Lacking citations makes accuracy checks a bit tricky; however the facts I was able to verify were accurate. Mr. Shearer's years at the Chattanooga Free Press are apparent, making it fairly easy to identify the appropriate source for further information on a topic should one desire.
Chattanooga Trivia is clearly intended for enjoyment, as it is easy to pick up for a few minutes here and there. The inclusion of a great many addresses are a joy for those who like pointing out the house down the street where so and so lived. The length of the entries varies according to degree of general interest and information available.

There have been a number of local histories of Chattanooga over the one hundred seventy plus years of its existence, and many reference works are available, but this is not a history. It is a compilation of Chattanoogiana designed for intriguing a broader audience than historians. In this journalistically styled endeavor, Mr. Shearer succeeds in bringing the reader a love of Chattanooga and its people. Recommended primarily for public libraries with East Tennessee interest. This title also has a place in school libraries for engaging students in an interest in their local culture and society.

F. Holly Hodges
Special Collections Librarian
University of Tennessee at Chattanooga


This book takes the reader on a hike through the Big South Fork National River and Recreation area. This is an area straddling the Tennessee-Kentucky border comprised of approximately 200,000 acres containing ninety miles of scenic gorges and valleys. The focus of this hike is to examine the fascinating geologic land forms present in the Big South Fork, specifically the many natural stone arches and chimney rocks.

The National Park Service employs the author, Arthur McDade, as a Park Ranger in the Big South Fork. He is also a freelance writer contributing frequently to *The Tennessee Conservationist*, and he has edited an anthology of
early writings about the Great Smoky Mountains titled *Old Smoky Mountain Days*.

This title covers twenty-five select landforms, all of which are relatively easy to reach. Numerous black and white photographs throughout the book go perfectly with the excellent and easy-to-read descriptions to give the reader a titillating view of the Big South Fork. Included in each description are detailed directions. Several very clearly drawn maps in the front of the book and in the appendix serve to complement these descriptions. The reader should have no trouble finding any of the landforms described.

Without question this is an excellent contribution for those who enjoy nature. Arthur McDade has done a great service in sharing his knowledge of the Big South Fork. His book provides the means whereby many can now share in the beauty of another piece of our natural world that may have otherwise gone unnoticed.

*The Natural Arches of the Big South Fork* appeals to a wide audience. It will be of particular interest to outdoor enthusiasts that enjoy hiking. It is a good choice for the collection of any library, but most especially for public and school libraries.

*David Ratledge*

*Hodges Library*

*University of Tennessee*


In the annals of Tennessee history the term “executive residence” has represented a broad spectrum of living conditions for the highest political office of the state. Mr. Wills refers to this book as a social history of the lives of the people involved. His book is an accurate yet informal history of the family lives of the chief executives of Tennessee.
From the early years, when the government was conducted from the chief executive’s home and rented spaces, to the first official residence through the last fifty years of the current residence, this work chronicles everyday life conducted in extraordinary conditions. Ridley Wills II is the perfect chronicler of the residence. His grandfather built the present executive residence *Far Hills* and his grandmother sold it to the state in 1949. The author is an avid and accomplished Tennessee historian and has penned and collected several interesting books of local interest. Mr. Wills has taught the history of Nashville and is a past president of the Tennessee Historical Society. From the foreword by Martha Sundquist to the final photo gallery of the present executive residence, you are aware of his joy in recounting this history. From the technical viewpoint all the dates and political affiliations are accurately presented, and facts are historically correct. The illustrations are quite effective in showing the activities engaged in by the people inhabiting the executive residence. The heart of this book are the stories, memories and family tales that Mr. Wills has taken the time to gather from histories and interviews, as well as past occupants of an executive residence, neighbors, and friends. The value of this book is in gathering this information together in a manner that will contribute to the ever-changing yet ever-constant aspect of the executive residence. From the first bachelor to the first baby to the first wedding to all firsts; from moonshine in the basement and visiting dignitaries to children’s antics; it is all here.

The information is well presented and makes for interesting reading. When reading a book of this type, one could fault the lack of or abundance of coverage for one area or the other. In this case, I do not think it was preference, but the number of available people to relate true events. There are a few awkward passages and transitions in the narrative that could have been better with a little editing or closer attention to composition. However, this is not a
research thesis or who-done-it, so these few flaws are not crucial. This work is illustrated well enough for the personal bookcase and factual enough for the public library or any library with a Tennessee collection.

*Diane N. Baird*
*University Library*
*Middle Tennessee State University*


Officers and politicians wrote most accounts of the Civil War, though many civilian accounts come to light through the diligence of historians. Myra Inman’s diary stands out as one of the few first person narratives of the civilian experience of the Civil War.

Myra Inman wrote daily entries in her journal from the time she was 13 until she was 20. She kept it with caution, always fearful that it might be stolen. Daily entries were brief, always commenting on the weather, but also including the day’s events. The Inman family, a perfect example of Southern hospitality, lived in Cleveland, Tennessee (Bradley County) and were “prominent but not wealthy” slave-owners. Educated at the Cleveland Masonic Female Institute, Inman excelled at writing and presenting compositions.

Inman documents her coming of age during the Civil War. Though her main social activity was attending church, she frequently mentions other social activities including balls, parties, concerts, masquerades, enjoying the circus and visiting a fortuneteller. Frequent references to her family illustrate the emphasis Inman placed upon the domestic sphere.

From her accounts, the slaves the Inman’s owned were considered a part of the family and treated well. She documents the energy her mother and sisters spend caring for the slaves and making clothing for them as well. Slavery is a common theme of the diary, and the editor, William R. Snell, devotes an
appendix to Aunt Phoebe and Uncle Ned, a slave couple inherited by Myra’s mother, Ann. After Phoebe and Ned’s deaths, Myra writes: “It seems as though two grand-parents had left us since they have been called away, for a parent would not have cared more for our comfort and pleasure than did they for ‘Miss Annie and her children,’ as they called us. It is growing late, and fain would I dwell on their virtues if I had the power to do them any good. But alas, the only duty left us is to be ready to join them in the spirit world when our hour comes, where there is no distinction in color or rank.”

As the war progressed, Inman’s entries became introspective and the reader discovers the extent of her sympathies for the Confederacy. Inman’s perspective gives new insight into the social history of the Civil War. A rich historical resource, Inman’s diary captures a time when the nation struggled for reconciliation. Snell includes Inman’s genealogy and several sections providing background information concerning the social climate of Bradley County. Inman’s diary is most appropriate for academic libraries or larger public libraries that collect Civil War diaries.

Rebecca Tolley-Stokes  
Sherrod Library  
East Tennessee State University


For most Americans, Nashville and the Grand Ole Opry are synonymous. Before the Tennessee Titans and the Nashville Predators turned the state into a quasi-burgeoning sports Mecca, it was music that lured people to Tennessee. For those who think they already know the story of how Nashville became home to the longest running show on radio and earned the name “Music City,” Charles Wolfe’s impressive new book unveils more than a few surprises. Professor of English at Middle Tennessee State University, musical critics and
historians have favorably acknowledged Wolfe’s previous works, and his current volume is no exception. Wolfe unfolds a compelling story about the power of radio in the days of the medium’s infancy in the well-written and informative book.

Though Nashville has become the home of Country Music, that was not the original intention of National Life and Accident Insurance Company, the founders of Nashville’s first radio station, WSM. The familiar call letters were meant to remind listeners of their motto “We Shield Millions.” WSM entered the airwaves on October 5, 1925 with no particular format in mind and no hint that its call letters would come to symbolize the flagship Country Music station for the nation. The play list on the first broadcast contained mostly light Classical music, quartets, saxophone solos and an African-American quintet from Fisk University. From the very first day of operation, WSM broke the color barrier. The station’s first offering included no Country or Bluegrass music.

In the early months of the station’s history, it struggled to find a format and an audience, experimenting with a variety of musical styles, formats, and instrumentation. Radio pioneer, “howdy Judge,” George Hay began devoting airtime on Saturday evenings to folk music and old time fiddle tunes. Originally called “Barn Dance,” the show became successful with music by Uncle Jimmy Thompson, Humphrey Bate, the Fruit Jar Drinkers, the Gulley Jumpers, and Uncle Joe Mangrum. The author recounts their colorful stories, returning them to their rightful status in the radio program’s long history.

Charles Wolfe’s compelling narrative is a must read for anyone interested in the evolution of Country Music and Nashville’s importance in the recording industry. Through the use of oral history interviews, primary documents, song lyrics, and rare recordings, the author enriches the understanding of the power
of popular culture. Recommended for anyone interested in the history of Tennessee and the shaping of its cultural landscape.

*Michael Birdwell*

*Department of History*

*Tennessee Technological University*
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