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A series of unfortunate events…

If you enjoy upbeat, optimistic editorials about responsible state legislatures, increasing library budgets, and the benefits of time-saving technological innovations, then I suggest you stop reading this editorial immediately. We are not living in such a state or in such times. However, our plight is not as dire as that of the Baudelaire orphans in Lemony Snicket’s popular series. This issue of Tennessee Librarian includes two articles which highlight innovative uses for technology in Tennessee libraries. Jerry Shuttle’s article discusses an initiative at East Tennessee State University to train faculty to develop online courses, to teach in technology-equipped classrooms, and to act as technology advisors to colleagues. Suann Alexander’s article looks at the most popular online ready reference resources used in Board of Regents libraries. Her list will be very useful to libraries providing online reference.

To return to the tone suggested by this editorials title, I would also like to apologize for the delays in publishing the last several issues of TL. Through a series of unfortunate events, the relating of which I will spare the reader, publishing has been a confused and slow process of late. In our efforts to come to terms with the publishing problems, we have looked at several options, which were presented to the TLA executive board. The board decided that it would be best to begin publishing TL as an electronic journal during 2003. As soon as volume 53 is completed, which will be in the next few months, TL will switch to electronic format. Marie Jones, our associate editor, and I will provide more information about this change in the next issue.

Mark Ellis
Sherrod Library
East Tennessee State University
As higher education institutions move rapidly toward providing web-enhanced and fully online courses, academic libraries are being challenged to provide access to information sources for students who rarely or never visit the physical campus. Additionally, many such students may have had no instruction in how to locate, access, retrieve, and capture information materials required for their coursework. Academic librarians must work collaboratively with teaching faculty to identify essential information needs, provide online access to them, and develop student skills in scholarly research using primarily electronic sources.

East Tennessee State University has taken an innovative and dynamic approach to implementing web-enhanced and fully online course delivery, and the university libraries have been an integral part of the effort. The university community recognized that providing the technology necessary for online education was only one aspect of developing electronic course delivery. Faculty must also be won to the new medium, be trained to use the technology, and be given time to develop technology skills and pedagogical methods which differ significantly from the traditional classroom model.

University administration, faculty, and the school's privately contracted information technology firm developed a plan for implementing online course delivery which included designating courses and teachers for initial implementation, a timeline for adding additional courses, adopting BlackBoard as a course delivery software, and establishing a technology training plan for faculty. This would be the standard procedure for any such program, but ETSU incorporated another innovative feature: the Faculty Technology Leadership (FTL) Initiative.
The FTL Initiative was created to serve faculty wishing to advance their instructional technology skills in the classroom, as well as technology leadership skills within their college. Beginning Fall semester 2000, a pilot cohort of twenty faculty members representing each of the colleges and university libraries, began a two semester graduate course titled Technology Leadership in Higher Education. The class met three hours each week and was charged with a specific set of objectives. These included mastering core technology competencies, researching "best practices" use of technology within members' respective disciplines, providing technology leadership and mentoring services to their colleagues, developing a mentoring and leadership project, and creating an advanced instructional technology project.

The cohort proved to be fertile ground for identifying issues and developing ideas for creating means of ready access to library resources for online students. Several issues became paramount: 1) Library resources needed to be available online from any Internet connected computer. 2) Professors needed easy methods to link students to library materials from their BlackBoard course sites, and, conversely, students needed to be able to access efficiently the materials they needed. 3) Librarians needed a technology to help faculty link to library resources from their BlackBoard sites. 4) Students needed the means to learn to access and use library resources without attending traditional onsite library instruction sessions. 5) Librarians conducting instruction sessions needed a shared pool of instruction materials that each could access and modify for particular class needs.

These needs have been addressed in a number of ways. As many library sources as feasible are being made available electronically from any Internet connected computer. Sherrod Library has also developed its own BlackBoard site. BlackBoard is a widely used course management software application first adopted by ETSU during the Spring Semester 2000. A link to the library BlackBoard site appears on the initial page of all students and faculty, who have BlackBoard accounts, and permits access to any user. The initial purpose of the site was to provide instructions for teaching faculty how to link directly to library resources from their BlackBoard sites; however, several other potential uses were quickly identified. The site contains sample library assignments, which teaching faculty may download and modify for specific classes and research projects, interactive tutorials on the research process and use of library resource materials, and a database of other library instruction materials, which library faculty may use in teaching library instruction sessions.
It also became apparent that students who take only online courses need some way to learn the research process and how to use library resources. Sherrod's Reference/Instruction and Extended Campus Services Librarians developed a proposal to co-teach a one hour research course beginning Spring Semester 2002. All course materials are provided online through a BlackBoard site specifically developed for that course. Topics covered include the research process, how to use the Voyager Online Catalog, how to access and search electronic databases, and how to locate and evaluate information on the Internet. MacroMedia's DreamWeaver 4 and an extension called CourseBuilder were used to develop interactive tutorials, assignments, and quizzes. The development of a research topic, collecting print, electronic database, and Internet sources serves as a capstone exercise.

Having a library faculty member as a member of the Faculty Technology Leadership Initiative has had several benefits for the university libraries. The participating librarian has had the opportunity to inform teaching faculty of issues the library is dealing with, and also to become better informed of the information needs and issues of teachers and students. This has been especially valuable in identifying issues and developing solutions in the area of teaching online and providing electronic access to library resources.

University administration judged the first FTL Initiative to be a success, so subsequent cohorts were approved for the 2001-2002 and 2002-2003 academic years. The library was again represented, this time by the Extended Campus Services Librarian. By having a core of library faculty who are familiar with technology in teaching issues, who are proficient in online teaching technologies, and who are committed to further developing the role of the academic library in online education, East Tennessee State University is striving to provide members of the academy with ready access to information materials required for their academic endeavors.

If you would like to know more about the FTL Initiative or about online information initiatives at ETSU, contact Jerry Shuttle, Reference/Instruction Librarian, East Tennessee State University, Box 70665, Johnson City, TN 37614-1701 voice) 423-439-5629 fax) 423-439-4720 email) shuttle@etsu.edu
As librarians, we are very much aware of the advantages of having online ready reference sites available for our users. But how do we know which sites will best suit the needs of those users? In the past we have relied on the experience we get from user’s questions. What do they need and where do we find the answer? Those sources we use extensively are included in our Ready Reference section. But as the various task forces planned how the libraries could support the new Tennessee Board of Regents Online Degree Program, it became obvious that we had only a vague idea about what these new students in a new online degree program would require from their online library. Since the students would be taking classes from both community colleges and universities, it seemed that getting input from all the libraries was the best course of action. Therefore, a study was made of the web sites of the various libraries in the system. The purpose of the study was to determine which online ready reference sites were incorporated into those web sites and which appeared most often. It was felt that each library has a very good feel for what its students need in order to do the research required for their classes. An overall survey of what the libraries include for their students would give a very good picture of what the widely diverse students in the TBR Online Degree Program might require.

The Process

The web sites of all the libraries in the TBR system were scanned and all Internet reference sites were included in a list. These sites were then tabulated and any that appeared on more than one library’s page were added to a new list. It was decided to include those found on two or more library sites, with the intention of cutting if the list became too long. One Hundred and three sites were found, more than are needed for one library page. But it was discovered that if those sites with only two “votes” were cut, some significant sites, such
as FindLaw, Education Index, Bartleby, and Project Gutenberg, would be lost. Therefore, deciding on the sites to be included in the online library would rely on the librarian’s value judgment. But choosing between two or three good online dictionaries or encyclopedias would be easier than deciding from the multitude available on the Web.

During the tabulation process, notations were also made on the master list to indicate which library included the site on their page. Although not necessary for the survey, it was interesting to see which sites were important to college libraries as opposed to university libraries and those chosen by both.

Some Conclusions

A study of the resulting list reveals some interesting facts. For instance, it was found that the majority of cited pages fell into the familiar ready reference categories: almanacs, dictionaries, encyclopedias, handbooks, directories, quotations, statistics, and government information. But other sites on the topics of consumers, biography, career, education, health, history, literature, and news were also included. Perhaps the online format allows for a broadening of the concept of ready reference.

The survey of which library included which site, produced some interesting conclusions. As would be expected, the choices of sites reflect the curriculum and interests of the users of each library. For instance, schools with a nursing program were more likely to include health-related sites than schools without such programs. And schools with very active departments in areas such as Art, Black Studies, Music, and Women's History became obvious because of the number of sites devoted to those areas.

The community colleges tend to include more ready reference sites than the universities. There could be many explanations for this. One reason being that their students are more likely to do their research online from their homes or workplaces and need the convenience of many varied online reference sources. Another reason may be that community college libraries tend to be smaller than those in a university setting, and taking advantage of online sites saves space while providing the needed information. For example, most community colleges do not have room to house Census materials, or other government documents, so a link to those materials online is convenient for them. Which brings up another fact, community colleges take advantage of free access to government documents more often than university libraries. The university libraries tend to include the main page of the government site, such as the Official Site of the State of Tennessee, giving the user the freedom to explore from there. And the community colleges include the important
individual sites found linked to the main homepage, such as the Tennessee Department of Education page, perhaps to save the student a little time. The university library sites tend to include mainly the basic dictionary, encyclopedia, ERIC, PubMed, and some government sites like GPO Access, Occupational Outlook Handbook and Statistical Abstracts. There is a wider range of sites available on the community college web sites.

The Results

Of the nineteen schools in the Tennessee Board of Regents System, nine libraries include the Fedstats site on their pages. This is the most popular site in the survey. Eight libraries include Pubmed and Infoplease.com, while ZipCodes, WWWWebster Dictionary, and AskERIC were found on seven library pages. The World Fact Book appeared on six of the sites. All nineteen libraries had some government sites. The list seems to be very comprehensive and would be a good place to start when designing a ready reference site for any library.

The following is the list of the 103 most often cited Internet sites for Ready Reference. They are divided by type of information and include the web address as of May 2002. The number in parentheses at the end of the address indicates the number of libraries including the site on their web pages. Four sites were removed from the list because they no longer exist. None of these appeared on more than two sites.

Online Ready Reference Sites

Almanacs, Fact Books, Quotations, Lists

50 States.com http://www.50states.com/ (4)
Bartlett’s Familiar Quotations http://www.bartleby.com/ (4)
Flags of the World http://www.flags.net/ (2)
How Stuff Works http://www.howstuffworks.com/ (2)
Infoplease.Com http://www.infoplease.com/ (8)
Listz - List of discussion groups and list servs http://www.topica.com/ (2)
The Old Farmer’s Almanac http://www.almanac.com/ (3)
Price’s List of Lists http://gwis2.circ.gwu.edu/~gprice/listof.htm (3)
Dictionaries, Encyclopedias, Handbooks

WWWebster Dictionary http://www.m-w.com/netdict.htm (7)
A Web of On-line Dictionaries http://www.yourdictionary.com/ (3)
Roget's Thesaurus http://humanities.uchicago.edu/forms_unrest/ROGET.html (5)
Britannica.com http://www.britannica.com/ (4)
Encyclopedia.com http://www.encyclopedia.com/ (5)
Microsoft Encarta Concise Encyclopedia http://encarta.msn.com/ (3)
One Look Dictionary http://www.onelook.com/ (4)
The Internet Public Library http://www.ipl.org/ (2)
Wordsmyth http://www.wordsmyth.net/ (3)

Directories

AnyWho Directories http://www.anywho.com/ (4)
Associations on the Net http://www.ipl.org/ref/AON/ (2)
College and University Home Pages http://www.universities.com (2)
CollegeNet's Search Page http://ensearch.collegenet.com/cgi-bin/CN/index (2)
Community College Web http://mcli.dist.maricopa.edu/cgi-bin/ed/index (2)
Hoover's Business Directory http://www.hoovers.com (4)
Peterson's http://www.petersons.com (2)
Publist http://www.publist.com/ (3)
Real Yellow Pages http://www.therealyellowpages.com (2)
Switchboard.com http://www.switchboard.com/ (5)
Thomas Register http://www.thomascareerregister.com (4)
ZDNet General Search Engines & Directories http://www.zdnet.com (2)
Zip Codes http://www.usps.gov/zip/ (7)

General Information

Academic Info http://www.academicinfo.net/ (2)
Calculators Online http://www-sci.lib.uci.edu/HSG/RefCalculators.html (2)
My Virtual Reference Desk http://www.refdesk.com/ (2)
Nobel Foundation http://www.nobel.se/ (4)
Pulitzer http://www.pulitzer.org/index.html (2)
Time and date.com http://www.timeanddate.com/ (2)
Weather http://www.weather.com/ (2)
Biography

Biography Online http://www.biography.com (3)

Career Information

America's Jobbank http://www.ajb.dni.us (2)
Career Builder http://www.headhunter.net/jobseeker/index.htm?siteid=cmhome (3)
Riley Guide: Career and Work Options http://www.rileyguide.com (2)

Consumer Information

Consumer World http://www.consumerworld.org/ (2)
Kelley Blue Book http://www.kbb.com/ (5)
Edmund’s Automobile Buyer’s Guide http://www.edmunds.com/ (2)
The TRIP.com: Travel Resources http://www.trip.com/trs/trip/home/index_01.xsl (2)

Education

AskEric http://askeric.org/Eric (7)
Dept. of Education http://www.ed.gov/index.jsp (2)
Education Index http://www.educationindex.com (2)
Web Museum http://www.ibiblio.org/wm/ (2)

Government - Federal

Constitution of the U.S. http://www.access.gpo.gov/congress/senate/constitution/toc.html (2)
Federal Register http://www.access.gpo.gov/su_docs/aces/aces140.html (4)
Findlaw.com http://www.findlaw.com (2)
First Gov http://www.firstgov.gov (3)
GPO Access http://www.access.gpo.gov/su_docs/ (5)
Monthly Catalog  http://www.access.gpo.gov/su-docs/locators/cgpl/a-catalog.html (3)
Speakout.com  http://www.speakout.com  (3)
Supreme Court Decisions  http://supct.law.cornell.edu:8080/supct/ (3)
THOMAS  http://thomas.loc.gov/  (5)
Uncle Sam: the Citizen’s Guide to U.S. Government Resources  
http://www.uncle-sam.com  (3)
U.S. Census  http://www.census.gov/  (4)
U.S. Department of State  http://www.state.gov  (2)
U.S. Environmental Protection Agency  http://www.epa.gov  (2)
U.S. Senate  http://www.senate.gov/  (5)
White House  http://www.whitehouse.gov  (3)

Government - Tennessee, State

Official Home Page of Tennessee  http://www.state.tn.us/  (5)
State and Local Governments on the Net  
http://www.piperinfo.com/state/index.cfm  (3)
Tennessee Code  http://www.michie.com/  (3)
Tennessee General Assembly  http://www.legislature.state.tn.us/  (4)
Tennessee Board of Regents  http://www.tbr.state.tn.us/  (3)

Health

Frog Dissection  http://teach.virginia.edu/go/frog/  (2)
Health Web  http://www.healthweb.org  (2)
Medscape  http://www.medscape.com  (3)
Merck Manual of Diagnosis and Therapy  
http://www.merck.com/pubs/mmanual/  (4)
NIH Health Information  http://www.nih.gov/health/  (3)

History, Maps

American Memory  http://lcweb2.loc.gov/ammem/  (3)
Labyrinth  http://www.georgetown.edu/labyrinth/labyrinth-home.html  (3)
MapQuest  http://www.mapquest.com/  (2)
Maps on Us  http://www.mapsonus.com/  (2)

Literature, Composition, Citations

Acronym Finder  http://www.acronymfinder.com/  (3)
APA Style: How to Cite from the Internet  http://www.apastyle.org/elecref.html  (2)
Bartleby.com  http://www.bartleby.com  (2)
Brewer's Phrase and Fable  http://www.bibliomania.com/2/3/255/frameset.html  (2)
Online! Citation Styles  http://www.bedfordstmartins.com/online/citex.html  (2)
Project Gutenberg  http://sailor.gutenberg.org/  (2)

News and Information

Deja.Com (now Google Groups)  http://groups.google.com  (2)
E-Journals.org  http://www.e-journals.org/  (2)
Newslink  http://newslink.org  (2)
Scientific American  http://www.sciam.com  (2)
Speakout.com  http://www.speakout.com/activism/policy/  (3)
Weather Channel  http://www.weather.com  (2)

Statistics and Rankings

Fedstats  http://www.fedstats.gov/  (9)
InfoNation  http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm  (3)
Statistical Sources on the Web  http://www.lib.umich.edu/govdocs/frames/statsfr.html  (4)

Library Sites Studied in the Survey

Austin Peay State University, Felix G. Woodward Library.  http://library.apsu.edu
Chattanooga State Community College, Kolwyek Library.  http://library.cstcc.cc.tn.us
Cleveland State Community College. http://www.clscc.cc.tn.us/Library/
Columbia State Community College, Finney Memorial Library.
http://www.coscc.cc.tn.us/lrc
East Tennessee State University, Charles C. Sherrod Library.
http://sherrrod.etsu.edu
Middle Tennessee State University, James E. Walker Library.
http://www.mtsu.edu/~library
Motlow State Community College, Crouch Library.
http://www.mscc.cc.tn.us/library/index.html
Northeast State Technical Community College.
http://www.nstcc.cc.tn.us/library
Pellissippi State Technical Community College.
http://www.pstcc.cc.tn.us/library
Roane State Community College. http://www.rscc.cc.tn.us/library
Tennessee State University, Brown-Daniel Library.
http://www.tnstate.edu/library
Tennessee Technological University, Volpe Library.
http://www2.tntech.edu/library
University of Memphis, University of Memphis Library.
http://exlibris.memphis.edu
Walter State Community College. http://www.wscc.cc.tn.us/Library

Besmann, who has personal ties to the East Tennessee region, has written an engaging and insightful account of Jewish life in Knoxville, Oak Ridge, Morristown, and other East Tennessee communities. Focusing primarily upon the Jewish community in Knoxville, Besmann looks at the many contributions Jews have made to business, industry, education, politics, civic affairs, government, and cultural life since they began settling in the region in the 1840s. The first Jews to settle in the area were Shephardim, whose lineage came from Jews in Portugal, Spain, and other parts of the Mediterranean. Jews who came to the region later were of Alsatian, German, and other European heritages.

Besmann discusses the histories of Knoxville’s two Jewish congregations, the reformed Temple Beth El and the conservative (once Orthodox) Heska Amuna Synagogue, including the early competition and later relationship between them. Some of Knoxville’s most famous Jewish sons are profiled. Adolph Ochs who, after successes with regional newspapers, went on to build *The New York Times* into one of America’s most important daily newspapers, and Max Arnstein, proprietor of Arnstein’s Department Store in downtown Knoxville and namesake of the Jewish Community Center, are included.

There is an appendix of lists of Knoxville/Oak Ridge Community Leaders, including all of the presidents of the Jewish Community Center, the Knoxville Jewish Federation, the Knoxville Chapter of Hadassah, as well as the congregation presidents of Temple Beth El and Heska Amuna Synagogue, and the Jewish Congregation of Oak Ridge. A second appendix lists the rabbis who have served Heska Amuna, Temple Beth El, and the Jewish Congregation of...
Out Under the Sky of the Great Smokies: A Personal Journal


*Out Under the Sky of the Great Smokies* is a journal describing hikes taken by the author, Harvey Broome, throughout the Great Smoky Mountains within the years of 1941 and 1966. The entries chronicle the development and implementation of the National Park, as well as Broome’s personal opinions concerning the consequences of these developments. As outlined in the book’s foreword and introduction, Broome was a man who cherished the wilderness and felt a strong sense of duty regarding its preservation and conservation. His philosophical entries clearly demonstrate his respect and awe of nature, and his contempt and concern for humankind’s exploitation of natural resources.

Broome encountered the mountains in every season and under virtually every climate condition. He consistently recognized the beauty of every hike by detailing the flora and fauna surrounding him, and expressed pure delight upon detecting his favorite birds and the occasional rattlesnake. He took great pleasure investigating animal tracks and fording creeks, and took pride in hiking in five-degree temperature, which reinforced his respect for the powers of nature and the limitations of man. Broome was intrigued by the continuum of the forest’s sounds, from the roar of the wind to complete silence.

The author comments on the correlation between development and economy. He sensed that man was unable to maintain a balance within nature, and he regretted that the natural resources of the mountains were viewed primarily as revenue. Broome’s observations and predictions concerning ecology and development have played themselves out almost completely in modern times. He was right to be weary of mankind’s interest in developing the park and it’s roadways for economic gain at the expense of natural beauty and ecology. His observations can be applied to many areas of our world today, which makes this journal a current and relevant read. Fortunately, some of his descriptions of the trails decades ago can still be described with those same words today.
Broome contributed in many ways on behalf of the Great Smoky Mountains. He conducted hundreds of personal and organized hikes throughout the Smokies, and many people regarded him as a well-respected leader. By 1961, Broome had completed 60 hikes to Mount Le Conte. It is evident in this journal that the Smoky Mountains had always played a pivotal role in Broome’s life. He died in 1998 at the age of eighty-eight.

This book would be a wonderful addition to any library with a Tennessee regional collection. It is recommended for public and academic libraries.

Elizabeth Stratton
Transylvania Center
Blue Ridge Community College


*Thinking Confederates* examines how postwar Southern society attempted to move away from its antebellum educational traditions toward a model patterned on the ideas of science and progress. The author, Dan R. Frost, is a professor of history at Dillard University in New Orleans, specializing in the history of Southern education. He relies on primary sources, university minutes, commencement speeches, newspaper and journal editorials, and the speeches of prominent Southern educators, which are documented in the book’s eighty pages of notes. *Thinking Confederates* is aimed primarily at a scholarly audience seeking greater understanding of a specific topic in Southern history. It is not an overview for the general reader, but a study of one tile in the mosaic of Southern history.

*Thinking Confederates* covers the South in general, with an emphasis on the Deep South and the Atlantic coastal states. The middle to upper south, to which Tennessee belongs, is less discussed. Frost covers a wide variety of Southern institutions of higher education, but the universities of Virginia, Georgia, and North Carolina, along with Louisiana State and Virginia Military Institute dominate the text. It is Frost’s thesis that the Southern defeat in the Civil War allowed Southern educational reformers to influence university curriculums. The victory of the North led many Southerners to question the basis of their aristocratic, agrarian society. These reformers stressed a more technical, scientific, pragmatic education, rather than the antebellum emphasis on classics, and a cultural bias against utilitarianism. In some ways the progressive curriculum was an inherent break with Southern culture. In
another sense, it sought to preserve the South by embracing those skills that would allow the South to better control its own destiny.

Unfortunately, Frost does not put the influence of Southern educational reformers in perspective. Did they carry the day? Were they vanquished by conservative elements in the academy? Did Southern society embrace or reject their ideas? These questions are not addressed. Another weakness of the book is the lack of contextual setting for Frost’s argument. Readers unfamiliar with Southern history will experience a sense of dislocation. A few introductory paragraphs on Southern history and society would enhance this book.

The great value to *Thinking Confederates* is that it shows the South to be a more complex place than is commonly held. It is easy to assume that the South remained unrepentantly devoted to its unique culture, even in defeat. No doubt many Southerners did. The old picture of aristocratic lassitude has a basis in fact. However, Southerners could also be forward-thinking citizens of the world, and were no less devoted to their homeland for it.

*Charles Allan*
*Sherrod Library*
*East Tennessee State University*


Erwin C. Hargrove, former advisor to the Tennessee Valley Authority’s (TVA) board of directors, and professor of political science at Vanderbilt University, has crafted an excellent work tracing the development and leadership structure of the TVA from its beginning. Using an array of primary resource material, including oral history interviews and journals, Hargrove paints a vivid and thorough image of the TVA and its leaders. Further, the comprehensiveness of the book makes it a must have for libraries of all kinds.

The book is divided into two main parts. Part I, “The Founding Generation,” covers the TVA from its Muscle Shoals, Alabama beginnings through World War II. While Part II, “Prisoners of Myth,” takes the TVA from the post-World War II era to 1990. Paying careful attention to the personalities of the people involved in building the TVA, Hargrove is able to demonstrate the effect the TVA and governmental leaders had on the organization and its future. For example, when Franklin D. Roosevelt appointed the first three board members, A. E. Morgan, H. A. Morgan, and David Lilienthal, he made no effort to
ascertain if the three men had compatible philosophies or leadership styles. Hargrove also pays careful attention to the TVA’s struggle with other governmental organizations, as well as the TVA’s troubles during the environmental movement. The TVA traditionally did a good job of keeping its autonomy until the 1970s. With the creation of the Environmental Protection Agency, the TVA came under the regulatory powers of another federal agency for the first time.

In addition to the two main parts, the book also contains a new preface, the original preface, and endnotes for each of the ten chapters, a comprehensive index, but no bibliography. The book chapters are long, however they are divided into sections, which provides the reader with a logical stopping point. Hargrove’s writing style adds to the depth of the work. He uses a number of extended quotes, and given the volume and significance of primary material available, these quotes more often add to the narrative rather than distract from it.

Overall, this book is recommended for both academic and public libraries. However, it is not light reading. The complexities of the topic, and depth of Hargrove’s work, make it a deep and thought provoking volume. This should not deter libraries or readers, however. The work is well researched, well written, and fills an important gap in historical studies.

Lisa A. Ennis
Instruction Librarian
Georgia College & State University


Sylvia Higginbotham has been involved with historic homes since moving to Columbus, Mississippi in 1982. She has written the Mississippi chapters in various Fodor’s travel guides including *Fodor’s: The South* and *Fodor’s Bed and Breakfast and Country Inns of the South*. Her knowledge and love for the South and its historic homes is evident in this volume. Her writing presents a very personal history of the Southern states through loving descriptions of the mansions and the families who built and lived in them.

The focus of this travel guide is on “interesting and/or historically significant homes” built during the eighteenth and nineteenth centuries in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Most of the homes are included on the National Register of Historic Places, and some are registered as National Historic
Landmarks. Although the oldest home listed is Bacon’s Castle (Surry, VA) built in 1665, most date between the 1730s to 1861, when the building of grand plantation houses ended in the South. Some exceptions include the North Carolina Executive Mansion (1891) and Biltmore (1895). In choosing which homes to list, the author concentrated on homes that are relatively accessible to the public. Although a few of the homes are still lived in, most are not. Some are open daily, some during annual home tours and “pilgrimages,” and others by appointment. Each entry includes information on the days a house is open and any admission charge, address, phone number, and web address. In the introduction, the author discusses the various architectural styles favored in the South, placing them in historical and economic perspective.

The book is divided by state, with a one-page introduction to the state and contact information for the state’s tourism office. Entries for the individual houses, usually accompanied by a black-and-white photograph, describe the rise (and usually the decline) of the house and the families who lived there. Rescue and restoration efforts are detailed and each house’s architectural style and interior decoration are described. When homes are situated in cities and towns, Higginbotham includes a brief overview of the town as well. Towns of historic significance, such as Historic Edenton, NC, are presented in sidebars. Other sidebars describe gardens (Cheekwood) and living-history villages (Old Salem). The table of contents lists each entry, and an index lists each house, garden, town, etc., as well as personal names.

The author employs a personal yet professional voice in describing these homes and their families, managing to include a lot of information in a small space. Indeed, few travel guides are written in such a personal way that one finds oneself reading cover-to-cover. The highest accolade to a travel guide must be the immediate desire to hit the road in search of these places. Unfortunately, there are no maps in this guide! A very simple state map giving some frame of reference is a necessity. If the book comes out with a revised edition these should be included. It would also be an asset to include a few color pictures of outstanding interior features such as murals, hand-carved paneling, and the handwriting on the walls of Haile Homestead (Gainesville, FL) where the family recorded their history.

From a Tennessee perspective, there is one serious oversight: the lack of any mention of homes east of Murfreesboro. The author of any travel guide such as this will surely be forced to leave out many houses, and there will always be someone who is dissatisfied because a place was eliminated. The implication here, however, is that there is nothing worth noting in East Tennessee! The most obvious oversight is the lack of any mention of the Governor William
Blount Mansion in Knoxville. While it is not a grand plantation house on the same scale as Belle Meade or The Hermitage, other smaller mansions are described in this book due to their historic significance.

There are many travel guides on the market covering the southern states, and many books on historic architecture. There are, however, few travel guides to historic southern mansions. This book should have a broad audience that includes anyone who is interested in United States history, the history of the southern states, and historic architecture, and would be a welcome addition to both public and academic library collections.

Marea Rankin
Lupton Library
University of Tennessee at Chattanooga


Montell claims that his intention in writing this book is to “reconstruct the history of [the Upper Cumberland] river region as it is perceived from the vernacular point of view, relying on personal reminiscences, oral traditions, balladry and song, and printed materials.” This volume lives up to its stated purpose. *Don’t Go Up Kettle Creek* is a delightful montage of personal stories, migratory legends, photographs (nearly 30), and ballads from the inhabitants of this region of Kentucky and Tennessee. Montell has published several books on the folklore and oral history and culture in Kentucky, Tennessee, and Indiana, making him well qualified for the task. He began the interviews for this project in late 1975, and spent five years researching and talking with the people of the Upper Cumberland region. The book was originally published in 1983. This reprint has the added feature of a Foreword by the author, written in 2000, which addresses the changes and developments in the area occurring during the last two decades.

The book’s structure is basically chronological. The first chapter traces the oral traditions from frontier times and the early white settlers in the area (including their interactions with the Native Americans in the region), to the development of family farms and the inherent quest for self-sufficiency. Chapter two explores the impact of the Civil War on the area. This is the most touching part of the narrative because it shows the personal nature of war and the sacrifices required. The third chapter examines the economic development of the area after the war, focusing on the primary income sources in the region:
logging, rafting, and saw mills. The emphasis in Chapter four is on the role of
steamboats, for both transportation and communication with the world beyond
the Upper Cumberland. The final chapter explores the changes in the area due
to modernization in infrastructure, technology, and mass production.

The book’s audience is the “local people.” The author’s family has farming
history in the region over 200 years old, and he feels a real kinship with those
about whom he writes. Poetry and stories interspersed throughout the narrative
make it readable and enjoyable for non-historians as well as specialists. The
book is well researched, and there is a bibliography of print sources and
biographies of all his narrators. Three indexes, including a glossary of terms
and an index of legends and motifs, round out this important volume.

_Melissa Moore_
_Summar Library_
_Union University_

Morton-Young, Tommie. _Nashville, Tennessee_. _Black America Series_.

The author, Dr. Tommie Morton-Young, provides readers with a visual
history of the presence and experiences of African-American people in
Nashville, and its surrounding area from as early as the 1700’s. The book
looks like a personal photo album consisting of many, many wonderful
pictures of people and places.

The author acknowledges assistance from families and institutions, and at
least nineteen agencies, organizations and institutions that provided
information and pictures for her research. The author’s mother married into a
family whose history in the Nashville area dates back to 1799. According to
the text, Dr. Morton-Young is “…an activist, author, career woman, and
mother…the first black to graduate from Peabody College…and the first and
only woman to head the North Carolina Advisory Committee to the United
States Commission on Civil Rights.” She also founded the North Carolina and
Tennessee African-American Genealogical Societies. In the early pages of the
book, the reader encounters pictures and information relating to at least two
sides of the author’s family, which suggest the motivation and sincere
authenticity of the information presented.

Dr. Morton-Young’s introduction briefly covers African-American history in
Nashville “…from the frontier town to metropolis….” _Nashville, Tennessee_ is
divided into seven chapters each focusing on a specific subject, including
family and community, arts, culture, education, public service, religion,
politics and entrepreneurs. The arrangement of the annotated pictures is mostly chronological. This reviewer would prefer the use of a chronological framework more often, but must admit that sometimes the subject of the picture presentation might be undermined if arranged differently. A bibliography of resources, including theses, dissertations, and works of historical commissions and societies, is provided for additional information.

_Nashville, Tennessee_, is an excellent source of information, especially its pictorial history of African-Americans in Nashville, Tennessee, the Mid-South, and the South. Anyone wanting to document the contributions and genealogical details of Africans-Americans in these areas will find the book very helpful. It would be a welcome addition to any collection of materials in beginning research on a variety of subjects that have regional, economic, racial and ethnic relevance. This book is recommended for academic and public libraries, and for private collections on genealogy.

*Linda Rousseau*

*LeMoyne-Owen College*

*Memphis*


Native Nashvillian, Sam Pickering, offers his twelfth book of essays, _The Last Book_, which will charm readers unfamiliar with his work. To those who are already fans, he gives yet another opportunity to slow down and appreciate life’s minutia. Pickering’s talent lies in his ability to write plainly about the ordinary, and delight the reader with his take on the seemingly commonplace events of daily life.

Although he has been a member of the English faculty at the University of Connecticut since 1978, Pickering taught from 1965-66 at the Montgomery Bell Academy, a boys’ prep school in Nashville, and was immortalized in the 1989 film, “Dead Poets’ Society.” He is widely published, with over 200 essays, reviews, and academic articles in publications such as _Sewanee Review, Journal of Popular Culture, the New York Times_, and the _Virginia Quarterly Review_.

The essay, “Splint Infinitive,” describes how Pickering’s tongue-in-cheek comment to the press triggers a minor controversy that results in a number of strongly opinionated emails and brief mentions on “a score of radio programs.” It is a humorous example of people taking themselves and others too seriously. Pickering’s talent in writing about the commonplace is also evident in essays.
such as “After Christmas.” In describing the melancholy emotions he felt on Christmas Day one year, he writes, “Wrappings scattered across the living room seemed husks, remnants of happiness thinned by time.” Pickering's imaginative descriptions and use of metaphor cause the reader to linger, savoring the beauty of individual sentences.

*The Last Book* is wide in scope, touching on everything from human nature to the beauty of the natural world. Recommended for public libraries and college and university libraries supporting the study of writing and literature.

A complete list of Pickering’s published works may be found by viewing his curriculum vitae online at [http://english.uconn.edu/Faculty/Pickering01.htm](http://english.uconn.edu/Faculty/Pickering01.htm).

Michelle Noel
Director of Library Services
Cumberland University


Cyclists in middle Tennessee enjoy mild weather, pleasant scenery, and, most important, a large network of uncongested rural roads and highways. Drive into the countryside, park, hop on your bike and strike out in any direction and you are likely to find miles of good riding. Given this situation, it’s easy to question the value of a guide to bicycling in the area. If good routes are so easy to come by, why spend money on a book telling you where they are? There are at least a couple of reasons. First, even if it is easy finding rides on your own, in doing so you often miss out on more scenic, challenging, or otherwise more interesting rides that are harder to find. And second, it’s often difficult finding routes that are both interesting and well suited, in terms of distance and difficulty, to one’s abilities. For both of these reasons *Bicycling Middle Tennessee* is a terrific resource for cyclists in the area.

The authors, both experienced cyclists, provide detailed descriptions, maps, and mileage cue sheets for over forty rides, ranging in distance from under two miles (the Downtown Greenway ride) up to one hundred miles (the Franklin/Natchez Trace and Red River centuries), as well as some suggestions for longer, overnight tours. The descriptions include, among other things, information on traffic, areas of scenic and historical interest, and the amount of climbing involved over the course of each ride. Other useful features include an introduction with general cycling advice, as well as tips on cycling scattered throughout the text in small information boxes.
There are only a couple of caveats worth mentioning in connection with *Bicycling Middle Tennessee.* Despite what the title suggests, the book might be more appropriately titled “Bicycling the Nashville Area,” as most of the rides begin within 15 to 20 miles of Nashville, with the most remote starting near Murfreesboro, a little over 30 miles to the southeast. Although the book contains a short section on mountain biking in the area, *Bicycling Middle Tennessee* will be most useful to road cyclists. Only six of the rides are intended for mountain bikers, as opposed to 40 or so for roadies. Overall, *Bicycling Middle Tennessee* is a valuable resource for both beginners and experienced cyclists in the area.

Andrew Moser
Jessie Ball duPont Library
University of the South


In *The Legacy of Tamar,* author Raye Springfield traces five generations of her Haywood County family against the backdrop of major social, political, and economic events in Brownsville, Tennessee. The result is a remarkable intertwining of personal and regional history.

Springfield begins her story in 1913, when family patriarch Polk Taylor has a dream in which five family members die. His dream becomes reality and the family experiences a much-altered course. In relating the events of that course, Springfield brings to life our historical notions of Jim Crow, tenant farming, and the Great Migration by supplying us with the who, where, how, and when specifics of her own family. She investigates these historical entities within a familial microcosm. The Great Migration was not just something that happened to change the social structure of the South; it was a consequence of multiple actors, including many of Polk Taylor’s descendants, making well-reasoned and individual choices to leave the South during that time period. Understanding the consequences, both positive and negative, is made possible by examining the events in the lives of those families.

The author began her journey toward writing the text by spending her lunch hours at the Tennessee State Library and Archives in downtown Nashville. At that time in 1986, she was working at the state attorney general’s office as a lawyer. It is evident that with her legal training, Raye Springfield is especially qualified as an author of this kind of text. Her research skills, ability to navigate court documents and legal records, and extensive travel to interview
family members all come together to give shape to a story that is already there – it just had not been written down.

Springfield has given us a complete text, including maps, numerous photographs, endnotes for each chapter, and an index. Especially notable is her bibliographical essay, in which she acknowledges her interviewees for their invaluable information. How else would she have known what to look for in the archives? Her mother, Opal Taylor Springfield, is acknowledged as her primary source. Some parts of this book read like a novel, with children’s rhymes, home remedies, religious songs, and richly detailed descriptions of day-to-day farm life. In spite of its novel-like quality, the book contains an extraordinary amount of factual information. In telling the story of her family, Raye Springfield gives us the history of African Americans in Brownsville, Tennessee. Through the detailed documentation of her research, she gives us a blueprint for researching our own family histories.

This book has a place in almost any library serving an adult population. It will be of interest to historians, sociologists, genealogists, and anyone who enjoys a good story. In writing The Legacy of Tamar, Raye Springfield juxtaposes two genres, historical tract and narrative, with varying degrees of finesse throughout the text. At times, the distance between the two becomes evident, even a little distracting, but don’t let it keep you from a wonderful story.

Jackie Dowdy
James E. Walker Library
Middle Tennessee State University


When Pauline Kael reviewed the film, Nashville, for her March 3, 1975 New Yorker column, she enthusiastically described it as “the funniest epic vision of America ever to reach the screen.” Twenty-five years later, Jan Stuart interviewed all of the major players involved with the movie, and describes the making of Robert Altman’s classic movie in The Nashville Chronicles. Whether one agrees with Kael’s assessment or not, this book will give the reader an appreciation for the juggling act that was involved in the making of Nashville.

Take one maverick filmmaker, a screenplay for a movie about country music and Nashville, 24 actors, and a new technique for making multitrack sound, and what do you get? No, this is not a description of the plot of Nashville but a
description of what was involved in making the movie. According to Jan Stuart, Robert Altman was a filmmaker who enjoyed flying by the seat of his pants, and *The Nashville Chronicles* amply shows this trait. Casting was casual and several actors expressed surprise at the ease with which they got a part in the movie. Actors were encouraged to develop their own characters and dialog. They were also told that they had to write their own songs—with mixed results. Keith Carradine actually won an Oscar for Best Song for “I’m Easy,” but country musicians and reviewers panned most of the music. Robert Altman and the cast members made so many changes to Joan Tewkesbury’s script that she could not be nominated for an Oscar for best screenplay. Despite the frustrations, the end result was a movie that was praised by film reviewers, reviled by the country music establishment, and ignored by the movie going public.

While the bulk of his book is about the creative process and interactions that resulted in Robert Altman’s film, *Nashville*, Mr. Stuart also includes several interesting side trips. He relates the details of the movie’s premiere in Nashville, tells the story of a script for a sequel which was never made, and summarizes the lives of the major players since they worked on the film. Stuart also describes the infighting between movie and music reviewers that the movie generated.

Jan Stuart is a film critic for *Newsday* and *The Advocate*, as well as a contributor of essays, profiles, and criticisms on theater and film to many other publications. He has written an interesting book that will appeal to film buffs and fans of the movie. The *Nashville Chronicles* is recommended for public and academic libraries with active film collections.

*Kathy Campbell
Sherrod Library
East Tennessee State University*


Though many of our parents and grandparents survived the Great Depression, it is likely that some of their fears were relieved by New Deal construction throughout the state as public works jobs beginning in the fall of 1932 brought work to many. Carroll Van West’s new book, much more than just a basic inventory of properties, provides informative, accurate, and historically valuable information to help us understand this period of federal development across the state. West selectively includes only properties with
some historical or social worth, while ignoring properties with little aesthetic or architectural value. While not completely laudatory of the New Deal, West provides a balanced treatment of New Deal policies as he directs our attention to the “downsides of population displacement, destruction of existing historical places, rural landscapes, buildings, and urban fabric due to ill-conceived but well-meaning New Deal projects.”

West lends his excellent research, analysis, and writing skills to this first directory of New Deal architecture and landscapes. The author serves as senior editor of the *Tennessee Historical Quarterly*, and as projects director for the Center for Historical Preservation at Middle Tennessee State University. He has also edited several volumes including *Tennessee History*, and the *Tennessee Encyclopedia of History and Culture*.

The book is organized in seven chapters categorizing the buildings by type. The first chapter provides an introduction highlighting the political trends and the ten primary federal agencies that crafted the New Deal landscape of Tennessee. West firmly places Tennessee in the context of the Great Depression and the New Deal, discussing the implications of Jim Crow segregation upon the projects. Leafing through the book, the reader encounters the building categories: State Offices and County Courthouses, Federal Courthouses and Post Offices, Schools, Housing, Parks, Memorials and Museums, and Dams to Privies: A New Deal Foundation for Modern Tennessee, within which West organizes the buildings alphabetically by county. Each entry provides a history of the building, its federal affiliation, architectural features, and current use. Examining over 250 historic sites created from 1933-1942, the author includes over one hundred black and white maps and illustrations, which accompany the text and facilitate the reader’s ease in examining architectural details. Though not a comprehensive representation, West provides a sampling from the three “Grand Divisions including major architectural types, building projects, and social projects of the Depression’s decade.”

West’s book is meant for a broad audience, and the entries are written with accessibility in mind. Readers can easily find specific buildings in the index without having to know in which county it stands. The book’s notes provide additional information for those who wish to pursue the subject in depth. A necessary addition to every type of Tennessee library, this book is essential for both history and travel collections.

Rebecca Tolley-Stokes
Sherrod Library
East Tennessee State University
Tennessee Library Association Board Of Directors, 2002-2003

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