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The library on the cover of this issue is the Luther L. Gobbel Library at Lambuth University in Jackson, Tennessee. To find out more about the library go to http://www.lambuth.edu/tour/library.html.
Librarians in Wartime

Tennessee is the volunteer state. The citizens of our state have a long tradition of supporting their country in war. In my own family, my father and his three brothers all served in the military in the forties and fifties. Our local paper ran a picture of the four of them in uniform on the occasion of their mother’s college graduation in 1952. While their stories from that time usually tell of life in the military here and abroad, there are also parallel stories, which provide a more complete accounting of that time and which may warn us of serious dangers we face today. Two in particular come to mind. The first is an anecdote I heard from my mother about one of my father’s fellow officers in the Air Force. It seems that his wife had studied in Paris before her marriage. Because of the atmosphere of fear in the early 1950s, she was called to testify before one of the boards set up to watch over our security, to protect the government and its military from communist infiltrators. Apparently, the fact that she had studied in Paris in the late forties was enough to call into question her husband’s loyalty, and he was forced to give up his career in the Air Force. The other story is one that my grandmother told me. While she was working on her bachelor’s degree in music from a local college in the early fifties, one of her piano teachers was denounced as a communist. Although the teacher in question denied the connection to that political philosophy and presumably posed little danger to our country’s security teaching piano at a small college in Tennessee, she was fired.

Libraries are among those special types of institutions whose values and interests are broader than those of nation states. Institutions of this type, and they include universities, schools, and religious bodies, have a special responsibility to us to preserve and bring to each generation the knowledge and cultures of preceding humanity. Fifty years ago, ignorant and devious men took advantage of a time of insecurity to meddle in our cultural institutions. Lest anyone doubt that the same small-mindedness exists in our government today, I offer a chilling example -- the recent cancellation of the White House Poetry Symposium. The First Lady, a former librarian, felt called upon to cancel in advance an event saluting three past American poets out of fear of what some present-day poets might say. Though we may feel the present
situation calls for special measures, we must not lose sight of the role that libraries must play in an open and free society.

Mark Ellis
Sherrod Library
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Too often as educators we fail to take full advantage of our many talents and skills. We focus narrowly on one aspect of our job while overlooking greater possibilities. Professionals, teachers and librarians possess a wide array of technical, informational and educational abilities yet rarely call attention to themselves. Librarians need to become more self-promoting and assertive through word and deed (Stewart, 1997). Librarians and educators need to showcase their talents for their clients. Both professionals possess a unique set of skills that has prepared them to develop complete programs to help further the mission of any organization. Program development, training, grant writing, publishing, networking, building partnerships, information retrieval, and assessment are all endeavors that librarians and educators with their training are able to perform.

While this article focuses on our librarian’s approach to problem solving and program development, the same principles and processes can be adapted by teachers, facilitators, administrators or educators for the benefit of children and to enhance communication with the community. All of the tasks involved in program development fit naturally into the daily performance of a librarian’s or educator’s job. The example used here is one involving the creation of a library-based newspaper. The program was designed for use in a school library but the underlying structure can be replicated for the benefit of any youth program or classroom.

This program offers an example of how librarians and educators can inspire and challenge children to learn independently through successful task mastering. The attainment of this goal is the core of this project’s mission. After a brief introduction to the contextual setting, a step by step guide is presented for each stage of program development and implementation.

**Introduction**

Hamilton Accelerated School is a kindergarten through fifth grade school
within the Memphis City School District located in Memphis, Tennessee. It is an urban, community based public school. According to 2000 Title I Funding data, over 90% of the families of its 750 students are living below the poverty level. The 47 faculty members are composed of 35 classroom teachers, 10 support teachers (including the librarian), and two administrators. The school library houses approximately 12,000 items including books, periodicals, CDs, videotapes, etc. Hamilton Accelerated considers its stakeholders to be all community members who may have reason to visit the school or meet persons associated with the school (Maxwell, 2000). Some of the stakeholders include students, parents, legal guardians, community residents, teachers, school administrators, area entrepreneurs, government agencies, and nonprofit organizations.

Program Development

In 1997, Hamilton Elementary School chose to adopt the Accelerated Schools Model of educational reform. Accelerated Schools is a program that seeks to change the attitudinal and educational climate of participating schools in order to improve student academic performance (Hopfenberg, Levin, & Associates, 1993). During the pre-assessment phase of the process, Hamilton conducted several stakeholders’ surveys. Survey findings indicated that the community felt that Hamilton could do a better job communicating with its stakeholders. Stakeholders stated that the school and library needed to make more of a concerted effort to get information to the community. Information concerning school events and activities as well as showcasing students’ handiwork and achievements. The Hamilton Library Herald was created as one effort to help satisfy the community’s need for additional information.

The idea for the program grew out of a brainstorming session with community members that included librarians, teachers, and other professionals not in the field of education. The inclusion of persons from diverse backgrounds and occupations brought in fresh ideas and approaches to solving the communication problem. In discussions, the group (led by the Hamilton Elementary School Library Media Specialist) determined that for the school library’s goal of improving communication, a student created newspaper would be a cost-effective method to meet the needs and efficiently reach a large stakeholdership. In addition, a newspaper provided an opportunity for input from a variety of sources, on a wide range of topics while targeting diverse readers’ interests. Further, students would benefit from the practical writing experience. In short, the group felt that a newspaper was a viable and
practical option to enhance the level of communication with the community. Further, the research and writing aspects that are required in developing a newspaper would expand the students’ educational opportunities by supplementing their classroom experiences.

The next course of action was to solicit students, teachers, parents, and community members for content, ideas and information to be included in the paper. The only preset requirement for the written articles was that they needed to have a tie-in to Hamilton Elementary’s educational objectives. A quarterly publication schedule was chosen to allow ample time between issues for students to research and create a quality product. The librarian’s role would be to teach basic journalism skill and to assist the students in developing ideas. As a precaution, the librarian did reserve the right of final approval for articles and the layout of the final product. The role of the librarian evolved into primarily an advisory one, with students retaining a great deal of independent control over conducting interviews, writing articles, selecting artwork, and editing the copy.

Selection of students to serve as reporters and newspaper staff was the last detail to be worked out. The group decided that a writing contest should be held, in which applicants would answer the question “Why I want to be a library newspaper reporter?” The submissions were placed in a specially marked contest box at the library. In addition, the contest format was decided upon to generate initial publicity and interest in the project. Allowing for differences in grade level and the children’s ages, 12 essays out of the 203 submissions were selected by the librarian and library assistant. These were chosen based on creativity, clarity, readability, grammar, and content. These students became The Hamilton Library Herald newspaper staff.

Program Funding

Once the newspaper idea had been conceived and was moving into the development stage, the next step was to secure the necessary funding for the resources to bring the project to fruition. Through library resources and online searching, the librarian located grants in a variety of sources. These sources included professional journals, magazines, grant alert flyers, and the Internet. One Website, www.schoolgrants.org, was particularly helpful for nonprofit organizations providing an extensive list of national, regional and state grants for children’s programming and projects. The site included grant writing tips, sample proposals and various other resources in addition to funding leads. Several of the best matches were selected, the grantors were contacted, and a
request for the application guidelines were made.

A list of the project needs, including materials and equipment, was compiled and costs estimated using vendor catalogs. This information along with a statement of goals and a project description were written. These were then formatted to meet the requirements of each grant. The project was given an imaginative name in hopes that this will help the grant to stand out from the others submitted (i.e. Project Pizzazz: Adding a Sparkle to Children’s Writing or Fair Weather Friends: Manning A Student Weather Station). After receiving the necessary administrative authorizations, the grants were submitted. Three of the four grants were accepted and funded. From the approximately $3,500 awarded, resources such as equipment, software and peripheral materials were purchased.

**Training**

Training is another necessary component when introducing any new program (Kher-Durlabhji & Lacina-Gifford, 1996; Maxwell, 1999/2000). The librarian provided training for the student newspaper reporters and staff. The reporters were given basic journalism training including an outline of sample interview questions, instructed in interviewing techniques, and provided samples of other newspapers to peruse. The reporters were introduced to software for creating newspapers (i.e. Microsoft Publisher). Training was provided on how to use editing tools such as spelling and grammar checks, thesaurus, word count as well as how to select clip-art and to use a scanner to incorporate artwork into the text. This instruction coupled with skills previously learned in the classroom and computer lab prepared the students to publish a newspaper.

The need for adequate training can hardly be over stressed. Training must be taught on the skill level of the learner. After initial training, time needs to be made available for the learners to practice the newly acquired skills until they have achieved a mastery level competency. Periodic follow-up training will be necessary to keep the children current on changes and upgrades of both the equipment and software being utilized (Simonson & Thompson, 1997). Finally, studies have shown that it is preferable that computer training be provided at the location and on the equipment that participants will be using (Maxwell & DeMeulle, 2000). In this case, computer training for the reporters was provided on the actual computers that they were using to publish the newspaper.
Networking

The newspaper staff each wrote down lists of people they wanted to interview. These lists became the network of students, parents, employees, and community members, the newspaper staff would draw upon for stories. As it turned out, these people were all school stakeholders who had a vested interest in seeing the students and school succeed. To further expand these lists, these friends of the school were asked to submit names of people they knew who may have a story of interest to the library newspaper. The librarian made the initial contact with these individuals, explained the project purpose and arranged a time for the children to conduct interviews in person or by telephone. For the future, students will be encouraged to use email as an interview channel.

The American Library Association’s Library/Information Power program calls for increased collaboration between librarians, educators and community members for the benefit of children and adolescents (American Association, 1998; Webb & Doll; 1999). New programs such as The Hamilton Library Herald serve as catalysts allowing educators to maximize their networking opportunities. Networking can be used to develop support for a program or initiative. The support can be in the form of financial aid—either through directly providing monies or by assisting in securing funds (such as serving as grant writers). These contacts can be a source for volunteers or as a reserve to provide technical assistance. Networking can also provide the political endorsement that may be needed to implement programs that are controversial or large in scope. For example, the Public Library Bookmobile assisted distribution by carrying the newspaper to its stops throughout the community.

Further, established networks can act as sounding boards for ideas on new programs. They can provide the brain trust needed during the brainstorming and development stages. Networks can supply assistance in implementing initiatives by supplying a broader base of financial resources than is typically available to any one individual, department or organization. Effective youth library programs often depend on collaborative efforts to extend their reach and impact to fully reach their target audience (American Association, 1988). Finally, by introducing innovative programs to networks of people and organizations, one can create a vested interest in the new project, product or service being offered. To borrow a term from advertising, through networking these efforts can create a “buzz” for the forthcoming product.
Publicizing

Publicizing successful initiatives helps other professionals and organizations through spreading innovative ideas over a wide area, affecting the entire profession. Journals, magazines, newspapers, websites, online publishers, local television, and radio are all good venues through which to introduce new programs. The task is to determine which medium best fits the needs of a project at each stage of implementation. These questions are resolved by querying other professionals and through experience.

*The Hamilton Library Herald* was first introduced to fellow librarians and educators through newsletters. The grants awarded were listed in the school district newsletter, providing a brief description of the initiative to inform other interested professionals. After the students had been chosen and had begun their training, a press release was issued to the local newspaper and a story was printed in the education section (Burns, 1999). This coverage introduced the library newspaper to the community. In addition, copies of this article served as an example for the staff to use as a model for stories they would later write.

Upon publication of the first issue, a local television station was contacted and the story was broadcast regionally on the evening news. The children were featured working on newsworthy stories, reading reports and editing articles. Now fully operational, the library-based newspaper concept is being introduced to other librarians and educators through the publication of this article. Thus, publicizing at each stage can serve to introduce programs to different groups and help the project meet different needs throughout the implementation process.

Partnerships

The final step in successful program implementation deals with sustainability and replication. Just as one uses networks to get a project started, it is equally important to solicit partnerships to keep a program ongoing. One measure of whether or not a program is successful is its longevity. Has the program caught the interest of fellow professionals, and is it being replicated? The answers to these questions can often be used as one measure of the effectiveness of an initiative.

In addition, long-term partnerships can provide help to secure and sustain the manpower and funding resources. The Hamilton Accelerated School library’s long standing partnership with the public library is helping to support *The Hamilton Library Herald*. For example, the public library is providing
free distribution of the newspaper throughout the city. The library bookmobile or InfoBUS (as the public library’s mobile resource center is now called) passes out the latest editions at its many stops. Area libraries have also displayed the newspaper. This partnership has supported the school in its goal of improving communication with the larger community.

Partnerships can further assist in spreading the concept of a program. In return for a first offer to publish Hamilton community stories, a local firm Harvest Reapers Communications regularly provides positive press stories for the school. In a recent article the newspaper program was described in detail. From this publicity, numerous contacts have been generated between the school and community. Finally, other partnerships such as those developed through participation in the Accelerated Schools Reform program, professional library associations and educational conferences will be used as future platforms for discussing the library newspaper idea at both educational seminars and library workshops.

Evaluation

Periodic evaluation is necessary to assess strengths and weaknesses of any initiative. Additionally, the inclusion of evaluative measures (either formal or informal) signals support for, ongoing commitment to, accountability, and the willingness to assess a program (Bowsher, 1989; Fullan, 1993; Clinger-Cohen Act, 1996; Page 1999; Szulkin, 1999). All of these are needed components in developing successful long-term programs.

Evaluation of the Hamilton Library Herald project has taken several forms. Student scores on the state educational tests in reading and writing have shown some improvement since the advent of the newspaper project. While this may not be the sole reason for the increase in scores, the program encourages students to increase their reading and writing activities. In the future, the state scores will continue to be monitored to ascertain whether this trend continues. The class performance of the newspaper staff (as reflected in report card grades in reading and writing) will also be used in the future to monitor changes in the staff’s academic achievements. Informal assessment of the impact upon school and community communication has also occurred. These include the number of copies distributed (i.e. distribution has increased from (700 to 1000 copies), reader feedback (i.e. averaging 12-15 contacts per issue) and the media response (as outlined above). All of these indicators have shown that the goal of increasing community contact is being achieved.
Conclusion

Careful attention to all the different facets in the development of a program is essential for successful implementation. Depending on the size and scope of a program, the timeline from brainstorming stage to the final launch date will vary accordingly. Certain factors such as awaiting news on funding, delivery of ordered materials, and the timing of the support from partners are difficult to control. Building in extra time between crucial deadlines can help alleviate the stress caused by implementation delays. In addition, throughout implementation reflection and some form of evaluation are necessary (Fullan, 1993; Clinger-Cohen Act, 1996; Kets deVries & Balazs, 1999; Hardy, 1999). Program implementers need to periodically reflect on whether or not the program has met its intended goals. Depending on the nature of the program and often on funding stipulations, formal assessment tools may be required to provide a more in-depth evaluation.

By actively seeking and developing new programs, librarians not only provide improved service for clients but can also entice new patrons. As Bagley (2000) concludes, new programs and offerings need not displace current practices but should instead seek to fulfill additional unmet and underserved needs and interests of the community. Successful youth services programming directly benefits the children while serving to reinforce what is being learned in the classroom.

Librarians possess the organizational abilities and professional skills to create and implement programs that are of benefit to the entire community. Attention to details, recognizing innovative ideas, securing financing, providing training, networking with stakeholders, promoting the product and building partnerships are all skills possessed or that can be learned by librarians. By using this knowledge to benefit stakeholders, librarians develop the connections that maintain the vibrancy and viability of libraries and librarianship. In this way, as publicly accountable employees, librarians increase their visibility, confirm their worth to the community, and further the profession as a whole.

Every public service librarian is an educator both directly and indirectly. By taking the lead in educating our communities (whether it be how to use the Dewey Decimal System or how to conduct an Internet search), librarians greatly increase their professional worth. By taking this process a step further by leading in the development of programs that teach the community new skills, librarians make themselves invaluable resources. Whether librarians work with children or adults, most librarians are in public service. Librarians
should seek to provide their clients with not only the information they need but also the accompanying skills to accomplish the task at hand. By being proactive, librarians can keep the profession strong and vibrant. In the end, the children and the community as a whole are the winners. By providing students, teachers and other clients with the opportunities and channels through which to express their creative talents and energies, librarians can help shape the minds of tomorrow’s leaders.

References


A Core Reference Collection for a Small Public Library

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Knoxville, Tennessee 37902-2505

When we were asked to create a list of reference books that should be found in small public library branches we were not apprehensive. We imagined we would combine the best from already published lists, add titles needed to tailor them to local needs, and move on.

Our first inkling that this might turn into real work came when we were unable to find lists of reference books recommended for small public libraries. There were lots of lists for larger collections, but all too grand for our budgets. We did find a very good publication by the Texas State Library called Selecting and Using a Core-reference Collection. While this was still grand it had some very attractive features; it recommended that ten to fifteen percent of the collection development budget be spent on reference books and it linked reference book selection with staff training in use of the resources.

We looked at the FY 2001 allocations for our branches and found that the poorest lived on $8000 in book money per year. This included lease books, audiovisual materials, and periodicals. We decided to limit the total cost of the core reference collections to $1200. This was the upper fifteen percent limit but we would save something on discounts. We listed what we felt was a bare bones core collection that could be purchased for this amount. We decided how often the title needed to be replaced. For a title that should be purchased annually we listed the cost of the current edition. The price of a book that does not need to be replaced each year is the price of the current edition divided by the number of years between purchases. For instance, World Book Encyclopedia costs $800 and should be replaced every other year to ensure that information is up-to-date. Annual cost is listed as $400. Robert’s Rules of Order changes very little and should be replaced every five years if it shows signs of wear. Robert’s price is listed as $7. If such a timeless tool is not worn, or has not undergone a major revision, there is no need to replace it.

A second larger committee was formed of four branch heads and three reference librarians to review the list. The list that we, dedicated reference
librarians, felt was reduced to the barest essentials looked like extravagance to the branch people. They cut Halliwell and Maltin on movies; they cut the Celebrity Directory; again and again they said that they like a book but could not justify its purchase because they were never asked a question on the topic. We had to acknowledged their expertise. After all they do work in the branches. We did mention that sometimes we do not hear questions we cannot answer. We hoped that staff members with a good reference book that they know how to use might be emboldened to offer help. We also hoped that branches could become more full service resources, providing one-stop-service rather than asking patrons to make the extra effort to contact the main library. They understood all that, but pointed out that more money spent on reference books meant longer reserve lists on popular titles. The move to cut was strengthened by the news that the financial crisis at the State Library would mean the loss of $233,547 of our materials budget. We compromised on the list as you see it in Appendix 1.

Many of the books on the list can be found on the Internet. As amateur economists we are bewildered by this. Why would the publisher put the contents of the book on the web for free while trying to sell the same information on paper? Is it a marketing technique similar to the test drive? Do they make money on the ads that appear on the sites? Will they get us hooked and then start charging? We thought of a number of motives, but none made much sense.

It was a temptation to replace the books with the Internet sites. We decided against this for three reasons. First, in small branches there are few computers. If a patron needed information from Maloney's they might have to wait sometime for their turn at a computer. Second, the patron needing the information might not be a computer user. In order to get the information needed the patron might have to get a session of computer instruction. That might be helpful to the patron in the long run, but not be the reason why she or he came to the library today. And finally, the site might vanish. The Reference staff had been using the Hospital Blue Book website when suddenly it was gone.

We did want to provide some training to help branch staff members learn to use the titles on the list. Formal training opportunities for branch staff members are limited. We decided that exercises that could be done at the branches during times when traffic was low would be useful. Newly hired and veteran staff members could use them. They could be used to compare paper and web access. Examples of exercises developed by the Reference Department to be used with the tools are shown in Appendix 2.
The branch librarians are very positive about the list. There are some problems, of course. The sports rules resource we had chosen was out-of-print by the time the first branch placed an order. We had to find a substitute. We stressed the importance of up-to-date information so vehemently that the perfectly good 1936 *Best Loved Poems* was suspect in some branches. We have had to accommodate substitutes. We chose *Cassell's Spanish Dictionary* because it is the one our reference staff favors. That some of the branches had a comparable Spanish dictionary was fine; however, Miss Manners was not considered an adequate substitute for Amy Vanderbilt. Branches wishing to make a substitution were asked to contact the committee and explain why. We will be flexible, but ask that the recommended titles be purchased when the substitute needs to be replaced.

Our next project will be to formulate a core reference collection list for medium sized branch libraries.
### Appendix 1

#### Core Reference Collection

##### Level 1

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<th>TITLE</th>
<th>CALL NO.</th>
<th>PRICE</th>
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<th>YEARLY COST</th>
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<td>$799.00</td>
<td>2 (years)</td>
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<td>1</td>
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<td>Sports: the Complete Visual Reference</td>
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<td>Best Loved Poems of the American People</td>
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Appendix 2

Questions to answer using books from Level I:

Rand McNally Road Atlas
How long will it take to drive from Atlanta to Knoxville?
How many blocks will we have to walk to get From the White House to the Capital Building?
How far is it from Russia to Alaska?
Is Carson City, Nevada west of Los Angeles, California?
We will be visiting Oklahoma. Where can we get brochures about what to see?

Maloney's Antiques and Collectibles
Is my lottery ticket -no winner- worth anything?
I want to sell my collection of Civil War books. Where do I start?
How can I Find a furniture repairer in Knoxville?
How can I identify my Japanese sword?
Go to the website at www.maloneysonline.com. Do you find it easier to answer questions with paper or electronic version?

World Almanac
How many students attend Pellissippi?
On what day of the week will your birthday fall in 2005?
What is the largest religious group in the US?
What is the highest mountain in Tennessee?
What are the different versions of the Ten Commandments?
When was Robert Kennedy the Surgeon General?

Merck Manual (Home Edition)
How can I tell if I should be taking Vitamin B2?
How can I get rid of my hiccups?
My sister has a bulging disk. What is this?
Go to the website at www.merck.com/pubs/mmanual/search.htm. Is it easier to answer questions using the website?

Tennessee Blue Book
In what county is Bartlett?
How many registered voters are there in Anderson County?
How many official fish does Tennessee have? What are they?

_Occupational Outlook Handbook_
How much money will I make if I become a postal mail carrier?
What type of education and training will I need to become an air traffic controller? What factors should I consider when deciding to accept a job offer?
My brother is a Master Sergeant in the Air Force. What is his base pay?

_United States Government Manual_
What does the Equal Employment Opportunity Commission do?
Who is the current architect of the Capitol and what does he do?
What was the original name of the Immigration and Naturalization Service?
GIPSA is the acronym for what government agency?
Who should I contact to get a job with TVA?
I find this hard to believe, but someone told me that the National Zoo is part of the Smithsonian. Is this true?

_Barron’s Profiles of American Colleges_
What is the medium ACT score for UT freshman?
What is the student/teacher ratio at Rhodes College? What percentage of faculty members are PhD?
When was Maryville College founded and what kind of athletic program does it have?
Which schools in Tennessee have Organizational Behavior majors?

_Magruder’s American Government_
In time of war, what powers does congress have? Does the president have?

_Random House Unabridged Dictionary_
How do you say “snapshot” in French?
“Arcobaleno” – it could be Spanish or Italian – what does it mean?
What is a “baker’s dozen,” and how did the phrase originate?
I am reading a novel set in India and the word “bhang” is used. It might be a food. What is it?
I want to place an ad to sell an antique roll-top desk. What is the correct spelling of “roll-top”? Is it two words or a hyphenated word?
What is the Antiballistic Missile Treaty?

_HarperCollins Bible Dictionary_
How does the Roman Catholic Bible differ from the Protestant Bible?
What does the name "Josiah" mean?
How does slavery practiced in Biblical times differ from slavery practiced in pre-Civil War United States?
How many Marys are there in the Bible?
Did the Israelites ever practice cremation?
September 11, 2001 will be one of those days that will be indelibly etched in the memories of those who lived through it. For the first time, many of us had to face the fact that our country’s defenses are not infallible. It was a time of fear for everyone, even for those who lived miles away from the target sites of New York and Washington D.C. As adults, we had trouble understanding what was happening. How were we going to explain the situation to our children? As librarians we asked, “Could the library profession help people make sense out of the senseless?” As libraries in ancient Greece, could our libraries become the “Healing Place for the Soul?”

Unfortunately, this was not the first time that Americans were shaken by the unconscionable actions of individuals. The 1993 bombing of the World Trade Center, and other acts of terror, such as the 1995 bombing of the Murrah Federal Building in Oklahoma City, and the shooting at Columbine High School in 1999 come readily to mind. What is new in this country is the amount of media attention devoted to these incidents. Children who routinely watch these news programs, which are aimed at adults, are often exposed to content that is much more detailed and graphic than they need to see and hear.

According to the head of Outpatient Psychological Services at New York University Medical Center’s Joan and Joel Smilow Cardiac Rehabilitation Center, “The unpredictable nature of a gross violation like the terrorist attack has stripped people of their sense of security and control” (Marshall, 1). When parents are trying to deal with their feelings of violation and loss of a sense of security and control, it becomes difficult for them to deal with the issues affecting their children. Bibliotherapy, however, can help both parents and their children come to grips with their post-September 11 feelings.

**Children and Tragedy**

As much as parents would like to shield their children from all bad things, tragic situations do happen, and it is the parents’ responsibility to help their
child deal with them. According to Joan S. McMath, parents and other caring adults should act as filters for young children, discussing a tragic event with them in a way that is not graphic or gory, but that meets the child’s needs (82). All children need to feel safe and secure. In order to allay children’s fears, parents need to talk to them honestly about a tragedy, while reassuring their children that they are not responsible for it and that they can count on their parents to support them.

National tragedies afford parents the opportunity to help their children develop a framework for dealing with grief. In *Touchpoints: Your Child’s Emotional and Behavioral Development*, T. Berry Brazelton discusses the Challenger tragedy, stating that families needed to share the grief of the children who lost their mother and teacher in the explosion. What he has to say applies equally well to the tragedy of September 11: “We cannot and should not try to protect our children from a deep, caring identification with others who suffer great loss or from their own grief.” (329) He also argues that helping children to deal with a national tragedy will help them prepare for the inevitable time when a tragedy occurs close to home, such as the death of a close relative or a beloved pet.

**Bibliotherapy: What is it? Can it help?**

Bibliotherapy is a concept that can be confusing. Throughout the years, people have argued over the definition of the term. Samuel Crothers coined the term bibliotherapy in 1916 to describe a technique of giving books to patients to help them understand their problems. Its earliest use was limited to hospitals, although the use did spread and by the 1940s was applied to children. The simplest definition of bibliotherapy is helping with books. A distinction is made between clinical bibliotherapy, in which a therapist directs reading, and developmental bibliotherapy, in which a librarian helps the reader to select books to work through the tasks that are a part of life. Additionally, there is disagreement over the qualifications that a bibliotherapist needs. According to the *Encyclopedia of Special Education*, “little formal training or experience is required for teachers to become proficient bibliotherapists.” (210) Others feel that bibliotherapists should have certification. For the purpose of this article, bibliotherapy is the act whereby the librarian helps the parent select books that would comfort the child.

Just as there is disagreement over the definition of bibliotherapy, there is also disagreement over its effectiveness. Most studies have involved the use of
self-help books in a therapeutic setting with mixed results. The best results were had when books were carefully chosen and bibliotherapy was used in conjunction with other treatment. In the instance of a parent reading to her child, the book should be a springboard to discuss the issues involving the tragic situation as well as the child’s reaction to them.

**Selection of Books**

In selecting books to share with children who are scared as the result of a national tragedy, it is important to remember that the purpose of bibliotherapy is to effect change through identification, catharsis, and insight. In other words, the child should identify with the character, share vicariously with the character’s dilemma, and use the insights from the story to change his behavior in a positive way. Some criteria to consider when selecting books are:

- **The age of the child.** Children under five do not understand abstract concepts and require books that use concrete images.
- **Literary value.**
- **The format of the book as an indication of age appropriateness.** Some picture books, such as Toshi Maruki’s *Hiroshima No Pika* or Eve Bunting’s *Smoky Night*, are very intense and not for a young audience.
- **Content.** Books reflect their authors’ values as well as those of the society in which they live. It is best to read a book before sharing it with a child to be sure that its values are your values. Another aspect for librarians and parents to consider is the accuracy or credibility of the content.
- **Don’t be too literal in selecting subject matter.** It’s okay if the book doesn’t match the actual situation—the idea is to comfort the child.
- **The wishes of the child.** As all parents know, sometimes children have needs that they have trouble expressing. Bringing them to the library and giving them rein to select the books which meet their needs can be very helpful.

One thing to remember is that a book can be highly recommended by all the right experts and still not appeal to children. In an article that appeared in *Language Arts*, Carol Gilles and Gennie Pfannenstiel suggest several ways that a book can draw readers in. The book should contain language and illustrations that are compelling. The story should appeal to people of different age groups. It should promote curiosity and have a meaning that elicits a response (78). In other words, it is particularly important that the librarian encourage the parent
to become an active participant in book selection because she will be the best judge of what will work best for both her child and herself.

**The World Trade Center and Bibliotherapy**

Children’s reactions to the World Trade Center disaster were as individual as the children themselves. One way that libraries helped in the aftermath of September 11 was to publish bibliographies on their websites. Some of these were lists of adult resources, others were children’s books, while a few were a combination of both. All served the purpose of helping parents talk about the disaster with their children. The New York Public Library (www.nypl.org/branch/response.html) had several different bibliographies for children on its website: “Being Brave,” “Children of the World,” and “First Flight.” “Being Brave” contained titles such as *Sheila Rae, the Brave* by Kevin Henkes and Mercer Mayer’s *There’s Something in My Attic* and *There’s an Alligator Under My Bed*. “Children of the World” contained the following books about Middle Eastern and/or American children of Middle Eastern descent: *Sami and the Time of Troubles* and *The Day of Ahmed’s Secret* by Florence Parry Heide and Judith Heide Gilliland, *Magid Fasts for Ramadan* by Mary Matthews, and *Sitti’s Secrets* by Naomi Shihab Nye. Robert J. Blake’s *Fledgling*, Paul Brett Johnson’s *The Cow Who Wouldn’t Come Down*, and David McPhail’s *First Flight* are several of the titles to soothe children’s fear of flying that are included in “First Flight.” Other organizations that posted bibliographies in response to September 11 were the American Library Association (http://www.ala.org/alsc/dealing_with_tragedy_books.html) and the Montgomery County Public Libraries (http://www.mont.lib.md.us/research Info/copingbooklist.asp).

As a result of the World Trade Center disaster, our country has become reacquainted with some of our traditional heroes: firemen, policemen, and those in other helping professions who dealt with the survivors and family members of those who did not survive the terrorist attacks. Several bibliographies, including the one offered by the National Parent Information Network (http://npin.org/library/2001/n00578/n00578-lit.html), list books about these people. For young children, *Firefighters A-Z* by Chris Demerest describes the excitement as well as the danger of being a firefighter. A new book by Mary Pope Osborne, *New York’s Bravest*, is a tall tale about real-life firefighter Mose Humphrey, and is dedicated to the 343 New York firemen who lost their lives in the World Trade Center. Three more books that were
inspired by the attacks of September 11 are: *Fireboat: The Heroic Adventures of the John J. Harvey* by Maira Kalman, *Bravemole* by Lynne Jonell, and *Even Firefighters Hug Their Moms* by Christine Kole MacLean. Perhaps the best words of wisdom come from the first-grade students of H. Byron Masterson Elementary School, Kennett, Missouri, whose book, *September 12th: We Knew Everything Would Be All Right*, reminds all of us that life does go on despite all the horrible events that happened on September 11.

As librarians, many of us are uncomfortable recommending books of a spiritual nature to our patrons; however, many people need the solace of these books. Leo and Diane Dillon’s *To Every Thing There Is a Season: Verses from Ecclesiastes* is a wonderful book—it combines the wisdom of the Old Testament with multicultural illustrations to create a book that will no doubt be meaningful to a large group of people. Another useful book is *Love Is* by Wendy Anderson Halperin. Based on St. Paul’s definition of love found in I Corinthians 13, this book is designed to be comforting to both parent and child. *How Do You Spell God? Answers to the Big Questions From Around the World* by Rabbi Marc Gellman and Monsignor Thomas Hartman, although aimed at a middle school audience, effectively shows how various religions deal with universal soul-searching questions.

Then there are books that don’t exactly fit into any of the above categories, but are so comforting that they should be considered. Robert Burleigh’s new book, *Pandora*, is such a book. It emphasizes that even though Pandora let all of the troubles out of the box, hope remains -- an important message to anyone who is dealing with tragedy. Of course, for very young children, Margaret Wise Brown’s *Goodnight Moon* and *The Runaway Bunny* are excellent choices for comforting.

**Conclusion**

In times of national tragedy, communities need to draw together and use all of their resources in order to survive. By providing meeting rooms, internet access, and reference collections, libraries have proven to be great community resources in times of need. However, as librarians we need to remember that it is equally important that we serve our youngest patrons as well as our adults both during and after tragic times. We can best serve both groups by doing what we do best: helping our patrons find reassurance and stability by providing useful books for their needs.
Children’s Books Mentioned


*September 12th: We Knew Everything Would Be All Right.* New York: Scholastic, 2002.


**Works Cited**


McMath, Joan S. “Young Children, National Tragedy, and Picture Books.” *Young Children* 52.3 (1997): 82-84.


The scope and genre of this particular work is somewhat difficult to characterize. Chapman was contracted to write a book about the Scopes monkey trial, focusing on the reenactment celebrated each year in the town of Dayton, Tennessee where the trial occurred. To this he plans to add more local color via a bus journey to the South and stay in the Dayton area. Meanwhile, he will work on another book, a memoir, for later publication. The memoir gets twisted up into the quasi-historical topic, which, for the most part seems to veer towards jeering at the local yokels. According to Chapman, “In most people’s opinion the [Scopes] trial was a blow to the cause of fundamentalism. That the town would re-enact this humiliation each year -- presumably to pull down some cash -- strikes me as hilarious and I can’t wait to see it [62-63].” He quotes his guidebook on “rednecks” and “good ol’ boys” and even lucks into [so fortuitously as to cause one pause] a revival. On the other side is the memoir that is an overly serious and bathetic ride into the past. Chapman’s writing tends toward the grandiose. One soon tires of the play between his humorous and stereotypical view of the South and his own trite observations about life.

This is not an academic book, and it is not expected that it would be filled with the paraphernalia of academe. There is a bibliography of sorts. No footnotes, no index, and the only pictures to adorn the book appear in the front matter. Chapman is not an academic. He is a screenwriter, which perhaps answers for his perception of history as entertainment. He is also the great-great-grandson of Charles Darwin, a frequently mentioned fact and the only reason why he was considered capable of writing about the Scopes trial.
This is definitely not a children’s book. In its genre-straddling way it is closest to a “warts and all” memoir with a few travel writing overtones. For public and academic library adult nonfiction collections or self-loathing Southerners and those who enjoy a spot of Southern culture bashing.

Harriet Alexander and Ross Johnson
University of Memphis


More than just a list of ancestors and descendants, this notable reference includes a foreword by Wilma Dykeman, a preface by Lamar Alexander, an introduction by Cherel Bolin Henderson the Associate Director of the East Tennessee Historical Society (ETHS) & First Families of Tennessee (FFT) Project Director, acknowledgements by Kent Whitworth Director of the ETHS, and an essay “Paths of Migration” written by Wayne C. Moore, deputy assistant state archivist. Moore’s essay is particularly valuable for both content and analysis as well as for several maps illustrating roads and trails, portraits of frontiersmen, drawings & photographs of homesteads, and George Caleb Bingham’s classic painting of Daniel Boone leading immigrants through the Cumberland Gap. Women, the Cherokee, African-Americans, Religion & Education and Movement to Statehood are treated as sidebar topics within his essay.

Inclusion in the book required applicants to submit proof of descent linking each generation and specifically documenting the ancestor’s residence in Tennessee by 1796. An essential reference for all Tennessee libraries having genealogy and family history collections, the two indexes; one to spouses, the other to descendants, make locating individuals fairly simple. Although the index to descendants provides names only, the ETHS will forward letters to individuals if the letter includes a stamped envelope, thus facilitating the exchange of family information to those with shared kinship. Arranged alphabetically by surname, each entry gives basic vital information including date and place of birth, county settled, date and place of death, and proof of early settlement. Proof ranges from the Draper Manuscripts and Ramsey’s Annals of Tennessee to public records including land grants, court minutes, tax lists, and census records and then to private records such as Bible records, letters, and biographies. Almost a dozen entries are listed as pending although
they were initially approved, because they lack definite proof of residence prior to 1796. Additionally, the publication provides blank lined pages at the end for personal and family record notations.

Rebecca Tolley-Stokes
Sherrod Library
East Tennessee State University


*Let the Record Show* combines an account of one of the most notorious murder trials in Johnson City, with a biography of the defendant, Hack Smithdeal. In 1962, Smithdeal was arrested and tried for the shooting death of Roy Faircloth. The major issue of the trial was not whether Smithdeal had committed the shooting, a fact that he never denied, but whether it was premeditated murder or self-defense. The author, Smithdeal’s daughter, gives an insider’s view of the case, which had a profound effect on her family and the community.

A large portion of the book is devoted to the life of Hack Smithdeal, who was a prominent person in Johnson City and the surrounding area from the 1930’s into the 1960’s. He was well known as a businessman, and for his involvement in local and state politics. This account also gives a vivid picture of life in East Tennessee and western North Carolina (where Smithdeal grew up) during the early part of the twentieth century. An interesting feature of this account is that, unlike many “true crime” stories, it does not end with the trial. The author continues by recounting selected events that vividly depict the effect the trial and its aftermath had on her father and her family.

While the author is Hack Smithdeal’s daughter, and therefore personally involved in the story, she is also a journalist. The book is deliberately focused on her father, and is designed to tell his side of the story, which he apparently never did himself. However, she does a good job of keeping the account unbiased, focusing on facts and events. She uses reliable sources as the basis for her work, such as interviews with participants in the events described (including the judge who presided over the trial), newspaper articles, court transcripts, the defense lawyers’ pre-trial notes, and her father’s personal papers, in addition to her own recollections. Her sources are cited in the bibliography.
Let the Record Show is very well written and readable. It is a cogent discussion of a case that, from what I’ve been told by long-time residents of Johnson City, divided the community at the time, and may still have repercussions. Even relative newcomers to Johnson City will recognize many of the names mentioned, if only by reputation. The biographical portions give the reader a sense of what growing up, and living in upper East Tennessee and western North Carolina in the early twentieth century, was like. The work is perhaps more suited to a popular collection than a scholarly one, but it should prove interesting to readers concerned with the history and social conditions of the region. Public libraries in the upper East Tennessee area, and academic libraries with collections on East Tennessee history, should consider adding this book to their collection.

Katy Libby  
Sherrod Library  
East Tennessee State University


The Ryman Auditorium, former home of the Grand Ole Opry, is a Nashville landmark and was named in honor of Thomas G. Ryman. Captain Tom Ryman tells the story of this famous Nashvillian through a series of family reminiscences and contemporary newspaper articles. The author, a great-granddaughter of Ryman, begins the story by dispelling the myth about Tom Ryman destroying the bars aboard his steamboats after attending a revival conducted by the evangelist Sam Jones. Past stories of Tom Ryman frequently revolve around his relationship with Sam Jones and the construction of the Union Gospel Tabernacle, renamed the Ryman Auditorium. This book expands the story to encompass more of Ryman’s life and his family.

The author assumes that there is an interest in knowing more about the man behind the Ryman Auditorium. The selection of a documentary storytelling approach lacks appeal for the average reader. I enjoy reading newspaper articles and family reminiscences, however I was bothered by the book’s lack of cohesion. The documents are grouped into themes, but the work suffers from the minimal editing given the documents.

This is an attractive book with numerous photographs to enhance the story. The family photographs provide additional insight into the Ryman family life and late nineteenth century lifestyles. The photographs and other illustrations
are easily located with a list of illustrations. The best feature of the book is its extensive index of people and places.

The subject and the approach limit the appeal of Captain Tom Ryman. Libraries interested in Nashville history will want to add the work to their collection. Libraries with collections on steamboats may want to consider the book because it provides insight into Tennessee’s steamboat era.

_Livy I. Simpson_

_Graduate Student in Information Sciences_  
_University of Tennessee_


Before there was the Pyramid, and before there was Elvis, Memphis had Beale Street and the blues. A melting pot of rural blues styles from the Mississippi Delta, Mississippi Hill Country, and the Brownsville/Jackson area, Memphis was home to a distinctive style of blues music. Fred J. Hay discovered the blues as a teenager, and *Goin Back to Sweet Memphis* is his tribute to the Memphis blues scene.

The book is made up of several sections, including an insightful introduction which traces the beginnings of Memphis blues from its roots in the surrounding areas to the post World War II sound that influenced the development of rock ‘n’ roll. There are also a section of recommended recordings on compact disc and a bibliography. The bulk of *Goin Back to Sweet Memphis* consists of the transcriptions of interviews with musicians and singers Bukka White, Big Memphis Ma Rainey, Tommy Gary, Furry Lewis, Boose Taylor, Little Laura Dukes, Big Amos Patton, Joe Willie Wilkins and Houston Stackhouse that Fred J. Hay and Bill Lyons conducted while they were freshmen at Southwestern in Memphis in 1972.

The interviewees range from internationally well-known musicians to virtual unknowns while their musical styles range from country blues, jug band blues, and classic blues to electric blues. Each interview is illustrated with a print by George D. Davidson, a self-described “reasonably well educated, southern white boy [who] make[s] art about black music,” and begins with a biographical section by Fred Hay. The quality of the interviews is uneven due in part to the inexperience of the interviewers, and in certain cases, to the reluctance or hostility of the interviewee. The interviews succeed in showing the resilience of these blues people and their music. The author is very careful
to document instances within the interviews where the musician has given different information to other interviewers.

Fred J. Hay is a professor of Appalachian studies and librarian of the W. L. Eury Appalachian Collection at Appalachian State University. While not a necessary purchase, *Goin Back to Sweet Memphis* will be a welcome addition to public and academic libraries where blues are popular.

*Kathy Campbell
Sherrod Library
East Tennessee State University


*100 Hikes in the Great Smoky Mountains National Park* is an insightful and useful addition to any Tennessee outdoorsman's collection. This edition is the only guide in the "100 Hikes" series by Mountaineer Books that focuses on a National Park in the Southeastern United States. Drawing on the success of his first edition, author Russ Manning, who makes his home in Norris, Tennessee and has authored countless articles and guides about the outdoors and hiking, has expanded this edition to include 30 additional hikes and more user-centered features.

With book in hand, I hit the trails to see just how useful and practical this reference would be! I traversed three trails found within this guide -- Maddron Bald, Rainbow Falls, and Bullhead -- to see if the information provided was helpful, accurate, and interesting. To my delight, this book proved to be all it claimed. The step-by-step trail descriptions not only pointed my feet in the right direction, but also pointed my eyes to things normally overlooked. Vivid descriptions of plants, wildlife, and prominent geographical features made the hikes interesting even when my back ached and feet throbbed. Historical information was interspersed within the trail descriptions when necessary. This historical information is entertaining and also very important because of the many homesteads, Native American, and historically significant landmarks that abound within the Great Smoky Mountain Park boundaries.

The information found within this guide was more than adequate. Each hike grouped by access points such as roads or areas, contains, but is not limited to, step-by step trail descriptions, mileage totals, difficulty ratings, camping and lodging information, and additional descriptions of attractions. A thorough introduction offers the reader a glimpse into the parks history,
geology and geography, flora and fauna, and general visitor information. Appendices of suggested readings, addresses, and phone numbers point readers to additional resources, and a general index is also included for quick reference. Though the book is filled with lots of wonderful and useful information it is equally as beautiful, offering the user over 80 black and white photographs and 26 maps of the area.

Like most hiking guides, the audience is general in nature, however the content lends itself well to both experienced and novice hikers. Any public or academic library with patrons interested in the outdoors and the natural environment of Tennessee will be interested in purchasing this book for their collection.

Katie Gohn  
School of Information Science  
University of Tennessee  

Miller, Larry L., editor.  
Tennessee Place Names.  

Anyone who has ever walked across the Tennessee state map, which lies at the entrance to the Bicentennial Mall in Nashville, has probably wondered, “Are there really two towns in West Tennessee named after characters in a Gilbert and Sullivan opera?” The wonderer now has a convenient source to answer this question (and the answer, by the way, is yes: Nankipoo and Yum Yum are named after characters in The Mikado.) The source is Tennessee Place Names, an entertaining and instructive book that explains the origins of the names of Tennessee’s civic places.

According to the preface, the purpose of the book is “to provide the ‘reasons’” behind the names of “close to 2,000” Tennessee “cities, towns, villages, hamlets, and communities of every size and stature having their own distinct identities.” The names are listed alphabetically with the entity’s county following in italics. Where possible, entries include dates of founding, surveying, or platting. Not included are ghost towns, neighborhoods, and developments. Miller refers to himself as “the compiler.” His method was to gather information from correspondence with “lay consultants” (acknowledged by name in the back of the book), local newspapers, and county historical societies. In addition “thousands of hours of arduous library research also went into the volume.” Miller places a “high value” on anecdotal material, even when “the veracity of the account is suspect.” It is all included for its “human
interest value.” Where there are competing versions of the origins of a name, all are given. It is left to the reader to determine the plausibility of an account, based on the information given. Unfortunately for the reader interested in veracity however, it is for the most part impossible to link a naming account to a source, either to a printed resource (there is no bibliography) or to any of the correspondents. The addition of standard scholarly apparatus would have made the book much more useful.

Despite numerous flaws, *Tennessee Place Names* would be an appropriate addition to any Tennessee library. School libraries in particular might find the book useful in sparking interest in Tennessee history, since behind many a name stands a valuable historical tidbit. Many towns are named for people -- as many, it seems, for postmaster’s daughters as for military heroes. Local flora, fauna, geography, and industry are also reflected. Other names, like Trade in Johnson County (the oldest continuously inhabited town in the state), are a comment on the manner in which the state was explored and settled. The book could be used as a resource for teachers as it provides a wealth of ideas for Tennessee history or geography bees.

The book has a pronounced slapdash quality that can perhaps be attributed to its being a compilation. It is unfortunately riddled with errors and lacunae. While this kind of injudiciousness deserves a caveat on the reader’s behalf, *Tennessee Place Names* is nevertheless recommended, with qualifications, as a useful and entertaining compendium.

*Jud Barry*

*Watauga Regional Library*


Paul Murphy is a history professor at Grand Valley State University in Michigan. The Agrarian Movement is the subject of his fine book, *The Rebuke of History*. Agrarianism may be defined as a philosophy which posits that a rural society is more suited to the development of spiritual, moral and cultural values than an industrial, urban one. The Agrarian spiritual home was Vanderbilt University in Nashville. Many of the Agrarians either attended Vanderbilt or taught there, or both. The most famous Agrarian was Robert Penn Warren, Pulitzer Prize winning author of All *the King’s Men*. Other notable Agrarians include Allen Tate, John Crowe Ransom and Donald
Davidson. The sacred text of the Agrarians is *I’ll Take My Stand*, a collection of essays published in 1930.

*The Rebuke of History* follows the Agrarian story from its genesis in the 1920s, through the 1930 publication of *I’ll Take My Stand*, to the present day. Each chapter deals with the movement as it formed, and how it interacted with the principal social and cultural movements of its day. Eventually agrarianism gracefully faded away with the deaths of its leading proponents. Murphy introduces the reader to the descendants of Agrarianism, and the book ends with a tenuous intellectual connection to current historian Eugene Genovese.

Murphy is a good writer and fills the book with contextual background history, making it accessible to general readers. The context of Agrarianism is the cultural and economic change of the South, which gradually looms larger and larger with every passing decade since the Confederate defeat in the Civil War. It is no coincidence that many of the Agrarian writers were only one or two generations removed from the Confederacy. The pain of trying to define that loss, and the struggle to live their fathers’ and grandfathers’ lives (at least imagined lives) in a much-changed world, are palpable, if unacknowledged, in much of the Agrarian writings.

Murphy acknowledges that Agrarianism contains obvious shortcomings. Most obviously, their vision of the South is white, rural and middle to upper class, studiously avoiding the existence of blacks. In fact, the South has many heritages not considered by the mid-South oriented Agrarians including Appalachia, the Upper and Lower South, Native Americans, marginal whites and urban dwellers. As for the idea that rural life produces a refined culture, the antebellum South was notoriously anti-intellectual and derived its cultural models from Europe and classical antiquity. Most damning of all is the sheer impossibility of resurrecting the past, especially a past that may live only in magnolia imitations of Sir Walter Scott novels and faded lithographs.

The Agrarian movement is of special interest to students of Tennessee history, and Vanderbilt University was their keep and castle. Robert Penn Warren, Donald Davidson, John Crowe Ransom and Allen Tate are prominent figures in the history of Tennessee intellectuals. The Agrarians addressed the shared regional sense that something was changing in the South, and can be read in the spirit of Tennessee cultural history. *The Rebuke of History* is a well-researched, well-written book that stands a good chance of being one of the central works on its subject.

*Charles Allan*

*Sherrod Library*

*East Tennessee State University*

Edited by Wyatt Prunty, Professor of English at the University of the South at Sewanee (TN), founder and director of the Sewanee Writers’ Conference, and editor of the Sewanee Writers’ Series, *Sewanee Writers on Writing* is a collection of craft essays by established fiction writers, playwrights, and poets who have served as visiting writers at the Sewanee Writers’ Conference.

Fiction writers Russell Banks, John Casey, Ellen Douglas, Ernest Gaines, Diane Johnson, Alice McDermott, Francine Prose and Wyatt Prunty, playwrights Horton Foote, Romulus Linney and Marsha Norman, and poets Anthony Hecht, John Hollander and Donald Justice contribute essays to this volume. The range in perspectives offered by these essays is not limited by the multi-genre nature of the book; essays within the genres also address a variety of topics. Even individual essays often speak to various aspects of the writer’s art and work. Ernest Gaines’s essay “Bloodline in Ink,” for instance, though ostensibly about the importance of place in creating believable fiction, also touches on personal and cultural history, audience, and authenticity of voice. It is the wide-ranging nature of this book that holds its appeal; within its cover resides something of specific interest for almost every serious writer (or lover of literature), while the medley of voices and perspectives promotes awareness and respect for the complexity of the writer’s art.

Complexity is also suggested by the book’s overall form, which is arranged alphabetically by the authors’ last names, precluding thematic development. However, the fully indexed text has a satisfying, unified feel. This is not a “how to” book for beginners -- it assumes a certain degree of experience with writing. Any library associated with a writing program or a dedicated community of writers, should have this book in its collection.

*Alvin Knox*

*English Department*

*Middle Tennessee State University*


A comprehensive tour book of Tennessee is finally available. Local authors Cathy and Vernon Summerlin, best known for their two previous books *Traveling the Southern Highlands and Traveling the Trace*, share their
knowledge and photography talents with readers as they journey through Tennessee’s small towns and large cities.

Their approach to this daunting task is simple, divide the state into thirteen geographic areas or loops, hop in the car, and hit the road. Each loop can easily be navigated in one day and a listing of accommodations and restaurants are included at the end of each section. Larger cities such as Memphis, Nashville, Knoxville, and Chattanooga, contain their own chapters. A calendar of annual events and festivals such as the National Storytelling Festival in Jonesborough is included. The black and white photos are clear and crisp and give the traveler a feel for the area. The history of each town is written in an informal descriptive style that conveys humor and respect for the uniqueness of these Tennessee towns. Where else but in Tennessee would one find the Honeymoon Capital of the South, the Former Moonshine Capital of the World, and the City with a Secret? Traveling with the Summerlins is the equivalent of a Tennessee history lesson and much more memorable.

Although driving directions are clear, a detailed driving map for each area would have been helpful. As with all travel books, check with lodging and establishments before making the trip. Several have folded or changed names, especially in the Knoxville area, since the 1999 publication date. Overall, this is a much-needed book for local history and travel sections and should be of high interest to public libraries.

Connie M. Pierce
Signal Mountain Public Library
Signal Mountain


Kim Trevathan’s travelogue is a type you don’t encounter often in modern writing. With only a dog for company, the author canoed the length of the Tennessee River. During his five-week voyage, in August and September of 1998, Trevathan reflects on the river’s history and its current condition, as well as his own emotional reactions to the trip and being on the river alone. It is one man’s journey, not into the wild, but into the ‘easy water’ of the now-tamed river. It’s the story of the people he met who still remembered the “old” pre-TVA river, and those who live, work, and play alongside it today.

Mr. Trevathan earned his M.F.A. from the University of Alabama, teaches English at Maryville College, and writes a column for the *Maryville Daily*
Times. The book follows the chronology of his voyage. There are excellent maps, photographs, an index and a bibliography. It is very well researched as the author consulted a variety of sources before undertaking the trip, and conducted interviews and researched additional materials after his return. The breadth of what he learned is amazing including the history of the construction of the dams, more than you ever wanted to know about carp, and the stories of the battles that took place along the Tennessee River. The authenticity of his experience, and the beauty of his writing make for fascinating reading. He easily shifts from the “old river” to the “new river,” and from a discussion of aquatic plants, to how hard it can be to get a camping permit when you have not bathed in a few days and do not arrive by car. There is humor and sadness in his story that show the author’s love of the river and of people, and frustration at what most people’s relationship to the Tennessee River has become.

This book is part of the Tennessee Outdoors Series, which, according to the publisher, “intends to emphasize environmental awareness and conservation.” Thus, it is not surprising that it has a definite point of view, which is that the dams on the Tennessee River have been as much a curse as a blessing. Trevathan held this view before the voyage and didn’t change it during the trip. Yes, the dams improve navigation, prevent flooding, create jobs in the industries that have grown up on its banks, and provide recreational opportunities. However, the ecological damage is obvious. In the author’s view, something has been lost when fishing from the bank and knowing the river is replaced by mindlessly circling the lake on a jet ski.

LouAnn Blocker
John C. Hodges Library
University of Tennessee


*Always in My Heart,* edited by Ann Harwell Wells, is a compilation of letters exchanged between Coleman “Colie” Harwell and Ann McLemore Harwell during World War II. Wells, their eldest daughter, who received her bachelor’s and master’s degree from Vanderbilt University, was fortunate to have such rich and eloquent narratives from two very talented writers at her disposal. The letters are presented chronologically in short chapters, and
cover the beginning of Captain Coleman Harwell’s service in the United States Army in May 1943 up until his homecoming in February 1945.

Through their letters, Wells has given the reader the opportunity to experience the personal impact of World War II on her family and how the sacrifice and dedication of her parents as well as many others influenced a generation. To add insight and depth, she also includes the letters exchanged between various family members to Coleman, and throughout the book, provides photographs of family members and friends of the Harwells. When necessary, she provides historical background for events referred to in their letters and for any evident time lapses while Capt. Coleman was en route to a new station. Wells has also provided as an introduction, an effective historical narrative of Nashville during the early 1940s to assist the reader not familiar with the city and time period. Also included are short biographies of the Harwell and McLemore family members to which Ann and Coleman refer.

Longtime Middle Tennessee and Nashville residents who knew the Harwell and McLemore families or Ann and Coleman personally, will receive confirmation through these intimate letters of the love, strength and commitment that they had for each other and their family. With every word written, Coleman and Ann’s expressions of affection, devotion, respect, and understanding for each other, are evident. The readers will find themselves pulled into the common joys, sorrows, pain, loneliness, and heartache that each felt and experienced daily, and also, will share in the grief that the unexpected loss of a loved one can bring.

The nature of the content of this book warrants careful consideration by libraries with little demand for personal narratives of historical events. However, libraries that maintain a Tennessee history collection are encouraged to add this deeply personal and elegantly presented work to their collection. If at all, it will provide a balance to a World War II history collection by providing a record of how, even in the ugliness created by war, the love of the human heart will endure and triumph. Recommended.

Anne Reever
Learning Resource Center
Dyersburg State Community College

Anne Reever
Learning Resource Center
Dyersburg State Community College
Tennessee Library Association Board Of Directors, 2002-2003

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