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From the Editor...

According to data from the 2000 census, 28.9% of households in the United States include at least one person with a disability. This does not include individuals living in group homes or “households made up of unrelated individuals.” The census also shows that disability rates are even higher in the South and in rural areas. Add to these numbers the fact that the median income for households with a disabled family member is only \$39,155, while the median income for households with only able-bodied individuals is \$54,515.

These numbers give you a small inkling of why we’re talking about people with disabilities and libraries. Because people with disabilities—just like people without disabilities--*need* libraries, and because the number of people with disabilities in your community may be much larger than you think.

The other reason that we’re talking about disabilities in libraries is the fact that nearly every one of us is only temporarily able-bodied. As I write this, one of our librarians just called in to tell us that she broke a bone near her knee and can’t come to work, possibly for months. For those of us who have had an injury or major surgery, we know what it feels like to be unable to fully function physically and/or mentally, and the challenges it takes to live our everyday lives with a functional challenge. Imagine what it is like to know that the challenge won’t just be for this week, or this year, but for the rest of your life.

The articles in this issue are aimed at helping library patrons with disabilities gain access to the information and library resources that they

need. Two articles, one by [Anne and J. Michael Pemberton](#) and another by [William Black, Amy Burks, and Mayo Taylor](#), cover broad issues of accessibility in libraries. Each takes a slightly different perspective on the topic, with the Pemberton piece specifically addressing inexpensive changes that we can make in our libraries. Black, Burks, and Taylor, on the other hand, focus on “universal usability.” Meanwhile, [Sandy Cohen](#) discusses very specific things that we can do to facilitate communication with patrons who are deaf or hard of hearing.

[Celia Szarejko](#) takes on the pressing issue of the accessibility of virtual libraries. Not only do we have to look at our own library web pages to make them accessible, but we need to take into consideration accessibility features when we select electronic information resources for our patrons.

[Kathy Campbell](#) addresses collection development of children’s books that touch on topics of disability. She makes the excellent point that children’s books can help normalize the perception children have of people with disabilities, and she offers a number of suggestions for selecting good books in this arena. Collection development resources for adult collections are addressed in this Weblibliography.

Another group of articles provides information on services to which we can refer individuals. Sandy Cohen writes on the [Library Services for the Deaf and Hard of Hearing](#); Ruth Hemphill and Ed Byrne cover the [Library for the Blind and Physically Handicapped](#); and Fran Ziglar gives a history of the [Nashville Talking Library](#).

We close out this issue with personal reflections. Our [interview column](#) features patrons with disabilities telling about their experiences of libraries. From the other side of the desk, [Fran Ziglar’s biographical essay](#) on her experience working in libraries reminds us that, when hiring anyone, we should (to use the slogan of [ability.org](#)), “see the ability, not the disability.”

-[Marie F. Jones](#), TL editor

Work Cited

Wang, Qi. 2005. *Disability and American Families 2000*. (Retrieved April 1, 2006 from <http://www.census.gov/prod/2005pubs/censr-23.pdf>.)

**Inexpensive Solutions for Providing
Resources and Services to
People with Disabilities
in Tennessee Libraries**

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In 2003, "[Services to Persons with Disabilities in Tennessee Libraries: What has Changed in Twenty Years?](#)" was published in *Tennessee Libraries*. The article detailed the results of studies published in 1982 and 2002 which measured services to patrons with disabilities in both public and academic libraries. The 2002 study revealed that unfortunately, little had improved in twenty years. While in some categories, the libraries of 2002 had improved, the improvement was so little that it was hard to give any positive credit to these areas of services where libraries have only slightly improved. And unfortunately, in some cases services had actually eroded in the last twenty years.

Fewer libraries had conducted a community analysis. Fewer libraries were offering referrals. Fewer libraries offered an orientation or training on disability services to their employees. Less than 30 percent of responding libraries in 2002 had a written policy on these services. Only 12 percent

had attempted to secure any funding for new or improved services. Less than ten percent of libraries had any staff that had any professional training in the area of disability services. Only 13 percent of responding libraries had a fully accessible website. Fortunately, physical access to and navigation within buildings has improved in the last twenty years.

As noted in the 2003 article, with 22% of the state's population having one or more disabilities, librarians need to review their efforts at meeting the needs of those with disabilities. One major road block to providing excellent, if not adequate, services to patrons with disabilities is funding. Libraries are faced with shrinking budgets and smaller staff sizes and do not always have the money or time to maintain existing services let alone implement new ones. Fortunately, there are many low-cost and no-cost solutions to implement and provide resources and services for people with disabilities. Most of the following suggestions focus on assistive or adaptive technology as those resources are typically the ones with the greatest expense. As with services to any user group, librarians need to be creative and flexible. These suggestions may help librarians provide resources and services to a population that is clearly underserved.

First Steps

- **Educate Yourself.** There are thousands of articles, books, and websites available to learn about serving the needs of people with disabilities. Lists of suggested readings and websites are given below. Learn about what disabilities are, how they impact lives, and what solutions there are. Learn about available assistive technology and how it can help your users. Go to training when affordable and available. The Tennessee Disability Training Network (<http://kc.vanderbilt.edu/tnpathfinder/calendar.html>) has a searchable database of training opportunities.
- **Get Comfortable Talking About Disabilities.** There are several freely available websites that offer suggestions on etiquette, sensitivity, and “dos and don’ts.” For example, the City of San Antonio’s Planning Department offers a “disability etiquette handbook” online: http://www.sanantonio.gov/ada/handbook_Front.asp. The FCC also offers suggestions: http://www.fcc.gov/cgb/dro/504/disability_primer_4.html

- **Talk to the Experts.** There are people available to help you. Look for people in the community who have the knowledge and experience to help you improve your services and resources. The Alliance for Technology Access (<http://www.ataccess.org/community/centers.lasso>) has several Tennessee centers that you can consult with. “The Alliance for Technology Access is a national network of Resource Members (Centers and Consultants), Associates, and Vendors working to connect people with disabilities to the tools they need. This is accomplished through demonstration, training, consulting, outreach and advocacy activities” (<http://www.ATAccess.org>). In addition, community technology centers, regional organizations (e.g., ILCTC <http://www.ILCTC.org>), and the national Community Technology Centers’ Network (CTCNet) (<http://www.CTCNet.org>) “are working in mainstream community organizations and environments to ensure that everyone who might benefit becomes aware of available technology and has the information needed to obtain and use it successfully” (<http://www.ataccess.org/resources/lowcostnocost/LowCostNoCostATAguide.pdf>). For academic libraries, consult with your campus disability services office.
- **Talk to Your Users and Potential Users.** Find out what your users need. Form a users’ group or committee that can advise you and give you suggestions for what is needed. Make sure the group is diverse. If you are in an academic library, you should consult your university or college disability services office for suggested members. For public libraries, talk to your patrons and your staff. Find out if they have suggestions for potential participating members. Consult with social services associations in your area as well as interest and support groups.
- **Conduct a Community Analysis.** Identify published demographics on numbers of people with disabilities in the community and state (including geographic concentrations). Look at community populations compared to national populations. A notable example of the planning process for a community analysis for libraries is available from the Nebraska Library Commission: <http://www.nlc.state.ne.us/libdev/Fundamentals/planproc.html>
- **Find Out What Other Libraries Doing.** Are your peer libraries providing services you do not? If a library has a webpage, does it mention anything about resources or services they used for people

with disabilities? Call or e-mail contacts at libraries and ask for advice. Did they get a grant? Who did they consult? Can they share any other information?

- **Use Listservs to seek advice and gather information:**
 - ADAPT-L. An online discussion group that focuses on adaptive technology and libraries. To join, send electronic mail to listserv@american.edu with no subject but one line of text: "subscribe adapt-l Firstname Lastname".
 - AXSLIB-L. An online discussion group for librarians about accessibility and assistive technology. To join, send email to listserv@american.edu with no subject but one line of text: "subscribe adapt-l Firstname Lastname".
 - DISLISEM. A listserv for librarians and other information professionals concerned with disabilities. To subscribe, send a message to listserv@vm.sc.edu. In the body of the message, type: subscribe dislitem [first name] [last name]
 - Disability Resources provides lists of useful listservs for librarians: <http://www.disabilityresources.org/DRMLibs-list.html>
 - University of Maryland Disability Listserv Lists: <http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Disability/Listservs/>
- **Make Your Website Accessible.** Making your website accessible should be a priority. Your website is being used by people you may not see in the library. They may be using their own assistive technology to use your library's resources online. If your website is not accessible, they will not be able to get information from the site. In essence, this would be the same as locking your library's doors to certain groups of people. For more information, see Celia Szarejko's article, [Accessibility and the Virtual Library](#) in this issue of *TL*.

Tips for Web Accessibility:

- Check your work: Validate. Use tools, checklist, and guidelines at <http://www.w3.org/TR/WCAG>;
- Frames: Use the noframes element and meaningful titles;
- Graphs/charts: Summarize or use the "longdesc" attribute;
- Hypertext links: Use text that makes sense when read out of context (avoid "click here");
- Images/animation: Use the "alt" attribute to describe the function of each visual;

- Image maps: Use the client-side map element and text for hot spots;
- Multimedia: Provide captioning and transcripts of audio and descriptions of video;
- Page organization: Use headings, lists, and consistent structure (use CSS where possible);
- Scripts/applets/plug-ins: Provide alternative content in case active features are inaccessible or unsupported;
- Tables: Make line-by-line reading sensible. Summarize.

Resources/Tools

- “All Things Web: Could Helen Keller Read Your Page?” (<http://www.pantos.org/atw/35412.html>)
 - Bobby (for testing whole websites – free version of Bobby now called “WebXACT”) <http://www.watchfire.com/products/desktop/bobby/default.aspx>
 - Tools listed by WebAble (<http://www.webable.com/library/validation.html>)
 - W3C Guidelines (<http://www.w3.org/WAI>)
 - WebAIM (<http://www.webaim.org/>)
 - Web Content Accessibility Guidelines Working Group (<http://www.w3.org/WAI/GL/>)
 - WebXACT (formerly “Bobby”) (<http://webxact.watchfire.com/>)
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- **Talk to Library Staff.** Have in-house training and workshops about issues relating to disabilities and assistive technology. Talk about the importance of serving people with disabilities. Invite speakers from the community or from disability services if you are in an academic library to talk about the needs of those with disabilities, how people with disabilities use or are not able to use libraries, etc. Make sure that all new employees are given an orientation to assistive technology. Make sure that part of all staff orientation procedures includes a discussion related to resources and services for people with disabilities.
 - **Create Written Policies and Procedures.** Establish a mission statement. Make sure documentation is available for staff on how to use any assistive technology. Be specific about what services you will

and will not provide. An excellent example of such a written policy was created by the American University Library in Massachusetts: <http://www.library.american.edu/about/policies/disabilities.html>.

- **Create Print or Online Guides** that list local, state, and national resources for people with disabilities.
- **Evaluate the Physical Space of Your Library.** Do you have accessible parking? Are aisle ways clear? Do you have automatic doors? Ramps? Elevators? The Americans with Disabilities Act Accessibility Guidelines (ADAAG) Checklist for Buildings and Facilities is a comprehensive checklist to determine accessibility of your library. “The purpose of this checklist is to enable people to survey places of public accommodation, commercial facilities, and transportation facilities for compliance with the new construction and alterations requirements of Title II, Subtitle B (Public Transportation) and Title III of the ADA. It can also be used to identify barriers in existing buildings. No special training is needed to use this checklist. It can be used by businesses, building owners and managers, State and local governments, design professionals, or concerned citizens.” It’s freely available online: <http://www.access-board.gov/adaag/checklist/a16.html>.
- **Promote Your Resources and Services.** If you already have some established services and resources, make sure people know about them. Have an open house. Distribute flyers. Talk to people in the community or on campus about what you provide. Generate a discussion about your resources and services.

Once you have taken the initial steps suggested above, you can focus on specific resources and services you should provide. The following are suggestions and referrals for low-cost or no-cost resources for specific user groups.

Serving People Who are Blind or Visually Impaired and those with Learning Disabilities

Often, resources created for and used by those who are blind or have visual impairments will also serve those with learning disabilities.

- **The Library for the Blind and Physically Handicapped** operated by the Tennessee State Library and Archives in Nashville (<http://www.tennessee.gov/tsla/lbph/index.htm>) provides loans of

recorded, large print and Braille books and magazines, music scores in large print and Braille, and special playback equipment. The LBPH book collection of over 50,000 titles includes popular fiction and nonfiction, best sellers, classics, history, biographies, religious literature, children's books and books in foreign language. There are over 70 popular magazines available. Descriptive videos are also available. For more information on this library and its services, see the article by [Hemphill and Byrne](#) in this issue of TL. The Library for the Blind and Physically Handicapped also provides a free newsletter, *Window to the World*. It's a quarterly publication with articles on new features, staff, and other items of interest for LBPH patrons. It can be printed directly from their website, <http://www.tennessee.gov/tsla/lbph/newsletter.htm>. Users will need to fill out an application and mail it in for free services. Eligibility must be certified by specific community professionals, based on having any of the following conditions:

- Legally Blind--vision of 20/200 or less with glasses; visual field 20 degrees;
 - Visually Impaired--difficulty focusing or reading standard print without special aids other than glasses;
 - Physically Impaired--difficulty holding a book or turning the pages;
 - Reading Disabled--due to an organic dysfunction such as dyslexia.
- Information about programs in other states is available from the **Library of Congress National Library Service for the Blind and Physically Handicapped**, <http://www.loc.gov/nls/find.html>, or by phone 1-888-NLS-READ (1-888-657-7323).
 - **Recording for the Blind and Dyslexic**, <http://www.rkbd.org/> was founded in 1948 as a not-for-profit to supply recorded books for blind students and professionals who needed textbooks in school or work. They offer more than 104,000 titles in their catalog, and recently distributed 241,281 recorded textbooks to 137,025 users around the world. There are units across the nation, including one in Oak Ridge, Tennessee (phone: 865-483-9934).

Technology (Screen Readers, Screen Magnification, etc.)

One of the most popular screen magnification software packages available, ZoomText, costs just under \$600. Screen Readers such as JAWS and

scanning and reading systems like Kurzweil have costs beginning at \$900, making it impossible for libraries with no means to pay for this equipment. But there are other options if you are unable to afford these tools.

- If you're using **Windows** on your public terminals, Microsoft provides some accessibility settings and tools that are integrated into their operating systems. Click on "Control Panel" and "Accessibility Options" to change settings that will benefit users. For tools, click "Start," point to "All Programs," point to "Accessories," point to "Accessibility."
 - **Accessibility Wizard** will configure the computer for the specific needs of the user and guides you through the process of customizing your computer with tools designed to help meet your vision, hearing, or mobility needs. Accessibility options (such as StickyKeys, ShowSounds, and Mousekeys) help users with disabilities to make full use of the computer. Some of the options, such as MouseKeys, may be of interest to all users. Once the Accessibility tools are set up, they can be accessed through "Control Panel" and the "Accessibility" menu. The accessibility tools that ship with Windows are intended to provide a minimum level of functionality for users with special needs. Most users with disabilities will need utility programs with more advanced functionality for daily use.
 - **Magnifier** is a display utility that makes the screen more readable for users who have impaired vision. Magnifier creates a separate window that displays a magnified portion of your screen. You can also change the color scheme of the magnification window for easier visibility. You can move or resize the Magnifier window, or drag it to the edge of the screen and lock it into place. Magnifier is intended to provide a minimum level of functionality for users with slight visual impairments.
 - **Narrator** is a text-to-speech utility for users who are blind or have impaired vision. Narrator reads what is displayed on your screen: the contents of the active window, menu options, or the text you have typed. Narrator is designed to work with Notepad, Wordpad, "Control Panel" programs, Internet Explorer, the Windows desktop, and Windows setup. Narrator may not read words aloud correctly in other programs.

- **On-Screen Keyboard** is a utility that displays a virtual keyboard on the screen and allows users with mobility impairments to type data using a pointing device or joystick. On-Screen Keyboard is intended to provide a minimum level of functionality for users with mobility impairments.
 - Additional information, including tutorials and documentation are available on the “Accessibility at Microsoft” website: <http://www.microsoft.com/enable/>.
- **Apple** also provides accessibility tools within the MAC OS (<http://www.apple.com/accessibility/>). Options include:
 - Zoom
 - Full keyboard navigation
 - Sticky keys/Slow keys
 - Mouse keys
 - QuickTime: Closed Captioning
 - Visual Alert
 - Spoken items
 - Talking alerts
 - Speech recognition
 - Display Adjustment

Free Software

Screen Readers

- **Browsealoud** (<http://www.browsealoud.com/>) is a free “Web Site Speech Enabler.” Browsealoud speech-enables web sites and thereby improves accessibility by reading the text that users require with the hover of a mouse. It is designed for use with Internet Explorer 5.5, Netscape Navigator 7, and Mozilla 1.7.3 upwards. It is helpful for those with dyslexia and mild visual impairments.
- **Help Read** (<http://helpread.com/>) is a free screen reader. Developed by the Hawaii Education Literacy Project (HELP), this program uses a text-to-speech synthesizer and can read text files, web pages, e-books, and text in the windows clipboard.
- **NaturalReader** (<http://www.naturalreaders.com/>) is software that converts any text into natural sounding voices. NaturalReader reads text directly from applications, without having to copy and paste. The Professional version is free and uses premium Natural Voice

synthesis to convert any text into spoken words or MP3/WAV audio files.

- **ReadPlease** (<http://www.readplease.com/>) is a free text-to-speech reader that can read text copied from text in any window. The ReadPlease display allows customization of background color, font style and color, and a slider bar to control text size. ReadPlease 2003 is a free version that never expires. ReadPlease Plus 2003 has a free trial period of 30-days after which you may purchase a registration code to unlock the software.

Screen Magnification

- **Aldo's Magnifier** (<http://www.aldoostools.com/magnifier.html>) is a freeware clone of the Microsoft Magnifier. It magnifies the area around your mouse cursor up to 4 times.
- **Dragnifier** (<http://www.halley.cc/stuff/dragnifier.html>) is a free screen magnifier for Windows utilities. Dragnifier magnifies all Windows applications 2, 4 or 8 times in a small area around the mouse cursor.
- **Fatbits 2.0** (<http://www.digitalmantra.com/fatbits/>) magnifies an area around the mouse cursor, performs text smoothing, and can modify the colors it displays to help those with color vision deficiency.

Other Tools

- **pwWebSpeak** (<http://www.soundlinks.com/pwgen.htm>) is an Internet browser designed for users who wish to access the Internet in a non-visual or combined auditory and visual means. This includes blind or partially sighted users, people with dyslexia or learning difficulties, and users who are learning new languages. It is designed to interact directly with the information on a web page, and to translate it into speech, as well as providing a magnified visual display. If you are a visually impaired individual or are using the software to evaluate sites for accessibility, you may use the software freely, but will not be entitled to support.
- **Pointers and timers** (<http://rbx.de/big-cursors/>) offers downloads of large, thick, black versions of Windows pointers and timers. This is useful to those with limited visual acuity or for those with motor impairments who need a larger icon to manipulate.

Other Sites for Downloads

http://www.magnifiers.org/links/Download_Software/

<http://www.e-bility.com/links/software.php>

Free trials and demos are often available. You do not have to purchase any software or hardware without evaluating it first. Ask your users with disabilities to evaluate software and hardware before making any purchase. The “Access & Productivity Tools” website (<http://www.synapseadaptive.com/demosite/demosite.htm>) offers links to several time-limited trials for a variety of assistive technology products.

Serving People Who Are Deaf or Hearing Impaired

- If your library cannot afford a TTY or TTD machine, you might think about using instant messenger to communicate with those who are deaf or hearing impaired. Unfortunately this will benefit only those users with computers who also use instant messenger technology, but this is a step in the right direction. You can download a variety of chat software for free. AOL’s AIM (<http://www.aim.com>) is one option.
- Tennessee does have a free relay service. “As a service to Tennessee’s deaf, deaf-blind, hard-of-hearing, and hearing and speech-impaired community, the Tennessee Relay Center (TRC) provides free, statewide assisted telephone service to those with speech, hearing, and visual impairments. A person using a TTY or TB device (TTY or TB machines are optional for deaf-blind persons) types his or her conversation. The typed message is relayed by a Relay Center specialist, called a Communications Assistant (CA), who reads the message to the person using a standard telephone. The CA communicates the hearing person’s spoken words by typing them back to the TTY user. All calls are confidential” (<http://www.state.tn.us/tra/relaycenter.htm>). Tennessee Relay Services can be reached by simply dialing one of the following telephone numbers:

Statewide Access: 711

TTY/PC Users: 800-848-0298

Voice Users: 800-848-0299

Espanol: 866-503-0263

Speech-to-Speech: 866-503-0264

900 Access: 900-476-2727 (TTY)

Customer Service: 866-503-0262 (Voice, TTY, ASCII, STS)

- Someone on your staff might consider learning to use sign language. Perhaps someone on your library staff already uses sign language. There are several online ASL (American Sign Language) websites available for learning some basic signs. This site has instructions for signing many words: <http://www.masterstech-home.com/ASLDict.html>. Ask someone in the community to come and give training to your staff on basic signing.
- Microsoft offers SoundSentry for those “who have difficulty hearing system sounds generated by the computer. SoundSentry allows you to change settings to generate visual warnings, such as a blinking title bar or a flashing border, whenever the computer generates a sound.” To use, open “Accessibility Options” from the “Control Panel.” On the Sound tab, under SoundSentry, select the Use SoundSentry check box. To turn off SoundSentry, select the Use SoundSentry check box to clear the check box
(http://www.microsoft.com/resources/documentation/windows/xp/all/preddocs/en-us/access_soundsentry_turnon.msp).

Serving People with Physical Disabilities

- **Click-N-Type** (<http://cnt.lakefolks.org/>) is an on-screen virtual keyboard designed for anyone with a disability that prevents him or her from typing on a physical computer keyboard. As long as the person can control a mouse, trackball, or other pointing device, he or she can send keystrokes to virtually any application.
- **Dasher** (<http://www.inference.phy.cam.ac.uk/dasher/>) is a text-entry system wherever a full-size keyboard cannot be used (if users operate a computer one-handed, by joystick, touchscreen, trackball, or mouse; or with no hands, e.g., by head-mouse or by eyetracker; on a palmtop computer; on a wearable computer).
- **Point-N-Click** (<http://www.polital.com/pnc/>) is a free stand-alone, on-screen virtual mouse designed for anyone with a disability that makes it difficult or impossible to click a physical computer mouse. As long as they can move a mouse, trackball or other pointing device, they can send mouse clicks to virtually any application.

Funding

To best serve your users with disabilities, you are likely to need more than these low-cost or no-cost resources. To purchase other resources, look for ways you can secure funding. Do not be afraid to ask for help. Grants and federal aid are available.

- There is an excellent list of grant opportunities available from the **Southeast Disability and Business Technical Assistance Center** (<http://www.sedbtac.org/ed/edgrants/index.php>).
- The Tennessee State Library and Archives provides information about **LSTA Grants** (Library Services Technology Act), including instructions and forms (<http://www.tennessee.gov/tsla/lps/grants/grants.htm>).
- Contact your local civic clubs or service organizations about possible funding. Try the Lions Club, Elks Club, Kiwanis Club, Knights of Columbus, American Red Cross, etc.
- If you are in an academic library, are there grants or funding from your college or university? Does your university or college have a technology fee that might support the purchase of assistive technology in your library?
- The Disability Funders Network (DFN) "was established in 1994 to be a catalyst for creating a new understanding of how private funders can respond to disability issues and to show how disability concerns can be an essential part of all philanthropic programs" (<http://www.disabilityfunders.org/resource.html>).
- The Northern Illinois Center for Adaptive Technology has developed an excellent guide to low-cost options for providing tools for people with disabilities as well as funding opportunities (<http://www.ataccess.org/resources/lowcostnocost/LowCostNoCostATAguide.pdf>).

Additional Resources

The following is a list of resources for additional information. Listed are resources and organizations in Tennessee, a list of helpful websites, and a list of suggested readings.

Tennessee Resources

ARC of Tennessee (<http://www.thearctn.org/index.php>) is a grassroots, non-profit organization founded in 1952 and is affiliated with The Arc of the

United States. The Arc of Tennessee is also a membership organization composed of people with mental retardation and other disabilities, their parents, friends, and the professionals who assist them in reaching their goals.

Disability Law & Advocacy Center of Tennessee

(<http://www.dlactn.org/content.asp?contentID=10>)

Tennessee Department of Children's Services

(<http://www.state.tn.us/youth/>)

Tennessee Department of Education (<http://www.state.tn.us/education/>)

Tennessee Department of Health (<http://www.state.tn.us/health/>)

Tennessee Department of Human Services

(<http://www.state.tn.us/humanserv/>)

Tennessee Department of Mental Health and Mental Retardation

(<http://www.state.tn.us/mental/index.html>)

Tennessee Developmental Disabilities Council

(<http://www.state.tn.us/cdd/>)

Tennessee Disability Coalition (<http://www.tndisability.org/>)

Tennessee Disability Information and Referral Service

(<http://kc.vanderbilt.edu/kennedy/tdir/>)

Tennessee Disability MegaConference

(<http://www.tndisabilitymegaconference.org/>)

Tennessee Disability Pathfinder (<http://kc.vanderbilt.edu/tnpathfinder/>) or

1- 800-640-INFO [4636]: "An Internet Community for Persons Seeking Disability Resources." Provides information on education, transportation, health care, etc. Also publishes the Tennessee Disability Services & Supports Directory for East, Middle, and West Tennessee (\$15).

Tennessee Library for the Blind and Physically Handicapped

(<http://www.tennessee.gov/tsla/lbph/>)

Tennessee Technology Action Project “TTAP's mission is to maintain a statewide program of technology-related assistance that is timely, comprehensive and consumer driven to ensure that all Tennesseans with disabilities have the information, services and devices that they need to make choices about where and how they spend their time as independently as possible” (http://www.state.tn.us/humanserv/ttap_index.htm).

Recommended Websites

Abledata (<http://www.abledata.com/>) is part of the National Institute on Disability and Rehabilitation Research (NIDRR), which is part of the U.S. Department of Education. It gives information about assistive technology and products.

Adaptive Technology Resource Centre (<http://www.utoronto.ca/atrc/>) at the University of Toronto provides information about research and development relating to adaptive technology.

ADDA: National Attention Deficit Disorder Association
(<http://www.add.org/>)

ALA (American Library Association) ASCLA (Association of Specialized and Cooperative Library Agencies) Libraries **Serving Special Populations Section** (<http://www.ala.org/LSSPSTemplate.cfm?Section=LSSPS>)

Alliance for Technology Access (ATA) (<http://www.ataccess.org/>) contains links to assistive technology resources and advocacy issues.

American Association of People with Disabilities
(<http://www.aapd.com/>)

Americans with Disabilities Act (ADA) (<http://www.ada.gov/>)

American Council for the Blind (<http://www.acb.org/>)

American Foundation for the Blind (<http://www.afb.org/>)

Apple Accessibility Site (<http://www.apple.com/accessibility/>) for users of the MAC OS

The Archimedes Project (<http://archimedes.hawaii.edu/>), begun at Stanford University in 1992 and now at the University of Hawaii, is a multi-disciplinary research group focused on ensuring that everybody is able to access information regardless of individual needs, abilities, preferences, and culture.

Blindness Resource Center (<http://www.nyise.org/blind.htm>)

Center for Accessible Technology (<http://www.cforat.org/>)

Closed Captioning Web (<http://www.captions.org/>)

Closing the Gap, Inc. (<http://www.closingthegap.com/>) focuses on assistive technology for children and adults with special needs.

CODI: Cornucopia of Disability Information (<http://codi.buffalo.edu/>)

DeafNation.com (newspaper) (<http://www.deafnation.com/>)

Deaf Notes (online community forum) (<http://www.deafnotes.com/>)

Deaf Resource Library (<http://www.deaflibrary.org/>)

DeafWeb Washington (<http://www.deafweb.org/>)

Disability Resources on the Internet (<http://www.disabilityresources.org/>)

Disabled People's International (<http://www.dpi.org/>)

DO-IT: Disabilities, Opportunities, Internetworking, and Technology (<http://www.washington.edu/doi>)

EASI: Equal Access to Software and Information (<http://www.rit.edu/~easi/>). EASI is part of the Teaching, Learning and Technology Group, an affiliate of the American Association for Higher Education.

The Family Center on Technology and Disabilities (<http://www.fctd.info/>)

Learning Disabilities Association of America (<http://www.ldanatl.org/>)

Low Vision Gateway (<http://www.lowvision.org/>)

Microsoft Accessibility Site (<http://www.microsoft.com/enable/>)

National Center for Accessible Media. NCAM is a research and development facility sponsored through public television station WBGH in Boston. (<http://www.wgbh.org/wgbh/pages/ncam/>).

National Center for Disability Dissemination Research
(<http://www.ncddr.org/>)

National Center for Learning Disabilities (<http://www.nclld.org/>)

NAD: National Association of The Deaf (<http://www.nad.org/>)

NARIC: The National Rehabilitation Information Center
(<http://www.naric.com>)

National Dissemination Center for Children and Youth with Disabilities (<http://www.nichcy.org/>)

National Federation of the Blind (<http://www.nfb.org/>)

National Organization on Disability (<http://www.nod.org/>)

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(<http://www.ala.org/ala/olos/outreachresource/roadstolearning/roadslearning/learning.htm>).

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(<http://www.usdoj.gov/crt/ada/adahom1.htm>)

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(<http://www.webable.com/>).

World Wide Web Consortium (W3C) **Web Accessibility Initiative (WAI)**
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Special Needs:

Envisioning a Spectrum of Library Services

William Black, Administrative Services Librarian

Amy Burks, Adaptive Technology Coordinator

Mayo Taylor, Team Leader, Access Services

James E. Walker Library, Middle Tennessee State
University

The Imperative

Many individuals with disabilities frequent our libraries. The degree to which we are familiar with their presence varies greatly from one institution to another based on the volume of activity and whether the disability is visible or not. Regardless of the frequency of our interaction with these individuals, all of us have been educated by the legal framework that has been established for access to services. As the American Library Association has pointed out, “Libraries play a catalytic role in the lives of people with disabilities by facilitating their full participation in society.”¹

Title II of the Americans with Disabilities Act of 1990 (ADA)² and its predecessor, the Rehabilitation Act of 1973, ³ with amendments in 1986 and 1998, require institutions to meet minimum requirements for accessibility whether or not they receive federal funds, without regard to the size or capabilities of the institution. All new and renovated buildings must meet architectural requirements for accessibility. All programming must be made available as well. In addition, educational opportunities and

information resources must be accessible. A key concept in this context is "reasonable accommodation." Libraries and other public services cannot be required to provide accommodations that would place an undue financial strain on the institution, but the burden is on the institution to justify any failure to provide requested services. In addition, no library wants to be perceived as unwilling to do whatever is necessary to serve all of its patrons.

Defining Disabilities

ADA defines a disability as "a physical or mental impairment that substantially limits one or more of the major life activities of an individual." Physiological conditions may include such things as mobility impairments, visual impairments, hearing impairments, speech impairments, and seizure disorders. Such impairments affect the individual's ability to access keyboards, view information, distinguish color, hear audio output, or participate in electronic conversation such as in an audioconference. Mental disorders can include mental retardation, organic brain syndrome (e.g., degenerative diseases), emotional or mental illness, impairments resulting from brain trauma, and specific learning disabilities.

Assistive Technology: technology designed to be utilized in an assistive technology device or assistive technology service.

Assistive technology device: any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities

Assistive Technology Service: any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.

Universal Design: designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies.

Accessible Buildings

The ADA requires that both architectural barriers in existing facilities and communication barriers that are structural in nature be removed as long as such removal is “readily achievable” (i.e., easily accomplished and able to be carried out without much difficulty or expense). The regulations that guide us in many of the choices for our libraries are the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG).⁴⁴ Section 8 of ADAAG deals specifically with libraries but is linked to the general building guidelines in Section 4. Any library that has built a new building or undergone renovation has become intimately familiar with the regulations. Many administrators of older buildings that are not required to come into full compliance have done what they could as funding allowed. But doing the big project and getting all the specifications right is not enough. Library administrators and staff responsible for building operations need to internalize the core values of accessibility so they will be alert to incremental changes within the building that may move it backward from accessibility. For example, something as mundane as replacing trash cans could create a problem if the design and placement is not done with an eye to accessibility. Relocating furniture or equipment may inadvertently restrict accessibility if guidelines aren’t considered. If public address systems are added or replaced they need to be compatible with special receivers and hearing aids used by patrons with hearing impairments and emergency systems should give visual clues as well as sounding an alarm.

Reasonable structural modifications are important to full access and often include ensuring accessible parking, providing unencumbered access to and through the building, accessible furniture and public desks, and usable restrooms, drinking fountains, and other internal facilities. Other reasonable modifications may include visible alarms in rest rooms and general usage areas and signs that have Braille and easily visible character size, font, contrast and finish.

Unfortunately, the most likely way to discover that you have overlooked accessibility is to be reminded by one of your patrons.

Accessible Technology

Well-planned technological solutions and access points, based on the concepts of universal design, are essential for effective use of information and other library services by all people. Libraries should work with people with disabilities, agencies, organizations and vendors to integrate assistive

technology into their facilities and services to meet the needs of people with a broad range of disabilities, including learning, mobility, sensory and developmental disabilities. Library staff should be aware of how available technologies address disabilities and know how to assist all users with library technology.

Section 508 of the Rehabilitation Act of 1973 was added to the act in 1986 and then amended in 1998 as the nature of our new wired world became increasingly clear. It requires that all public entities that receive federal funds (as most libraries do) make information technologies available to people with disabilities unless they can demonstrate an undue burden in doing so.

The advent of online information resources and public computers in libraries clearly raised the bar for libraries. Technology is never static and every library administrator knows of the relentless demand for new or upgraded equipment and software. Assistive technology is no exception. To assure equal access to information and guarantee non-discrimination in providing technology and services, libraries must keep up with innovations and new opportunities. Computer workstations must be equipped with software and assistive devices that will enable patrons with disabilities to perform the same tasks and access the same resources as the general population. Library websites, databases and electronic resources must meet mandated accessibility guidelines for the visually impaired. As multimedia applications become common, devices to aid patrons with hearing impairments must be added.

The goal of equalizing access to the opportunities presented by 21st century technologies is an integral component of the wider goal of equalizing the opportunities for all people through the pursuit of “universal usability.” One concise statement of this tenet comes from the ethics code of the Association for Computing Machinery (ACM).

In a fair society, all individuals would have equal opportunity to participate in, or benefit from, the use of computer resources regardless of race, sex, religion, age, disability, national origin or other such similar factors.⁵

In this context, people with disabilities benefit from the idea that “a rising tide lifts all boats.” The concept of universal usability (also referred to as universal access) in libraries comprises much more than overcoming

physical limitations to the use of computers and online resources. Libraries and the governments that support them strive to equalize urban and rural, wealthy and poor, native and immigrant by providing Internet access, information resources and the computers needed to access them.

Universal Access/Design should be the goal for any project because it focuses on trying to reach and accommodate as many people as possible, i.e. to be inclusive. Simply put, it is the golden rule. Treat each patron with the respect and consideration that you would wish for yourself in the same situation. Be fair.

One of the most important outcomes of this approach is that it has moved the technology community as a whole to take an integrated approach to making computers, websites and online resources accessible. In fact, a small industry has grown up around the need to test usability of software and websites. One excellent site for exploring the issue of website accessibility is the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3).[6](#)

Another important outcome stemming from the impetus of federal regulations has been a quickened pace for the development and dissemination of assistive technologies. According to a new report by the National Center for Technology Innovation (NCTI), the assistive technology field is at a tipping point. The report, which documents the proceedings of a series of discussion forums at the Nov. 2005 NCTI conference, identifies a convergence of three factors that are driving developments in assistive technologies: the mainstreaming of students who need special education services, reporting mandates of No Child Left Behind and the Individuals with Disabilities Education Improvement Act (IDEA), and finally, “stunning innovation of technology.”[7](#) Researchers and manufacturers are creating new applications and enhancing known applications at a pace that challenges the educational community to keep up. The report acknowledges this gap between innovation and implementation as institutions strive to afford and manage new technologies. While the limitations placed by budgets are obvious, of equal concern is a perception that vendors of new technology are introducing levels of complexity and often unneeded bells and whistles that place the innovations beyond the reach of institutions that are not able to afford highly skilled adaptive technology (AT) staff. Responders at the NCTI forums cited “overly complex products as limiting the adoption of and competence with technology integration among practitioners.”[8](#)

While the NCTI report deals primarily with the introduction of AT to schools, it is highly relevant for librarians and AT staff. The report warns that we will continue to be placed in the position of balancing what can be developed in the technical arena with what is possible in the broader world. In terms of planning for service, the best approach is to have a process for identifying and reviewing new developments coupled with a process for assessing needs of specific patrons and balancing both factors with the constraints of budget and staff time.

Accessible Collections

Libraries must not discriminate against individuals with disabilities and shall ensure that they have equal access to library resources.

Library materials must be accessible to all patrons including people with disabilities. Materials must be available to individuals with disabilities in a variety of formats and with accommodations, as long as the modified formats and accommodations are “reasonable,” do not “fundamentally alter” the library’s services, and do not place an “undue burden” on the library.

To ensure such access, libraries may provide individuals with disabilities with services such as extended loan periods, waived late fines, extended reserve periods, library cards for proxies, books by mail, reference services by fax or email, home delivery service, remote access to the OPAC, remote electronic access to library resources, volunteer readers in the library, volunteer technology assistants in the library, American Sign Language (ASL) interpreter or realtime captioning at library programs, and radio reading services.

Within the framework of the institutional mission, libraries should include materials with accurate and up-to-date information on the spectrum of disabilities, disability issues, and services for people with disabilities.

Planning to Serve

Every library should have a plan for providing services to patrons with disabilities and a process for ongoing evaluation to respond to new opportunities, embrace effective technologies, and recognize needs of a changing patron population. Through dynamic planning and by nurturing a service ethic, each library can create a welcoming and accommodating

environment that does more than just meet the minimum legal standards. In general terms, each library plan should address the following five areas and strive to provide the best accommodations possible within the budgetary limits of the institution.

Staff Training

Before the first dollar is spent on improving a facility or purchasing furniture and technology, the staff of the library should receive thorough training on how to work with all patrons, including those with disabilities. This may include the following:

- **Who is disabled?** Staff should understand the range of possible disabilities that may encounter, some of which may have already been identified among library patrons. However, do not assume that patrons with disabilities are always identifiable, that they will necessarily self-identify, or that you are meeting all existing needs simply because no patron has asked for other services or accommodations.
- **Disability etiquette.** How should staff interact with people who are blind, deaf, in a wheel chair or otherwise disabled? What is acceptable behavior? When do you offer help and when do you step back? Many people in public service positions need help to get over the sense of otherness that prevents them from connecting and becoming comfortable with patrons with disabilities.
- **Disability awareness.** Train your staff to look at your facility from the viewpoint of your patrons with disabilities. Public service staff, custodians and others who are regularly in public spaces are uniquely able to assess your facility to spot problems that can develop even when the building design is ADA-compliant. Are aisles and walkways cluttered? Are furniture, kick stools, wastebaskets, etc. out of place? Have signs been posted where people with low vision can't read them? Are chairs too heavy for a person in a wheelchair to move aside to pull up to a table?
- **Basic procedures.** Who responds when someone needs help retrieving a book from the shelves? Who should be called when a patron requests special assistance? Are there safety issues, such as extra care needed to be sure the building is cleared if an alarm sounds?

- **Legal short course.** Staff should understand the basic provisions of the underlying laws that require libraries to make their facilities and services accessible.

Building and Facilities

- Was the building designed to ADA guidelines? If not, have you made all reasonable modifications to provide access and accommodation?
- Can patrons with disabilities get into your building? Is there a designated place for them to park?
- Do they have access to all public areas? If not, are there procedures in place to compensate, such as sending staff to retrieve books or moving story hours or other activities when requested?
- Are there tables or other workspaces that are suitable?
- Do restrooms meet guidelines?

Computers and Technology

- Do patrons with disabilities have reasonable access to the same kinds of technology and information resources that are available to the general population?
- If your library has public computers, are some of them equipped with special hardware or software features needed by the patrons who are visually impaired, hearing impaired, or limited in mobility?
- Are there any additional assistive devices that would be beneficial for disabilities that have been identified among your patrons?
- Does your library website meet federal guidelines for accessibility to visually impaired patrons who use screen-reading software? If not, who will do the work necessary to create accessible pages?
- When purchasing electronic resources do you review the specifications to determine that the text will be accessible?

Services

Does your library offer any special services for patrons with disabilities?

Such services include:

- **Patron assistants:** volunteers or staff who may read to visually impaired patrons or help those with restricted mobility while they are in the library.

- **Cut and scan services:** some institutions (primarily universities) offer to cut apart and digitize personal books so that they can be read by screen-reading or text-to-speech software. This is especially valuable for students who will otherwise be delayed in reading required texts because of the lack of an accessible format.
- **Home delivery of books:** a service for paging books and delivering them to the home or office of a patron who is not able to come in to the library.

Responsibilities

Lead staff in each institution are ultimately responsible for meeting legal requirements. Beyond simple compliance, libraries must be aware of new developments and opportunities.

- Who will make sure that the library's accessibility plan is followed, and that it is regularly reexamined?
- Who will oversee staff training?
- Who fixes physical problems that are identified?
- Who is monitoring the website?
- Is there a plan and funding for ongoing training?

Finding Your Accessibility Quotient

When deciding what services and technology can be realistically provided, each library must assess both its own financial and physical capabilities and the needs of its specific population. The table in *Figure A* groups libraries into three categories according to their fiscal capacity to meet special requirements for patrons.

1. **High capacity:** Well funded, with support for assistive technology and services from grants or, in academic libraries, from dedicated fees. Generally serve a large population.
2. **Medium capacity:** Some funds allocated for assistive technology; a process is in place to respond when needs are identified.
3. **Limited capacity.** Little or no dedicated funding for assistive technology and services. Challenged to respond to basic requests for accommodations.

Figure A:

AQ	Staffing	Hardware	Software	Services	Profile
High	<ul style="list-style-type: none"> • At least one dedicated, trained staff member. • Someone with specialized training available at all hours. • Basic procedures , etiquette and awareness training library-wide. • May have volunteers. 	<ul style="list-style-type: none"> • Large screen monitors. • Specialized scanners. • Track ball mouse and other alternative input devices. • Other assistive devices as needed. • May have a designated AT lab as well as computers throughout building. • Headphones. 	<ul style="list-style-type: none"> • Magnification (e.g., Zoomtext, Magic). • Screen reading (Jaws, Window Eyes). • Scan/read software (Kurzweill, ReadPlease 2003, Texthelp). • Closed Circuit TV. • Website Fully Accessible. • Databases screened for accessibility. 	<ul style="list-style-type: none"> • Assistance with retrieving books and other materials. • May have staff or volunteer readers. • Cut and scan for personal books. • May have Braille embosser. • May offer home delivery. 	<ul style="list-style-type: none"> • Anticipate needs. • Act without threat of lawsuit. • "Do the right thing." • Aware of and striving for innovations in AT.
Medium	<ul style="list-style-type: none"> • Access to AT specialist. • Designated staff person for AT. • Basic procedures , etiquette and awareness training library- 	<ul style="list-style-type: none"> • Trackball mouse. • Headphones. • Handheld magnifiers. • Some budget for special requests. 	<ul style="list-style-type: none"> • Utilize free applications within Windows • May use freeware. • Limited purchases of software as needed. 	<ul style="list-style-type: none"> • Assistance retrieving books. • May have volunteer readers or personal attendants • Some staff availability 	<ul style="list-style-type: none"> • Anticipate minimal level of service and offer more on demand.

	<ul style="list-style-type: none"> wide. • May have volunteers. 				
Low	<ul style="list-style-type: none"> • Basic procedures , etiquette and awareness training to lead staff. 	<ul style="list-style-type: none"> • Headphones. • Handheld magnifiers. 	<ul style="list-style-type: none"> • Utilize free applications in Windows. • May use freeware. 	<ul style="list-style-type: none"> • May have volunteer readers or personal assistants. 	<ul style="list-style-type: none"> • Reactive to demands of specific patrons.

The MTSU Experience

Middle Tennessee State University (MTSU) has become the institution of choice for many Tennesseans with disabilities. This can be attributed to a proactive Disabled Student Services (DSS) program, a commitment by the University administration to accessibility campus-wide, and effective outreach. Each campus program is reviewed to ensure that it is readily accessible to qualified persons with disabilities. Through DSS, the university offers a wide variety of services to students including access to the latest in adaptive computer technologies and liaison service to University departments.

The Walker Library at MTSU is focused on full and free access to information resources. The 250,000 square foot building, which opened in 1999, was designed not just to meet federal requirements, but also to maximize convenience for students and other patrons with disabilities. The library has been fortunate to have an effective working relationship with the campus DSS that includes an Adaptive Technology Center (ATC) located on the first floor of the library. Staff in the ATC work for DSS but are integrated into the library operations. This facility provides access to adaptive/assistive technology that maintains or improves the functional capabilities of students with disabilities. The ATC helps students remove obstacles, achieve academic success, interact with their surroundings and lead a more independent life. It is through DSS's ATC that many auxiliary aids and services are provided campus-wide.

Services offered by the Adaptive Technology Center include:

- **Technical Support Program:** offers students with disabilities and the faculty/staff working with DSS students assistance in the use of adaptive/assistive technology;
- **Alternative Data Program:** assists students with disabilities and the faculty/staff working with DSS students in the sending/retrieval of educational information and documents in alternative formats;
- **In-service/Outreach Program:** provides one-on-one and small group orientation to adaptive/assistive technologies;
- **ATC Loan Program:** provides short-term adaptive/assistive technology loans to students on a daily, weekly or semester basis;
- **ATC Student Assistants Program:** allows DSS students the opportunity to come to the ATC during posted semester hours and receive assistance with adaptive/assistive technology or ask general questions;
- **DSS Student Awareness Program:** keeps DSS students informed of changes, campus activities, and opportunities through the DSS listserv. DSS students are added to the listserv upon registration with DSS unless the student requests otherwise.

Equipment and software programs utilized by the Adaptive Technology Center include the following:

Kurzweil 1000 (scan and read software/hardware application for the blind)
 Kurzweil 3000 (scan and read software/hardware application for those with learning disabilities)

JAWS (screen reading software application for the blind)

ZoomText (screen magnifying software to help those with low vision)

TextHelp (multifunctional application for a range of disabilities)

Dragon Naturally Speaking (voice recognition software/hardware application)

Duxbury (Software to translate print to braille. Works with an embosser.)

GOODFEEL (Software to translate printed music scores into braille through an embosser)

Thomas Embosser for Braille

Tiger Embosser for Braille

Perkins Braillers (Equipment for manually producing braille documents)

Tactile Image Enhancer (Converts scans of printed images into embossed copies)

Jordies (vision enhancement device for the low-vision)

Braille Lite Millenniums (portable, electronic notetaker for the blind)

Laptop computers
Madanta Tracker 2000 (laser mouse for limited mobility)
Williams FM Hearing Systems (assistive hearing device)
Braille Displays (Equipment that adapts computer keyboards to display braille)
Touch Turners (automated page turner)
Victor Readers (audio book playback system)
Two and Four Track Tape Recorders
Closed Circuit Televisions
High Speed Scanners
Flat Bed Scanners
Duplex Scanner
Spine cutter for books
Talking Scientific Calculators
Assortment of input and output devices
Access to an alternative book collection

The installation of adaptive/assistive technology on other floors of the Walker Library allows students the freedom to work in the computer workstation areas of the library as well as in the ATC.

Other services provided by MTSU include fundamental assessment for students, faculty and staff needs and systems analysis of program accessibility to help identify effective AT strategies and devices, or support previous AT prescriptions, for use in the MTSU educational environment.

While individuals with disabilities still face access challenges, the rapid development of assistive technology has made it possible for individuals with a wide range of disabilities to use computers, networking and telecommunications technologies and multi-media products that broaden access to information.

Conclusion

From the smallest community outpost to the most extensive academic institution, libraries strive to view each patron as an individual and provide services that accommodate individual needs. This approach is particularly important for persons with disabilities. As the American Library Association statement on accessibility states, "One of the core purposes of libraries is to provide access to information to patrons, including patrons with

disabilities.”⁹ We must seek to provide the specialized services required to ensure that all of our patrons have the access they need. While some measures are costly, many are not. A number of libraries have employed proactive approaches to improving service which are to be commended, especially since they have occurred in a climate of increasing demand and tighter budgets. Continuing improvements can be achieved through assessing our environments, educating and training our staffs, and creating effective policies. By working to create a supportive environment, providing the tools that patrons require, and offering needed services and referral channels to meet their needs, we can ensure full access to all our patrons.

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(Feb. 1, 2006)

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National Center for Technology Innovation. <http://nationaltechcenter.org/default.asp>

United States Access Board. Home. <http://www.access-board.gov>

U.S. Department of Justice. Learn about the ADA in your local library. <http://www.usdoj.gov/crt/ada/liblist.htm>

U.S. Department of Justice. Title II Technical Assistance Manual. <http://www.usdoj.gov/crt/ada/taman2.html>

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Making your Library Accessible for People who are Deaf or Hard of Hearing

Sandy Cohen

Manager, Library Services for the Deaf and Hard of Hearing

Each of us has our own strengths and weaknesses. Some people are better at sports than others; some people excel in academics or music or a craft. What are your strengths and weaknesses? Have you ever challenged a weakness of your own and changed it into a strength?

A "weakness" can be likened to a disability. People with disabilities have additional or different challenges because they must overcome a physical or mental disability before they can succeed. All too often there are additional environmental or societal obstacles that inhibit their ability to cope with what others would perceive to be normal or mundane activities, thus making it even more difficult for people with disabilities to succeed in areas outside their own personal lives (i.e., in school, jobs, hobbies).

You might ask, "How does this relate to libraries?" Librarianship is an enabling profession. Stories abound about librarians helping people find the appropriate information they need in order to succeed. Yet, somehow we are thrown when a person who is differently challenged (with a "disability") calls or comes into the library seeking services. How do we cope? We are challenged to work outside of our comfort zone to make accommodations. But, stop and think a minute: we have the easy job - the person with the disability has a much harder time coping because they live with their disability day in and day out, in a world that is not very tolerant of people who are different from the mainstream. We must learn to look beyond our own personal discomfort and provide the same level of service to this population as we do to more physically or mentally capable persons.

Morally, we know that providing appropriate service is the right thing to do. However, for years our society has ignored the needs of this special population. That is the reason there are two federal laws that mandate our serving people with disabilities: [*Americans with Disabilities Act*](#) (ADA) and

the [Rehabilitation Act of 1973](#). These two laws attempt to stop this unwitting discrimination against people who are differently challenged.

So, how do we help our library patrons with disabilities? Two different articles ([Black, et al](#) and [Pemberton & Pemberton](#)) in this issue of TL deal with broad issues of universal accessibility for people with all types of disabilities. This article, however, will deal with more depth on accessibility for individuals with hearing loss. The emphasis, as always, is on the people we are serving, not the disability. Hearing loss is an obstacle that both the patron and the librarian need to address in order for us to succeed at fulfilling the patron's needs.

Hearing loss ranges from mild or moderate (hard of hearing) to profound hearing loss (deaf). According to the National Center for Health Statistics 2003 Health Interview Survey L (Lethbridge-Cejku & Vickerie 2005), 14.3% of the adult population living in the South experienced some hearing difficulty without a hearing aid (defined as "a little trouble, a lot of trouble, or deaf"), and more men than women experience hearing loss.

Hearing loss is a communication disability. This communication gap is functional rather than generational. And while most people have some residual hearing that may or may not be rectified with hearing aid usage, the impact can be minor or devastating depending on: 1) the age of onset of the hearing loss; 2) degree of hearing loss (mild, moderate, severe or profound); and, 3) the individuals' ability to cope with the loss.

Accommodations for People Who are Deaf or Hard of Hearing

Tennessee has the most comprehensive statewide library relating to deafness and hearing loss in the country, Library Services for the Deaf & Hard of Hearing. It is open to all Tennesseans, including Tennesseans with no hearing loss. See related article in this issue: ["Have You Heard about the Library Services for the Deaf & Hard of Hearing?"](#) for more information about collections and services.

Depending upon the variables listed above, accommodations will vary, but usually fall within two categories: people who use amplification and people who use their vision to compensate for the hearing loss. Below is a listing of possible accommodations:

People who are:	Need these accommodations:
Hard of Hearing & Deaf	<ul style="list-style-type: none"> • Clear signage to help direct people • Visual alert / warning system • Equal accessibility to <i>all</i> programs and services • Paper and pencil - to provide written communication when verbal communication is not successful
Hard of Hearing	<ul style="list-style-type: none"> • Personal portable one-on-one Assistive Listening Device (ALD) (amplification system) for use <ul style="list-style-type: none"> ◦ at service desks ◦ on tours • ALD (Amplification) system for use in meeting rooms, auditoriums, children's story rooms, theaters, etc. • Headsets and "Neckloops" for use with amplification systems • Hearing aid compatible public telephones
Deaf	<ul style="list-style-type: none"> • Qualified sign language interpreters for public programming such as children's story times, or for staff meetings if there is an employee who is Deaf • A staff person knowledgeable in sign language to handle basic communication needs (e.g. to answer a reference question) • Captioning: <ul style="list-style-type: none"> ◦ Make sure videos or DVDs that may be used for public programming are Closed Captioned ◦ Provide open Captioning for public programming • Telephones: <ul style="list-style-type: none"> ◦ Public TTY ◦ Video relay service access • As with all other service animals, Hearing Ear Dogs or Signal Dogs are allowed in all public facilities. See U.S. Dept. of Justice: http://www.usdoj.gov/crt/ada/qasrvc.htm

Two websites that address communication accommodations are:

U.S. Dept. of Justice: Title III ADA Regulations, Section 36.303 Auxiliary Aids and Services: <http://www.usdoj.gov/crt/ada/reg3a.html#Anchor-97857>

National Association of the Deaf:
<http://www.nad.org/site/pp.asp?c=foINKQMBF&b=101229>

How to Communicate with a Person Who is Deaf or Hard of Hearing

Get the person's attention before speaking - Tap the person on the shoulder if you are standing, on the knee if sitting; flick a light switch; or wave within the person's sight line.

Ask which communication strategy the person prefers - Aural/Oral Communication (speechreading and speaking) - ask if the person would like an Assistive Listening Device, Sign Language, Cued Speech, or written communication.

"Key" the person in to the subject matter being discussed (e.g. Overdue Fines or Rules of Conduct or Library Hours) - If the person knows the subject matter, it is easier for them to anticipate what will be said and make it easier for them to speechread.

Speak slowly and clearly, at a normal rate - Over and under exaggeration distorts lip movements.

Do not nod your head while speaking - This makes it harder for the person to speechread.

Look directly at the person when you speak - Look in their eyes. Do not look down, at a computer, or another person when speaking.

Position yourself so the light falls on you instead of behind you - If there are windows with streaming sunlight in the room, this is a problem. Do not put the person in a position where they have to squint to see you.

If the person has a hard time understanding, rephrase the sentence - Certain words are easier to speechread than others.

Keep your sentences as short as possible - Short sentences are easier to speechread than long ones

Don't get frustrated and say, "Forget it!" - Find a way to make your point instead of making the person feel stupid for not understanding or making them feel left-out

Use writing when necessary - Although writing can be useful, keep written messages short and to the point.

Do not cover your face - Do not chew on pencils or gum; make sure that you do not talk with your hands in front of your face; moustaches need to be cropped above the lip.

Do not assume the person understands when he/she smiles and shakes their head in agreement - People do not want to look stupid. Strategies to make sure individuals understand:

- Use open-ended questions that DON'T require a Yes/No answer;
- Ask the person to repeat what you said

Tips for Using a Sign Language Interpreter in a One-to-One Situation:

- The interpreter should stand a half-step behind and to the side of you so the deaf person can look at you and the interpreter at the same time.
- Never say, "Tell him/her" - You are speaking to the person who is Deaf, not his/her interpreter. Address the person as you would anyone else.
- Do not ask the interpreter to do anything other than facilitate communication.

Whatever the circumstance--whether ability or disability--the fruits of our labors as librarians result in people accessing the information they want and/or need in order to live more enjoyable and productive lives. Let us be the model to enable all of our patrons with disabilities to succeed in their encounters with us.

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The Library as Oxymoron?

The Library for the Blind & Physically Handicapped

Ruth Hemphill, Director

Ed Byrne, Reader Advisor

Tennessee Library for the Blind & Physically Handicapped

When I told my friends I was going to work for the state's Library for the Blind & Physically Handicapped (LBPH), one of them responded with rather a puzzled look: "A library for people who can't see; isn't that a bit of an oxymoron?"

The reality is that the blind do use libraries, and some of them use their libraries a lot more than most of the sighted. One of our patrons at the Tennessee Library for the Blind & Physically Handicapped (TLBPH), a 97-year old woman in the Memphis area, has read more than 3,000 of our talking books. That sounds pretty impressive until we compare her with a patron in Chattanooga who has read more than 4,500. This total averages out to about ten books a month for almost forty years, a rate that even the most avid sighted readers would be hard put to match.

The only real difference between blind patrons and sighted patrons is that the blind don't use their eyes to read. Instead they rely on their fingertips and – most of all -- their ears. Many of those diagnosed as blind do have partial sight, but to read visually they must rely on large print materials and assistive devices like illuminated magnifiers, CCTV reading stations, and screen magnifying programs on their PCs. (Note: For more information on assistive technologies, please see [Special Needs](#) and [Inexpensive Solutions](#) articles elsewhere in this issue.)

Of course, the blind aren't the only people who cannot rely on standard printed media. Physical disabilities like paralysis, multiple sclerosis,

Parkinson's disease, muscular dystrophy and brain trauma can also render a patron unable to read print materials. These patrons may be able to see well but are unable to hold books or even turn pages. Dyslexic readers can also see perfectly well. But the same words that make perfect sense to their ears just don't make sense to their eyes.

The Tennessee Library for the Blind and Physically Handicapped (TLBPH) is Tennessee's only library dedicated exclusively to serving this diverse group of patrons. We work in collaboration with the National Library Service for the Blind & Physically Handicapped (NLS), a division of the Library of Congress that provides LBPH services to any eligible resident of the United States. Once a patron is registered for NLS service, he or she may transfer registration from one state to another if they change residence. Registered U. S. citizens residing outside the United States receive service directly from NLS.

LBPH services are joint state and federal programs, publicly funded by both federal and state tax dollars. Each state operates the program differently. In some states, LBPH services come under the auspices of major public libraries in the state. Some states may have additional "branch" or "subregional" libraries. In Tennessee, TLBPH is housed within the Tennessee State Library & Archives, and, as such, is a division within Tennessee's Department of State. We currently hold about 49,000 cassette books, 16,000 braille volumes, and 9,000 large print titles. As in any other library, the range and diversity of our collection is determined by the tastes and preferences of our readers.

I am often asked, "What do blind people read?" The answer is, "The same things anyone else reads." Our collections consist of many of the same books and magazines that are available through local public libraries—best sellers, both fiction and non-fiction; children's books; popular magazines; cookbooks; mysteries; westerns; inspirational books—you name it. We also circulate numerous titles recorded in foreign languages, including Spanish, French, Russian and Vietnamese.

The books and magazines that are available from TLBPH are in large print, braille, or on audiocassette tape. Individuals may borrow reading material in any or all of these three formats. We anticipate getting books and magazines in a new format—flash memory—in 2008. However, we do

anticipate continuing to loan audiocassette books and magazines for quite some time after that, until everyone is familiar with the new format.

In addition, the TLBPH circulates a descriptive video collection. Designed for persons with visual disabilities, the descriptive video collection includes approximately 400 popular and classic VHS video tapes. These videos feature a narrator who describes the action, costuming, and setting of a movie at times when there is no on-screen dialogue.

The library also loans audio players to persons who borrow our audio books and magazines, and will continue to do so after the format change takes place. Persons reading books from the TLBPH need to borrow our players, because our cassettes are recorded at a slower speed than commercial books and magazines (15/16 of an inch per second (ips) as opposed to 1 7/8ths ips). In addition, our technology records four tracks on each cassette, so our players have a “side-selection” switch that determines which track is being played.

All of these items are loaned to eligible Tennesseans free-of-charge. They are shipped to the individual’s mailing address (and returned to TLBPH) using the United States Postal Service’s “Free Matter” mailing privilege, so there is no charge whatsoever to use the service.

The federal government, through the National Library Service/Library of Congress (NLS), provides the books and magazines, in both audio and braille formats; the players for use with the audio materials; large print, braille and audio catalogs of those collections; public relations support and much valuable consulting and advice. The Library of Congress also reimburses the United States Postal Service for the “Free Matter” mailing. The state provides the direct service operation, including office space and housing of the collections, staffing, and day-to-day activities of the library. In addition, the State of Tennessee provides the large print and descriptive video collections.

In order to become a patron of the TLBPH and access these materials, a person must complete an application signed by a competent “certifying authority.” (Application forms are available through the TLBPH website at <http://www.tennessee.gov/tsla/lbph/index.htm>.) This certifying authority cannot be a member of the applicant’s family, but should be someone who is familiar with the condition which prevents the reading of standard print.

We are able to accept applications for persons with visual and/or physical disabilities that have been certified by librarians, health care and/or social work professionals. If the only qualifying disability is a reading disability, the federal government requires the application be certified by a physician, either a medical doctor or a doctor of osteopathy. Again, it cannot be a member of the applicant's family.

As of December 20, 2005, there were 5,215 individual Tennesseans registered for TLBPH service. In addition, 609 residents of nursing & convalescent homes, schools, hospitals, etc. were active users of the service, for a total of 5,824. A study conducted by the Library of Congress estimates that 1.4 % of the general population is eligible for the service, meaning 79,560 Tennesseans, according to the 2000 Census. So only 7% of all eligible Tennesseans are currently registered for this service. We'd like to increase that percentage dramatically. To do so we will need your assistance.

Please do everything you can to educate your patrons about TLBPH and our services. Place brochures and applications for LBPH services in your information racks. Put up posters for the service in your library and elsewhere in your community. We have a variety of posters, both large and small for your use, as well as "tabletop" easels to place on desks or shelves if you don't have free wall space. Please feel free to mention in library presentations that your library can be a "gateway" to LBPH service for all the residents of your service area who cannot read print due to visual or physical disability. Consider having a story hour on disabilities, including handouts of the braille alphabet, with brochures for the children to take home. Many families have older members whose eyes are aging.

If you need print copies of our application and/or brochures for your file, alphabet cards, or posters to put up in your community, please do not hesitate to call the library at (800) 342-3308. We will be happy to send them to you.

Ultimately, we want you to view TLBPH as an extension of your own library and the services you provide to your patrons. The motto of the National Library Service (or Talking Book program) is, "That All May Read." Please join us in making this goal a reality in your community and all of Tennessee.

Have you heard about the Library Services for the Deaf & Hard of Hearing?

Sandy Cohen

Manager, LSDHH

You may be thinking, “Why is there a need for a special library for people who are deaf? I understand that blind people can’t see and therefore can’t read in the traditional sense, but what prevents a deaf person from reading? Most people who are deaf have functioning eyes, right?” So, what kind of library is this?

History

The Library Services for the Deaf and Hard of Hearing began in August 1978 as a means for people who were Deaf to access information that the hearing public takes for granted: international, national, state and local news, weather reports and sports reports available through television and newspapers. People who were Deaf had limited access to this information because of low English literacy rates and extremely limited captioning on television (the ABC Nightly News rerun on the local PBS station at 10:30 p.m. was the only news available)

The local Nashville Telecommunications for the Deaf, Inc (TDI) agent, Lloyd Billingsley, designed an automated Teletype (TTY) News Service to provide accessibility to this information. At the time, even telephone usage was relatively new to people who were deaf. TDI was the organization that acquired obsolete teletype machines and reconditioned them for usage in the home. (See <http://www.tdi-online.org> for more information on TDI.)

Because Lloyd worked the evening shift laying out the morning newspaper, *The Tennessean*, he missed the captioned version of the national news. Ironically, the newspaper was written above his language level. Nonetheless, he was very interested in the world around him. So in 1977

he submitted his design for a TTY News Service to Lillias Burns, Special Projects Coordinator of the Nashville Public Library. Because people who are Deaf often learn American Sign Language as their native language, English is learned as a second language. Therefore, Burns was able to acquire federal LSCA English as a Second Language (ESL) funds to start the "Library Service for the Deaf" on August 16, 1978.

Program Mission: Then and Now

Beginning in February 1979, the Library Service for the Deaf program began expanding its scope beyond the TTY News Service to include collection development and accessible programming. New services and programming were added as needs in the deaf and hard of hearing communities were identified and funding was secured. Many changes took place within the first five years of the program. Most notably, because of the quality and size of this special collection, the program expanded from serving Nashville residents only to a statewide program in 1983.

The program has continued to evolve to this day. Here is the current mission statement:

The mission of the Library Services for the Deaf & Hard of Hearing is to provide materials; informational, cultural and accessibility programming and services about deafness, hearing loss, and deaf-blindness to people involved with or experiencing hearing loss and deaf-blindness in Tennessee so they can enjoy a better quality of life.

Funding

Federal LSCA grant funding supported the program while it was a local service. However, its expansion to a statewide program presented new challenges for funding which have been addressed on several occasions through the years with 1) appropriations from the Tennessee State Legislature to the Library Services for the Deaf and Hard of Hearing; 2) a variety of grants, primarily LSCA and LSTA Direct Service grants; and 3) support from the Nashville Public Library. The program is currently funded by the state legislature and administered by the Nashville Public Library through an annual grant contract.

Collection Development

Based upon the unique challenges and the mission of the public library to provide information and reference assistance to individuals, families, and the larger community, the LSDHH collection has been developed since the beginning with a two-prong approach in mind:

1. to accommodate the information needs of people who are experiencing deafness, hearing loss, and deaf-blindness;
2. to provide information to people involved with persons who have a hearing loss or deaf-blindness.

Begun in 1979, the collection is probably the largest public library collection of materials relating to all aspects of deafness and hearing loss in the country, boasting close to 10,000 items.

Lending Collection

The lending collection consists of print materials (books), media programs (VHS videocassette tapes, DVDs, and CD ROMs), and adaptive equipment. A reference collection of academic and consumer periodicals is available, as well.

Categorical bibliographies of books representing approximately 70 subject areas including Adult, Young Adult, Children's, Fiction and Nonfiction books are available by subject category. Topics range from coping with hearing loss as we age to deaf culture to the psychological and sociological impact of hearing loss.

A "Media Resources Catalog" includes both a subject index and an annotated listing of each media title in the collection. The extensive collection includes instructional, entertaining, and informative programs for people of all ages.

Several Assistive Devices are available for loan including TTYs, Uniphones (Telephone/TTY combination), Amplified Telephones, and Assistive Listening Devices (PockeTalker II, a Personal one-on-one FM system, and an infrared device for the television).

Loan Rules

Eligibility

Any person living in the state of Tennessee may borrow materials from the collection. Nashville/Davidson county residents use their Nashville Public Library cards to borrow materials, while all other Tennessee residents complete a Library Services for the Deaf & Hard of Hearing Application (Tennessee residency is confirmed through mailing the application to a location in the state.)

Loan Period

All materials have a 3-week loan period, beginning on the date the materials are shipped out. Materials may be renewed once, if there are no holds.

Shipping

The Library Services for the Deaf & Hard of Hearing pays all shipping charges.

All items *must* be shipped to an address where someone is present during the day.

Overdue Fines

\$2.00/day/media program (maximum fine \$10/item)

\$2.00/day/assistive device (maximum fine \$10/item)

\$.10/day/book (maximum fine \$4/book)

Collections & Services

Historical Collection

Items deemed to be of historical significance to the field of deafness and hearing loss have been placed into a separate "Historical Collection." These materials are also available for loan.

Reference Collection

A reference collection includes both academic and consumer magazines; books; and newsletters from organizations and educational institutions serving people who are hard of hearing, deaf, and deaf-blind.

Tennessee Directory of Services for People who are Deaf or Hard of Hearing

Staff members of the library publish this biennial statewide resource that includes an annotated listing of approximately 400 different organizations, schools, and agencies that provide services for people with a hearing loss. It may be browsed by type of service or by location (The state has been divided into 5 geographic areas including major metropolitan areas and surrounding counties). The directory is free of charge. Please contact us.

Demonstration Room

This unique room showcases a variety of special assistive devices that people who are deaf or hard of hearing can benefit from using. It includes equipment to make products such as telephones and televisions accessible, as well as special alerting systems and personal and group assistive listening devices.

Reference Services

Walk-in and telephone reference services regarding any aspect of hearing loss are available to anyone in the state of Tennessee. This service is available during our normal operating hours: 9:00 am – 5:00 pm Central Time, Monday – Friday. Call us at 1-800-342-3262 (voice or TTY) or e-mail us at: library.hearingimpaired@nashville.gov.

Other Programs and Services

Then...

The TTY News Service (August 1978 - April 2001) was the initial program of the Library Services for the Deaf. In 1979 free open captioned full-length feature films were offered once-a-month on Friday evenings at the Main Library and signed story times were available at any Nashville Public Library location.

And Now...

Many different types of programs are provided, including:

- Interpreted monthly marionette / story time performances for deaf children
- Signed story times for hearing children - teaching preschoolers about sign language and hearing loss
- Computer classes taught in American Sign Language
- Staff sign language classes
- In-service training programs for library staff (statewide)
- Cultural programming featuring deaf story tellers
- Video relay service

The most exciting event to date is the national “History Through Deaf Eyes” exhibit sponsored by Gallaudet University which will be at the Nashville Public Library March 3 – April 17, 2006. A full schedule of events is planned. Please contact us for further details.

More than 10,000 Tennesseans have used the Library Services for the Deaf & Hard of Hearing in the past 10 years. However, demographics indicate that approximately 15% of the population has a hearing loss, so there is much room for growth. As communication becomes easier through technological advances we look forward to serving even more Tennesseans.

Contact Information:

Library Services for the Deaf & Hard of Hearing
NashvillePublic Library
615 Church Street,
Nashville ,TN 37219
(615) 862-5750 (Voice/TTY)
(800) 342-3262 (Voice/TTY) (TN Only)
Fax: (615) 862-5494
E-mail:library.hearingimpaired@nashville.gov
Web Site (Under construction): www.tndeaflibrary.nashville.gov

Nashville Talking Library

Thirty Years Later

Fran Ziglar

Station Manager, Nashville Talking Library

December 17, 1975, was a cold crisp day in Nashville. It was an exciting day for the WPLN Talking Library: the first day on the air for the new radio reading service, and the first time individuals with visual impairments in Middle Tennessee could hear readings from *The Tennessean* and the *Nashville Banner* on a special receiver right in their living rooms. The station offered bestsellers, the current week's newsmagazines, and local books that weren't available in any format other than print. We had a roomful of people at the Opening Day reception: listeners, volunteers, reporters, photographers, city and state officials, even Minnie Pearl was there to support our debut! I was young--not even thirty--and I was in awe of the opportunity I had fallen into.

The service was the brainchild of public radio station WPLN Station Manager Alvin Bolt, Nashville Public Library Special Projects Director Lillias Burns, and Library Director Marshall Stewart. They obtained the money to start an innovative project that used the sideband of WPLN to broadcast readings of books, newspapers, and magazines to individuals who could not read normally printed matter. They visited radio reading services in other states. They hired a staff, and established the basic mission and concept of the station. They worked closely with the Tennessee State Library and Archives, the Library for the Blind and Physically Handicapped, and Tennessee Services for the Blind. These organizations were incredibly supportive of the project, doing things like buying receivers, certifying the eligibility of listeners, and helping us develop a mailing list to contact our original listener base.

By the day we signed on, volunteer coordinator Ethel Lutin had screened and trained a corps of volunteers. Carl Pedersen, engineer, had bought the necessary equipment, designed, and wired the new studios. I was working

as the program manager, determining what went on the air and the format of the broadcast day. The staff also included veteran announcer Chuck Mitchell; assistant engineer, Steve Terry, who kept our broadcast equipment and receivers in good repair; and listener services coordinator Betty Bigelow, who kept us in touch with the information needs of our consumers. Several months later, Jim Stanford was named station manager, and announcer Ernest Manning joined the staff. When we first signed on, we were on the air 11 hours a day, Monday through Friday. Volunteers recorded books in their homes on reel-to-reel tape recorders. Books and tapes traveled back and forth through the mail. Volunteers came in to read the newspapers live, and to record magazines and special programs in our soundproof booths.

We were located in the Howard School Building on Second Avenue downtown. The school building had been renovated for Metro offices, and we had brand new furniture, carpeting, and bookcases in blue, red, orange, and mustard (Don't forget it was the 70s!). They had placed our offices in the former school library, and our storage was in the chemistry lab. I loved it. We had so much space, everything was new, and our tall windows offered a gorgeous view of amazing winter sunsets.

Today, much has changed, but a lot has stayed the same. We are still a service of the Nashville Public Library, but our volunteers now record on computers in our new studios located in the former Madison Branch Library building. We are a 24/7 service, broadcasting through the facilities of WPLN (now independent from the Library), and on the SAP channel of WNPT (Channel 8). We are available on most of the broadcast systems of local hospitals, and we have placed receivers in 42 counties in Middle Tennessee. We share programming with several radio reading services in other part of the country, by satellite and by exchanging programs on CD-ROM.

The Nashville Talking Library currently offers a variety of programming, including local magazines and newspapers and more than 90 publications such as the New York Times, Vanity Fair, GQ, Family Circle, National Enquirer, Wall Street Journal. Listeners can tune in to an exercise program, local history, movie reviews, or information related to their disability. Other choices include the daily TV schedule, or the obituaries. We air readings from an average of 10 books every month, emphasizing bestsellers, mysteries, biographies, books of local interest, and books for children. Our

newest weekly program airs Saturday mornings and is based on the "Dummies" series of books.

Our remarkable volunteers produce almost all of our programming. They come in at 6:45 in the morning Monday through Saturday, and on Sunday afternoons to read the Tennessean. They spend hours recording materials in our booths and putting together readings for special programs. Over the years at least 1000 people have read for us. They are all valuable--from the individuals who started last month to the ones who have been here more than twenty-five years.

Their work has improved the quality of life for thousands of individuals in middle Tennessee and around the country. The readings they have produced have enabled our listeners to do comparative grocery shopping, and to know not only the headlines, but also their daily horoscopes. They get to hear bestsellers, brainteasers, and a special message on their birthdays.

The Nashville Talking Library, a free service of Nashville Public Library, is available in 42 counties in middle Tennessee. Anyone who cannot read normally printed matter because of a visual or physical impairment or a learning disability is eligible. If you know of someone who could benefit from this service, please contact us for more information. We will gladly send you display materials and applications for your library.

Cumulative totals since 1975

Hours on the air: 227,000

Listeners: 10,000

Books Broadcast: 4,750

Volunteers: 1200

Hours donated by volunteers: 260,000

Contact info:

Nashville Talking Library

505 Heritage Drive

Madison, TN 37115

Phone: 615-862-5874

FAX: 615-862-5796

Station Manager: Fran Ziglar (fran.ziglar@nashville.gov)

Volunteer Coordinator: Michael Wagner (michael.wagner@nashville.gov)

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Accessibility and the Virtual Library

Celia Szarejko

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Introduction

Browsing through the computer books in the local Barnes & Noble bookstore in late fall 2003, I discovered Jeffrey Zeldman's *Designing with Web Standards* (2003). His use of the New York Public Library Web site as an example of good design using Web standards was what really captured my attention. Subsequent discovery of *A List Apart* (2006) and the *CSS Zen Garden* (n.d.) provided the tools, motivation and inspiration to embark in 2004 on a project to overhaul and redesign the [Sherrod Library Website](#) at East Tennessee State University (ETSU) to apply the principles in practice. Design goals, not yet fully achieved, included improving the site's usability and accessibility and are the subject of this paper.

Standards-based Web design separates content, presentation, and behavior, with XHTML replacing HTML for structured content markup, Cascading Style Sheets (CSS) for presentation, and ECMAScript 262, "the standard version of JavaScript" for behavior (Zeldman 2003, 53-57). The challenges are many and the learning curve is not flat, but the end result is flexible Web pages whose content can be presented in different ways on different devices to suit the needs and preferences of the user, a key requirement for accessibility.

What is Web Accessibility?

The World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) (2005a) defines Web accessibility to mean "that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web. Web accessibility encompasses all disabilities that affect access to the Web, including visual, auditory, physical, speech, cognitive, and neurological disabilities."

Visual disabilities include blindness, low-vision, and color-blindness. Design issues like text resizing, color choice, and contrast between text and background need to be considered. Auditory disabilities (deaf and hard-of-hearing) would require an accommodation like captioning if your Web site includes media (audio or video with soundtrack). Physical disabilities like the inability to use a mouse or keyboard or motor impairments that make it difficult to use an input device need to be taken into account when you consider navigation, scrolling, filling in forms, and timeout settings in things like web catalogs. Cognitive disabilities like dyslexia may be accommodated by screen reader software, which also makes web text accessible to those who cannot read.

A disability may be temporary: a break or sprain that prevents normal use of hand or arm, deteriorating vision due to old age, etc. Able users may become disabled through the effects of age, accident, or disease.

Accessibility is related to the larger concept of usability, which "means designing a user interface that is effective, efficient, and satisfying" (Henry 2002a, 7-31). It is possible to design a Web page that is accessible but not usable. A common example used to illustrate this point is alternative text supplied for an image that fails to convey the meaning of the image in the context of the page, such as using the file name "logo.gif" instead of a functional description of the image like "Library Home Page." The alternative text makes the image accessible, but unless it conveys meaning it is not usable. The goal for effective Web design should be what Shawn Lawton Henry (2002a, 8) calls "usable accessibility," which goes beyond checking Web pages for compliance with coding standards or guidelines and actually tests pages with various assistive technologies and includes users with disabilities as participants in testing.

Byerley and Chambers (2002, 177), in their report on the results of their study involving users with visual impairments in testing the accessibility of the OCLC FirstSearch and Gale InfoTrac Web interfaces, come to the same conclusion:

"We have seen from our study that accessibility does not necessarily equate with usability. If we accept the idea that product usability is as important as accessibility, then approaching accessibility from a human perspective truly embodies the spirit and not simply the letter of the law. Just as usability studies of Web sites are conducted with visual Web users, our study indicates that they also need to be conducted with auditory users, who rely on assistive technologies to access Web-based products. As we have seen, a Web page can be accessible without being user-friendly."

The first phase of the Sherrod Library redesign project did not include disabled users or use assistive technologies in testing. The next phase will address that deficiency and involve participants recruited through the university's Office of Disability Services.

Web Accessibility Law, Guidelines and Standards

In the United States, the Americans with Disabilities Act of 1990 (ADA) and Section 508 of the Rehabilitation Act Amendments of 1998 (Section 508) are the main pieces of federal legislation that apply to the design of Web sites. According to Dr. Cynthia D. Waddell, a recognized expert in the area of US Web accessibility law, "Under the ADA, covered entities are required to furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service, or an undue burden....On September 9, 1996, the US Department of Justice (USDOJ) issued a policy ruling applying the ADA to the Internet. Under the rationale of 'effective communication,' the USDOJ Letter states that State and Local Governments (ADA Title II), as well as Public Accommodations (nongovernmental) and Commercial Facilities (ADA Title III), must provide effective communication whenever they communicate through the Internet" (Waddell 2002, 332).

ADA legislation did not include standards for evaluating Web site accessibility. To date, "there have been no legal challenges under the ADA on the issue of inaccessible web pages, However, there have been many ADA accessible web complaints ... and many have settled" (Waddell 2002 333, 335). The complaint of greatest interest to libraries is the California Office of Civil Rights (OCR), US Department of Education, OCR Letter of Resolution, Docket No. 09-97-2002 (April 7, 1997) concerning "a student complaint that a university failed to provide access to library resources, ..." (Waddell 2002, 336). The essential points made here are that disabled users are entitled to the same level of access to Internet resources as non-disabled users; providing services to disabled users needs to be more systematic than ad hoc by including their needs in planning; and "when an entity selects software programs and/or hardware equipment that is not adaptable for people with disabilities, 'the subsequent substantial expense of providing access is not generally regarded as an undue burden when such cost could have been significantly reduced by considering the issue of accessibility at the time of the initial selection'" (Waddell 2002, 337).

Section 508 of the 1998 Amendments to the Rehabilitation Act of 1973 require that federal departments and agencies ensure that electronic and information technology be accessible to both employees and members of the public with disabilities to the extent that it does not impose an "undue burden." The law applies to development, procurement, maintenance, or use of electronic and information technology by the federal government and so applies to federal government agency and department Web pages. It does not apply to private industry web pages unless they are part of a product or service being procured by the federal government (United States Access Board undated). The idea is that the federal government will influence private industry compliance with accessibility requirements through its procurement practices.

The development of standards and guidelines for accessible Web design emerged first in the international community. The Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C) developed the Web Content Accessibility Guidelines (WCAG) 1.0, published by the W3C as a Recommendation in May 1999 (W3C 1999b). These guidelines are international in scope and were developed by consensus among academic researchers, members of the disabled community, and the commercial sector. Compliance with the guidelines is voluntary. There are 14 guidelines, each of which has one or more checkpoints that describe how the guideline is applied in Web design with links to techniques and examples intended to provide implementation guidance. Each checkpoint is assigned one of three priorities that can be characterized by a key verb: Priority 1=must, Priority 2=should, Priority 3=may. W3C WAI accessibility compliance levels correspond with the WCAG 1.0 priorities: Level A satisfies all Priority 1 checkpoints, AA satisfies Priority 1 and 2 checkpoints, and AAA satisfies all three priority level checkpoints. The WCAG 1.0 Checklist (W3C 1999a) is the easiest format for a Web developer to use as a guide for the level of compliance they wish to achieve because it organizes the checkpoints by priority. Version 2 of the guidelines "is being developed to apply to different Web technologies, be easier to use and understand, and be more precisely testable," and completion of the guidelines is anticipated in 2006 (W3C WAI 2005b).

The United States Access Board is the independent federal agency that developed the standards used to determine whether or not a technology covered by Section 508 is accessible. The standards were published on December 21, 2000 (United States Access Board n.d.). The 16 functional standards that apply to Web pages are in Subpart B-Technical Standards Â§ 1194.22 Web-based intranet and internet information and applications (a) through (p), reproduced from the United States Access Board Web Section 508 Web site (2000) in Appendix A. In explaining the

difference between WCAG 1.0 and the US Access Board standards, Waddell (2002) notes that Â§ 1194.22 (a) through (i) are essentially the same as in WCAG 1.0, and (j) and (k) "were meant to be consistent with WCAG 1.0, but the US Access Board needed to use language consistent with enforceable regulatory language. Rules Â§ 1194.22(l), (m), (n), (o) and (p) are different from WCAG 1.0 due to the need to require a higher level of access or prescribe a more specific requirement." She also identifies the four Priority 1 WCAG 1.0 Checkpoints that were not adopted by the US Access Board and the rationale for their exclusion. A useful comparison chart showing both the Section 508 standards and WAI guidelines with commentary produced by Jim Thatcher is available at his Web site (Thatcher 2005a).

WCAG 1.0 overlaps with, but is not identical to, the standards that were developed by the United States Access Board to measure compliance with Section 508 of the Rehabilitation Act Amendments of 1998. Compliance with WCAG 1.0 and Section 508 are not the same thing.

State and local government agencies may choose to adopt Section 508 standards as a way to demonstrate Web accessibility as required by ADA and Section 504 of the Rehabilitation Act of 1973 that prohibits discrimination against disabled persons by entities, programs, or activities that receive federal funds. Some states (not Tennessee) have adopted WCAG for ADA-compliance. According to the State of Tennessee's official Web site (Tennessee n.d.), "Tennessee executive branch agency Web sites are subject to the same accessible Web standards as federal agencies. Section 508 of the Federal Register establishes requirements for federal electronic and information technology, and the federal Access Board has issued the standards to meet those requirements."

Given that the Section 508 standards define what it means for a US Web site to be accessible and ADA requires that Web sites be accessible for "effective communication," Waddell (2002, 346) recommends that Web developers adopt Section 508 standards in addition to WCAG as a "best practice."

The most compelling reason to undertake accessible Web design is to reach the largest possible audience efficiently. Following current standards to separate content, presentation, and behavior makes it comparatively easy to change the way your site displays on different devices without having to create multiple versions of the site. Accessible Web pages work with slow Internet connections, handheld devices (PDAs, Web-enabled phones), and text-only browsers (Moss 2004a), and

have the added benefit of being optimized for search engine indexing and ranking (Hagans 2005).

Web Accessibility and Libraries

It is easiest to incorporate accessibility requirements in the design of new pages and essential to incorporate them in the redesign or update of old pages. Ideally, usability testing including disabled users would be part of the effort. Priorities for updating old pages could be determined from Web server access log statistics with the most frequently used pages done first. Other advice (Clark 2002) is to develop and post an accessibility policy and provide a contact for users who have a problem. The lack of a posted accessibility policy is another deficiency that needs to be corrected on the Sherrod Library site.

While libraries do not control the design of the software products they purchase, an awareness of accessibility issues could be incorporated into the selection criteria that drive purchasing decisions. Lewis and Klauber (2002, 140) suggest that users with disabilities be involved in selecting and purchasing software and suggest including accessibility as a factor in product selection. Information about the accessibility of online database products and content and the quality of the information provided varies widely. Thomson Gale's Electronic Product Accessibility Policy (2005) and OCLC's Section 508 Accessibility Template for FirstSearch (2002) provide detailed information about product compliance with Section 508 standards. Project MUSE ([2003?]), JSTOR (2005), and Science Direct (2005) provide general summaries, while Emerald (Undated) and Oxford Reference Online (Undated) are rather ambiguous.

The extent to which the Web interface to a software product can be customized by the purchaser would determine the extent to which a library could address accessibility-related problems if the vendor were unwilling to do so. Axtell and Dixon (2002) evaluated the 2000 release of the Voyager Web catalog, WebVoyage, for accessibility by visually disabled users and recommended modifications that would need to be done by both the software vendor and libraries that use the product. The global timeout setting in WebVoyage and the lack of a visible timer and mechanism for the user to request more time are accessibility issues for users with motor impairments.

Does your Web site include links to documents in Adobe Portable Document Format (PDF)? Did you know that there are problems with PDF and accessibility? The extent to which PDF constitutes a barrier to accessibility and two approaches

to dealing with the problem (providing an HTML equivalent or creating a tagged PDF file) are discussed on the WebAIM Web site (2005). Joe Clark (2005) explores the issue in greater depth and expresses the opinion that PDF is not as inaccessible as it is made out to be. A third approach that I have not seen discussed in the accessibility literature involves scanning a PDF with an optical character recognition (OCR) layer, a technique that EBSCO Publishing has been using since September 2004 to make PDFs readable with screen reader software (EBSCO 2005a). Since the Sherrod Library Web site contains few pages in PDF format, creating tagged PDF files would be our preferred approach.

Libraries have the greatest control over incorporating accessibility into the Web pages they create themselves. Customizing the Web interfaces of other products (e-journal management systems, link resolvers, federated search engines, library catalogs) is a challenge because the design of the software imposes constraints on what is achievable and how it is achieved. Customization also has to be maintained through upgrades. Both creation and customization require an investment in tools and training for library Webmasters; the quality of the end result depends on the skills and experience of the craftsman as well as on the extent and quality of the tools they use.

Training, Role Models, and Testing Tools

Web Accessibility in Mind's Web site (<http://www.webaim.org>) is an excellent place to start. The site covers current developments in the field of Web accessibility including legislation, design principles and tools, research on disabilities, and new technologies. The site is searchable, well-organized, and well-structured. WebAIM has what I think is the best one-page summary of products and tools for building accessible Web sites.

Pennsylvania State University's site, Accessible on the Web (2005), is another good starting point for training, tools, and resources on the topic of accessible Web design and Section 508 standards in terms of content. It is comprehensive, well-organized, and includes links to other excellent resources not included in the WebAIM site, such as A List apart and Jim Thatcher.com. It lacks a search tool, making it difficult to locate information on specific topics.

The University of Washington Health Sciences Libraries site, HealthLinks (2005a), is an excellent example of a library site designed to improve "usable accessibility" using Web standards. It features markup in XHTML, styling with CSS, text that

can be resized in the browser, and liquid layout, to name a few features. It also includes a posted accessibility policy.(2005b).

A-Prompt, from the Adaptive Technology Resource Centre (ATRC) of the University of Toronto, may be downloaded from <http://aprompt.snow.utoronto.ca/download.html> and is included on the CD-ROM that accompanies Joe Clark's book (Clark 2002).

HiSoftware® Cynthia Says (TM) Portal is an online testing tool that checks one page at a time. The AccVerify® and AccRepair® software products from this vendor are available for purchase and are integrated with Microsoft FrontPage®. More information about the commercial products is available at the vendor's Web site.

LIFT from UsableNet, Inc. provides Web site testing software products for servers and desktop applications, including both Macromedia/Adobe Dreamweaver and Microsoft FrontPage. It also offers a Web-based service.

Watchfire WebXACT used to be Bobby from the Center for Applied Special Technology (CAST). Bobby is the validation tool most frequently mentioned in the library literature and in statements by database vendors (EBSCO 2005b, Thomson Gale 2005, Project MUSE 2003) about testing their products for accessibility. Joe Clark (2002) has nothing good to say about it, Jim Thatcher (Thatcher et al. 2002) is far less negative, and Lemon (2005) says "the number of false positives reported by the validator make it the worse [sic] of the current crop."

The WAVE 3.0 Accessibility Tool from WebAIM: Web Accessibility in Mind (n.d.) offers four methods of use: submit a page URL, upload a page, install one or more browser toolbars (the toolbar is available for Netscape, Microsoft Internet Explorer, or Mozilla), or add a bookmarklet to the browser to "WAVE This Page."

Incorporating accessibility and usability into Web page design requires effort by trained humans. The free accessibility validators available on the Internet are effective in checking for some coding errors but all have their limitations, showcased by Gez Lemon (2005) who created a test document containing known errors and ran it through five of them (including Cynthia Says, WAVE, and WebXACT) with the result that "None of them successfully found any of the errors, with one of them reporting an error that didn't exist." Henry (2002b) and Moss (2005) make the point that these free tools help in identifying coding errors, improving evaluation efficiency, but are no substitute for human judgment. Jim Thatcher (2005b), in his response to the Lemon article, suggests that the same tests

performed using commercial versions of accessibility validation software might produce better results. In his chapter on testing for Section 508 compliance (Thatcher et al. 2002, 164-188) he examines each of the Section 508 guidelines that apply to Web sites and discusses what can be tested for "algorithmically" by an automated tool and what requires "judgment." He also provides a detailed comparison of the results produced by the free Web-based version of Bobby from the Center for Applied Special Technology (CAST) and LIFT from UsableNet, noting that each tool has different strengths and that the commercial version of LIFT does, indeed, produce more complete and accurate results than the free one.

In an August 8, 2005, follow-up posting to his article, Lemon recommends testing pages using the Web Accessibility Toolbar for Microsoft Internet Explorer, developed by and available from Vision Australia (2005-2006), and Chris Pederick's Web Developer extension for Firefox and Mozilla. Both tools allow a developer to turn images, styles, and scripting off to verify functionality without those features.

Conclusion

As browser and Web authoring tools improve in supporting Web standards, the task of developing accessible Web sites should get easier. It would be interesting to evaluate the accessibility of Web sites produced by Content Management System (CMS) software to see if its use makes it easier to produce accessible pages. At present, libraries can improve the accessibility of their Web presence by adopting standards-based design and including their disabled community in usability testing of both locally authored Web pages and the Web-based databases, catalogs, and other systems that they purchase. The results would benefit everyone.

Appendix A

United States Access Board. 2000. Electronic & information technology accessibility standards (Section 508). http://www.access-board.gov/sec508/standards.htm#Subpart_b (accessed December 21, 2005)

Subpart B -- Technical Standards

Â§ 1194.21 Software applications and operating systems.

(a) When software is designed to run on a system that has a keyboard, product

functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.

(b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.

(c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that assistive technology can track focus and focus changes.

(d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text.

(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.

(f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.

(g) Applications shall not override user selected contrast and color selections and other individual display attributes.

(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.

(i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

(j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.

(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.

(l) When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

Â§ 1194.22 Web-based intranet and internet information and applications.

(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).

(b) Equivalent alternatives for any multimedia presentation shall be synchronized

with the presentation.

(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.

(d) Documents shall be organized so they are readable without requiring an associated style sheet.

(e) Redundant text links shall be provided for each active region of a server-side image map.

(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.

(g) Row and column headers shall be identified for data tables.

(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.

(i) Frames shall be titled with text that facilitates frame identification and navigation.

(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.

(k) A text-only page, with equivalent information or functionality, shall be provided to make a Web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.

(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.

(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with Â§1194.21(a) through (l).

(n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

(o) A method shall be provided that permits users to skip repetitive navigation links.

(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

Note to Â§1194.22: 1. The Board interprets paragraphs (a) through (k) of this section as consistent with the following priority 1 Checkpoints of the Web Content Accessibility Guidelines 1.0 (WCAG 1.0) (May 5, 1999) published by the Web Accessibility Initiative of the World Wide Web Consortium:

Section 1194.22 Paragraph

WCAG 1.0 Checkpoint

(a)

1.1

(b)

1.4

(c)

2.1

(d)

6.1

(e)

1.2

(f)

9.1

(g)

5.1

(h)

5.2

(i)

12.1

(j)

7.1

(k)

11.4

2. Paragraphs (l), (m), (n), (o), and (p) of this section are different from WCAG 1.0. Web pages that conform to WCAG 1.0, level A (i.e., all priority 1 checkpoints) must also meet paragraphs (l), (m), (n), (o), and (p) of this section to comply with this section. WCAG 1.0 is available at <http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505>.

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Tennessee Libraries

Webliography:

Disability-related Resources

Volume 56 Number 1

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The articles elsewhere in this issue of *TL* provide a wealth of online resources for librarians to use when examining the issue of serving patrons with disabilities. To add a different perspective to this issue, this webliography focuses on collection development on disability-related topics. It includes specific magazine and subscription-based sources aimed at people with disabilities and those interested in related issues, book publishers and catalogs for the same audience, and a very selective list of related free websites.

Magazines, newsletters, and subscription-based sources

Ability Magazine <http://www.abilitymagazine.com> This glossy bi-monthly (available at least in part online) provides news and features about and by people with disabilities. Celebrity interviews are common, and the publication aims to break down barriers and stereotypes. The Ability website includes information on other programs, including jobs and volunteer opportunities. \$27.90 annual subscription.

Active Living <http://www.activelivingmagazine.com> With a webpage subtitled "the adaptive resources users guide," this Bimonthly magazine "Challenges Attitudes, Inspires Activity and Uplifts the Human Spirit." It covers health, fitness & recreation for people with disabilities. \$15 annual subscription.

Audacity Magazine <http://www.audacitymagazine.com> "The disabled magazine for the abled mind," Audacity is a news and entertainment magazine that "covers issues pertaining to life with a disability through the prism of disability to expose the public at large to the attitudes of those with physical challenges." Free online.

Careers & the disABLED <http://www.eop.com/cd.html> Quarterly career-guidance and recruitment magazine for people with disabilities "who are at undergraduate, graduate, or professional levels." geared towards encouraging and helping people with disabilities maximize their potential in the workplace. Each issue features a special Braille section. Published by a group called "Equal Opportunity Press." \$12 annual subscription.

Disability World <http://disabilityworld.org/> An international bimonthly online publication covering "disability news and views." News reports are divided by region on this site. Contains no advertising. Published by the World Institute on Disability. Free.

Emerging Horizons <http://emerginghorizons.com> A consumer-oriented magazine devoted to accessible travel. Contains no advertising. \$16.95 annual subscription.

EP: Exceptional Parent <http://www.eparent.com>. Excellent magazine on parenting a child with disabilities. \$34.95 annual subscription.

Mouth: Voice of the Disability Nation <http://www.mouthmag.com/abtmouthmag.htm> This hard-hitting and darkly humorous advocacy magazine provides reports and commentary on legislative, political and ethical issues that concern people with disabilities. \$48 organizational subscription.

New Mobility <http://www.newmobility.com>. This monthly magazine focuses on "disability culture and lifestyle" with an emphasis on wheelchair and spinal cord injury topics. \$27.95 annual subscription.

PALAESTRA <http://www.palaestra.com> This quarterly on adapted physical activity covers issues of sport, physical education and recreation involving people with disabilities. Annual library subscription \$26.95.

Ragged Edge Online <http://www.ragged-edge-mag.com/> This exclusively online publication is the successor to the award-winning magazine, *The Disability Rag*. The publication "examines current and emerging public issues from a disability perspective: civil rights, politics, culture, humor, sexuality, art, technology. We publish freelance journalism, essays, poetry and fiction." Free.

Window to the World <http://www.tennessee.gov/tsla/lbph/newsletter.htm> Tennessee's Library for the Blind and Physically Handicapped provides this free quarterly newsletter containing features, staff information and other items of interest about LBPH.

Free Websites

The Ability Project: See the Ability, not the Disability. <http://www.ability.org.uk/index1.html> The website provides hundreds of informational and software links related to ability/disability. It's aim is to show that "quality of life is related to how free a person is to make their own choices."

Disabilities-R-Us <http://www.disabilites-r-us.com> – "a chat room and support group created by and for people with physical disabilities (but everyone is welcome). Since 1997 we have been providing a warm and friendly place where you can make new online friends from all over the world. We invite you to roam about our web site, and if you can, drop on in for some friendly chat in our official [chat room](#)."

Disabled World <http://www.disabled-world.com/> Offering "news and information for the disabled community," the site provides articles, and information about products/services, medications/supplements, entertainment, and sports. While heavy on advertising, the site does offer some interesting information.

Disabled Peoples International <http://www.dpi.org> Site for Disabled People International and their magazine (see above). "Disabled Peoples' International is a network of national organizations or assemblies of disabled people, established to promote human rights of disabled people through full participation, equalization of opportunity and development." The site's [publication link](#) includes excellent informational documents.

Disability Online <http://www.disability-online.com/> A Web directory for disability information, the site is Disability offers a comprehensive resource center for all disability related resources, topics and services.

EnableLink <http://www.enablelink.org/> Provides links to a wide variety of resources. Includes a bookstore (see below).

JobAccess <http://www.jobaccess.org> "This site provides a place where people with disabilities can seek employment, confident that they will be evaluated solely on their skills and experience." Includes both job listings and resume posting service. Links to educational opportunities also appear.

Mainstream <http://www.mainstream-mag.com> Published as a print magazine from 1975-1988, this news, advocacy and lifestyle publication is now available only as a free website.

Mothers From Hell 2 <http://www.mothersfromhell2.org/> Humorous site for mothers with disabled children. "Mothers from Hell 2 (MFH2) is a national group of parents, relatives, friends, and anyone who just plain 'gets it' fighting chipped tooth and broken press-on nail for the appropriate education, community acceptance, desperately needed services, rights of and entitlements for people with disabilities."

OUCH! <http://www.bbc.co.uk/ouch> This fantastic British website from the BBC includes podcasts, blogs, interviews, features, and news.

World Association of People with Disabilities <http://wapd.org/> WAPD is a membership organization providing education and information on disability issues, from a decidedly positive point of view. The site includes educational opportunities and a web directory, as well as membership information.

Disability Rights Education and Defense Foundation (DREDF) <http://www.dredf.org> DREDF is a national law and policy center dedicated to protecting and advancing the civil rights of people with disabilities through legislation, litigation, advocacy, technical assistance, and education and training of attorneys, advocates, persons with disabilities, and parents of children with disabilities.

Book and Media Catalogs, Publishers, and Dealers

Note: inclusion in this list does not constitute an endorsement. I have not ordered from these sites personally, and selected them only based on the information on the websites. As with all online transactions, *caveat emptor!*

Disability Books <http://www.disabilitiesbooks.com/> Books and videos for those with disabilities and parents of children with disabilities.

EnableLink Bookstore <http://www.enablelink.org/library/bookstore.html>

Forest Books <http://www.forestbooks.com/> Sells books and media "about Deafness and Deaf issues."

Brookes Publishing Company <http://www.pbrookes.com/> Books and media for the fields of "disabilities, education, and child development."

Demos Medical Publishing <http://www.demosmedpub.com> An established medical publisher focused on topics such as multiple sclerosis, Parkinson's disease, spinal cord injury, and epilepsy.

Huge Print Press <http://www.hugeprint.com> Creates custom large print books for people with visual impairments.

Resources for Rehabilitation <http://www.rfr.org/> Publications and training that empower independent living. Site is in large print for those with low vision.

Sensory resources <http://www.sensoryresources.com/> Books, audio and video "resources for raising children with sensory-motor, developmental and social-emotional challenges." Website also contains useful online resources.

Woodbine House <http://www.woodbinehouse.com/> Books and media on people with disabilities for parents, teachers, children and professionals. Covers a wide variety of disabilities and a larger number of offerings than many publishers listed here.

Please send questions, comments, and suggestions to [Kanneese Woods](#) .

 Enter Administration Area

Selecting Children's Books About People with Disabilities

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Introduction

In the best of all possible worlds, no one would have a disability. But people do have disabilities and young children can be shocked the first time they see a person with a disability. Even children with disabilities can be frightened when they encounter a person with a different disability than their own. Furthermore, they can feel very much alone if they do not know other people with the same disability. Reading and listening to books is one way that children can learn to become comfortable around people with disabilities. Librarians can perform a real service to all children by including quality books about people with disabilities in their juvenile collections.

Certainly, children's collections in libraries need to reflect the diversity in their communities. And, in fact, during the 1990s, more children's books were published that showed a diverse group of characters, and librarians began to include these books in their collections. But while acceptance of cultural diversity has become widespread, it has not included disabilities. In discussing a diversity quiz that she developed to help professionals analyze their openness to culturally diverse literature and to literature that shows people with disabilities or illnesses, Joan K. Blaska (2003, 12) states, "Usually, early childhood professionals do well in the first column asking about diversity of culture but do poorly in the second column which addresses individuals with disabilities or illness."

Literary Background

"The appearance of disabled characters in children's fiction has its roots in mythic, biblical, classical, and contemporary literary forms" (Baskin and Harris 1977, 18). In many cases, the character with a disability acts as a

symbol rather than a full-blooded person, e.g., the blind person who “sees” or the mad person who “enlightens.” Disabled characters have served as scapegoats, as well as catalysts for change in characters who are not disabled. They have also provided comic relief in the manner of the cartoon character Mr. Magoo. The disabilities themselves play a number of different roles in literature. For example, a disability can be a sign of favor or a punishment. It can serve as an outward reflection of inner traits, being either a sign of goodness or indication of wickedness. In other scenarios, disabilities can be romanticized so that characters either achieve heroic heights or are the beneficiaries of miraculous recoveries (Baskin and Harris 1977). Traditionally, children with disabilities are portrayed in literature as either the “brave little soul” or the “poor little thing,” neither of which is a very accurate or appealing description. In older literature most main characters with disabilities are Caucasian males. The most common disabilities portrayed are either orthopedic or visual impairments (Ayala 1999).

Social Background

Around the end of the nineteenth century, it became popular to send disabled people to institutions or special schools located away from populated areas so that many people without disabilities never saw people with disabilities. For people without disabilities, their only experience of disabilities came through well-meaning books like *Heidi*, *The Secret Garden*, and *A Christmas Carol*. However, things began to change after World War I as the need arose for rehabilitation and vocational training for disabled veterans. Among the advocacy groups that began in the 1920s was the Council for Exceptional Children (CEC). Formed in 1922, the CEC lobbied for special education classes for children with disabilities and for standards relating to special education teachers. Still active today, the “CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice” (Council for Exceptional Children 2006).

The enactment of federal laws that insured educational opportunities in public schools for children with disabilities was another factor that brought children with disabilities into the public eye. Although all states had enacted public education by 1918, many states frequently excluded

children with disabilities. Although several federal laws provided grants for special education programs during the late 1960s, the situation really changed with the passage of two laws in the 1970s. Public Law 93-112, The Rehabilitation Act of 1973, gave “qualified people with disabilities basic civil rights protection in programs and activities that receive federal financial assistance” (Horne 1996). Public Law 94-142, The Education for All Handicapped Children Act, was enacted in 1975 and guaranteed all disabled children a “free and appropriate public education” by law (Friedberg, Mullins, and Sukiennik 1985). This law also supported mainstreaming these children into regular classrooms as opposed to segregated classrooms. Amendments in 1983 and 1986 expanded the law to include funding for preschool programs as well as infant and toddler early intervention programs. It was expanded with a name change to the Individuals with Disabilities Education Act (IDEA) in 1990.

With the formation of advocacy groups and the enactment of the laws that allowed mainstreaming of children with disabilities into regular classrooms, there has been an increased interest in children’s books about disabilities. Since literature tends to reflect the values of society, more books are being published with characters who are disabled. Media coverage of disabilities and illnesses also serves as an inspiration to children’s authors to include characters with those disabilities in their stories. According to a study undertaken by Emiliano C. Ayala (1999) that analyzed books published between 1974 and 1996, “The results indicated a rise in the overall number of books being published and a greater diversity of disabilities being portrayed in recent publications. However, few books contained ethnically diverse characters, few were in languages other than English, and all placed little or no emphasis on specific cultural practices. Considering the cultural and linguistic diversity of our public schools, the limited number of children’s books representing multiethnic characters with disabilities reflects a tremendous imbalance in this literature base” (Ayala 1999, 103).

Selection

The selection of books about disabilities is of course determined by the intended audience of your library's collection—whether the intended audience is made up of children with disabilities, children without disabilities, or a combination of the two. There are three significant considerations to keep in mind when thinking about selecting books about disabilities for children. First, young children enjoy seeing books that have

characters that look and act like themselves. Second, they begin to recognize differences in people and at a very young age can “develop fear or discomfort around unfamiliar attributes such as glasses, facial hair, skin color, and disabilities” (Blaska 2003), which can lead to the development of stereotypes. A child with a disability needs to see books with characters that have his/her disability portrayed in a positive way. While books can be used to affirm a child’s identity, those same books can also be used to introduce other children to the differences in people. Books can serve as a means to talk about differences in people, which can lead children to a better understanding and acceptance of these differences. A third consideration to keep in mind when selecting books for children with visual, mental, hearing, or multiple handicaps is that these children often cannot read text as a result of their primary handicap (Reidarson 1991). Braille books or books with both Braille and standard type, and illustrations with sign language or tactile illustrations should, therefore, be considered for inclusion in the collection.

There are three types of books about disabilities for children: fiction, nonfiction, and quasi-fiction. Fiction, of course, involves stories that are made up. Nonfiction literature is made up of biographies, autobiographies, informative books, and concept books. Friedberg, Mullins, and Sukiennik emphasize the particular relevance of nonfiction about people with disabilities, because “nonfiction tells us about people who actually lived or still live, and thus mirrors reality with a sharpness, a poignance, and an authenticity that are not necessarily better than the quality of fiction, but are undeniably different” (1985, 5). Librarians should remember that biographies for children can contain elements of fiction in the form of made up conversations and incidents, which highlight the subject’s personality. Quasi-fiction is a term that applies to books that contain elements of both fiction and nonfiction. “Such works are primarily extended instructional messages delivered through the medium of a story. Most often they embody generous amounts of specific cognitive information, but recent titles seem more interested in promoting attitudinal changes than in presenting facts or explanations” (Baskin and Harris 1977, 59). Is one of these three types of book better than the other two? No, there are good books in all three categories.

When selecting books for children, the librarian must look for quality in the story and illustrations. Many stories written for children concerning disabilities are didactic in nature. There certainly is a place for instruction

in juvenile books dealing with disabilities, but according to Baskin and Harris (1984, 32), “Although most of the works intended for a juvenile audience are well-intentioned, in too many the message overwhelms the narrative... In general, the more earnest their endeavors and extravagant their claims, the less palatable is their product.” Since the message is all important in these books, they also tend to suffer from weak characterization.

In order to avoid reinforcing stereotypes, characters in the books chosen should have well-rounded personalities and should be children that the reader would like to know better. They should be included in the action of the story rather than being tertiary characters that watch others act. They should also have opportunities to participate in leadership roles. Disabled characters should not be portrayed stereotypically, nor should they be used only as catalysts for change in characters without disabilities. Tina Taylor Dyches, Mary Anne Prater, and Sharon F. Cramer (2001) examined books published in 1997 and 1998, and found, even in these relatively recent publications, that characters with mental retardation or autism were used primarily as catalysts for change in characters without a disability.

Because illustrations can make or break a children’s book, the quality of illustration is especially important. Good illustrations serve as an educational tool by “...allow[ing] readers to stare unrepriended at people and objects, a behavior generally unacceptable in real life” (Baskin and Harris 1984, 44). Yet it can be very difficult to portray children with disabilities such as autism or ADHD where there is not an obvious physical impairment. Questions that can help assess the quality of illustrations include:

- Do the illustrations add to the text by providing information, revealing character, interpreting action, and reflecting mood and attitude (Baskin and Harris 1977)?
- Do they show people with impairments as well-rounded characters?
- Do the illustrations accurately reflect the impairment as described in the story?

Authors and illustrators can choose to illustrate their books in different ways. Illustrations can be used to create closeness to the characters’ situations or distance from them. Photographs can be a very useful tool in nonfiction books for creating an immediate connection between the reader

and the characters in the story. Since the characters in the book are real people, they can remind the reader of family, friends, neighbors, or classmates. In order to be successful, drawings have to accurately reflect the descriptions in the story. Drawings can create a certain amount of distance, which can be useful when a situation might be too painful for young readers or listeners. Animal characters should be used judiciously since they can create so much distance that children may not be able to relate to the characters with disabilities at all.

When selecting books about children with disabilities, librarians must keep some other things in mind as well. Authors of recent books should be aware of current thinking about disabilities. In the past, it was common to label children according to their disabilities: the blind girl, the deaf boy, or the mentally retarded child. These labels acted to dehumanize the characters by identifying them solely by their disability. Therefore, authors should use language that designates the person first (e.g. the boy who is blind) and avoid terms that are now considered offensive. Newer books are generally more sensitive to language considerations. Copyright dates can serve as a clue to the use of language as well as a means to ensure that newly acquired books contain up-to-date information. In selecting books, librarians should note any bias on the part of the author. It is also important to make sure that authors do not simplify information for young children to the point that they distort it, and that they use words and terms appropriate to the age group. Librarians should also be aware that some picture books are written for an older audience and are not suitable for the traditional picture book audience. According to Marilyn Ward (2002, xiii), "An important recent development in picture books is that more and more books are geared to children in middle grades and to young adults." Finally, although humor can be an especially effective tool in children's books, it should not be used at the expense of the disabled character.

Tools

Librarians rely on book reviews as a primary selection tool; however, there can be problems with this tool. Many reviews are short and focus mainly on plot, which is not the most important element in selecting a book about disabilities for children. Another problem is that many reviews of books including disabilities are not critical, either because the reviewers do not have the necessary knowledge to analyze these books or they feel that "any book about a person with special needs serves an important social

goal, and therefore critical analysis is bypassed” (Baskin and Harris 1977, 63). Baskin and Harris also note that many reviews either focus on literary merits to the exclusion of the transmission of accurate information or conversely focus on information accuracy to the exclusion of literary merits (1977).

In order for librarians to make better selections in this area, they should look for reviews in publications that allow reviewers adequate space to analyze books critically. The National Dissemination Center for Children with Disabilities (NICHCY) has made the following recommendations that could prove useful:

- Contact a national, state, or local level disability organization that specializes in the disability and ask what children's books they might recommend;
- Check the holdings of other libraries and local bookstores;
- Visit the web sites of publishers that specialize in books about disabilities to see what materials they have that might meet the needs of your library (Kupper 2001).

Web sites that contain lists of appropriate children's books on disabilities can also be used as selection tools. Web sites that have bibliographies of children's books about disabilities include:

- American Library Association. "Select Bibliography of Children's Books about the Disability Experience." Most books were published between 2000 and 2004.
<http://www.ala.org/ala/awardsbucket/schneideraward/bibliography.htm>
- ERIC Clearinghouse on Disabilities and Gifted Education. "Children's Books about Disabilities." <http://ericec.org/fact/kidbooks.html>
- National Dissemination Center for Children with Disabilities. "Children's Literature & Disability." Most books were published during the 1990s. This bibliography also lists book publishers and their contact information. <http://www.nichcy.org/pubs/bibliog/bib5txt.htm>
- Council for Exceptional Children's Division on Developmental Disabilities and Special Needs Project. "Dolly Gray Award for Children's Literature in Developmental Disabilities." Awards given during every even year.

http://www.ddcec.org/secondarypages/dollygray/Dolly_Gray_Award.html.

Other sources that can be used as selection tools are bibliographies that have been published as books or journal articles. The International Board on Books for Young People (IBBY) established a Documentation Centre of Books for Disabled Young People in 1985. The Centre, which has a large international collection of books catering to children and young people with language disabilities and reading difficulties, regularly publishes lists of best books for young people with disabilities. Two of their current lists are *Outstanding Books for Young People with Disabilities 2005* and *Best of Books for Young People with Disabilities Jubilee Selection 2002*. A number of bibliographies, such as those in R. R. Bowker's "Serving Special Needs Series," were published in the early 1990s. They would be more useful now in assessing collection strengths and weaknesses rather than in collection development.

In 2003 the American Library Association established the Schneider Family Book Awards to honor authors and illustrators of books for young adults and children that portray individuals living with a physical, mental, or emotional disability. These books should always be considered for inclusion in collections about disabilities. Each year an award is given in three categories: birth through grade school (age 0–10), middle school (age 11–13), and teens (age 13–18). Criteria for the Schneider Family Book Awards include:

"Must portray the disability as part of a full life, not as something to be pitied or overcome and written for children and adolescents to understand and appreciate the theme. ... Committee members will consider interpretation of the special needs theme or concept, presentation of information including accuracy, clarity, and organization, development of a plot, delineation of characters, delineation of setting, and appropriateness of style. ... For a picture book entry the committee will make its decision primarily on the quality of the illustration, but other components of the book will be considered. The committee will consider excellence of presentation for a child and or adolescent audience. In identifying a distinguished picture book for children, committee members will consider excellence of execution in the artistic technique employed; excellence of pictorial interpretation of a special needs story, theme, or concept; appropriateness of style of illustration to the story, theme or concept; of delineation of plot, theme,

characters, setting mood or information through the pictures. ...The format and typeface must be appropriate, clear and free of typographical errors.”

While selection is what librarians usually think of when they talk about collection development, they also need to think about weeding. In a librarian’s life, it can be difficult to find the time to weed a collection. Although it is usually easy to discard books that are in poor physical shape, it is more time consuming (and less appealing) to go through the collection and weed out books that have outlived their usefulness. Books should be discarded if they contain information that is out-of-date. They should also be considered for discarding when their authors or illustrators show biases or when they portray people with disabilities in ways that are no longer acceptable.

Conclusion

Due to monetary limitations, the libraries where we work might not be able to develop large juvenile collections, but the children served by our libraries deserve the best collections that we can give them. Those collections need to reflect the interests and needs of our communities. Books about children with disabilities can help children with disabilities feel less alone, and can help children without disabilities become more accepting of their peers with disabilities, both now and in their adult lives. We need to use all the tools at our disposal and to be creative in selecting the best literature available on disabilities so that our youngest patrons have access to these special books.

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Interviews

For this issue, we decided to interview patrons, rather than librarians. The following are the responses sent to a general call to patrons with disabilities from a number of libraries. We asked individuals to write (or tell) about their library experiences, to share what they'd like to see in libraries, and what they already use in their own libraries.

How Do I Library? Let Me Count the Ways **Jeremy Brown, Middle Tennessee State University**

My home town library is a small affair, and when I was growing up it had 0 resources for the blind. I loved it. I loved the smell of books. I loved checking out books. When I first went to the Tennessee School for the Blind, the first thing to sell me on the new experience was the library: hundreds of Braille books stacked and organized and ready for me. In high school I worked in that library; I considered a career in library science, but once in college, my goals changed.

I have now used various libraries of differing calibers, and I think that the first and foremost thing to consider is what a visually impaired person can get from a library. Public computer terminals can be made accessible with Jaws, Window Eyes, or other programs. Card catalogs are now commonly accessible via the web in bigger libraries. Some libraries offer scanners for reading books. However, for myself, the greatest joy is books on cassette or compact disk.

I have been using my current town's library on and off for ten years. When I first went there was nothing there for me; my wife checked out books and we read some of those together. We stopped going after a year or so, and I honestly discounted our public library. All that changed when one of my friends asked me, "Did you know the library's got books on CD?" I said no, thinking he meant the university library which I didn't frequent that often. I was steered from this misapprehension and soon we were back at the public library.

Our library is blessed with a large selection of recorded books, but as with most Americans, my need for instant gratification is not satisfied by a large

selection. I want a huge selection. Recorded books are good not only for visually impaired individuals but also persons with learning disabilities, persons who enjoy working while they read, or those many people who enjoy listening to a book while they drive long distances. Some of these books have been godsend to me or my acquaintances. For instance, a friend of mine who teaches English as a second language used recorded books to help her students gain a better understanding of the spoken as well as the written language.

I know that library budgets are generally tight affairs, but if I were the director of a library wishing to expand its services to the visually impaired, I would get software for the public terminals (at least one) and then focus on recorded books. Our library's strategy of concentrating on children's literature and the bestseller list is good, but I would expand this if possible to include more literature and nonfiction. Finally, I would make sure that the most important aid for the disabled was in place (as it is in most libraries) namely, helpful and concerned librarians. I love books in print; I love their smell, their texture, their weight in the hand—but when I am in a library, I am always reminded of the Monty Python sketch about the bookshop. A man enters a bookshop and asks for totally obscure books one after the other. The shopkeeper becomes more and more frantic trying to get rid of his customer. Finally, the man names a book the shopkeeper has; the shopkeeper finds the book and demands that the customer buy it. The customer protests that he has no form of payment (of course forcing the shopkeeper to go through all the options first) and finally the shopkeeper buys the book for the customer. However the customer interjects plaintively, "I can't read!" I feel like that customer whenever I enter most libraries, but the shopkeeper of the piece has a solution: he sits the customer down and begins reading the book to the customer. Recorded books and helpful librarians can be the solution to a similar problem.

Shanika Lawson
East Tennessee State University

Throughout the years, I have had to depend on the library as a resource for both academic and leisure enlightenment. However, as a student with a visual impairment (total blindness in my left eye) my library experiences have often been a challenge, particularly using technology such as

computers and microfilm/microfiche. It is a challenge to locate and then read materials. Specifically, throughout the library there are not random machines with assistive programs that which will enlarge print or adjust visual hues, and also limit glare by way of anti-reflective/anti-glare equipment, neither are there multiple titles in large print readily available whether they be books or periodicals. My library experience would be enhanced if an entire library contained elements of the Disability Services Student Lab of ETSU which is located on the first floor of the Sherrod Library. Within the lab I can use an assistive device to scan my readable pages, increase or decrease printed material to my needs, as well as personalize my screen/monitor for viewing. A library would be beneficial if it contained elements that which would make my reading experiences comfortable and productive, moreover, foster an environment where I could see and read clearly throughout and not just within a single first-floor room.

Cynthia Canter
East Tennessee State University

I have several disabilities which include degenerative disc disease in my low back, asthma, diabetes, and I have had a total knee replacement. The back problems and my knee make it difficult to use libraries that don't have elevators or ramps to get to entrances or second floors, which most do now. I also have a hard time with seeing and/or getting books from low shelves because it's hard to bend or stoop. I know putting seats in aisles would be hard due to space limitations, but maybe the books on the shelves didn't have to be so low. Thanks for making librarians aware of the needs of us with disabilities. There are many kinds of disabilities and this will help all of us.

My Point of View?

Fran Ziglar

Station Manager, Nashville Talking Library

When I was first asked to write a short piece about being a librarian with a disability, I thought this would be a breeze. I am in a wheelchair. I have worked for the Nashville Public Library for more than 31 years. I should have plenty of fodder. But after thinking and thinking about this topic, I have come to realize that I really don't have much to say about my experience as a "disabled librarian."

I graduated with a B.A. in English in 1970 and a Masters in Education in 1972 from the University of South Florida. USF was one of the very few accessible colleges in the U.S. in 1966. Both my parents were teachers, and I had always planned to do the same work. But my job search in the schools was frustrating. Few schools were accessible, and even fewer were willing to take the risk of hiring a handicapped teacher.

I applied other places, but nothing was working out, until I applied to the public library in Tampa. Jobs were scarce then, and one of the more common reasons for rejection was over-qualification. (There was a story going around back then about a store manager at a fried chicken restaurant who had an opening for a cook. He had eliminated all the applicants with B.A.s and Masters Degrees, narrowed down the applications to only Ph.D.s and was making his final decision according to their astrological signs!) The library personnel manager told me that they were experimenting at one of the branches by putting all the books on the lower four shelves, They would see if I could handle the work physically (primarily shelving, working the circulation desk, etc.), and if I could, I had the job. I worked there about a year, and loved it.

When I moved to Nashville, I interviewed for jobs at the publishing houses and universities, but superstitiously kept the library "in my back pocket." I had no money, but wanted desperately to be independent. I put off applying to the library and kept it as my last option, because if they turned me down, I knew that I would have to give up, return to my small hometown in

Georgia, and LIVE WITH MY MOTHER! (She and I both agreed that would be bad, very bad.)

When I finally applied to Nashville Public, I learned there was a new service in the works. The WPLN Talking Library, a radio reading service for print-impaired individuals in Middle Tennessee, was being developed. I had earned extra money reading for and tutoring visually impaired students in college. I had the required degrees. They had a CETA position that paid a little over minimum wage, and I was thrilled. They offered me the job, and I took it.

Thirty years later, I am still here. I have gone through a lot of changes. In the 80s I earned my M.L.S. at Vanderbilt. I have over the years moved from assistant program manager, to program manager, and am now the manager of the Nashville Talking Library. But as I look back, I cannot see how anything would have been substantially different had I not been disabled. There have been a few issues about accessibility: what to do when the elevator broke; early accessible bathroom stalls with curtains rather than doors, etc. Overall, I think that a sense of humor, concerned supervisors, and supportive co-workers have made the way successful and meaningful. And as I look back, I see that the key for me, as for almost everyone else, is getting the job, and then proving oneself. I am still grateful that the Public Library made that possible.

Book Reviews

Edited by Rebecca Tolley-Stokes, East Tennessee State University

Daniel, Larry. [*Cannoneers in Grey: The Field Artillery of the Army of Tennessee, 1861-1865.*](#)

Evans, Eli N. [*The Provincials: A Personal History of Jews in the South.*](#)

Frank, Andrew K. [*Creeks and Southerners: Biculturalism on the Early American Frontier.*](#)

Granville Museum Inc., ed. [*Granville.*](#)

Horn, Tammy. [*Bees in America : How the Honey Bee Shaped a Nation.*](#)

Leonard, Bill J. [*Baptists in America.*](#)

Livingston, Carolyn. [*Charles Faulkner Bryan: His Life and Music.*](#)

McCauley, Michael P. [*NPR: The Trials and Triumphs of National Public Radio.*](#)

McWilliams, James E. [*A Revolution in Eating How the Quest for Food Shaped America.*](#)

Meador, Clifton K., MD. [*Symptoms of Unknown Origin:A Medical Odyssey.*](#)

Nash, Alanna. [*The Colonel: The Extraordinary Story of Colonel Tom Parker and Elvis Presley.*](#)

Severance, Ben. [*Tennessee 's Radical Army: The State Guard and its Role in Reconstruction, 1867-1869.*](#)

Sparks, Elder John. [*The Roots of Appalachian Christianity: the Life and Legacy of Elder Shubal Stearns.*](#)

Troyan, Michael. [*A Rose for Mrs. Miniver: The Life of Greer Garson.*](#)

Van West, Carroll, ed. [*A History of Tennessee Arts: Creating Traditions, Expanding Horizons.*](#)

Daniel, Larry. ***Cannoneers in Grey: The Field Artillery of the Army of Tennessee, 1861-1865.*** Tuscaloosa: Fire Ant Books, 2005. ISBN 081735168X.

The 2005 edition of *Cannoneers in Gray* is revised and expanded from Larry Daniel's 1984 book of the same title that won the Mrs. Simon Baruch University Award from the United Daughters of the Confederacy (UDC) and

the Fletcher Pratt Award from the Civil War Roundtable of New York. Daniel provides a detailed account of the experience of the Army of Tennessee, and especially the field artillery or “long arm” of the army during the American Civil War. Readers follow the army through preparation for and participation in the battles of Shiloh, Murfreesboro, Stones River, Chickamauga, Chattanooga, Atlanta, Franklin, and Nashville.

Daniel describes the disadvantages that the Army of Tennessee faced from the very beginning of the war. Commanders such as General Braxton Bragg, who fought in the Mexican War, never appreciated or understood the effectiveness of properly employed weapon artillery. Artillery was most effectively used when massed for defensive warfare. Too often the Confederate leaders dispersed the batteries among brigade-sized units and tried to use them offensively with the infantry. Also, the Confederates were disadvantaged in terms of number of guns, ammunition, horses, supplies, and artillerymen. While it is impressive to learn what the Confederates accomplished given their disadvantages, losing thirty percent of their guns at Missionary Ridge and fifty percent at the Battle of Nashville was a clear indication that the war was going badly for the Army of Tennessee.

Daniel has written several books on the Western Theatre of the Civil War. In *Cannoneers in Gray* he writes in an easily-read style that does not get mired in too many technical aspects of artillery. His accounts of battles are understandable and include observations from the Confederate and Federal soldiers' point of view. At the book's conclusion, a bibliographical essay and extensive notes clearly indicate the author's considerable research in locating unpublished reports, soldiers' diaries, letters, and the personal papers of veterans. Another major source cited is the Official Records of the Union and Confederate Armies. This revised edition cites additional sources discovered since the original edition. New to the revised edition are five maps that show artillery emplacements and battlefield orientation. Appendices include organizational tables of units participating in different battles, battery profiles, and prewar military backgrounds of artillery leaders. The book also includes several informative tables and an index.

While this book is clearly written, it could be improved with pictures or a guide to the various types of cannon and a glossary for terms relating to artillery. Daniel expanded and improved his informative book about the experience of the artillery in the Army of Tennessee. This edition will be

appreciated by military historians, Civil War enthusiasts, and academics researching the Western Theatre of the Civil War. Academic libraries and institutions specializing in Civil War history should seriously consider selecting this book.

Eric Arnold
Library Departmental Supervisor
University of Tennessee , Knoxville

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Eli N. Evans. ***The Provincials: a Personal History of Jews in the South.*** Chapel Hill: U of NC Press, 2005 (1973) ISBN 0-8078-5623-1.

It's not hard to find information about Jews in the South. Histories both broad and intimate exist. But none so well pairs the broad sweep of Jewish history in America, focusing especially on the South, with the personal details of family history as Eli Evans' *The Provincials: a Personal History of Jews in the South.*

Evans weaves fascinating, quirky details into his narrative while anchoring *The Provincials* with the big events and issues of Jewish history in the South. For instance, in the 1880s the Duke family, for whom Duke University is named, wanted to compete in the burgeoning tobacco industry in Evans' hometown of Durham, North Carolina. The cigar and snuff markets were already secured, so the Dukes turned to hand-rolled cigarettes, a fad that had been sweeping Europe. In Russia, Jews were employed to roll cigarettes for Russian royalty. Buck Duke brought a group of these Jewish immigrants to Durham to roll and pack cigarettes—the beginnings of the Jewish community in that southern city.

Post Civil War Reconstruction, anti-Semitism, World War II and the Holocaust, Zionism, Civil Rights—Evans looks at these critical events in the broad perspective of the Jewish South and through the prism of his own family. For years, his father, a merchant, was mayor of Durham. His uncle Monroe was mayor of Fayetteville, North Carolina. And Evans' mother was a committed Zionist—in addition to her many community duties—when few in the South were brave enough to espouse such views.

Oftentimes, Jews in the South formed such far-flung communities that one synagogue had to serve several denominations, much like one church

serving Catholics, Methodists, and Baptists. Learning to negotiate among these differences informed Evans' father's mayoral position: "My father once told a city council meeting that 'being president of a congregation of Orthodox, Conservative and Reform members makes handling a group of twelve city councilmen a cinch.'"

Evans' rich picture of his community as it reflected the wider world makes *The Provincials* a rewarding read, both for its personal details and its broad history. Although originally published in 1973, this classic has been updated and now includes historical photographs.

Michal Strutin
James H. Quillen College of Medicine Library
Johnson City, TN

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Frank, Andrew K. ***Creeks and Southerners: Biculturalism on the Early American Frontier*** Lincoln: U of Nebraska Press, 2005. ISBN 0803220162.

Creeks and Southerners: Biculturalism on the Early American Frontier by Andrew K. Frank is a recent addition to the *Indians of the Southeast* series edited by Michael D. Green and Theda Perdue of the University of North Carolina. Frank is an assistant professor at Florida Atlantic University. He also wrote *The Routledge Historical Atlas of the American South* (1999).

Race and ethnicity are seen as narrowly defined and inflexible. The purpose of this interesting book is to examine the cultural, political, and economic lives of several bicultural children of Creek and European American heritage during the eighteenth and nineteenth centuries. It is Frank's thesis that although it was not easy, these offspring were often able to exist in both the Creek and European American colonists' worlds, rather than having to choose one cultural or ethnic identity, until the removal of Native Americans to the western United States forced a choice. Frank traces their interaction beginning in the 18th century, continues through the Revolutionary War, and ends with a discussion of the removal of Native Americans that occurred during the nineteenth century.

This is primarily a story of the interaction of European Americans and Creeks living in the southern United States. Frank notes that many African-

Americans lived among and married Creeks during this time. However, because of racism, the children of African-Americans and Creeks could not live dually in Creek and Southern society. He leaves these intriguing stories to other works.

Frank traces the entrance of European-Americans to Creek society and highlights the lives of several persons of bicultural heritage as they participated in deerskin trade and other enterprises, and sometimes served as interpreters and diplomats.

Throughout this work Frank discusses the different viewpoints of European Americans and Creeks concerning cultural identity. He also addresses how each society regarded paternity. To European-Americans, race and ethnicity had a great deal to do with the paternal line. Children of bicultural heritage were seen by European-Americans as better than Native-Americans because of their European parentage, but were often not seen as equal to white men. Creeks generally regarded persons whose mother was Creek to be a member of Creek society. During the 19th century however, some members of Creek society made it clear that those of bicultural heritage must choose to embrace their Native-American culture or would no longer be welcomed.

This is an interesting study of the many problems and challenges of racism and ethnic and cultural identity on the early American frontier. Its extensive research and documentation produced over thirty pages of notes. This book is not for the beginning American History student, but would make a useful addition to upper level undergraduate and graduate academic collections.

Jennifer Newcome
Librarian
Hiwassee College

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Granville. Granville Musuem Inc., editor. Mt. Pleasant, SC: Arcadia Publishing, 2005. ISBN 0738517836.

Granville tells the story of a Tennessee riverboat town situated on the western edge of the Cumberland Mountains and settled in the early 1800s

by Scotch-Irish descendants from Granville County , North Carolina . These early settlers and their slaves made their living through farming tobacco, corn, hay, hogs, and cattle. Many 45 wheel paddle boats passed through Granville along the Cumberland River on their way from Nashville , Tennessee to Burnside , Kentucky . Much emphasis in *Granville* is placed on farming, churches, education, military volunteers, and founding families. An entire chapter is devoted to the soldiers from Granville who served in the U.S. Armed Forces; the chapter explains that some farms in the town served as training bases for Army engineering companies who learned to build pontoon bridges across the Cumberland River during World War II. This book, compiled by the local Granville Museum , charts the evolution of the town from farming community to tourist attraction.

Granville is part of the “Images of America” series by Arcadia Publishing, which focuses on printing pictorial collections of local and regional history. This short work has a brief table of contents, an introduction, and eight chapters made up of over 200 archival photographs with captions. The introduction and chapters are very informative and easy to follow. One slight flaw is that the authors wrote almost entirely in passive voice. Also, a map of Tennessee would have proven useful; although the captions provide many references to rivers and neighboring towns, a person unfamiliar with Tennessee 's geography would quickly become confused. The back cover includes a small icon of the state with a star that presumably indicates Granville's location, but this does not assist a reader in relating the town to other landmarks within the state. This publication would serve as an intriguing and undemanding introduction to local history in north-central Tennessee . Any library with an interest in this area would find *Granville* an excellent addition to their collection and an attractive read for their patrons.

Crystal Goldman, MLS
Information Literacy Librarian
Lincoln Memorial University
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Horn, Tammy. ***Bees in America : How the Honey Bee Shaped a Nation.*** Lexington: U Press of Kentucky, 2005. ISBN 0-8131-2350-X.

Anyone with any interest in history or agriculture will appreciate Ms. Horn's work on the honey bee and the influence of the bee in America. This work is scholarly (47 pages of bibliography and footnotes and an index), entertaining, and a trivia lovers dream. Who knew that Aristaeus managed to domesticate bees for the Olympian gods, that many Africans were acquainted with bees; and slaves therefore knew much about honey production? English settlers first tried to send bees to the Colonies in 1609 but the ship was blown off course. Since there was no awareness of depression, homesick colonists were labeled as "idle drones." Originally there were skeps, round straw hatlike affairs used to bring bees to the colonies. There are photos and descriptions of the improvements in the field, such as Lorenzo Langstroth's development of movable hives.

Ms. Horn also documents the women such as Margaret Murray Washington (Mrs. Booker T.) who achieved some notoriety in the patriarchal times. She follows and quotes from the early publications and diaries. She describes the influence of honey and beeswax as a trading or bartering product. The Mormons, Shakers and Moravian influence are discussed, the literary parodies, even tall tales.

In chronological order, *Bees of America*, follows the development of the country, including the agriculture to industry landscape, the training of WWI veterans to be beekeepers. Pesticides have been a problem for birds and bees. Foulbrood and mites have long been enemies.

In her conclusion Ms. Horn states, "We cannot continue to take for granted honey bees or their keepers." After reading this excellent book, it will be hard to ignore their contributions to our way of life! The book cover says Tammy Horn teaches at Berea College and learned beekeeping from her grandfather. She's an excellent researcher as well. Academic and public libraries as well as agricultural collections will want a copy of this interesting book. Recommend it to curious minds! It deserves a wide audience!

Lynetta Lewis Alexander
Reference Librarian
Tennessee State University

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Leonard, Bill J. *Baptists in America*. New York : Columbia University Press, 2005. ISBN: 0-231-12702-2

In this comprehensive study, Bill Leonard traces the history of Baptists from their origins in seventeenth-century Holland and England to the countless, diverse Baptist groups that grapple with nearly every issue in American culture today. His study of Baptists in America is truly a study in contrasts. From the 25-member congregations tucked in the hollows of the Appalachian Mountains to the 18,000-strong mega-churches in major cities across the United States ; from Jesse Jackson, Martin Luther King, Jr., and Bill Clinton to Jerry Falwell, Jesse Helms, and Tim LaHaye; Baptist churches and their members have represented a wide range of theological, political, and social viewpoints. Many divisions have been surprisingly dramatic. Early Baptists divided over questions of free will and Predestination. American Baptists in the nineteenth century divided over the issue of slavery. During the Civil Rights Movement of the 1950s and 1960s Baptists faced off against one another as segregationists and leaders of the movement for racial equality. Today, Baptists continue to grapple with social and moral issues and the future of their denomination.

Leonard, a church historian from Wake Forest University , presents an incredibly detailed and unbiased account of the diversity of Baptists in America . With chapters on Baptist beliefs and practices, Baptist groups, denominations, and sub denominations, ethnicity and race, and women in Baptist Life, Leonard explores the dramatic divisions among American Baptists. There are more than thirty million Baptists in the United States today. They represent the largest Anglo-Saxon and African American Protestant denominations in the nation. Their considerable size gives Leonard the opportunity to present a case study in the interaction of religion and culture in the recent history of the United States . This study is particularly relevant right now. Not only Baptists, but all Americans seem to be more divided than ever over the intersection of religion and politics, abortion, civil rights, and gay marriage. Baptists are one of the most fragmented denominations in the United States , but they continue to “multiply by dividing.”

Leonard does jump from topic to topic, making this a challenging read from cover to cover. But the substantive amount of information, plus a detailed subject index and extensive bibliography, make this an excellent source on Baptist history for public and academic library collections.

Jenny Cole
Reference Librarian
Belmont College

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Livingston, Carolyn. ***Charles Faulkner Bryan: His Life and Music.***
Knoxville: U of Tennessee Press, 2003. ISBN: 1-57233-220-4.

Dubbed "dean of all the classical hillbillies" and "America's Kodaly," Charles Faulkner Bryan possessed a wealth of abilities and accomplishments concerning Appalachian folk music. This biography explores his career as music educator, folk music performer, researcher and composer. Livingston writes of his early musical influences during his childhood in McMinnville, TN. She describes the challenge of financing his education at the Peabody College for Teachers and the Nashville Conservatory during the Great Depression. Other accolades include being the first Tennessee musician to receive a Guggenheim Fellowship, study at Yale, and performances of his secular cantata *The Bell Witch* at Carnegie Hall.

Livingston, who is a professor of music at the University of Rhode Island, first became aware of this composer after reading about Tennessee Tech's acquisition of his papers. Bryan was the subject of her Masters thesis. Livingston's writing reveals a connection to the composer as a fellow native Tennessean and as the daughter of one of his early students. He instilled into her mother a "sense of value for the folk ballads and hymns of Appalachia." She sang those songs as she finished her household chores and shared them with her elementary students.

The book is divided into two parts: "See Me Cross the Water: Early Years, 1911-1945" describes Bryan's childhood, influences, education and career. "Give Ear and Hear My Voice: Postwar Years, 1945-1955" describe his studies at Yale and the maturing of his career. Two appendices list his musical works. The first is chronological and the second is annotated. Excerpts from Bryan's scores are included, as are photographs. Livingston documents her research in notes and a bibliography. Clearly intended for study at the academic level, this biography appeals to those interested in Tennessee history, folk music, Appalachian studies, and music education.

Livingston includes rare stories such as Bryan 's construction of a "Turtle Uke" at age 12, and how his family sold Goodyear stock to aid in the purchase of an ancestral home shortly before the stock market crash of 1929. The text, filled with his fascinating life, flows easily without overloading the reader. Some facts are repeated for emphasis and cohesion. A required purchase for Tennessee academic libraries supporting Appalachian culture, history, music and education programs. A supplemental purchase for those with a local history or Appalachian collection.

Amy Arnold
Reference/ILL Librarian
J.F. Hicks Library
Virginia Intermont College

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McCauley, Michael P. ***NPR: The Trials and Triumphs of National Public Radio***. New York : Columbia U Press, 2005. ISBN: 0-231-12160-1.

McCauley's *NPR: The Trials and Triumphs of National Public Radio*, focuses on the history of NPR in the United States, specifically the history of its non-commercial news programs. The journey begins in 1912, with the first Radio Act regulating audio broadcasting. The creation of nonprofit educational radio stations in 1920s, the Educational Television Act of 1962, the creation of National Educational Radio in 1963, and a historically profound moment in 1967 when Dean Coston engineered a landmark communications bill, are a few of the milestones in the history of NPR. Coston, an aid to President Johnson, discovered that someone had removed "radio" from the proposed bill—Coston worked all day and night to restore "radio" back in the language. Soon after NPR was incorporated, on March 3, 1970.

McCauley records the efforts of people of NPR who "left an indelible mark" on the industry: William Siemering, an educational broadcaster from Buffalo, influenced the NPR planning board by writing a mission statement titled "National Public Radio Purposes, 1970, 1st meeting"; Frank Mankiewicz was largely responsible for NPR becoming an important international news organization, gaining it significant visibility—but he also brought NPR dangerously near to bankruptcy in the 1980s. Another

director, Doug Bennet, knew “how to raise money” and “work with the 280 [member] stations.” (70)

The book covers over 30 years of NPR's struggles and successes. McCauley focuses on financial problems—NPR's search for funding from the government, listeners, and private corporations. McCauley describes how NPR's journalists attempted to balance personal intellectual ambitions with the realities of the marketplace and politics. Philosophical rifts between staff members, competition with commercial and state radio stations are also mentioned. Facts about the network's operations, program development, clarification of organizational mission (or lack thereof), keeping abreast of new technologies, the Internet, etc., all played a role in NPR broadcasting. The author asks several important questions: are journalists forced to taint their ideals? What does it take to survive in a highly competitive market requiring constant expansion to accommodate an increasingly wide and diverse audience? The reader may draw their conclusions from facts provided by McCauley—NPR has flagship news programs including All Things Considered, Weekend Edition and Weekend Edition Sunday. These programs reach an audience of more than 20 million every day, and in total more than 27 million. McCauley's book truly outlines public radios struggles and triumphs.

This book has a well-researched bibliography, notes with primary and secondary resources, and an index. This text, with Jack W. Mitchell's book, *Listener Supported: the Culture and History of Public Radio* (2005), is among the first books concentrating on the topic of the history of NPR.

Michael P. McCauley is associate professor of communication and journalism at the University of Maine .

Wanda M. Rosinski
The University of Tennessee , Knoxville

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McWilliams, James E. ***A Revolution in Eating How the Quest for Food Shaped America***. New York : Columbia U Press, 2005. ISBN: 0-231-12992-0.

McWilliams examines the culinary history of colonial America. The main focus of this fascinating story is on the history of American cooking origins.

The book includes accounts of culinary development in the new colonies, peoples' attitudes, cultural, social and political influences, and descriptions of what was grown and who grew it. McWilliams describes the tastes and eating habits for each colonial region. He explores the interactivity between diverse cultures in the new world—English, German, Dutch, Native American, and African—and the effects of interactivity on culinary development. The challenges brought by historical, geographical and sociopolitical conditions of the “new” land are also profiled. Through negotiation of the unknown and unaccepted (maize and pork for instance), and through interaction with African slaves and Native Americans, new American regional cuisines were born. The book is full of intriguing stories of how sugar, pork, corn, cider, beer, scrapple, rum, and many other foodstuffs that became the main diet of colonial America. Food choices in each region were dictated by the culture of the new settlers, environment, availability of labor force, tools and equipment. The socio-economical spectrum and religious beliefs also played a role.

McWilliams argues that what shaped America's culinary history influenced the independent spirit of the “new nation:” “food and drink and the land on which Americans produced them predisposed Americans to adopt a radical political ideology that, while unpopular in England, did an effective job of articulating American political concerns from Georgia to Maine effective enough, anyway, to help a largely fragmented nation fight and win political independence.” (320) At one point the author writes that he hopes “to move the field of American culinary history to another level [since] we know what colonial Americans ate ... [author attempts] to explain not only what colonial Americans ate but also why they ate it.” (16).

There are many books and articles published on the subject of culinary history in the United States ; McWilliams' book is a rarity due to its concentration on a very specific topic narrowed to the time period of colonial America. The book is scholarly and meticulously researched. Notes at the end of the book are in depth and explanatory. The book has an extensive bibliography and index. An abundance of primary and secondary resources, and reproduction of (some for the first time) historical illustrations would make this book an excellent addition to the collection of any university, college and public library.

McWilliams teaches at Texas State University, San Marcos, specializing in colonial and early American History. The author earned his Ph.D. in history

at Johns Hopkins University in 2001. McWilliams's articles have been featured in the *New England Quarterly*, *Journal of Interdisciplinary History*, *Los Angeles Times*, and *Washington Post*. He also writes a monthly books column for the *Austin-American Statesman* titled "Politics and Prose".

Wanda M. Rosinski
The University of Tennessee, Knoxville

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Meador, Clifton K., MD. ***Symptoms of Unknown Origin:A Medical Odyssey***. Nashville: Vanderbilt U Press, 2005. ISBN: 082651474X.

Many librarians experienced a variety of careers before finally settling on librarianship. Rather than experience a different career, Dr. Clifton K. Meador's book, *Symptoms of Unknown Origin:A Medical Odyssey* (or, as he abbreviates, "SOU's"), allows us perspective on a case-by-case basis into the physician's realm, and provides applications to library science.

Fresh out of medical school, Meador describes the beginnings of his career. His idealism provides the notion that he will quickly diagnose the exact cause and logical cure for each of his patients' symptoms. Unfortunately, he soon learns that this is an impossible task for him or any doctor. As his career expands to a variety of assignments and he encounters what other doctors have labeled "problem" patients, Dr. Meador realizes that "the mind and the body were one – not separated, not disconnected" and begins to treat each patient in a unique manner in order to better treat them. Dr. Meador systematically determines that not every patient's symptoms are caused by a "missing chemical or element." With each of his patients, Dr. Meador applies the "Bio-psycho-social Model" theories of Dr. George Engle and the bedside diagnostic practices of Dr. Joseph Sapira. Meador teaches himself to actively listen, ask open-ended questions with ample "wait" time, and leaves each patient with the hope that he will help them find a cure for their ailments by admitting at the end of each appointment, "I don't know what you have... yet ." In describing several of his successful and not-so-successful cases – some in cringe-inducing detail – he illustrates that SUO's can have emotional or psychological causes and it is just as important for a doctor to lead the patient to discover these as it is for a doctor to find that "missing or chemical or element."

In a style that the author describes inspired by the work of Berton Roueche (“Mimicry, they say, is the highest form of flattery.”) – easy to understand, interesting and sometimes entertaining for even non-doctors – Dr. Meador has written a book that provides excellent examples, lessons and techniques applicable to doctors, future-health care workers and anyone (even librarians) for providing the best service to their patients – whoever those patients may be.

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Nash, Alanna. ***The Colonel: The Extraordinary Story of Colonel Tom Parker and Elvis Presley***. New York : Simon & Schuster, 2003.

In her new book *The Colonel: The Extraordinary Story of Colonel Tom Parker and Elvis Presley*, author Alanna Nash attempts to reveal the life of Tom Parker, the man who made Elvis Presley a household name. First encountering Parker at Elvis's funeral in 1977, Nash followed his career ever since. She dug up a myriad of material relating to Parker's former life in Holland as Andreas Cornelis van Kuijk. While researching this book, Nash interviewed several members of Parker's family still living in Holland .

Born in June 1909 in Holland, Parker left his native country in May 1929 veiled in a shroud of mystery. He disappeared without taking any of his belongings including his meager savings, clothes, identification papers, and even unopened birthday presents. Over the years, a number of rumors have arisen to explain Parker's sudden departure. One story is that Parker left for America after murdering a woman, Anna van den Enden, in Breda . Though no evidence directly ties Parker to the crime, Nash believes that is impossible not to link him to the murder.

Throughout the book, Nash provides readers with information about Parker's life in America. Many details were pieced together from various interviews with members of Parker's family in Holland and his American associates. Though there is no proof confirming the claim that Parker was in the Army, several photographs place him in Hawaii in the early 1930s wearing military apparel. Nash's theories are supported by such photos.

The Colonel is filled with a number of photographs of both Parker and Elvis. Pictures of Parker are from his childhood in Holland and when he first arrived in America. Several of the photos document Parker's personal life, including vacations with wife Marie, and outings with friends. Other features of the book include a bibliography and index. *The Colonel* is recommended for public libraries and anyone interested in learning more about Parker, the man behind Elvis.

Currently a feature writer for several newspapers, Nash's publications include five books, including two about Elvis Presley, *Elvis Aaron Presley: Revelations from the Memphis Mafia* (1995) and *The Colonel* (2003).

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Rhea, Gordon C. ***The Battles for Spotsylvania Court House and the Road to Yellow Tavern May 7-12, 1864*** . Baton Rouge: Louisiana State U Press, 1997. ISBN 0938289470.

In the spring of 1864, General U.S. Grant and his armies met General Robert E. Lee's Army of Northern Virginia. It was a lengthy battle in an area called the Wilderness. The battle was bloody, with Grant showing himself willing to sacrifice large numbers of soldiers in order to wear down his enemy. Lee, on the other hand, showed himself to be a brilliant defender. Grant's armies were better supplied than Lee's and had better weapons, including the recently invented 7-shot carbine; but Lee had a reputation as a brilliant tactician; his commanders were better than Grant's, and his communications were superior. These factors made for a tightly matched battle. At stake was the road to Richmond, capital of the Confederacy.

The book shows how Grant lost the battle through many errors. First, he used his cavalry poorly; the cavalry was the ears and eyes of an army at that time; and he even allowed Sheridan, the cavalry commander, to separate entirely from the army for a raid toward Richmond . Second, his attacks were hastily planned. Third, when he attacked, he often attacked weakly and with small forces. Four, his officers were often reluctant to attack even when ordered to do so. Fifth, Grant's commanders were

constantly bickering, while Lee's got along well. But for these errors, Grant might have won the battle. On the other hand, Lee fought a brilliant defensive campaign, battling to a stalemate with a Northern force much larger than his.

The purpose of the book is to show how Grant lost the battle through various mistakes, and how Lee made all the right choices in defense. Gordon C. Rhea has written four other books on the Civil War, and has received the Austin Civil War Round Table's Laney Prize. Rhea has backed up his research with books, personal letters and reports from 4 states, northern and southern. However, his book is not unique, as one can find at least 7 other books on this battle. To its credit, the book is meticulously written, reporting troop movements in detail, and giving excerpts from soldiers' writings and diaries. Southern historians will appreciate this book for its attention to accuracy and the author's knowledgeable interpretation of events. Many photographs help the reader to imagine what Civil War army life might have been like. The book is well written and not difficult to follow. It should sit well in the adult history section of a public library, or in an academic library.

Chris Langer
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Severance, Ben. ***Tennessee 's Radical Army: The State Guard and its Role in Reconstruction, 1867-1869***. Knoxville: U of Tennessee Press, 2005. ISBN 1572333626.

Ben H. Severance's work *Tennessee 's Radical Army: The State Guard and its Role in Reconstruction, 1867-1869* discusses the use of force politics by Radical Republicans in post-Civil War Tennessee. Reconstruction laws did not apply in Tennessee because many eastern counties in the state refused to secede from the Union; so, after ex-Confederates were disenfranchised, Unionist Radicals gained control of the state legislature. These politicians pushed for re-admittance to the Union, which meant that not only was Tennessee not under martial law, but also that the state did not have the same access to help from the Army as other Reconstructing states did. Without assistance from the Army, Tennessee

Radicals needed a military arm to uphold their administrative agenda. The premise of Severance's book is that although the Tennessee State Guard served as a partisan body for the Radicals, it generally conducted itself with discipline and restraint and proved remarkably effective at enforcing Reconstruction policies.

The Radical legislature voted to mobilize a State Guard twice, once in 1867 and again in 1869. Severance explains why the second deployment of the Guard appeared so much less effective than the first. The first deployment had a tangible, achievable goal: protect county registrars, voters, and polling places from disgruntled anti-Radicals and ex-Confederates during the 1867 election. Unfortunately, the second deployment had a much more ephemeral goal: rid the state of white vigilante groups, such as the Ku Klux Klan. This proved an impossible task and the Guard received high criticism before disbanding permanently in 1869. With the benefit of hindsight, Severance suggests that Tennessee should have created a small, highly mobile division to combat terrorism, citing the successful use of such a force in Texas .

After Radicals lost the Tennessee gubernatorial election of 1871, Reconstruction in the state ground to a halt and eventually reversed course. The conclusion of this book painted a grim picture of the scattering of the Guard and the end of Reconstruction. In *Tennessee's Radical Army*, Severance makes a convincing argument for his thesis. He acknowledges the shortcomings of both the use of the State Guard and of individual members who served in the Guard, but makes it clear that these were the exception rather than the rule.

This scholarly work is the first to examine the Tennessee State Guard as a body of soldiers and not simply as a military machine for Radical Republicans. Severance's introduction serves as an excellent literature review of the opposing views of scholarship surrounding the Reconstruction. This volume provides a well-organized table of contents, excellent illustrations and maps throughout the text, extensive bibliographic notes, appendices, and an index. *Tennessee's Radical Army* is an outstanding book and is highly recommended to any academic library collecting in Reconstruction history.

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Information Literacy Librarian

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Sparks, Elder John. ***The Roots of Appalachian Christianity: the Life and Legacy of Elder Shubal Stearns***. Lexington: U Press of Kentucky. ISBN 0813191289.

What are the roots of Appalachian Christianity? Who are the Old Brethren of legend? These questions have long been debated by religious and historical scholars. John Sparks, the author of *The Roots of Appalachian Christianity: the Life and Legacy of Elder Shubal Stearns*, posits that he has answered these questions in identifying Shubal Stearns as the “father of Appalachian Christianity.” His volume, in documenting the life of Stearns, traces the history of Baptist religion in Appalachia as far back as historical records allow, and then some.

The Roots of Appalachian Christianity: the Life and Legacy of Elder Shubal Stearns follows the life of Stearns from his birth in Massachusetts in 1706, through his conversion to a Separate Baptist in Connecticut in 1751, to his settlement in the North Carolina Piedmont in 1755 where he established the Sandy Creek Baptist Church and eventually the Sandy Creek Association of Separate Baptists. Sparks contends that Stearns' work in the Piedmont from 1755 to 1765 is “the primary foundation of the religious culture of the central and southern Appalachians .” In a lengthy concluding chapter Sparks also outlines the development of other major religious sects in Appalachia .

Sparks, “a young Kentucky backcountry Baptist preacher” and hospital lab technician, pored through limited primary source materials available and secondary sources. He uses the scant evidence he uncovered to convince the reader that his hypothesis is correct. Unfortunately the limited documentation and slim historical record makes Sparks's theories questionable. Stearns left no diary or sermons, though his will is cited in the bibliography. Sparks, to his credit, is very clear when he conjectures, but this lack of evidence is hard to overcome. In addition, the work is a tangle of names, places, and splinter groups and is full of short digressions. Charts or tables documenting the genealogy of Baptist groups and their

relevant dates would add clarity to the reader's experience and improve the work.

While this reviewer is skeptical of the validity of the conclusion, *The Roots of Appalachian Christianity: the Life and Legacy of Elder Shubal Stearns* is a valuable contribution to the field. The book, a labor of love for the author, offers an insiders perspective on Appalachian religion and will be of interest to academic, regional, and religious libraries.

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Troyan, Michael. ***A Rose for Mrs. Miniver: The Life of Greer Garson.*** Lexington: The U Press of Kentucky, 2005. 463 pp. ISBN 0813191505.

Troyan's biography is an interesting account of the successes, failures and struggles that Greer Garson faced throughout her lifetime. Garson had a stubborn and ambitious nature, however she was also known for her charm, wit and generosity. The book describes a strong willed individual who battled against illnesses throughout her lifetime and yet persevered to become the First Lady of Hollywood.

Garson's ambition for acting began at an early age. Her determination and hard work resulted in a record breaking eighty-three movies shown at the Radio City Music Hall and seven Academy Award nominations for Best Actress. Garson's most noted movie roles were in *Mrs. Miniver*, *Random Harvest*, *Blossoms in the Dust* and *Goodbye Mr. Chips*. During MGM's golden years of the forties she was its premiere leading lady.

Her thirty-three year marriage to cattleman Buddy Fogelson was the primary joy of her life. During these years she developed an interest in the cattle business, oil business and politics. Making movies took a back seat to other endeavors and by 1968 she was a member of sixty-three boards around the country. Several theatres in the southwest owe their existence to her generous nature. During her lifetime Garson was also honored with the naming for her of a rose, a theatre, and a breed of cattle.

Chapters in the book are chronologically structured beginning with a brief history of Garson's childhood. Each chapter describes a different stage of her life and career. Performance and note sections are found at the end of the book outlining the roles that she played along with a brief indication about the content of each chapter. Two photo sections are included that allow the reader to put names with the faces of some individuals mentioned within the book. Troyan's biography of Greer Garson is appropriate for any university library due its biographical nature, as well as theatre history during its golden years. It is also appropriate for public libraries given Troyan's easy to read writing style.

Troyan is a scholarly publisher for the Commonwealth serving various universities and The Filson Historical Society. He also serves as the photo services manager for Warner Brothers domestic television. The extensive details found in this biography were a result of hours spent researching newspaper and magazine articles, library archives and other materials. Interviews with Garson's friends, relatives and co-workers provided first-hand accounts about Garson's personality and lifestyle. The author used his research materials along with his writing technique to immerse the reader into a story that is both entertaining and interesting to read.

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A History of Tennessee Arts: Creating Traditions, Expanding Horizons. Carroll Van West, editor. Knoxville: U of Tennessee Press: 2004

Written in honor of the Tennessee Arts Commission's thirty-fifth anniversary and with the purpose of becoming the "first comprehensive history of Tennessee arts" this reference work highlights a sampling of the arts and artists connected to the state. Famous and those not as well-known are categorized within the book's major divisions: "visual arts and architecture" "the craft arts," "the literary arts," and "the performing arts." Carroll Van West serves as the director of the Center for Historic Preservation at Middle Tennessee State University and senior editor of the *Tennessee Historical Quarterly*.

Contributors from across the Grand Divisions have helped form this showcase of fine, folk, performing and literary arts. While the editor bills this as a comprehensive work in the introduction, she also admits that the contributors are aware that they have not conveyed the whole story. Some items are "merely identified" and other arts expressions were left out due to "ignorance or frustration of where to begin." The correctness of the publication isn't question but the completeness is.

With emphasis on the formal as well as the vernacular, there are numerous visuals. The inclusion of eighty-three sidebars, which focus on specific people within each division, strengthens the book's appeal. Citations to the research are included at the end of each chapter. The index does not include all places, people or events that are mentioned. Intended for scholarly work, it would also be useful to junior high and high school students researching Tennessee history and artists.

This work has the potential of improving with more organization, research, and greater representation from east and west Tennessee . The majority of entries come from the metropolises of Memphis , Nashville , and Knoxville . Johnson City 's literary artists are mentioned thanks to Robert J. Higgs, East Tennessee State University Professor Emeritus. Archie Campbell is featured in a sidebar authored by Ned Irwin. Elizabethton is mentioned due to the architecture of the Carter Mansion . The oldest town in Tennessee received mention for its International Storytelling Festival but not for its preserved architecture. An entry on bluegrass is non-existent despite mention of Bill Monroe and the Stanley Brothers in country music. While *A History of Tennessee Arts* should not be overlooked, it deserves more time, research, and better geographical representation in a revised edition. Recommended as an optional purchase for schools and college libraries located in the regions with the most representation.

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