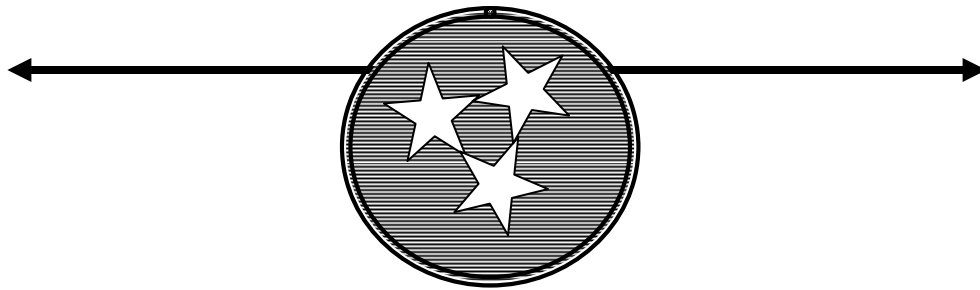


# TENNESSEE LIBRARIAN



Winter 2002  
Volume 53, Number 1

In this issue:

When Library Surveys result in Positive Action:  
A Success Story  
Tennessee Bibliography 2001  
TL Book Reviews

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# TENNESSEE LIBRARIAN

**Winter 2002**

**Volume 53 Number 1**

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## From the Editor

### Recurring Themes...

One of the “other assigned duties” of the editor of *Tennessee Librarian* is the job of custodian of a collection of old issues of the journal. Though not complete, this collection includes a nice selection of issues going back to Volume 1, Number 1, Summer 1948. Looking through the old issues of *TL*, several matters of importance to our profession seem to have come up again and again over the last 55 years.

One of these recurring themes has been the subject of recent stories in *American Libraries*, namely the recruitment of qualified and dedicated individuals to our profession. The second issue of *TL* included a brief article on page 3 with the title “Recruiting is Everybody’s Job.” The authors, members of the TLA Recruiting and Personnel Committee, complain: “In these days when library programs are expanding and college enrollments increasing, we see a decline in the quality of service in many of our libraries for lack of sufficient professional personnel.” A decade later, in an article in the February 1957 issue titled “Recruitment means you, too,” Leneil Edwards, chairman of the TLA Recruitment Committee, wrote: “The need for librarians continues to grow. Have you recently tried to employ a new staff member? Was it easy? Why are librarians so hard to find?”

It is probably not difficult to think of reasons today why a college student would not think of librarianship as a desirable profession. One reason might be the much-discussed image problem, or it could be changes in the technology of information storage and retrieval, but I would wager to say that money could have something to do with it. Who would choose to enter a profession where the pay is low, there is a struggle to acquire the minimal resources necessary to provide basic services, and the public we serve has the most limited understanding of the funding necessary to run a library. We live in a state where many of our citizens do not seem to understand that our educational institutions, which include our libraries, are an investment in their future success. The actions of our state legislature during the recent past reflect this attitude. As librarians, we have to play a greater role in this debate about our state’s future. After all, we have the knowledge and means to cut through the myths and misinformation spread about in our state. Many avenues are available to us. In this end of the state, Mark Thomas, Director of the Johnson City Public Library, has chosen to take a very public stand by running for the

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Tennessee House. He is to be commended for his efforts. There are lesser but equally important roles we all can accept. We need to put aside any reluctance we might have in presenting an accurate picture to our fellow citizens. The future of our state as well as that of our profession demands that we speak up.

*Mark Ellis  
Sherrod Library  
East Tennessee State University*

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## **When Library Surveys Result in Positive Action: A Success Story (A Report of a Library Survey at the University of Tennessee/Chattanooga)**

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A desire to better understand the needs and the level of satisfaction of the faculty, students, staff, and administration with the collections and services of the T. Carter & Margaret Rawlings Lupton Library (henceforth Lupton Library) prompted the library administration to conduct a survey in 1996. A team was named. The members of the committee prepared a checklist for the various tasks to be undertaken: a) identify the survey objectives, b) design the survey instrument, c) pilot test the instrument, d) generate random lists of students and faculty, e) administer the survey, f) organize and analyze the data and report the results.

### **Survey Questionnaire**

A research questionnaire was finalized consisting of 86 questions, divided into seven broad categories, based on the survey questionnaires designed by the American Library Association for similar sized libraries. Except for the first three questions dealing with personal identification, the library related questions were similar for students and the faculty. The survey instrument was pilot tested and revised a week prior to distribution. The actual survey was conducted during March 1996 and the results were distributed on the campus in March 1997.

### **Participants**

**Faculty:** The Academic Computing Center generated a list of all full-time faculty. Three hundred and one questionnaires were distributed via campus mail to the entire faculty. The faculty members were given three weeks to respond. The Director of Lupton Library informed the deans and the faculty about the importance of their participation in the library survey in various meetings.

**Students:** In order to gather the feedback from both the users and the non-users of the library, a list of all classes taught during the Spring 1996

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semester along with the number of students in each class was generated by the Office of Planning, Evaluation, and Institutional Research. The five most heavily enrolled classes and every tenth class on the list were selected for distribution of the survey questionnaires. Team members obtained permission from the professors to visit their classes and to explain to students the purpose of conducting the survey, the importance of their participation and feedback, and to distribute the questionnaires. Students were asked to return the completed surveys via campus mail or by placing them in designated collection boxes in the library and the University Center. Students were given a two weeks period to respond.

## **Literature Survey**

### **Accountability**

Most libraries are transitioning to a technology rich environment to support their mission of providing the latest information at the fastest pace to their patrons. They strive to provide that information through ever changing, new automated programs, databases, and via the Internet. These new technologies are costly. Concerted effort is now geared towards judging the cost effectiveness of the services. Like the private industry, academic libraries are devising means to assess the effectiveness and efficacy of their services. Surveys are known to yield such information.<sup>1</sup>

### **Converting non-users into users**

Palmer (1977) and others suggest that there is a need to make an effort to reach non-users.<sup>2</sup> An awareness of the characteristics of non-users can enable librarians to broaden their base by making non-users aware of the available services. By providing the needed services, we can convert them into users. Studies of non-users could have a great impact on planning future services. In studies conducted by Schloman, and others (1989), the awareness of the clients of the collection and services was low. There is an expressed need in the literature to enhance the awareness of users as well as non-users as to the content of the library's collections and of the services provided by the library. Faculty and departmental liaison programs have been suggested to reach the non-users of the library.<sup>3</sup>

### **Evaluating Quality of Service**

The user studies are intended to evaluate the existing library programs and to introduce changes to meet the needs of the users. Evaluation of services

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and programs from time-to-time makes them more effective and focused. The survey done by Schlachter and Belli (1992),<sup>4</sup> however, revealed that 78% of the libraries, which did carry out some type of evaluation, had failed to use the results to initiate changes in their programs. A member of the Southern Regional Accrediting Board conveyed a similar message to our library administration at UTC. Lack of funding, bureaucratic setup of the organization, resistance to change, and not knowing what to do after laboriously collecting the data have been cited as some of the reasons for not implementing the changes or in translating the results of a survey into concrete management decisions.<sup>5</sup>

### **Findings/Follow-up actions**

Results of the survey were distributed to the faculty, students and administration through the campus mail. Tables 1-8 indicate response percentages.

The findings of this survey prompted many positive actions from all constituents, the library faculty, staff, academic faculty, students, and the university administration.

As the results of the survey were being compiled, an informal dialog had already begun among the departments within the library as to what needed to be done. The major area of concern for the library faculty was that a large percentage of faculty and students were not aware of all the services provided by the library. The most disheartening finding was that 76% of the faculty did not know about the archives and Special Collections. Eighty percent did not schedule Bibliographic Instruction (BI) classes during the past academic year. Only nine percent of the students had attended BI classes during the last year. Also, 70% of the academic faculty was not able to access the online catalog from their offices. Student dorms were not wired. The faculty were generally dissatisfied with the currency of the book collections and with the number of the periodical subscriptions.

A concerted effort was made, and is still being made, by the library faculty and staff to advertise the available services to the university community via the library's home pages, print media, and verbal communication. For some time following the survey almost every issue of the student newspaper, *The Echo*, carried news about the library. The editors often sought interviews with the library faculty, or with the Director of the Library, to understand the library operation, and write articles in *The Echo*. This resulted in a greater awareness, appreciation, and support for the library, its services, and its needs.



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Through a system-wide effort and the generosity of an anonymous donor, the library was cleaned, painted, re-carpeted, furniture upholstered, new chairs purchased without any interruption in the services. All this renovation was done over the Christmas break and during low demand periods in the summer of 1997-98. Now when the students come to the library they find a clean place to study. The whole collection has also been rearranged. Eighteen new PC's were bought and added to the 23 that were already available to the students in the library.

Location signs have been posted pointing to the location of microform, audiovisual and periodical collections. New signs are being prepared pointing to the location of Special Collections and all other areas in the library. The Reference and Audiovisual Counters have been moved to a central location. The Reference Counter has four PC's for individual or group-instruction. Two Minolta 3000 microform reader/printers have already been purchased. The awareness of the availability of materials in microform seems to have increased the use of that collection.

During 1998 student dorms and additional faculty offices were wired. Now they can access the library's OPAC and the library's homepages from their homes, offices, dorms, and computer laboratories. They can search some of the electronic indexes and fulltext databases through the net. Copies of all the BI handouts have been posted on the homepages. This has built a global accessibility to the resources of the Lupton Library.

A team of librarians formed a Bibliographic Instruction Taskforce to study the BI Program with an aim to improve the faculty's awareness of that service. They are working on analyzing the pattern of use of that service and are devising collaborative ways in which to orient the students and faculty to use the library more efficiently. BI instructors are in constant touch with the teaching faculty. They work together on the library assignment and orient the students to the relevant library resources. Some orientation lectures are delivered through the distance education program for students who live a long distance from the campus. An outreach effort to offer library access to area high school students has also been launched.

Realizing that too many research assignments were based on the Internet, three sessions on "How to do Research with the Help of Internet" were arranged for the teaching faculty by the Director of the Library, Bibliographic Instruction Coordinator, and the Walker Teaching Resource Center. The thrust of these lectures was to introduce the faculty to some of the quality web sites available for research. Hopefully the teaching faculty will advise the students to apply the same high standard of evaluating the web sites that

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they apply to print forms (*i.e.* authority, reliability, and objectivity). Through these sessions we also brought home the fact that the Web can't do everything, and that there are good alternatives in print sources. Students who attend the BI classes are constantly made aware of, and are trained to use these sites. The faculty hopefully will integrate in their instruction the best available resources and encourage the students to attend the BI classes and/or ask for help at the Reference Desk. It was very encouraging to receive complementary feedback from patrons regarding the quality of service. There is an overwhelming satisfaction among faculty and students with the services they receive at all four service counters (ILL, Reference, Circulation and AV).

As a result of this survey the library director was able to go to the university administration, student government, and the faculty to justify the need for more funding. Since this survey the Lupton Library has received two grants from the University of Chattanooga Foundation. Student Government has given monies twice to the library for the purchase of new PCs. For the first time, Lupton Library was also fortunate to get a substantial share of the student technology fee to upgrade the software and the hardware, acquire additional electronic databases, and upgrade the cataloging system this year.

Of course the library faculty and staff had to write a proposal and our director had to defend the proposal in front of the Campus Technology Committee.

The Lupton Library conducted another mini-survey to determine where the students would like their Technology Fee to be spent. The respondents were highly in favor of upgrading the outdated library management system, buying new computers, printers, electronic databases, and microform readers.

The new position of a librarian for archives and special collections has been filled. The Special Collections Librarian is already advertising the contents of the collection, building community relations through the donors, organizing the archival holdings, and helping with the cataloging of that collection. The collection has been moved next to the Southern Writer's Archives, and a reading room for onsite research has been opened.

As a result of the U.C. Foundation grant the ARIEL system has been installed and a number of changes introduced to speed up interlibrary loan procedures. It is bringing positive feedback from satisfied students and faculty.

Realizing that the Lupton Library has limited funds for building book collections, The Library Committee launched a Lupton Library enhancement

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initiative in September 1998. The committee received a sum of \$5000 from administration for new materials to be purchased by the faculty to enrich their courses. The committee received requests worth \$22,000 from the faculty. The committee appreciated the efforts of everyone, but funded requests worth \$5000 with a promise to repeat the same initiative next year. These efforts show that there is interest among the faculty to update and enhance the library collections, but lack of funding thwarts their efforts.

All these feats have been achieved in a span of a year and a half. We have been able to make our users aware of the available services and have set up a public relations network. The campus community is supportive of our needs and is appreciative of our performance. We have been able to reach the users and the non-users. We were able to get some funding and have disbursed it efficiently in an accountable and timely fashion. We have improved our surroundings and services. Of course we all had to work hard and relentlessly all this time to achieve these results.

This clearly shows that surveys, if followed up by aggressive action, can result in positive outcomes. The aggressive follow up actions can be attributed to our new director, library faculty/staff, and the system-wide support of the university administration. By staying involved in every stage of the process, exchanging ideas, gathering resources, soliciting help, our director was able to motivate the library staff and other team members to contribute their best. Involving both the users and the non-users of the library to participate in the survey made it a campus wide project. Involving the library faculty and staff in planning the budget request for the student technology fee, and then defending it in front of the Technology Committee made everyone feel a part of the process. Our director's open style of communication, supportive attitude, hands-on involvement, commitment, and relentless follow-up efforts have brought us this remarkable success. The university administration is very aware of the needs of the library and is supportive of the library's goals and objectives. There is a great deal that still needs to be done in order to realize some of the goals that this survey prompts us to accomplish, but with this level of motivation, the Lupton Library faculty and staff can hope to achieve quite a few of these goals.

### Notes

<sup>1</sup>Nitecki, Danuta A. (1995) "User Expectations for Quality Library Services identified through Application of the SERVQUAL Scale in an Academic Library." *Proceedings of the ACRL 7<sup>th</sup> National Conference held on March 29 – April 1, 1995, Pittsburgh, Pennsylvania.* Novak, Jan (1991) "At your

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Service: Evaluation of an Information Desk Program.” *AARL* 2. White, Gary W. and Gregory A. Crawford. (1988) “Cost-benefits Analysis of Electronic Information: A Case Study.” *College and Research Libraries*, 59(6), 503-510.

<sup>2</sup>Palmer, Vernon E. (1977) “Planning in Public Libraries: Role of Citizens and Library Staff.” *Derail Library Quarterly* 13, 33-43.

<sup>3</sup>Schloman, Barbara F, Roy F. Lilly, and Wendy Hu. (1989) “Targeting Liaison Activities: Use of a Faculty Survey in an Academic Research Library. *RQ* 24, 496-505.

<sup>4</sup>Schlachter, Gail and Donna Belli (1976) Program Evaluation -- an Alternative to Divine Guidance.” *California Librarian* 7, 26-31.

<sup>5</sup>Schloman, Lilly & Hu. (1989).

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**Results:**

**Table 1      Participants**

Faculty	Students
301 Surveys distributed 115 Returned	1109 Surveys distributed 593 Returned

Of those returned:

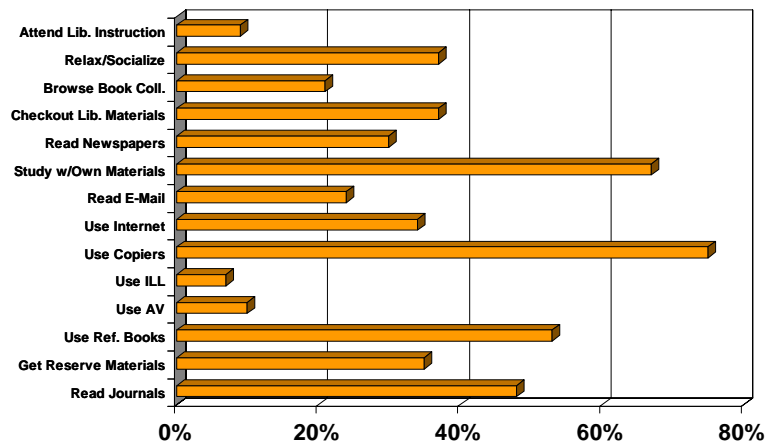
Faculty	Students	Students
45% Full-time Professors	33% Freshmen	87% Full-time Students
24% Associate Professors	18% Sophomores	13% Part-time Students
27% Assistant Professors	11% Juniors	26% Live on Campus
3% Other	29% Seniors	74% Live off Campus
	9% Graduate	

A graphical representation of the responses from the faculty and students to all questions on the survey is included in Tables 2-8. The cells containing “very satisfied” and “very dissatisfied” were collapsed into “satisfied” and “dissatisfied” for statistical purposes.

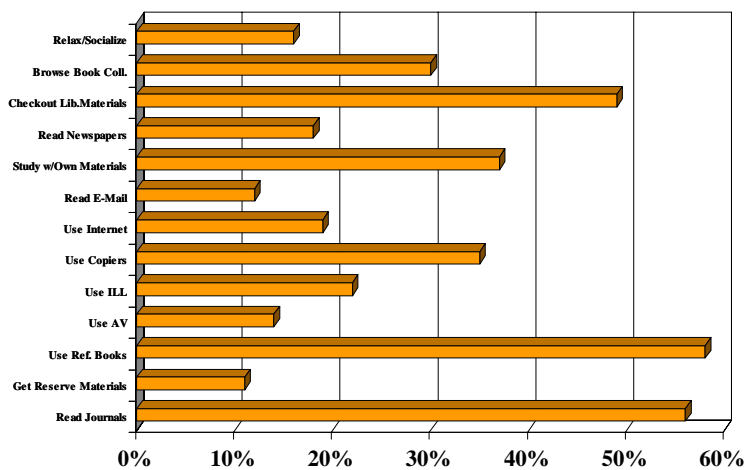
**Table 2**

**HOW FREQUENTLY DO YOU USE THE LUPTON LIBRARY FOR ANY OF THE FOLLOWING ACTIVITIES?** (Graph shows a total of those who responded to these questions with "several times a week," "once or twice a week," or "a few times a month.")

**STUDENT RESPONSES**



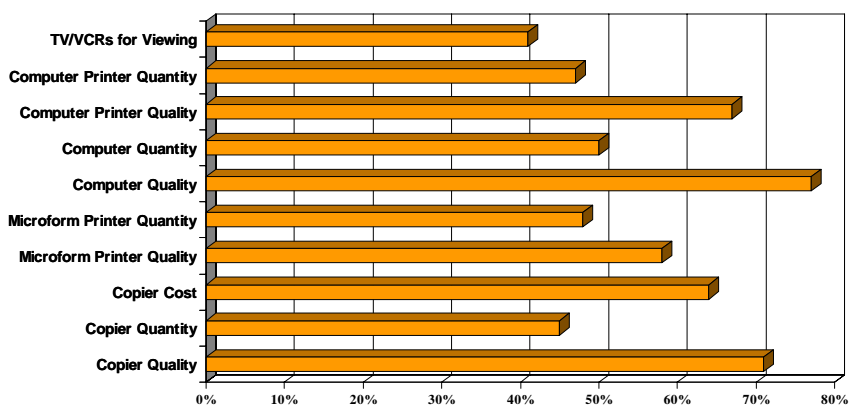
**FACULTY RESPONSES**



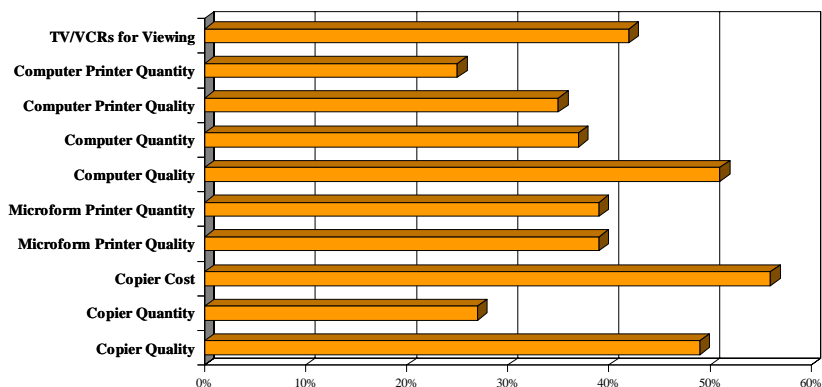
**Table 3**

**HOW SATISFIED ARE YOU WITH EQUIPMENT IN THE LIBRARY** (Graph shows those who responded “very satisfied” or “satisfied.”)

### STUDENT RESPONSES



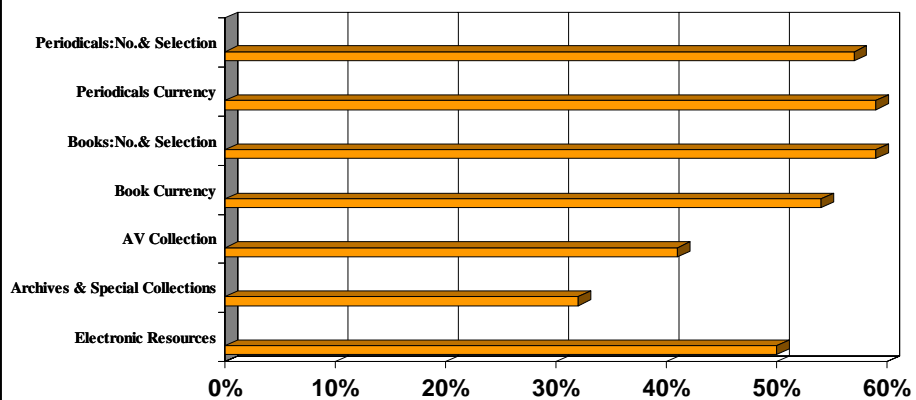
### FACULTY RESPONSES



**Table 4**

**INDICATE YOUR LEVEL OF SATISFACTION FOR EACH OF THE FOLLOWING ASPECTS OF THE LIBRARY COLLECTIONS.** (Graph shows those who responded “very satisfied” or “satisfied.”)

**STUDENT RESPONSES**



**FACULTY RESPONSES**

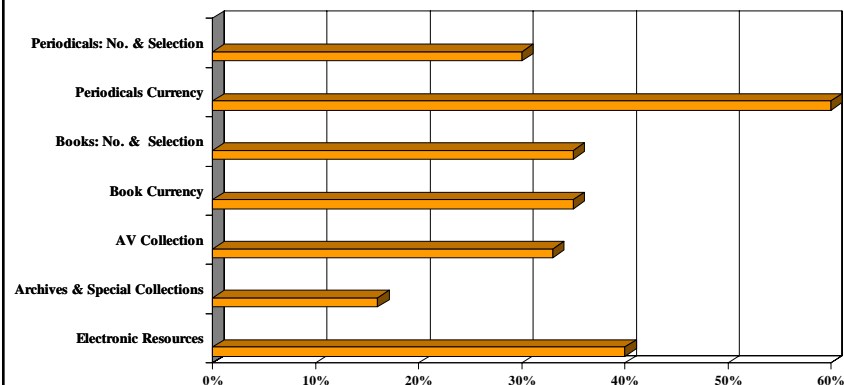
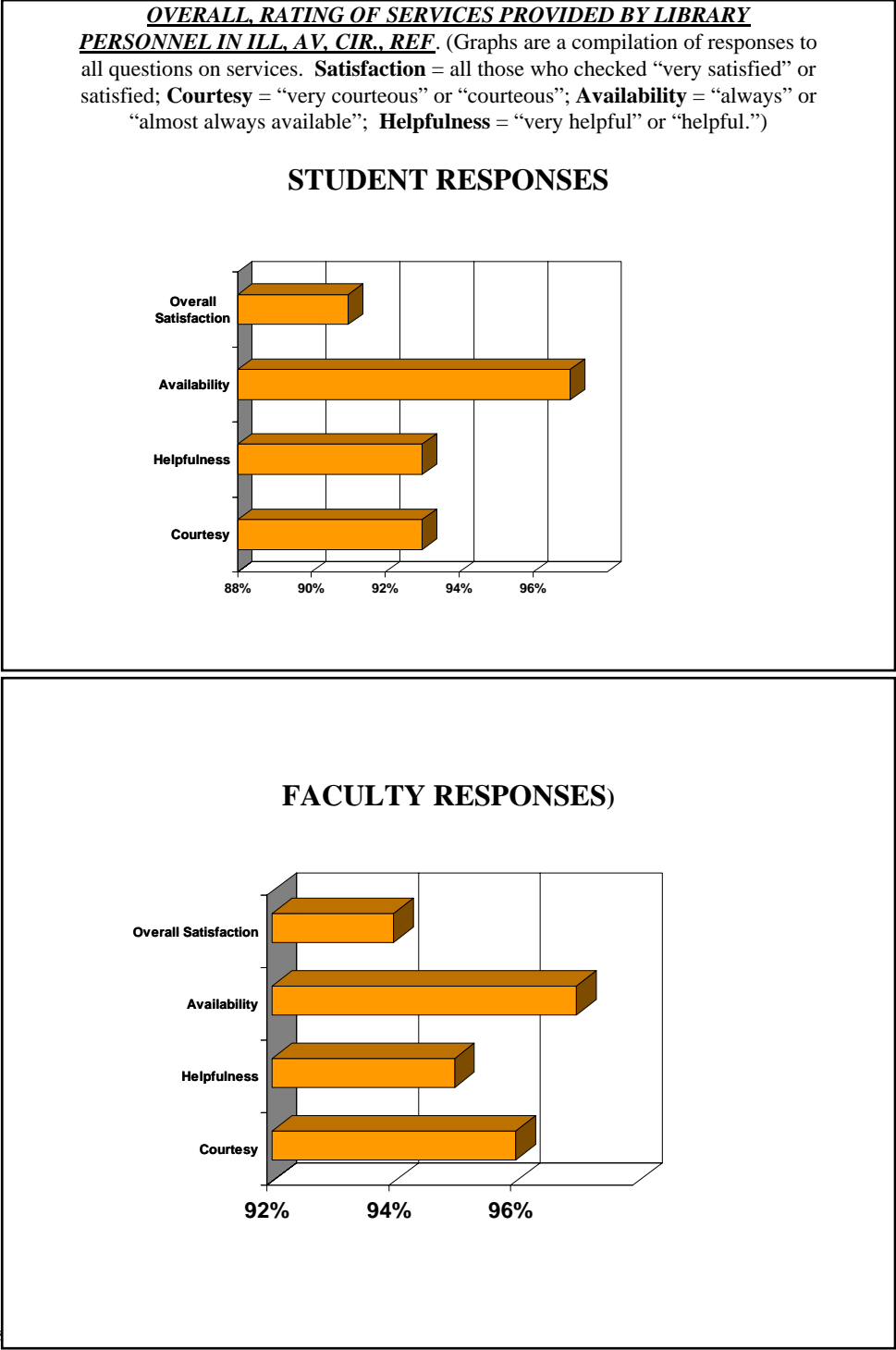




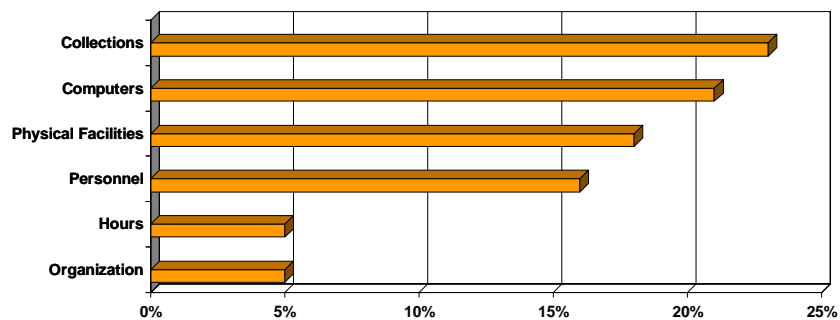
Table 5



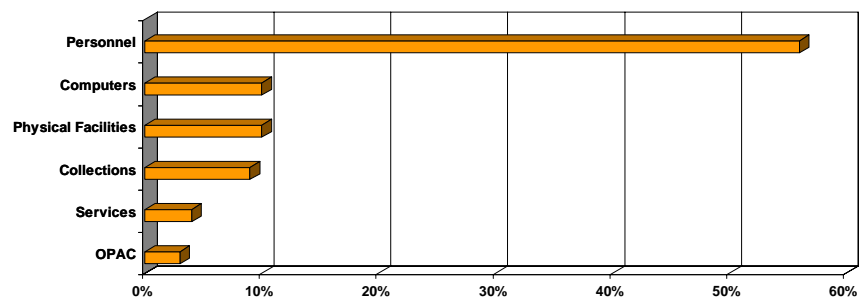
**Table 6**

**IN YOUR OPINION, WHAT IS THE GREATEST STRENGTH OF THE LUPTON LIBRARY?** (Graph shows percentage of written comments which dealt with each topic, e.g. 23% of the students who wrote comments indicated that the library's materials are its greatest strength.)

**STUDENT RESPONSES**



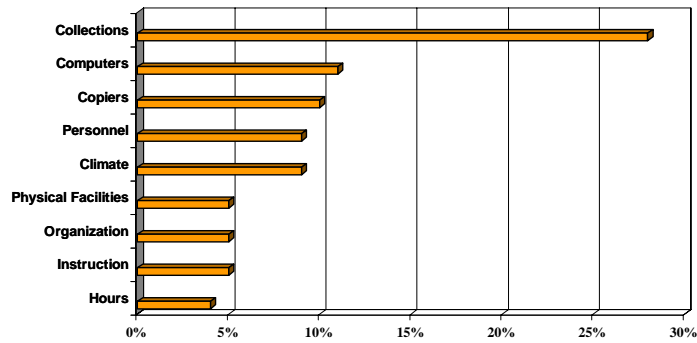
**FACULTY RESPONSES**



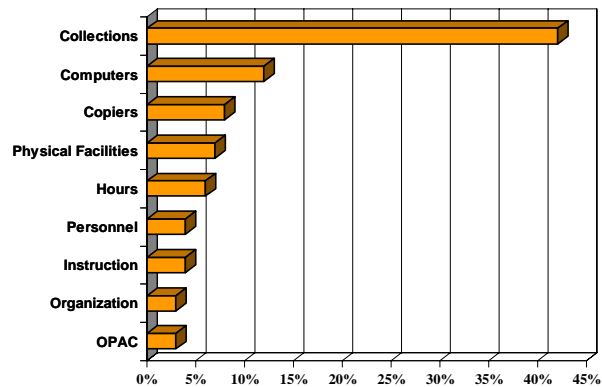
**Table 7**

**WHAT IS THE ONE THING THE LIBRARY COULD DO THAT WOULD MOST IMPROVE ITS SERVICES?** (Graph shows percentage of written comments which dealt with each topic, e.g. 28% of students who wrote comments indicated that the library's materials are most in need of improvement.)

**STUDENT RESPONSES**



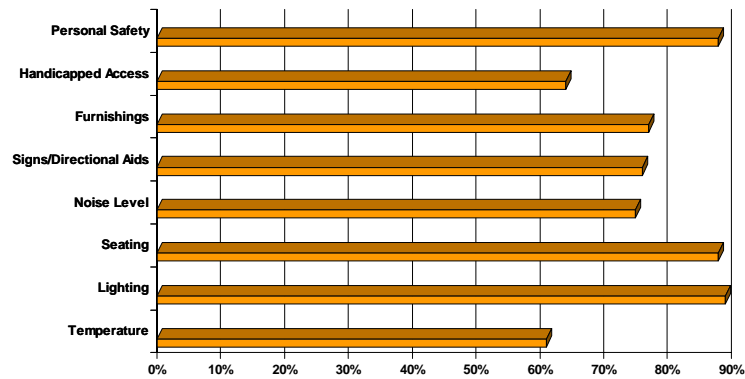
**FACULTY RESPONSES**



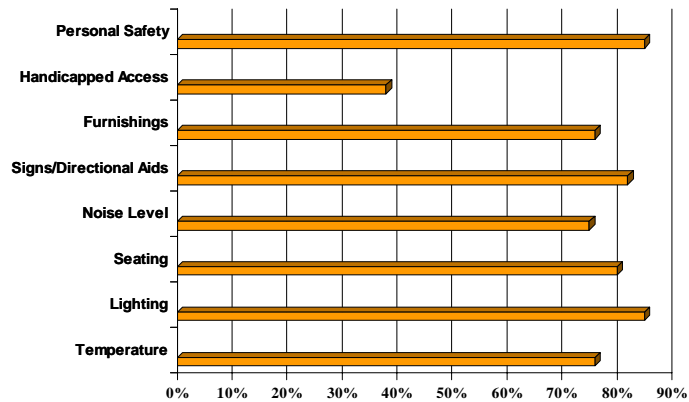
**Table 8**

**HOW SATISFIED ARE YOU WITH THE FOLLOWING ELEMENTS OF THE LIBRARY ENVIRONMENT?** (Graph shows those who responded “very satisfied” or “satisfied.”)

**STUDENT RESPONSES**



**FACULTY RESPONSES**



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## **Tennessee Bibliography Titles Published in 2001**

Ed Frank  
Curator of Special Collections  
Associate Professor of Libraries  
University of Memphis Libraries  
Memphis, TN 38152  
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Eloise Hitchcock  
Head of Reference  
Jessie Ball duPont Library  
University of the South  
Sewanee, TN 37383  
Ehitchco@sewanee.edu

Adler, David, John C. Wallner and Alexandra Wallner. *A Picture Book of Davy Crockett*. New York: Scholastic, Inc. 2001.

Allen, Dan Sumner. *A Survey of Stone Fences in the City of Forest Hills, Metropolitan Nashville/Davidson County, in the Central Basin of Middle Tennessee*. Murfreesboro: Cumberland Research Group, 2001. 23pp.

Appelt, Kathi and Jeanne C. Schmitzer. *Down Cut Shin Creek: The Packhorse Librarians of Kentucky*. New York: Harper Collins, 2001. Author, Schmitzer, is from Cookeville.

Baker, Howard H. *Knoxville: Smoky Mountain Majesty*. Memphis: Towery Pub., 2001. 223pp.

Barnett, Richard D. and Larry L. Burris. *Controversies of the Music Industry*. Westport, Conn.: Greenwood Pub., 2001. 270pp. Authors are professors at Middle Tennessee State University.

Bennett, Katie Brown. *Plantations of John H. Bills*. Decorah, Iowa: Anundsen Pub., 2001. 292pp. Includes a plantation in Hardeman County.

---

Berebitsky, Julie. *Like Our Very Own: Adoption and the Changing Culture of Motherhood, 1851-1950*. Lawrence: University Press of Kansas, 2001. 272pp. The author is a professor at the University of the South.

Berry, Minta Sue. *Who is My Neighbor?* Knoxville: University of Tennessee Press, 2001. 200pp. The author is from Dickson, and was a professor at David Lipscomb University.

Besmann, Wendy Lowe. *A Separate Circle: Jewish Life in Knoxville, Tennessee*. Knoxville: University of Tennessee Press, 2001. 216pp.

Binford, Virgie M. and Dorothy N. Cowling. *Avenues for Success*. Nashville: Providence House Pub., 2001. 116pp. The authors are from Nashville.

Blomquist, Ann K. *Cheek's Cross Roads, Tennessee, Store Journal 1802-1807*. Baltimore, Maryland: Gateway Press, 2001. 547pp.

Boniol, Michael W. *Crossville, Tennessee 1900-1902: Historical Tidbits from Early Newspapers*. Crossville: Boniol, 2001.

Booker, Robert J. *The Heat of a Red Summer*. Danbury, Conn.: Rutledge Books, 2001. 105pp. Concerns race relations in Knoxville.

Booth, Pat. *Nashville*. New York: Little, Brown, Pub., 2001. 346pp.

Brake, Katherine Vande. *How They Shine: Melungeon Characters in the Fiction of Appalachia*. Macon, Ga.: Mercer University Press, 2001. The author is a professor at King College.

Brill, David. *A Separate Place: A Father's Reflections on Building a Home and Renewing a Family*. New York: Plume, 2001. 288pp. Concerns a Morgan County family.

Broome, Harvey. *Out Under the Sky of the Great Smokies*. Knoxville: University of Tennessee Press, 2001. 328pp.

Brown, Albert. *Husbands, Wives, Marriages 1758-195: Records from Family Researchers*. Bethel Springs, Tenn.: Brown, 2001. 87pp.

---

Brown, Sid. *The Journey of One Buddhist Nun: Even Against the Wind*. Albany: State University of New York, 2001. 180pp. The author is a professor at the University of the South.

Bryant, William O. *Cahaba Prison and the Sultana Disaster*. Tuscaloosa: University of Alabama Press, 2001. 192pp. The author is from Murfreesboro.

Buchanan, John. *Jackson's Way: Andrew Jackson and the People of the Western Waters*. New York: Wiley, 2001. 434pp.

Buchanan, Sue. *A Party Begins in the Heart*. Nashville: Word Pub., 2001. Christian life in Nashville.

Burke, F. Thomas, D. Micah Hester, and Robert B. Talisse. *Dewey's Logical Theory: New Studies and Interpretations*. Nashville: Vanderbilt University Press, 2001. The author, Talisse, is a professor at Vanderbilt University.

Burke, Pauline Wilcox, edited by Jonathan M. Atkins. *Emily Donelson of Tennessee*. Knoxville: University of Tennessee Press, 2001. 376pp.

Carpenter, Eric and Jenny Williams. *Young Davy Crockett: Frontier Pioneer*. Mahwah, N.J.: Troll, 2001. 32pp.

Chapman, Matthew. *Trials of the Monkey: An Accidental Memoir*. New York: Picador, 2001. 353pp. Concerns the Scopes trial in Dayton.

Cheseborough, Steve. *Blues Traveling: The Holy Sites of Delta Blues*. Jackson: University Press of Mississippi, 2001. 235pp. Includes Tennessee musical landmarks.

Ching, Barbara. *Wrong's What I Do Best: Hard Country Music and Contemporary Culture*. New York: Oxford University Press, 2001. 192pp. The author is a professor at the University of Memphis.

Chopra, Prem. *The Purpose and Meaning of Life*. Rancho Santa Fe, Calif.: Hanrow Press, 2001. 133pp. The author is a professor at the University of Tennessee at Chattanooga.

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Clark, Gregory. *Made in Flanders: The Master of the Ghent Privileges and Manuscript Painting in the Southern Netherlands in the Time of Philip the Good*. Turnhout, Belgium: Brepols, 2000. 499pp. The author is a professor at the University of the South.

Clifford, Emmett. *Night Whispers*. Nashville: Cumberland House, 2001. 320pp. Fiction set in East Tennessee.

Coleman, Evelyn. *Circle of Fire*. Middleton, Wis.: Pleasant Company, 2001. Set in Monteagle at the Highlander Folk School.

Conkin, Paul K. *The Southern Agrarians*. Nashville: Vanderbilt University Press, 2001. 216pp. The author is a professor emeritus at Vanderbilt University.

*Connecting Tennessee: Bridging the Digital Divide*. Nashville: Tennessee Regulatory Authority, 2001. 41pp.

Cook, Carolyn Pierson, Brian McMillan, Tom Raymond, and Peter Montanti. *The Greater Tri-Cities: A Portrait of Progress*. Montgomery, Ala.: Community Communications, 2001. Concerns the cities of Bristol, Johnson City and Kingsport.

*Cool Cats, Hot Dogs: Tennessee Summer Reading Program 2001*. Nashville: Tennessee State Library and Archives, 2001. 325pp.

Cornelius, R.M. *Selected, Annotated Bibliography of William Jennings Bryan, the Scopes Trial, Creation, and Evolution*, Fourth Ed. Dayton, Tenn.: William Jennings Bryan College, 2001. 33pp.

Cornelius, R.M., and Tom Davis. *Impact: The Scopes Trial, William Jennings Bryan and Issues that Keep Revolving*. Dayton, Tenn.: William Jennings Bryan College, 2001. 137pp.

Cothorn, John W. *Confederates of Elmwood*. Bowie, Md.: Heritage Books, 2001. 233pp. Concerns a cemetery in Memphis.

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Hance, Mary. *Ms. Cheap's Guide to Getting More for Less*. Nashville: Rutledge Hill Press, 2001. The author is from Nashville.

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Hess, Earl J. *Pickett's Charge: The Last Attack at Gettysburg*. Chapel Hill: University of North Carolina Press, 2001. 512pp. The author is a professor at Lincoln Memorial University.

*Historic Homes of Forest Hills: An Architectural Survey*. Nashville: City of Forest Hills, 2001. 252pp.

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McSparren, Carolyn. *The Money Man*. New York: Harlequin Books, 2001. 299pp. Fiction set in Memphis.

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Marsh, Helen Crawford and Timothy Richard Marsh. *Land Deed Genealogy of Rutherford County, Tennessee: 1804-1813 Earliest Land Grants on Stones, Duck, and Elk Rivers*. Greenville, SC: Southern Historical Press, 2001.

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Miller, Larry. *Tennessee Place-Names*. Bloomington: Indiana University Press, 2001. 248pp.

Mirvis, Tova. *The Ladies Auxiliary*. London: Picador, 2001. 311pp. Fiction set in Memphis.

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Morton-Young, Tommie. *Nashville, Tennessee*. Black America Series. Charleston, S.C.: Arcadia Pub., 2000. 128pp.

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Ray, Celeste. *Highland Heritage: Scottish Americans in the American South.* Chapel Hill: University of North Carolina Press, 2001. The author is a professor at the University of the South.

*Recipes for Success: The Greatest Collection of Study Helps, Hints, and Tips Ever Assembled.* Chattanooga: Scenic Land School, 2001. 78pp. Compiled by a private school in Chattanooga.

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Suberman, Stella. *The Jew Store*. Chapel Hill, N.C.: Algonquin Books, 2001. 298pp. Concerns Memphis history.

Sullivan, George. *Davy Crockett*. New York: Scholastic Reference, 2001.

*Tennessee Volunteer Heroes, 2001*. Nashville: Write Together Pub., 2001. 253pp.

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Trevathan, Kim. *Paddling the Tennessee River: A Voyage on Easy Water*. Knoxville: University of Tennessee Press, 2001. 320pp.

Trowbridge, John Townsend. *Cudjo's Cave*. Tuscaloosa: University of Alabama Press, 2001. 544p. Fiction set in Civil War Tennessee.

Underwood, Thomas A. *Allen Tate: Orphan of the South*. Princeton, N.J.: Princeton University Press, 2000. 447pp. Tate was a literary figure in Nashville.

Villatoro, Marcos McPeck. *Home Killings: A Romilla Chacon Mystery*. Houston: Arte Publico Press, 2001. 248pp. Fiction set in Nashville.

Wailoo, Keith. *Dying in the City of the Blues: Sickle Cell Anemia and the Politics of Race and Health*. Chapel Hill, N.C.: University of North Carolina Press, 2001. 338pp. Concerns Memphis history.

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Ward, Patricia A. and James S. Patty. *Baudelaire and the Poetics of Modernity*. Nashville: Vanderbilt University Press, 2001. 230pp. The authors are professors at Vanderbilt University.

Websdale, Neil. *Policing the Poor: From Slave Plantation to Public Housing*. Boston: Northeastern University Press, 2001. 278pp. Concerns race relations in Nashville.

Werthan, Libby Rosenbaum. *The Fourth Corner*. Hewlett, N.Y.: Gefen Pub., 2001. Fiction set in Nashville.

West, Carroll Van. *Tennessee's New Deal Landscape: A Guidebook*. Knoxville: University of Tennessee Press, 2001. 296pp.

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Wheller, Allen. *Allen Wheeler, "In His Own Words."* Tenn.: s.n., 2001. 119pp. The author is from Tennessee.

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Wolfe, Charles and James E. Akenson. *Country Music Annual 2001*. Lexington: University Press of Kentucky, 2001. Author, Wolfe, is a professor at Middle Tennessee State University, and Atkenson is a professor at Tennessee Technological University.

Wolff, Daniel and Ernest Withers. *The Memphis Blues Again: Six Decades of Memphis Music Photographs*. New York: Penguin Studio, 2001. 176pp.

*World War II Veterans Wayne County, Tennessee*. Paducah, K.Y.: Turner Pub., 2001. 288pp.

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## TL Book Reviews

Book Review Editor:  
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Curriden, Mark and Leroy Phillips. *Contempt of Court: The Turn of the Century Lynching that Launched a Hundred Years of Federalism*. New York: Anchor Books, 2001. 394pp.

History usually consists of big events involving larger-than-life people, but in reality, history often begins with the mundane tasks of our daily life. On a dark January night in 1906, a young Chattanooga woman named Nevada Taylor took the trolley home from work, just as she did every day. After getting off the trolley to walk the short distance to her home, she was brutally attacked and raped. Compared to our system of law a century later where justice seems to creep at a snail's pace, the legal events that followed the rape seemed to be on fast-forward. In less than two months, Ed Johnson, a young black man, had been arrested, tried, convicted, sentenced to death, had the case appealed in the State of Tennessee, and finally to the Supreme Court. The Supreme Court granted a stay of execution based on evidence that not only did Johnson not receive a fair trial, but that the testimony supported his innocence.

The people of Chattanooga were outraged at the interference of the Supreme Court in what they considered the right of the State to dispense justice. Contrary to his duty in light of the mood of the city, the local sheriff chose to leave only one guard on duty at the jail. During the night, an unruly crowd stormed the jail, abducted Johnson and hung him off the railroad bridge. The Supreme Court responded to the lynching by charging the sheriff and others with contempt of court. The case dealt with issues of due process, the integrity of the Supreme Court, the lynch law, and the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> amendments. This historical case represents *the only time* the "Supreme Court enforced its own ruling."

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Mark Curriden, a legal affairs writer for the Dallas Morning News, and Leroy Phillips, a Chattanooga trial lawyer, tell this well researched and highly readable tale. Their acknowledgements to various public, academic, and law libraries reveal the extent of their preparation and research. However, information is only as accurate as one's sources. In the epilogue, not all of the data is correct concerning my great-aunt, Nevada Taylor, but this does not reflect on the overall accuracy of the book.

*Contempt of Court* is highly recommended for both public and academic libraries. It combines a little-known but highly important legal case with human interest and a minimum of legalese. It would be of interest not only to lawyers and law students, but also to people interested in civil rights, history, and the tragedies of human affairs. Additional information on lynching statistics and the text of the Supreme Court's opinion in "United States of America v. [Sheriff] Joseph Shipp et al." are included in the appendices.

Alice B. Ruleman  
Crichton College

Drake, Robert. *The Picture Frame and Other Stories*. Macon, Ga.: Mercer University, 2000. 176pp.

Hendricks, Randy, and James A. Perkins, editors. *For the Record: A Robert Drake Reader*. Macon, Ga.: Mercer University, 2001. 332pp.

While Robert Drake was teaching at the University of Michigan, the chairman of the English Department suggested that he think about writing down the funny stories that he told about the South. Over the past 36 years, Robert Drake has published seven collections of these stories. His stories can be quite captivating, not because they are nostalgic, but because Drake is so open and accepting of his characters' attempts at getting on with the business of living. *The Picture Frame and Other Stories* is his latest effort.

Once again the vignettes in this collection are about the people of Woodville in West Tennessee. Drake has a wonderful feel for the way people talk that really brings his characters to life. Expressions such as "she had enjoyed poor health for a good many years," "salt-of-the-earth element," "hog and hominy crowd," and "just broken out with aristocracy" certainly attest to this. Whether his characters are cruising over to Nutbush, participating in a piano recital, or discussing a neighbor's situation, they really are living and breathing people. Since many of these stories are set during the period of Drake's childhood and young adulthood, they may be considered by some readers to be a social history of a bygone era. But to people who live in small towns, Robert



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Drake's stories will just prove the adage that the more things change, the more they remain the same.

*For the Record: A Robert Drake Reader* is a compilation of Drake's stories and essays that is edited by two of his former students. Randy Hendricks is an English professor at the State University of West Georgia, and James A. Perkins is professor of English at Westminster College in Pennsylvania. Besides the stories and essays, *For the Record* includes an insightful introduction to the stories by Randy Hendricks, an interview with Robert Drake by James A. Perkins, and a bibliography of Drake's works by Genevieve Nicholson-Butts. The stories span Robert Drake's writing career and allow the reader ample opportunity to revisit (or get to know for the first time) the residents of Woodville. Drake's essays, along with the interview, will give the reader insight into the writer's personality and the process by which he writes his stories.

Both *The Picture Frame and Other Stories* and *For the Record: A Robert Drake Reader* would be appropriate additions for public or academic libraries with interests in Southern authors and literature.

*Kathy Campbell*

*Sherrod Library*

*East Tennessee State University*

Hazen, Cindy and Mike Freeman. ***Memphis Elvis-Style***. Winston-Salem, NC: John Blair, 1997. 244pp.

This is the definitive Elvis Presley-related sightseeing guide to Memphis. One hundred twenty nine sites connected to Elvis's life are profiled, from residences in which he grew up to factories in which he worked to stores where he shopped. The book is divided into three parts with these titles -- "Teenage Dreams (1948-1954)", "A Young Rock-and-Roller (1954-1958)", and "The City That Never Sleeps (1961-1977)". The span of Elvis's entire life in Memphis is covered here: the apartments and homes where he grew up; the churches and schools he attended; the businesses where he worked before becoming famous; the restaurants, stores, various haunts, and even car dealerships he favored after becoming famous. In addition, the authors profile those places important in Elvis's musical career, such as Sun Studios, site of his first recordings that would catapult him to fame, the Overton Park Shell, site of his first public performance, and the Mid-South Coliseum, where he played to sold out hometown audiences.

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The authors also identify places in Memphis that are peripherally related to Elvis, such as Immaculate Conception High School where Priscilla attended; the home of his girlfriend, Linda Thompson; and even the home of her younger brother. These are examples where the authors have gone a bit overboard with their subject. They really go over the top with a brief section devoted to the death of Elvis's mother, Gladys Presley, profiling the hospital where she died, the cemetery where she is buried, and the florist that provided the flowers for the funeral.

Depending on the significance of the place, the authors spend anywhere from half a page to two pages discussing the subject. Directions are provided at the end of each profile. Street maps are included in the front of the book, as is a map legend. If the site described no longer exists, the authors describe what one will find in its place. Black-and-white photographs appear throughout, but none are of particularly good quality. They are usually quite dark and grainy. The photographs of Elvis in the book are mostly from his youth or early stages of his career. A selected bibliography of books about Elvis and a subject index are included.

*Memphis Elvis-Style* will certainly be of interest to diehard fans that want to find the "spirit" of Elvis in the hometown that nurtured him and later served as his refuge from the limelight. The authors had the opportunity to offer some interesting and unique insight into how the places in Memphis Elvis knew contributed to his makeup as a person, a musician, and a celebrity, but they accomplish this only on a very superficial level. What *Memphis Elvis-Style* ends up being is a curious tour book for Elvis fans. Tennessee libraries, particularly within a close proximity to Memphis, will certainly want a copy.

*Ed Sullivan*

*The University of Tennessee*

Joslyn, Mauriel Phillips, editor. *A Meteor Shining Brightly: Essays on the Life and Career of Major General Patrick R. Cleburne*. Macon, Ga.: Mercer University Press, 2000. 237pp.

*A Meteor Shining Brightly: Essays on the Life and Career of Major General Patrick R. Cleburne*, previously published by Terrell House under a slightly different title, is an important collection of essays on one of the Confederacy's most colorful and important generals. The work is arranged in chronological order following Cleburne from his early life in Ireland to his battlefield death in Tennessee. Editor Mauriel Joslyn, author of five other Civil War books, contributed three of the eleven essays, as well as the epilogue. The remaining

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eight essays are authored by a variety of people from different fields including the grand nephew of Cleburne's adjutant, Captain Irving A. Buck. Unfortunately, the Mercer Press edition does not include information about the contributors.

Since the book is a collection of essays, the readability of each chapter varies. Also, there is some repetition since the authors wrote their sections independent of each other. Most of the chapters however, are well written and flow together nicely. One beneficial aspect to essay collections is that it gives the reader an opportunity to look at a subject from multiple perspectives. While essay collections about individual people usually lack the depth of a single author biography, they do often provide a well-rounded view of the person. Such is the case with *A Meteor Shining Brightly*. Far from a military study of Cleburne, the book covers a number of different aspects of Cleburne and his life. One of the work's strengths is the amount of attention paid to Cleburne's personality. Throughout the work Cleburne is commended for his moral fortitude and loyalty to his friends. From his beginnings in Ireland to his tenure in the Confederate Army, Cleburne's actions always reflected what he believed to be morally and ethically right. Although he was a strict disciplinarian his troops loved him because he had character. He always treated them fairly and never asked them to do something he was not prepared to do himself.

One of the most interesting sections is chapter seven, "Concerning the Emancipation of Slaves." In 1864 Cleburne wrote a paper advocating the emancipation of the slaves. Cleburne logically connects the institution of slavery with the South's manpower shortage and financial woes. He believed the South would have rather abandoned slavery than sacrifice its freedom to the North. He was very wrong, and his career would suffer for his mistake. Importantly, the actual proposal written by Cleburne is included in an Appendix.

Overall, this work provides an interesting look into the life of Patrick Cleburne. Well written and well documented, the work is easily accessible even for those just beginning their study of the American Civil War. Suited to both public and academic libraries, the work is an important part of Cleburne scholarship.

*Lisa A. Ennis*

*Georgia College & State University*

Morgan, Robert. (with Ron Powers). *The Man Who Flew the Memphis Belle: Memoir of a WWII Bomber Pilot*. New York: Dutton, 2001. 388pp.

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A late edition to the history surrounding the famous bomber, Robert Morgan, this work completes the story begun by the 1944 William Wyler documentary film. Morgan takes the reader through his unexpectedly interesting childhood in Asheville, North Carolina. His early life was strewn with fast driving, romance, and the Vanderbilts as friends and neighbors. It is World War II that introduces him to the first and most constant love of his life, flying. In November 1940, Morgan joined the Army Air Corps, and although he had less than the required 20/20 vision in his left eye, understanding Army flight surgeons got him through his eye exams and the rest is history. His romance with Margaret Polk from Memphis provided the name for the most famous B-17 in World War II, the "Memphis Belle."

Skill and courage took Morgan and his crew through twenty-five missions over Europe. If that were not enough, following his tour of the United States to promote the war effort, Morgan completes another twenty-six missions over Japan. Although he and the Belle endure some rough times, all ends well with the bomber restored and enshrined on Memphis's Mud Island.

Aviation and military enthusiasts will find this an enjoyable read. Although some of the personal aspects of Morgan's romances slowed the story down, the historical value of this eyewitness account of the bombing campaigns over Europe and Japan is significant. The book includes a useful bibliography of further readings about aviation history. Recommended for all libraries.

*John Hitchcock*

*James E. Walker Library*

*Middle Tennessee State University*

Nathaniel Cheairs Hughes, Jr., ed. *Sir Henry Morton Stanley, Confederate*. Baton Rouge, LA: Louisiana State University Press, 2000. 173pp.

Nathaniel Cheairs Hughes, Jr., a noted Tennessee author and editor of books pertaining to the American Civil War, presents a first-person account of civil war history in this interesting book. Pulled verbatim from the autobiography of Sir Henry Morton Stanley, Hughes chooses to highlight only six years in the life of the famous nineteenth-century journalist and explorer. These six years begin when John Rowlands, the name given to Stanley at his baptism, first sets foot in New Orleans. The story of his finding a family and a new name serves as background for the main point of the book, Stanley's experiences as a Confederate soldier during the Civil War.

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The autobiography was written more than thirty years after the fact, and prepared for publication by Stanley's wife, Dorothy, after his death. Hughes has done a masterful job of researching Stanley's story, pointing out in fully documented footnotes the veracity or, most often, the fallacies included in the autobiography. But, according to the editor, the two chapters recording Stanley's soldiering experiences are relatively free from distortions. These chapters, titled "Soldiering" and "Shiloh," flow beautifully into a brilliant portrait of a young man thrown by circumstances and beliefs into a strange and dangerous situation. Stanley's words pull us into his experiences of army life, in the face of the violence and death around him. Through his poignant account, the reader gets a personal view of life and attitudes between 1859 and 1865, including the battles of Belmont and Shiloh. Because this very personal account is written with such naivete and emotionalism, one forgets that it was not written by the young man in his twenties, but by the man with thirty more years of experiences behind him.

The book includes a selected bibliography and a very thorough index. Even young people will find this fairly easy to read, although the footnotes, while adding clarity for scholars, could be distracting to some readers. This would be a nice addition to most high school, public, and academic libraries, especially those with Civil War collections.

*Sue Alexander*

*James E. Walker Library*

*Middle Tennessee State University*

Sutcliffe, Andrea, editor. ***Mighty Rough Times, I Tell You***. Winston-Salem: John F. Blair Publisher, 2000.

In the 1760's the abolitionists were the first to interview slaves about their unique experiences; in subsequent years they used such narratives to further the cause of abolition and educate Americans about the egregious treatment of slaves. In 1929, Fisk University's Social Sciences Department began its project of recording the oral histories of former slaves. Then in the mid-1930's, the WPA assigned Federal Writer's Project groups to interview former slaves living in various southern states. Ending in 1938, the WPA project resulted in over two thousand interviews from seventeen states.

In *Mighty Rough Times, I Tell You*, editor Andrea Sutcliffe, a freelance writer from Virginia, has compiled the interviews of thirty-six former slaves living in Tennessee. Thirteen of these first-person accounts resulted from the WPA interviews; the remainder are from the Fisk University project. In her

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introduction, Sutcliffe emphasizes a distinct difference in content and tone from the Fisk narratives and the WPA narratives. In accounting for the difference, she explains that the Fisk interviews were the work of Ophelia Settle Egypt, a black researcher. The WPA interviewers were middle and upper class white women. Hence, the Fisk interviewees were much more open and outspoken. The WPA respondents, on the other hand, were much more reticent according to Sutcliffe, because of their fear of retribution from the various charities and government organizations on which they were dependent. A former slave from the Fisk narratives anonymously recounts, "Stock would be treated better than darkies sometimes. They wouldn't whip horses half as hard as they would darkies."

Compared with other states, Tennessee had a small slave population and many union sympathizers. However, in *Mighty Rough Times, I Tell You*, the former slaves, all in their eighties and nineties, recount a very tragic time in their lives when times were very difficult. Although most respondents mentioned their preference for freedom over slavery, many of their lives did not significantly improve after 1865, a fact revealed repeatedly in the narratives. Many of the former slaves mentioned post-war economic hardships and continued discrimination.

*Mighty Rough Times, I Tell You* is a personal look at slavery and how it affected these thirty-six former slaves' day-to-day lives. The candor of these oral histories helps us to understand the real experience of slavery, not the abstract and somewhat distorted view many of us have. Recommended for academic and public libraries.

*Rick Bower*

*Reference Librarian*

*Pellissippi State Technical Community College*

Wolfe, Charles K. and James E. Akenson, editors. ***Country Music Annual 2000***. Lexington: University Press of Kentucky, 2000. 175 pp.

Serving as a conduit for original research while providing a forum for the country music research community, this volume fills a void in American music scholarship. Targeted at scholars, laypersons, students, and music fans, the essays in this volume are highly accessible for all readers, though the esoteric nature of some essays may not appeal to the general country music fan. Lacking specialized terminology that many scholarly works include, the vernacular language and straightforward writing style simplifies comprehension of the subject matter. Receptive to long, extensive articles, the

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editors and advisory board intend for the serial to complement *The Journal of Country Music*, which presents good journalism and reviews. The majority of articles in the first volume were presented at the International Country Music Conference; however, this is not a requirement for publication.

Charles K. Wolfe, noted country music historian, expert on American popular music and author of 16 books, lends his expertise as editor, thus boosting the integrity of the project. Additionally, James E. Akenson, founder of the International Country Music Conference and professor at Tennessee Technological University imparts his knowledge, also serving as editor. Respected scholars in the field comprise the advisory board, including noted dean of country music scholarship Bill Malone.

Guaranteeing that each reader finds something to pique their interest, the assortment of topics covered within the volume ranges from biographical studies to cultural geography, to gender and race issues, and much more. A smattering of essays included within the 2000 edition are: "Careers in Country Music", a fascinating social study of careers in country music by Charles Faupel that presents an insider's look at the inner workings of the music industry. Jimmie N. Rogers and Miller Williams offer an interesting study of linguistics and the clever use of language by songwriters in "Figure it Out." Biographical entries include Kristine Fredriksson's "Minnie Pearl and Southern Humor in Country Entertainment", W.K. McNeil's "In search of Fiddlin' Sam Long of the Ozarks", and Francesca McLean McCrossan's "Mandolins and Metaphors: Red Rector's Musical Aesthetics."

Most articles include works cited, notes, or a discography. Several include black and white photographs, illustrations, or tables. In addition, the list of contributors provides biographical information about each writer. Recommended for academic and larger public libraries with strong collections in country music.

*Rebecca Tolley-Stokes*

*Sherrod Library*

*East Tennessee State University*

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