The Memphis/Shelby County Public Library and Information Center recently opened for research the papers of legendary Tennessee political leader Edward Hull Crump. Memphis in the first half of the 20th Century was home to one of the most influential Democratic Party machines in American history, and the Crump collection provides a fascinating glimpse inside its operations. Divided into five series, the collection covers the years Crump served as Mayor of Memphis, Shelby County Trustee, Congressman for Tennessee's tenth district, as well as periods when he did not hold public office. The collection chronicles not only the career of one of the most powerful political leaders in American history, but also provides an opportunity to explore the lives of 20th Century Americans as they negotiated the catastrophes of economic devastation and global war.

Journalists and historians alike have portrayed Memphis between the years 1910 and 1954 as an undemocratic city and Crump as an American dictator. For example, on April 2, 1939 the Chicago Tribune exclaimed in a bold headline: "THERE IS A FUEHRER IN MEMPHIS!" And a writer for the Economist reported on August 21, 1943: "An entire generation has grown up in Memphis, and is now fighting on all the battle fronts of the world, which has never taken part in any of the processes of democracy..."

In contrast to this portrait, the documents in the Crump collection suggest that Memphians were deeply involved in governmental affairs and Crump operated within the democratic process rather than cynically manipulating it. In order to govern a diverse urban population, Crump understood it was imperative to consider the views of all Memphians, regardless of class, race, ethnicity or gender. The mayor constructed a broad coalition made up of African Americans, the white middle classes, and organized labor, which emerged in the early 20th Century as one of the most powerful political organizations in the United States. Crump once explained: "The political machine which I have relied upon and sought to maintain is not composed of any particular faction or class, but of the people of Memphis at large." For example, in the summer of 1915 African American pastor T. J. Searcy went to city hall to purchase a dog license and while there was ignored and otherwise treated in "a very uncouth and impolite way." Angry at these insults, Searcy complained to Mayor Crump who promptly replied: "It has always been the policy of this government...to treat everyone with uniform courtesy, regardless of their station or mission, and you were entitled to like treatment." In Crump's reply we catch a glimpse of his commitment to political inclusion.

The collection contains thousands of letters and petitions from individual citizens and neighborhood groups demanding city action. For example, in 1935 the pastor of First Unitarian Church wrote Crump the following: "Last night two men were in front of the beauty parlor right next to my church property on S. Bellevue—one very drunk, the other less so....It was about 9 o'clock and
they were on their way to the hell-hole dance hall called Dreamland. According to a notation by his secretary, Crump phoned the minister and told him that "if things did not quiet down" the police would close the establishment. In a similar vein twenty-six residents of South Memphis sent a petition to Mr. Crump protesting "the vehement manner in which one of our leading citizens was arrested by the police department for a minor violation" which prompted an investigation of the affair. These letters and others like them suggest Memphians were not shy about expressing their will and Crump was a flexible leader who carefully considered public opinion before making a decision. It is doubtful that one could find similar letters in the archives of the 20th century's true dictators.

It is common knowledge that Crump was an important ally of President Franklin D. Roosevelt, but what had been missing are the details of that relationship. Thankfully the Collection rectifies this. In the fall of 1931 leading Democrats in Shelby County formed a 'Roosevelt for President Club' and Crump endorsed the New York Governor for the White House. Hoping to extol Roosevelt's fitness for president, Crump wrote the Executive's personal secretary, Louis Howe, in October asking for a list of the Governor's accomplishments. Six weeks later Howe replied sending the Memphis Congressman a recently published biography of Roosevelt. Angry over this personal slight, Crump waited another six weeks and then replied: "Was there any good reason why it should have taken you more than one month to reply to what I thought a very courteous letter based on my sincere interest in Governor Roosevelt?"

In March 1932 Roosevelt wrote Crump asking him to come to New York to discuss the upcoming presidential campaign. Still smarting over his earlier experience, the Memphis Democrat was in an uncooperative mood: "I am going along for you, inasmuch as I started out that way. However, I must be perfectly frank in saying that, in the light of the gratuitous treatment I received, I just cannot accept your invitation." Desperate to assuage Crump's bitter feelings, Roosevelt wrote to him again in May: "I am indeed grateful to you for all that you have done. I should much like to have a good talk with you before you go to Chicago. Can you not run up to see me either in Albany or in Hyde Park...? There are many things I should like to talk over with you." This time Crump relented: "I will endeavor to see you before the Chicago Convention at your Hyde Park Home."

Serving as a delegate to the Convention Crump was instrumental in Roosevelt gaining the nomination. However, in September tension again flared between the two, when Roosevelt was unable to honor Crump's request to speak in Memphis. After Roosevelt's election, Crump and other members of the Tennessee congressional delegation met with the newly elected President in the White House. In a letter to his lieutenant Frank Rice, Crump described the scene: the President "said my presence reminded him of his campaigning days before the November election when I was terribly provoked because he did not make a trip through Tennessee as I wished. I promptly replied 'have you any censure for what I did for you in Chicago?' With a smile he said 'no' and after referring further to me as a good Tammany Hall Tennessean he added that I usually got results."

Crump's national prominence has long been known to anyone interested in his career, but there are stories that have been lost until the opening of this collection. In late 1944 a B-24 pilot, Lieutenant Luke L. McLaurine Jr., from Memphis was shot down over Germany. He was soon captured and later interrogated by a Nazi officer. The pilot was asked where he was from and when he replied 'Memphis,' the officer exclaimed "How's dear old Ed?" Confused, the Memphian replied "Ed Who?", "Ed Crump," the Nazi responded. McLaurine answered "Oh he's all right."

In 1915 Crump wrote the following to city treasurer F. S. Omberg: "Please see that all or your records...are kept in good shape.... This government has nothing whatever to conceal and we want all records...to be available and in good shape for public inspection at any time."

The State of Tennessee is very fortunate that the family of E. H. Crump kept his papers "in good shape" and that the Memphis/Shelby County Public Library and Information Center has made them available "for public inspection at any time."

1 Chicago Tribune, 2 April 1939
2 The Economist, 21 August 1943
What Leadership is NOT
by Chrissie Anderson Peters

Introduction

Have you ever noticed how many articles and books cover what a leader is, how to be an effective leader, etc.? However, if
people do not understand the essence of leadership, how can we expect them to grasp how it works? As Brent Smith, assistant professor of management and psychology in the Jesse H. Jones Graduate School of Management, asserts, perhaps it is easier -- and a more feasible approach -- to explain what leadership is not. "Leadership is most definitely not a position... Leadership is not genetic... Leadership is not all about charisma." Why haven't more people stopped to remind us of what a leader is NOT? It takes a certain amount of common sense and energy and feasible ideas and sustained stamina -- and a smattering of personality doesn't typically hurt -- but it isn't rocket science!

A group called weLEAD believes that there is a distinct difference between "leadership" and "management." In the online article entitled, "What Leadership Is Not," the group contends,

"During the last 50 years we have experienced an explosion of books and consultants focused on promoting management and leadership. Yet the fact remains that much confusion exists today, even about the very definition of the word leadership! Even in our modern society we have yet to distinguish between the positive role of those individuals who beneficially change our times and organizations to attain remarkable achievement, and the highly ambitious who simply claw their way to the top of their heap! We have a terrible cultural tendency of calling them both leaders!"

The article juxtaposes figures like Thomas Jefferson, Abraham Lincoln, Winston Churchill, Adolf Hitler, and Saddam Hussein, who are frequently referred to as "leaders." The fact that others feel that there is a need to explain what leadership is NOT reinforces the purpose in writing this article: the idea that "What a Leader Is NOT" is something that organizations and associations need to emphasize more often; through learning what a leader is not, we can help each other more fully develop into the leaders our organizations need.

**Leadership vs. Management**

What is the difference between "leadership" and "management?" Is it simply a matter of semantics, or are there specific connotations with each concept that inherently make them different in the business culture that permeates most every organization and association, regardless of our professions and vocations? This debate cannot possibly be covered adequately in one article whose main point is to illustrate the belief that organizational members need to understand the non-truths of leadership in order to more effectively lead and follow. Warren Bennis, a leadership resources author and business professor at the University of Southern California is a leading speaker on this topic. In his book *Learning to Lead: A Workbook on Becoming a Leader*, he asserts, "There is a profound difference between management and leadership, and both are important. To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct. Leading is influencing, guiding in a direction, course, action, opinion. The distinction is crucial." Bennis further defines the difference using paired contrasts such as, "The manager administers; the leader innovates," "The manager maintains; the leader develops," "The manager focuses on systems and structures; the leader focuses on people," and "The manager asks how and when; the leader asks what and why." Can leaders be managers and managers be leaders? Bernard Bass, in *Bass and Stogdill's Handbook of Leadership* says, "Leaders manage and managers lead, but the two activities are not synonymous.... Management functions can potentially provide leadership; leadership activities can contribute to managing. Nevertheless, some managers do not lead, and some leaders do not manage." In other words, Bass believes that the two concepts and/or practices can overlap, but they are not the same.

**Power Plays and Popularity**

Leadership should also not be confused with power or authority. While these two qualities are frequently by products of leadership, they should never be the motivation behind leadership. In "Leadership Is Serious Business," Ibrahim Ahmad Bajunid, the Dean of the Faculty of Humanities and Social Sciences at the Universiti Tun Abdul Razak, explains, "Leadership...is not about the pursuit of near absolute power or the power games played in [certain] institutions. In ideal contexts, leadership is not about the games people play and it is not about near absolute powers of individuals or groups." During my senior year of college, I was elected as President of our sorority. I had never really been an officer of anything before college, and to be chosen as President of the sorority was one of the most exciting events of my life. I was so intrigued and engrossed in what I could "do" as President, things that I now had the "power" to change, that it did not occur to me until a few weeks after our elections that there were also a number of things that I could not do. First of all, the group was intensely small -- we had only five members going into my senior year. Second, the group dynamics between those five people were spread as far...
and wide as you could imagine -- a religion major, two math majors, and two English majors -- all with very different views and opinions of what the sorority needed to do to increase membership and create growth. I could not simply change things as I dreamily anticipated -- I had four other people to cooperate with, to consider the opinions and wishes of, and ultimately to answer to. As President, I quickly learned that I actually had the least “power” in the group. My “job” was to create unity, sustain individuality, inspire dedication, and recruit new members, while putting my own personal desires last. I was the one charged with setting an example -- within the sorority and beyond it for those who might possibly become members in the future. Although that experience is eleven years behind me now, I can still recall with horrific vividness learning to cope and survive; I also recall many phone calls to those who had led the group before me, begging them for advice and guidance. This first real experience with leadership proved to have nothing at all to do with power and authority, but with humility and servitude, lessons that I strive daily to remember and put into practice.

Leadership also should not be considered strictly a popularity contest -- even though a certain number of people probably like something about you to elect you. Peter Drucker, a writer, teacher, and consultant on leadership, says, "Leadership is not popularity. It is getting results." Popularity can be marginal and fleeting, much like a fad or a trend. Having people like you and your ideas is no guarantee that you are cut out for leadership; leadership is not for everyone. Think of what a messed-up place the world would be if all we had were leaders who only led and no followers. Leaders cannot possibly do it all on their own, thus the need for leaders-in-training and happy-to-be-helping helpers. Furthermore, think of how ineffective leaders are if they do not know how to follow the people they lead! Leadership isn't a one-way street.

### Personal Perspectives

I am currently in the last phase of an elected term as ALA's New Members Round Table's (NMRT) Secretary, and also in the last phase of a two-year term as President of our regional library association, Boone Tree. To have the opportunity to serve one's chosen profession in various organizations is an honor, privilege, and not something to be taken lightly. Having said that, I will be the first (and probably not the last) to admit that I have not been the most stellar officer that any of these organizations has ever seen. Leaders are not perfect, nor should they think they are greater than the sum of the efforts exerted by themselves and the memberships they represent. As JC Rost says in an article in the November 1993 issue of *The Journal of Leadership Studies*, "[L]eadership is not the work of a single person, rather it can be explained and defined as a 'collaborative endeavor' among group members. Therefore, the essence of leadership is not the leader, but the relationship." In the appointments mentioned above, certain accomplishments have been made; certain achievements have been reached; certain goals have seen fruition. Some things did not go as smoothly or as quickly as I had hoped, but that does not mean that progress was not made within the scope of what the organization's goals were. What it means is that, obstacles arose, plans were re-designed, and challenges were faced in the most positive ways possible.

An adaptation of the Boy Scouts of America's 1972 publication *Patrol and Troop Leadership* states, "Leadership is not a science. So being a leader is an adventure because you can never be sure whether you will reach your goal -- at least this time. The touchdown drive may end in a fumble... Or the city's citizens may not be convinced that the mayor's policies are right. So these leaders have to try again, using other methods."  

Another section of this adaptation emphasizes, "Leadership is not magic that comes out of a leader's head. It's skill [in that] the leader learns how to get the job done and still keep the group together." A leader is not divisive in terms of pitting other members -- including other leaders -- against each other over the business of the organization. His/Her first priority is not to stride ahead at whatever costs to the group, but to promote the organization as a unified body. Doing so is rarely simple, but it is necessary for continued growth and to ensure recruitment and training efforts for new members and future leaders.

### More of what Leadership is Not

Legendary football coach Vince Lombardi maintained, "Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve... any goal." Pay close attention to the last sentence. And that's the price who will have to pay? WE. Leadership is not a one-person show of competence or incompetence, glory or gaud. Leadership must be a team effort in order to be successful. Achieving goals together and working hard together are some of the most incredible feelings and moments that leaders can ever hope to experience.

In an August 2002 issue of *Community Economics Newsletter*, Spencer J. Campbell offers some thoughts on leaders, and shares several "reflections" about leadership, including, "The measurement of leadership is not about the quantity of knowledge in your head, but the commitment to serve in your heart." Leadership is not about being the smartest, the best, or the most...
popular, but about how much someone is willing to give of himself/herself. It is about commitment and dedication to a cause -- and it is about believing in that cause to the extent that he/she is willing to sacrifice, humble himself/herself, and rise to the challenges ahead to help that cause succeed.

I think back to my high school superlatives and think about all of the people who were given those "honors." I particularly remember two friends, who I will call Roy and Bruce. Bruce was voted "Most Likely to Succeed." Roy was constantly caught in Bruce's shadow throughout high school. No one took Roy very seriously because, compared to Bruce's intellect and political prowess, Roy just didn't measure-up. I attended college with both of them and witnessed an amazing transformation. In college, Roy got involved with several different groups; Bruce stuck mainly to political party affiliations and was quickly overshadowed by Roy, whose work as a committed and dedicated member helped him to emerge as a well-liked and respected leader on campus. Roy is living proof that leaders are not always recognized as leaders until they seek out opportunities to develop themselves in that manner (and living proof that high school glory is often fleeting and that our pasts do not have to dictate our futures).

Sheila Murray Bethel, a renowned leadership speaker, contends, "Leadership is not something that you learn once and for all. It is an ever-evolving pattern of skills, talents, and ideas that grow and change as you do." The "leader" I was in my sorority learned countless invaluable lessons about life and dealing with dynamic personalities/situations. That leader has continued to evolve and develop in the past eleven years. The leader that I have become will likely evolve and change in the next eleven years in ways that I have not imagined at this point in my life. Leadership is not stagnant; it must be approached and experienced with a flexible, dynamic attitude. If leaders do not adapt to change or are closed to the possibilities and realities that changes render on organizations of any type, then they cannot remain leaders. Leaders may not be "born," but they can certainly "die" if they refuse to grow.

Some Great Leadership Websites

[Editor's note: For more information on these and other leadership websites, see the Webliography in this issue. -mfj]

http://www.leadershipnow.com/leadershipquotes.html
http://www.nwlink.com/~donclark/leader/lead_edu.html
http://www.wisdomquotes.com/cat_leadership.html
http://www.twu.ca/leadership/lead_quotes.asp
http://www.cadetstuff.org/archives/000196.html
http://www.utpb.edu/JBS/quotes2.htm
http://www.sedl.org/change/leadership/history.html
http://www.quotelady.com/subjects/leadership.html

Interview: Ellen McDonell
by Scott Cohen, Interviews Editor

Bio

Ellen McDonell has been Director of the Joseph Hyde Jr. Library Learning Center at Memphis University School since 1995. After beginning her career as a school librarian, she worked as both a Serials Librarian and Reference Librarian in various college settings and was formerly Manager of the Technical Information Center at Buckman Laboratories in Memphis from 1985-1995.

The Joseph Hyde Library is “one of the premier school libraries in Tennessee with a full-time staff of five and a collection of over 38,000 items, including over 13,000 e-books.” Ellen and the other librarians maintain the library web site at: http://www.musowls.org/library.

Ms. McDonell has been active in the Memphis Area Independent School Library Information Consortium as Treasurer and the Memphis Area Council in various functions, including President for several years. She is a member of the Association of Independent School Librarians and the Tennessee Library Association. She has contributed to two editions of the Tennessee Electronic Library Teacher’s Manual: Curriculum Integration with Tennessee Department of Education Standards.

From Marilyn Kemp, librarian at Madison Academic High School in Jackson TN:

Although Tennessee schools have access to TEL, it sometimes does not provide a database with the needed information. Could you suggest other databases that you use?

It depends. (Don’t you hate that?) In my mind, databases fill a couple of needs for school libraries. First, they add content to support the curriculum and research needs of the school community, precisely the focus of your question. For example, if your school participates in Model UN, then I’d recommend CountryWatch. Their information is broader and comes from more points of view than the U.S. State Department Country Profiles. It also has special features for teachers and for comparing data among countries. For a school price around $200, the government club could do a car wash or two, and you’d have it all year. But if your community doesn’t need that information, you’ve wasted your money.

A more costly selection is the JSTOR collection. We participate because my teachers kept saying they wanted the students to use real journal articles, not just the excerpts we often found. JSTOR added the complete run of almost 500 journal titles to our collection, and the students use it. The high school price is based not on the size of a school’s student body, but on the percentage of students who attend college; so the cost may be more reasonable than you might first think. Members of the Association of Independent School Librarians get a substantial discount.

Databases that cite themselves (in another format) for the source of the article or for a primary source or ones that include excerpted articles but don’t identify them as such should raise a red flag to librarians.
While databases that select important articles for inclusion seem like great curriculum support, these usually do not fit our mission. We feel that through their lives our students will be selecting the best articles from many available, and they should learn how to do that now, with our help. If a collection of selected articles is appropriate (as for younger students, or as a reading assignment) teachers can create a collection of links to these articles themselves. The one exception we make is Chadwyck-Healy’s History Student Center. This unique collection has a British slant, with British primary sources and reference materials not generally available from our US vendors. It also has a very different organization, which supports our efforts to provide students with a variety of search experiences.

This variety of information-gathering experiences is the second need we ask our databases to fill. We expect our menu databases to give students the opportunity to practice with a variety of content, arrangements, and interfaces. In turn, we are provided the opportunity to teach various information literacy skills as we are supplying content.

We think that for a minimum, our electronic collection should include:

- **A General Encyclopedia** - We currently offer Grolier’s and Britannica School.
- **A Large, Full-text Database** - For most schools TEL’s InfoTrac Onefile is appropriate. We subscribe to Ebsco’s Academic Premier, because we need have of additional peer-reviewed titles.
- **A Collection of Reference Materials and Journals** - TEL, SOLINET’s NetLibrary, and History Study Center fill our e-reference collection need. JSTOR is a good choice for a collection of journals (content is complete - all articles, all issues for each journal - up to the hold-back period).
- **A Newspaper Collection with Local and National Titles** - We currently have Newstand and several of the historical newspaper collections from Proquest.

Which professional organizations to which you belong have been the most valuable to you?

The most valuable membership to me after returning to school libraries was Memphis Association of Independent School Library Information Consortium (MAISLIC). Although a small group, they have provided incredible support. The second most important group to my daily work is the Association of Independent School Librarians (AISL). Although international, their listserv and conference is always pertinent to my needs. I believe the foremost challenge to professional organizations today is how to touch our needs locally.

In this age of instant information via Internet, students generally tend to use technology rather than print to do research and to answer their questions. Do you see any problem with this? What is your philosophy concerning print information vs online information?

I have no problem with students using online resources. Having said that, the student must know his or her source – authority, timeliness, point-of-view – and be capable of selecting appropriate material. Just as we don’t recommend using an excerpt over the originally published article, we don’t recommend using composite translations from the web with no information on the translator (like you often find in Project Gutenberg) over a published translation in our library.

Because the web tends to feed small bits of information quickly, it should be no surprise to anyone that it is the preferred source for information. The easiest source of information is always the first choice. I’d rather ask my husband for his mom’s phone number than to look it up. But, I am asking a credible source.

So, we tell students that if they do not know enough about the subject to evaluate the electronic source, then they need to read for basic information first, either from a printed source or a reputable electronic source.

Because the tendency to rush to Google for immediate gratification is ubiquitous, several of our teachers require students to begin their research with printed sources. This technique has forced these students to spend more time reading and absorbing their subject. Then, when they get to the electronic sources, they do a much better job selecting appropriate ones. Other teachers limit the number of general websites they may cite.

This will work in a school. But I am convinced the future will find libraries as information providers less and less unless we can integrate selected and evaluated content into reliable search engines and portals that are easy to use while providing information from many different types of sources.

Yesterday, a senior asked me how to cite an AOL member page. I suggested we find the same information in a reputable...
source. In less than two minutes I found almost the exact quotation in both a book on reserve for his class, and in a publicly accessible, peer-reviewed journal article (using Google I might add). However, he preferred to use the 3-line personal page because he knew his teacher would accept it. My heart sunk because we failed as a school to teach this student anything substantial about information literacy.

From Rebecca Tolley-Stokes, Reference and Cataloging Librarian at East Tennessee State University:

Is "no child left behind" a concern at your institution, since MUS is not a public school?

While it is not an immediate concern for our school since we do not receive federal money and do not reach into the elementary grades, we should all be concerned with the current implementation of NCLB and its effect on many libraries. Good intentions aside, funding previously used for library books and library staff is often funneled away to purchase classroom collections and technology. I believe school districts and administrators are unaware of the impact a good school library program has on student test scores. To that end, the American Association of School Librarians (AASL) just sent a pamphlet to all schools (public and private) to explain what research has shown. We must educate policy makers about the critical part good library collections with better (and more) librarians are to educating as a whole.

While the law has brought education to the forefront of policy discussions on local, state and the national level, and had the best of intentions, I am concerned about teachers teaching to the tests. I am disturbed at how school scores are translated for the public in Tennessee – placing an emphasis on improvement rather than raw data - so a school with excellent scores falls below one that has made improvement. I am troubled that an area historically reserved for local and state control has come under the control and mandate of the federal government.

What particular issues do you face in serving your students’ needs?

Getting more time with the students and with the teachers is the largest issue we face right now. Our teachers seem pushed to get through more and more material in less and less time. Getting class time with students is a constant struggle. Getting time with teachers to train them and keep them thinking about information literacy is almost impossible.

Could you speak about the challenges of determining and providing for the information needs of boys aged seven to twelve?

We start at 7th grade, so we miss the little ones. But I’ve checked my response with our middle-school librarian, Leah Allison. She spends time with boys in her office just talking and letting them talk while she works. I am optimistic about the Student Advisory Team Leah is developing. I warn you, though, that boys must eat for any transfer of information to occur if no grades are involved, any plan must include food. We always keep our eyes open for books in those areas of the collection that tend to address the real information needs of young boys, and Leah pushes them. You know the type – never circulates but is always being shelved.

Many boys age seven to twelve will read if encouraged. After twelve, girls keep reading; but boys get sidetracked; and many never start reading again until they are 35 or 40, if at all. I’ve found that boys will read the books recommended by coaches and others they hold in high regard. We try to know what these books are, and to make it obvious we have them. But we also encourage our boys to read books that allow the reader to experience new situations. I like to see teachers encourage the reading of traditionally “girl” books, for example. I am convinced that reading fiction allows us to develop empathy for people and situations that we would not otherwise consider. How does a man ever get the chance to see the world from a woman’s perspective? It occurs only with a good book.

How are MUS school librarians perceived by students?

We never see ourselves as others see us, but we’re pretty sure we wouldn’t like the image (think nightmares, aliens, trolls). Once they get to know us as individuals with ideas and opinions of our own, that changes. Students and parents use terms like nice, concerned, and very helpful. I hope they also perceive us as knowledgeable and authoritative. We don’t have many discipline problems (the older students shush more than we do), and I think that shows a modicum of respect.

From Pam Walker, Library Director at Crichton College in Memphis:

I know that MUS is an all male school. Is it easier or more difficult addressing the library needs in an all boys school?
It is easier, without a doubt. Any time a library can narrow its market, librarians can target the needs easier.

From Carmen Cohen, Librarian at Whitehall Elementary School in Jackson

Which type of binding is best for books that you buy? Do you think one type is better than another?

Haven’t bindings gotten terrible? Certainly for classic fiction books we’d love to have library binding. But if it means the book won’t have a colorful cover, then I’ll skip it. For frequently used reading list books, we buy a couple of hardbound copies (with covers), sometimes a large print edition, and then fill in with paperbacks. It doesn’t make sense to have a terrifically bound book that is never used. Yes, I’d rather have a copy of Jane Eyre with a provocative picture on the cover than a great binding. We do find that we must buy many books, fiction and non-fiction, in paperback format. If the paper is of good quality, we may send it for binding (to a Tennessee binder, of course). Since we check out all our material, we also must send large reference books out, but usage wear doesn’t bother me a bit.

Do you have a favorite vendor or vendors from whom you purchase these bindings?

Ingram is our preferred book vendor. Ordering on their standard web interface, we see exactly what is in stock, what the discount will be, and order quickly. The discounts are great for Tenn-Share members and most orders have no shipping / handling fee. In-stock books usually arrive within two days. The best way to get good bindery service is to ask a lot of questions. Southern Library Bindery in Nashville fills our binding needs and we are happy with their service.

From Teresa Frommel, Librarian at Alexander Elementary School in Jackson:

Time management is a big concern for me. We are a magnet school with a focus on Micro-Society. This means an hour taken from my regular schedule that I am planning and teaching Micro. How can I better manage my time to order books, do Accelerated Reader tests and prizes (every week), fill teacher requests and still plan meaningful lessons, where I still read out loud to my students? I take things home as we all do, but I am taking time away from my family. HELP!!

Bravo for any program that increases the visibility and the use of the library! On the other hand it is easy to get parched when your tongue is hanging out.

Librarians unfamiliar with the Micro-Society educational concept can visit www.microsociety.org for more information. Basically, however, students create microcosms of society. This requires students to become active researchers.

If I were in your situation, I’d ask my school to let me visit other libraries that are doing what you are doing and learn from them. Don’t assume visiting is out of the question unless you ask on paper, supporting your request. If that doesn’t work, begin emailing and telephoning those librarians; get the organization to pull together a listserv of these like-minded librarians; and build off what others have done.

I’d also consider working from the other end. How about having the kids run part of the library? You’d be teaching some basic skills while getting a bit of help. I also know libraries that have as many as eight hours of volunteer help per day. I’m just learning how to utilize volunteers, but I know the key is having a volunteer do the organizing. They take work, but if you can keep some helpers for several years, it is well worth the effort.

I have been told that I will have a large amount of money through our grant for library books. While this is a great problem to have, I need ideas on the best way to put out bids to several vendors. All of these bids and quotes will go through our central office. The quotes will be for $15,000 or more.

Most vendors provide a quote from a faxed list of titles. Prices are good only for a specified period of time. Be sure you have included the ISBN for the title to prevent surprises. Also be certain that the bid specifies everything -- shipping and handling, spine labels, processing, and electronic catalog records. If the books will be covered, include it and be sure to specify the thickness (mil.) of the cover. Quotes are usually available online as well, but this is more labor intensive.

There are publishers that do not “play well with vendors”. Many of the university presses and reference publishers want libraries to buy directly, so vendors are unable to offer good discounts on these books. In the last 4 years, if I place an order with these giants for several hundred dollars, I ask for a 15-20% discount and free shipping and often get it.
An aside - Years ago, books were considered capital items and fell under the bidding requirement for just about everyone. Bids were meant to help us get better pricing, but I’m not sure that happens these days. Unless the district orders more than 30 copies of a title at a time, I doubt they are seeing a substantial reduction in cost with a substantial increase in paperwork and local handling. I can’t imagine that bids would get a better price than the Tenn-Share pricing at Ingram. Does central office know that if they pay a small amount for Tenn-Share membership your pricing for regular hardbounds is 42.5%?

Elementary librarians have special concerns and needs that are very different from upper grades. We do so much for our students and faculty that the general public does not see. How can we as a group “toot our own horn” to let the public know that we don’t just check out books?

Educating the public on the worth of librarians is a never-ending job, isn’t it? Beyond the methods mentioned already (Student Advisory Group, web site, volunteers, AASL’s promotional brochure and data, and identifying organizational change agents), try to think of this task as a process of eroding away the barriers and prejudice of the past. Erosion is a good image because change, for the most part, doesn’t happen by leaps and bounds. When we try to force a quick change of attitude, and don’t have any real power, then we alienate the very people we are attempting to affect.

This means that we must work several marketing strategies at one time to wear down our crusty image. To find ideas that will work in your environment, talk to other elementary school librarians, look at library websites, and search the professional literature. There are lots of articles that suggest ways to get the good news of school libraries out to the public. On TEL, I’d suggest using InfoTrac Onfile to search “school libraries and marketing”. There are a few false hits (marketing to school libraries) but many articles that will stir those creative juices. Here are a few examples:

- Using focus group interviews to improve library services for youth. Sandra Hughes-Hassell, Kay Bishop. *Teacher Librarian* Oct 2004 v32 i1 p8(5) (3634 words)
- The ABC’s of marketing: promoting your library media center program is a necessity. (Educator's Resource Kit) Kathy Schrock. *School Library Journal* Nov 2003 v49 i11 p36(2) (1285 words)
- Librarians in Leopard-skins: promote your product. (Strategy). Barbara Braxton. *Teacher Librarian* Dec 2002 v30 i2 p42(2) (1021 words)

Consider the most memorable ads on TV in the last few years. Marketers tell us that it is no longer adequate to brand a product by identifying its strong points. Instead they tell stories. Consider taking a look at *Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*. Recently I heard Stephen Abrams, Vice-President of Innovation for SIRSI, Inc., speak and realized I had completely forgotten what a powerful tool success stories were for me in previous library environments. Storytelling how our actions create a positive effect on a student communicates more than statistics. I’ve seen a calloused teenage boy’s eyes open wide with wonder after seeing the ½ page of torn paper where Jefferson scribbled the outline of what would become the University of Virginia at a tavern over a pint with a couple of his buddies. I’ve seen a student with little interest in research go on to study history and archives after interlibrary loaning a book so he could read a description of an actual encounter with Vlad the Impailer (the historical Dracula). We need to gather these types of stories and tell them whenever we can. They communicate more than circulation statistics ever could.

From Marie Jones, Extended Campus Services Librarian, East Tennessee State University

**What role do you believe that collaboration with faculty plays in school libraries? If so, how do you build these collaborative relationships?**

Collaboration plays a central role in school libraries. How do you build collaborative relationships? Not every technique works in every environment.

The best way is to find the “organizational change agents” and try to influence them. The theory is that if you identify these influential people, and can convince them of what you can do, then they will influence others to also collaborate with you. In schools, this process is made more difficult because those people are often not teachers with classes, but administrators. Unfortunately, higher education does a poor job of educating school administrators about the positive impact effective libraries can make on schools. But, you try to work from the top down.

At the same time, you attempt to forge these relationships directly. I have seen librarians demand a certain amount of class time.
And, I have seen teachers give the time. But these same teachers are resentful and never really buy into the collaborative concept.

We are now trying to get librarians assigned to each department as you often find in colleges. Perhaps that will open another few doors for us. But I’ve heard experts say it takes seven years to make significant change in an organization – more if the head of the organization isn’t solidly supporting the change at every opportunity. We must not lose heart.

While technology has changed the work of all types of librarians, I have found that school librarians have a different take on technology in the library than academic and public librarians. Can you comment on the role that technology plays in the K-12 library setting?

I’m not sure I agree with your view that school librarians have a different take on technology. Ten years ago, I was recruited back to school libraries primarily because of my information systems experience. At that time, if librarians wanted to have Internet access, they were often on their own, selecting equipment, administering LANs, and troubleshooting all associated hardware and software. Today most schools or school districts have technology specialists, and librarians have returned to the nuts and bolts of being a librarian.

Much time and money is spent today trying to integrate technology into classroom activities. While this is necessary, I believe we need as much effort and support to instill the love of reading and learning in our children, and to introduce and practice the skills of critical thinking and information literacy.

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**Book Reviews**

Rebecca Tolley-Stokes, Book Review Editor

- Ethridge, Robbie. *Creek Country: The Creek Indians and Their World.*
- Johnson, Lucas L., II. *Finding the Good: Two Men-One Old, One Young-Forever Changed by the Transforming Power of Faith and Love.*
- Randall, Alice. *Pushkin and the Queen of Spades.*

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*Days of Glory: The Army of the Cumberland 1861-1865* traces the history of this Union army through its leaders at the command level. The “personalities of the generals and the dynamics between them” are the main story, while the Army’s achievements and failures on the battlefield are of secondary concern. Occasional commentary and observations from the men in the ranks enhance the story.
The units that comprised the Army of the Cumberland began their Civil War service as troops in the Army of the Ohio under the leadership of Robert Anderson, William T. Sherman, and Don Carlos Buell. The incompetence of Sherman during his short-lived tenure as commander leaves one astonished that he later commanded all the western armies. The Army of the Cumberland officially came into existence with the appointment of William S. Rosecrans following the Battle of Perryville where the army suffered a complete breakdown in command. Much of the book is devoted to the Army under the leadership of Rosecrans and his successor, George H. Thomas.

Days of Glory tells the story of the agonizing creation of an army to assist the Army of the Tennessee with fighting the Confederates in the Western theater. Political pressures from federal and state leaders, competition with the eastern front for men and supplies, and intrigue and secret meetings among officers in the Army of the Cumberland complicated the task. The Army was besieged with logistical problems such as supplying the proper ammunition to a unit because there was no uniformity of small arms among the units. The details get a bit tedious at times for the general reader, but these particulars are essential for comprehensive understanding of the army. Furthermore, they explain why glory on the battlefield remained largely elusive for the Army as a whole.

The author utilizes primary and secondary sources and synthesizes them into a cohesive tale. Scholars and discriminating Civil War enthusiasts will appreciate the extensive footnotes at the bottom of each page. Interest in the Civil War remains unabated, and despite the scholarly nature of the book Days of Glory has a broad appeal.

In addition to an extensive index the book includes photographs, maps, and an appendix that lists the orders of battle. Unfortunately, the maps and their placement within the text add little to the book, since the maps are unlabeled except in the list of illustrations.

Larry J. Daniel's vocation is the ministry but his avocation is Civil War researcher and author. Daniel has previously authored Civil War books that focused on operations in the western theater.

Any library with a Civil War collection should seriously consider adding Days of Glory to its collection. It is highly recommended for academic and large public libraries.

Livy Simpson
Cataloging/ILL Librarian
Thigpen Library
Volunteer State Community College

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At the end of the eighteenth century, the Creek Indians inhabited a 62,130 square mile area in present day Georgia and Alabama. In Creek Country: The Creek Indians and Their World, Robbie Ethridge does not describe a series of historical events so much as provide a description of the Creek world as seen through the historical records generated by white settlers. Since the Creek Indians left very few written records, the book relies heavily on the accounts of Benjamin Hawkins, an Indian agent to the Creeks from 1796 until 1816.

Creek Country is divided into eleven chapters that describe the physical landscape of Creek Country, the native people who resided in Creek Country, their economy, and how Benjamin Hawkins tried to change the Creek way of life. The time period that Ethridge explores in her book was an era of change due to increased interactions with European Americans. The author describes how free range ranching replaced the deerskin trade as a vital element of the Creek economy during this period, which not only helped to change the face of the countryside but led to increased incidences of theft and squatting. She writes about new goods and services, such as blacksmithing and cloth making, that Creek men and women developed to trade for manufactured goods and how their desire for manufactured goods eventually led to Creek willingness to sell off their land to whites. The book finally describes the mounting tensions between Creeks who wanted to retain the traditional ways, and Creeks who wanted to assimilate, which erupted in violence in 1813. The harsh treaty imposed by Andrew Jackson on the Creeks after the Red Stick War resulted in the end of Creek territory and the opening of this land to white planters.

Creek Country is illustrated with a series of helpful maps which Ethridge made using information from Benjamin Hawkins' writings which depicted Creek towns, places, and landscapes. It concludes with an appendix, “Scientific Taxonomy for Plants
and Animals Mentioned in the Text” as well as extensive notes and a bibliography.

Robbie Ethridge is the McMullan Associate Professor of Southern Studies as well as an associate professor of anthropology at the University of Mississippi. She is also coeditor of The Transformation of the Southeastern Indians, 1540-1760. An exhaustive study of the Creek Indians, Creek Country: The Creek Indians and Their World is most suitable for academic libraries.

Kathy Campbell
Sherrod Library
East Tennessee State University


This slender volume contains a mighty message. Freelance journalist Lucas Johnson is given the assignment of interviewing Fred Montgomery, curator of the Alex Haley Museum in Henning, Tennessee. As Montgomery leads Johnson through the Museum, he shares not only the memories of his lifelong friend Alex Haley but also his own experiences growing up the son of a sharecropper. Johnson is intrigued by Montgomery’s story, especially when he learns that this gentle man from humble beginnings is now the mayor of Henning.

The story of Montgomery’s life reads like a novel thanks in part to Johnson’s craft as a writer. Some would argue that Montgomery is the typical American who “raises himself up by his bootstraps.” Yet, very few of these stories are told in such an enjoyable manner. Each time Montgomery is faced with a roadblock in achieving his dream of success, his faith and love sustain him. The author uses recorded memoirs and interviews to share Montgomery’s philosophy of remaining true to what is good in life and not dwelling on the unfair and unjust. His response to the death of his sons is particularly poignant in understanding the power of faith.

Johnson shares episodes from his own life growing up in Memphis at the conclusion of each chapter of the book. These experiences, despite a span of fifty years, are very similar to those of Montgomery. This eerie parallelism hits the mark. Montgomery’s story is relevant to today’s young people. His struggle with education, racism, poverty, and depression is every person’s story.

The only drawback to the book is the cover design. Rutledge Hill Press selected a vintage cover in olive green that appears torn and tattered. Given this unappealing cover and the relatively small size, the book has limited shelf appeal. Despite this, Finding the Good is an excellent introduction to the study of Alex Haley’s Roots.

Connie M. Pierce
Signal Mountain Public Library


This slim volume is a transcription of the diary of John G. Earnest, a Confederate soldier with the 60th Tennessee Infantry. Although Earnest hailed from Greene County in the Unionist part of the state, he chose to enlist with the Confederate Army for reasons that are unclear. The book provides a brief biography of Earnest as the first section. The second section is another brief biography of Earnest’s commander, John C. Vaughn, with whom he stayed until the end of the war. The final section is the diary itself. Entries range from October 24, 1862 to May 18, 1863 – concluding with the end of the Siege of Vicksburg. This diary provides a first hand account of life within the Confederate Army. The entries are, for the most part, short and to the point. Earnest does not attempt to glorify army life, the reasons for fighting, or his own actions. The resulting work is one of greater impact for its lack of glorification.

The editor is the great-grandson of John G. Earnest and did an admirable job of placing the diary within historical context. Not relying on his personal connection to the diarist to provide authority to the work, the editor went to great lengths to provide the
reader with the necessary background information. The editor’s additional research in order to confirm the recorded events is evident. Several pages of endnotes clarify and explain specific events recounted in the diary. A bibliography provides the reader with many resources for further research. Finally, a well organized index makes it easy for the reader to move between the documented events.

This diary is a welcome addition to the area’s Civil War literature. The editor did a good job of presenting the first hand account of a previously unknown soldier. I found myself wishing that Earnest continued his diary to the conclusion of the war, as his writing style makes the era come to life before my eyes. *All Right Let Them Come* is a book well suited for a school library, public library, or academic library. The intended audience is not limited to academic researchers. While the first hand account provided by the diary is of interest to those researching and writing about the time in question, the book is written, edited, and arranged in such a way that anyone with a passing interest in the Civil War would find it a good read.

_Diana Holden_
_Pendergrass Library_
_University of Tennessee, Knoxville_


Alice Randall, author of the controversial _The Wind Done Gone_ (2001), country music songwriter, winner of the Free Spirit Award, Harvard graduate, and resident Nashvillian, challenged the status quo of race and class relations again with her second novel _Pushkin and the Queen of Spades_. The novel opens with Windsor Armstrong, an African-American professor of Russian Literature lamenting the facts of her dear son’s choices in life. Pushkin X, named for both the black Russian poet, Alexander Pushkin and Malcolm X, chooses a career as an NFL football star and chooses a Caucasian Russian lap-dancer for his bride.

Randall daringly tackles sensitive issues of race, parenthood, interracial relations, rape, and stereotype. The novel is a veritable trip through Windsor’s mind and memories as she retracts her past in order to answer her son’s unending request to know his father. Pushkin’s request forces Windsor to retrace her own sordid past, to face demons in her life and come to terms with her personal views of race, class, and love.

The novel is a sociological examination of issues that cross color-lines forcing the reader to reexamine their own position and perspective. Laid out in an indefinable, challenging style, readers may find the novel difficult to navigate because of jumps back and forth through time, lucid thought moving into fantasy and subconscious argument, and frequent leaps between Windsor’s intended audiences. Despite the difficult structure, the underlying themes and challenges force the reader to contemplate theories of race and family and the social mores that surround interracial relations.

Randall brings in elements of the life of Alexander Pushkin, the famous Russian poet, translating, completing and revising his unfinished story, “The Negro of Peter the Great,” in rap style—Windsor’s gift to Pushkin and his bride, Tanya. While Randall’s second novel is met with similar literary criticism (love it or hate it) as her first novel, she succeeds in creating a fictional atmosphere that stirs discomfort in the reader. Windsor’s constant questioning and reexamination of her life and the choices she made for Pushkin, while laborious, truly captures the internal, cognitive battle experienced by many parents whose vision for their child is not met by the child’s vision for themselves.

Discerning, maddening, thought-provoking and frustrating, _Pushkin and the Queen of Spades_ is a must-read for anyone interested in race relations, diversity, parenthood, and family studies. This novel is recommended for public and academic library collections.

_Tiffani Conner_
_Reference Librarian and Liaison to Sociology, Rainbow Center, Human Rights, and the Roper Center for Public Opinion University of Connecticut_

Storming the Heights is a documentary book about the pivotal Battle of Chattanooga. The battle took place in November 1863 and the resulting Union victory reversed Southern advances in the region. The Battle of Chattanooga may have been one of the cornerstones of the entire Civil War, as it paved the way for General Sherman to attack Atlanta. Author Matt Spruill provides brief introductions and interjected passages that provide context and summarize background information for the readers. For those who visit the actual site of the battle, Spruill provides helpful directions and orientation in his original passages. However, most of the book is comprised of reports, letters, narratives and other primary sources written by the commanding officers themselves. The reader thus gains an interesting perspective by reliving the battle through the words of the participants.

Storming the Heights is valuable for a number of different audiences. The author was a military officer for many years and brings a keen eye towards presenting military strategy in a thorough, focused way. In addition, the book collects a good amount of primary documents together in a way that spares others this time consuming endeavor. Southern or Civil War historians possess a handy volume full of primary documents about the conflict in Storming the Heights. Military historians, amateur military enthusiasts and students of Southern history shall find this book useful.

The book does not contain a real thesis, extensive writing by Spruill, or a broader social and cultural view of the Civil War. However, there are many excellent books that accomplish that goal. Its real reason for being is to provide a strictly military history of a conflict, which is a unique and valuable contribution to Civil War history.

Charles Allan
Sherrod Library
East Tennessee State University


This anthology contains fourteen essays on topics including the U.S. Civil War, World War II, Korea, the Cold War, the September 11 attacks, and the 2003 war in Iraq. Although the geographical focus is on the United States, chapters dealing with Australia and Northern Ireland illustrate the global appeal of this native American music genre. The concern of the editors, if not the other contributors, is to explore the social functions played by country music in different societies and at various times.

Wolfe (Cultural History, Middle Tennessee State University) and Akenson (Education Specialist, Tennessee Tech) provide a brief introduction as well as two chapters each. They have previously edited Women of Country Music: A Reader (2003) and three volumes of the Country Music Annual. Two-thirds of the other contributors are academics.

Apparently there was no “template” for contributors: some chapters have endnotes, some have references, some have photos, some have discographies, but no chapter has all of these features. Readers wanting to use this book as a reference source will be thwarted by the lack of an index.

Coverage is uneven. The song “There’s a Star Spangled Banner Waving Somewhere” has its own chapter, as does the “National Barn Dance” radio program and show, while the Vietnam War does not and is mentioned only in passing. The essays on the U.S. Civil War and country music, Gene Autry in World War II, and country music and the Cold War appeal to wider audiences than the essay on Australian singer Brian Letton (who seems to be more concerned with the effects of globalization on Australia than with war). Most chapters are more successful at presenting facts than with critical analysis. The most interesting essays are those well contextualized into the larger themes of country music, war and politics (e.g., Kevin Fontenot’s chapter on country music and the Soviet Union and Aaron Fox’s sophisticated look at alternative country music and the political environment created by the terror attacks of September 11, 2001). James Akenson offers a lesson in utility with “Country Music: A Teaching Tool” for K-12 students. The author suggests using themes such as the Dixie Chicks – Toby Keith controversy to encourage students to consider issues such as freedom of speech, censorship, patriotism, and tolerance.

This book will appeal to readers with an interest in country music as well as popular culture and war. Recommended for academic and other libraries with collections in American vernacular music.

Peter Brush

For parents who have ever despaired of finding entertaining things to do with their children, George and Michele Zavatsky have written the perfect book. *Kids Love Tennessee*, which is part of a series of family travel books on the Midwest, Great Lakes, Eastern and Southern regions, is "A Parent's Guide to Exploring Fun Places in Tennessee With Children . . . Year Round!"

*Kids Love Tennessee* is easy to use. The book divides the state of Tennessee into six regions and each region is the subject of a chapter. A seventh chapter is devoted to "Seasonal and Special Events." Each of the six regional chapters begins with a list of the Zavatsky family’s favorite attractions. Within each chapter, attractions are arranged by the city in which they are located. A typical entry includes the address, phone number, website URL, admission price, hours, and a brief description of the attraction. The "Seasonal and Special Events" section is divided by month. This listing is selective with no explanation given for how events were selected for inclusion. A "General Information" section at the front of the book lists phone numbers and websites of general interest (such as the Tennessee Department of Tourist Development, Llama Trekking, Tennessee Overhill, and Pick Tennessee Products), as well as suggest types of businesses and services that families might enjoy touring. The book contains a “Master Index” and an “Activity Index.”

The Zavatskys’ maintain a website ([http://www.kidslovepublications.com/](http://www.kidslovepublications.com/)) featuring major updates to the book. The authors also encourage their readers to check attractions’ websites for current information regarding hours and admission prices, warning that changes can take place at any time. This is wise advice indeed as this reviewer noticed several instances of changes in admission price.

George and Michele Zavatsky, travelers and parents of a son and daughter, have written a book that many parents will find useful. It will also be helpful to teachers who are looking for new ideas for class field trips. *Kids Love Tennessee* is a bargain at $13.95 and will be a welcome addition to both public and school libraries.

Kathy Campbell
Sherrod Library
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