

THE LIBRARY DEVELOPMENT REVIEW 2013-2014

THE UNIVERSITY of TENNESSEE KNOXVILLE



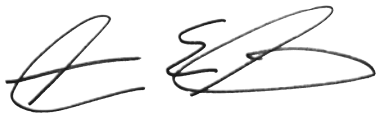
Steve Smith leads a focus group with undergraduate students.

UT's libraries are a point of great pride for the campus. Our collections are first-rate. Our facilities are welcoming and well used. Our librarians and staff are among the best in the world. All this is unsurprising to those of us who are part of the UT family. But there are some less familiar facets to our libraries that I thought might be fun to share with you here. I think of these as *points of pride and surprise*.

- We are one of the most teaching-intensive units on the campus. We don't generate course hours, because most of our instruction is delivered as an embedded element in a larger course. But last year about 13,000 students visited the library or were visited by a librarian to receive instruction in some aspect of information literacy. The bulk of this instruction occurred at the freshman and sophomore levels, but we also provided highly customized instruction in many advanced and graduate-level courses. And, yes, our faculty also taught a few traditional semester-length credit-bearing courses in other departments as well.
- And a closely related point: our faculty—about fifty strong as I write this—touch the academic lives of more UT students than the faculty of any single academic discipline. In addition to working with the 13,000 students who received library instruction last year, our librarians logged more than 44,000 transactions at the research assistance desk.
- The John C. Hodges Library, with more than two million visitors a year, is the most heavily trafficked building on campus.
- No other campus unit buys more. Each year, we execute thousands of contracts with publishers of library materials and purchase millions of individual items.
- There's a librarian assigned to each field of study in the curriculum. Each of UT's 27,000+ students and 1,400+ teaching faculty can consult with his or her own librarian for help with research, information technology, or identifying the best resources.

I often have occasion to brag about that last point. This past spring I invited a few undergraduates to drop by and share a slice of pizza in exchange for their opinions on the library. (Such focus groups are just one of the ways we try to capture the student point of view.) During our conversation, one student asked me, "What is the single most important thing about the library that you wish every student knew?" I readily answered, "For every student, we have a librarian."

Best wishes,



Steven Escar Smith
Dean of Libraries

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ON THE COVER:
Clarence Brown directing Gavin Gordon and Greta Garbo in *Romance* (1930). *Clarence Brown Papers, MS.0702. Special Collections, University of Tennessee Libraries.*

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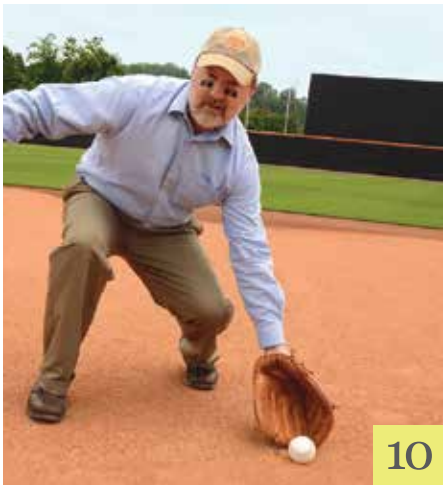




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Top to bottom: Andrew Jackson's family Bible; Steve Smith fields a ground ball; Hodges Library's new research assistance area.





Library Society members were invited to a viewing of the University Libraries' prized new acquisition, the family Bible of President Andrew Jackson. Daniel Feller, editor and director of *The Papers of Andrew Jackson*, and Alesha Shumar, university archivist, donned white gloves to display the Bible.



Introducing the Library Society of the University of Tennessee

by Erin Horeni-Ogle

"The more things change, the more they stay the same." Thinking back over the 2013–2014 academic year, this old proverb rings true. We have been through a great many changes this year, but our mission to support the UT Libraries stays strong. One obvious change is a new name for our organization. The Library Friends of UT Knoxville is now the Library Society of the University of Tennessee. After many years of debate about the name of the group and confusion with our counterparts at the public library, we decided to rename the group that supports the University Libraries. This change brings a fresh purpose and reenergized commitment to the goal of raising support for the UT Libraries.

In addition to unveiling a new name, the Library Society launched a partnership with fellow library advocates at the public library. Our wonderful new partners, the Friends of the Knox County Public Library, are well known for their community outreach. Our inaugural collaboration with the Friends was a well-attended lecture this past March by Appalachian writer Ron Rash. The author read from his 2013 collection of short stories, *Nothing Gold Can Stay*, and enchanted the audience with his eloquence and easy manner as he answered their questions. Prior to the lecture, Rash visited with our Dean's Circle members (donors at the $500+ level) at a reception at Club LeConte. The event was the perfect kickoff to a perfect partnership. The Library Society and the Knox County Friends plan to host a notable scholar each year. Watch for an announcement of our 2015 event!

The Library Society hosted other highly successful events. In October, we held our second annual Library Tailgate Party prior to the Tennessee v. South Carolina game. It has been suggested that the Library Tailgate played an important part in the Vols' 23–21 win—and we believe it's true! In November, we marked the 150th anniversary of the Battle of Fort Sanders with an exhibit and lecture on Knoxville and the Civil War. Our speaker, Professor Tracy McKenzie of Wheaton College, author of *the* book on the subject—*Lincolnites and Rebels: A Divided Town in the American Civil War*—told us of Knoxville's divided loyalties and outsized personalities. In April, we celebrated the publication of *Terra Incognita: An Annotated Bibliography of the Great Smoky Mountains, 1544–1934*. A culmination of more than fifteen years' work by two of our librarians, Anne Bridges and Ken Wise, and a former colleague, Russell Clement, this is the most comprehensive bibliography ever created of sources related to the Great Smoky Mountains.

Energized by our new name, the Library Society focused its energies this year on engaging our donors in library events, increasing the libraries' visibility through marketing and promotional opportunities, and encouraging our donors and friends to consider a charitable legacy for the UT Libraries (see the donor spotlight on Charles B. Jones Jr. on page 17). With the support of our donors and friends, we are confident in the Library Society's ability to raise funds and awareness for the UT Libraries for years to come.

Andrew Jackson's Family Bible

by Daniel Feller

WITHIN the John C. Hodges Library on the UT campus is a room labeled "Special Collections." Certainly one of its newest acquisitions, the family Bible of President Andrew Jackson, qualifies as special. Simply as a relic or curiosity, the Bible in which Jackson's family recorded household births, marriages, and deaths for more than half a century carries its own fascination. But for the historian, the real interest of the Bible lies not only in its physical self but in the stories it can tell. How did Jackson acquire this Bible, and why did he keep it? How did it leave his family's hands and eventually come into ours? How do we know that it is authentic?

In the summer of 1833, President Jackson took a formal tour northward to New England. Jackson had never been popular among Yankees. In his successful bid for the presidency in 1828 he had lost all six New England states; even in 1832, when he won reelection by a sweeping national majority, four of them still held out against him.

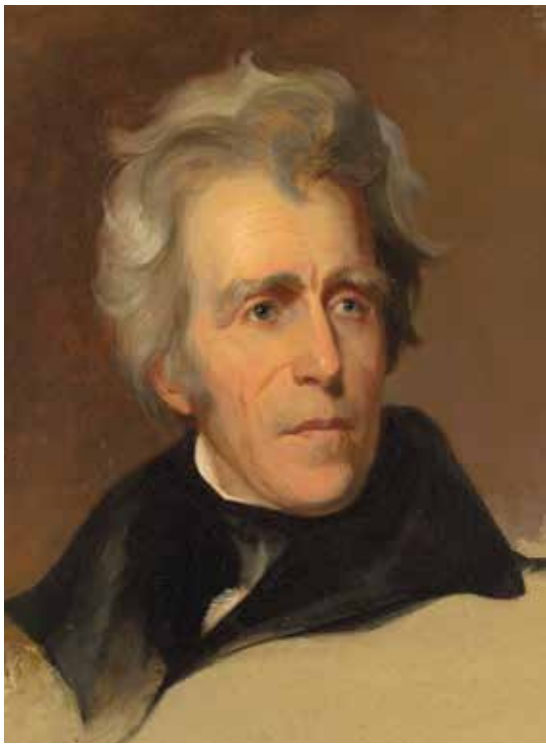
But immediately following the election had come the nullification crisis, in which South Carolina challenged the authority of the federal government and the permanence of the federal Union. Jackson's forthright nationalism, facing down the Carolinians with the blunt warning that "disunion by armed force is *treason*," made him a sudden hero to many old New England foes. The summer tour was designed to cement that newfound popularity.

One highlight of the tour came on June 17, in Hartford, Connecticut. On that day several visitors brought presents to Jackson in his hotel room. Among them were Silas Andrus and James Walker Judd, publishers whose prominent Hartford firm specialized in Bibles and religious books. As reported in the press, they presented Jackson with "an elegant copy of their Stereotype Edition of the quarto Bible, elegantly bound in red morocco, and gilt." Jackson's name was embossed on the front cover, and "Righteousness Exalteth a Nation" was emblazoned on the back. Andrus and Judd briefly addressed Jackson, invoking a divine blessing on the country and on him, and Jackson replied in kind, hoping that Americans would become "distinguished for genuine piety among the nations of the earth." Newspapers throughout the country printed the exchange.

To historians, this is a revealing episode. It exhibits both the religiosity of the times and the special efforts to forge an alliance between Jackson and New Englanders—an alliance that proved to be very short-lived. But after this moment, the Andrus & Judd Bible vanishes from the public record. For a century and a half, no one outside the Jackson family knew what had happened to it. At the *Papers of Andrew Jackson* project here at UT, we make it our business to track down every surviving Jackson document we can. In our files is a thick folder labeled "Jackson family Bible." The correspondence in that folder chronicles our efforts over a span of decades to locate several Bibles that purportedly belonged to Jackson, but it makes no mention of this one.

In the 1990s, indirect word of the survival of the Andrus & Judd Bible reached our friends at The Hermitage, the Jackson home historic site in Nashville with which we cooperate closely. But that trail quickly went cold. Then, in 2010, a producer for the PBS show *History Detectives*—with whom we had collaborated on an episode proving that John Wilkes Booth's father had threatened





Cover of the Bible presented to President Andrew Jackson at Hartford, Connecticut, June 17, 1833. *Special Collections, University of Tennessee Libraries.* Right: Andrew Jackson, by Thomas Sully, 1845. Oil on canvas. *Andrew W. Mellon Collection, National Gallery of Art, Washington.*



President Andrew Jackson's death as recorded in the family Bible (upper right). *Special Collections, University of Tennessee Libraries*. Below: Washington *Globe*, June 25, 1833. Newspapers throughout the country printed the encomiums exchanged between the publishers and President Jackson upon presentation of the Bible.

to assassinate Jackson—contacted me with a question. She said she was in touch with a person who claimed to own the Bible on which Jackson swore his second inaugural oath in March 1833. Could this tale be true?

We obtained some photographs of the Bible and quickly matched them to the description in the 1833 news reports. That meant Jackson had received it after his inauguration, but the true story was even better. *History Detectives* was on the point of scheduling an episode around it when the Bible's owner (whose identity had been screened from us) suddenly changed her mind and withdrew. Once again we were at a dead end.

Sometimes diligence rewards itself, and sometimes you just get lucky.

In March of this year, I was given a tour of the private museum of a wealthy Texas book and manuscript collector. Afterwards the curator and I swapped stories about big prizes that had gotten away, and I mentioned the Jackson Bible. Three days later he e-mailed me from New York to say that he had seen the Bible and that it was for sale. I alerted the UT Libraries, and quickly—before a bidding war could erupt that might again whisk the Bible off into private hands—we pounced. A find like this doesn't come along every day.

So now the Bible is safely in UT's Special Collections. Given its age, the book is in superb condition. There is no question of either its authenticity or its importance within Jackson's family. Here the births, marriages, and deaths of four generations of Jacksons were carefully recorded from 1833 to 1921.

Only one question lingered: how did the Bible escape the family? Its recent owner claimed that her grandfather, a doctor, had received it in payment for medical services from Andrew Jackson IV, grandson of the president's adopted son Andrew Jackson Jr. The story is entirely plausible, as we know that Andrew IV was reduced to financial straits that compelled him to sell or trade family heirlooms.

Andrew Jackson's family Bible is a remarkable historical artifact, an item of truly national significance. Its acquisition represents a real coup for the UT Libraries and a special boon to our work at *The Papers of Andrew Jackson*.

DANIEL FELLER IS A PROFESSOR OF HISTORY AND THE EDITOR AND DIRECTOR OF *THE PAPERS OF ANDREW JACKSON* AT UT.

PROGRESS OF THE PRESIDENT.

The President and suite reached Hartford about half past 12 on Monday. They were met at Berlin by the Mayor, Aldermen and Common Council of the city, and the Committee of Arrangement. After being conducted through the principal streets of the city, he landed at the City Hotel. The concourse was immense; every avenue, space, window, and almost every roof on the line of march was crowded. The military display was in the first style, and numbered about 1600 men. The President rode on horseback, accompanied by Governor Edwards and the Vice President, and was greeted with constant cheering through the city. The large collection of children from the different schools in the city, which were paraded in Pearl street, was viewed by him with a high degree of pleasure and satisfaction. At 4 o'clock he repaired to the City Hall to receive the congratulations of the ladies and citizens. An innumerable train of our fair countrywomen thronged to pay a tribute of respect to the President of the Union.

After leaving the City Hall the President returned to his lodgings, and was waited upon by the Rev. Clergy of the city. He then proceeded, together with the Vice President, Governor Cass, Woodbury, Marcy, and Edwards, with their respective suites, to visit the American Asylum for the Deaf and Dumb. The exercises conducted by the Principal, Mr. Weld, were exceedingly affecting.—Among other incidents Mr. Weld requested them by signs to write on their black boards—"We are happy to welcome the President and Vice President of the United States." When one of the fair pupils, by a slight alteration, wrote, "We are happy to welcome the President and Second President of the United States."—*Hartford Mercury.*

On Tuesday morning, the President proceeded down the river to Middletown, where he received the congratulations of the citizens, and was met by deputations from Norwich, New London, and Providence, to wait upon him to their respective towns. At 2 o'clock he arrived at Saybrook, in a short time landed at Lyme, and proceeded in post coaches for Norwich.

The Hartford Times says that, while the President was at his rooms, in that town, he received various presents from our citizens, among them were his name and title, very neatly written in German Text, by Mr. Tucker, writing master—a pair of silver mounted rifle pistols, presented by Mr. Adin Ruggles, the manufacturer, of Stafford—and and an elegant copy, by Messrs. Adrus and Judd, of their stereotype edition of the quarto Bible, elegantly bound in red morocco, and gilt. It is a fine specimen of the perfection to which the art of book-making has arrived. On the front cover is the following sentence—"*Andrew Jackson, President of the United States—presented by Andrus & Judd, Hartford, Con.*"—and on the reverse side.—"Righteousness Exalteth a Nation." The following correspondence, which has been politely furnished us, took place on the occasion:

Hartford, June 17, 1833.

The publishers of this sacred volume beg leave to present it to the President of the United States,—imploring its author to shed down upon him and our beloved country, that spirit of piety towards God, and of justice and benevolence towards man, which can alone ensure both to rulers and people the divine protection and blessing.

Your obedient servants,
ANDRUS & JUDD.

Hartford, June 17th, 1833.

GENTLEMEN:

I return you my thanks for the sacred volume you have presented to me; and for the personal kindness you have expressed.

I fervently unite with you in your prayer for our beloved country, and I supplicate Providence to incline the hearts of all our citizens to keep its holy law—to realize the inestimable blessings we enjoy—and to become as distinguished for genuine piety among the nations of the earth as they are for the high



Hidden Treasures in Special Collections

by Jennifer Benedetto Beals

Patricia Neal in *The Fountainhead* (1949). Photo still. *The Fountainhead Movie Ephemera Collection, circa 1949, MS.3707. Special Collections, University of Tennessee Libraries.*

CINEMA COLLECTIONS

The University of Tennessee has a tradition of interest in the history of motion pictures. Legendary film director Clarence Brown is perhaps the university's best-known link to the motion picture industry. Brown, whose family had settled in Knoxville in 1902, when he was twelve, graduated from UT at age nineteen with two degrees in engineering. A fascination with cinematography led him to abandon the automobile industry and move to New Jersey to study with the French director Maurice Tourneur, launching an illustrious career. Brown directed or produced more than fifty widely acclaimed films. He received six Academy Award nominations for best director, while his films gained thirty-eight Academy Award nominations and earned nine Oscars. He was a generous donor to his alma mater, providing the funding for the creation of the Clarence Brown Theatre, which opened in 1970. The 2014–15 season marks the fortieth anniversary of the theater.

Special Collections holds the papers of Clarence Brown, totaling close to 150 linear feet of materials. Recently Special Collections has worked toward building its cinema-related collection further by focusing on other pivotal figures in the motion picture industry who have an East Tennessee connection: Patricia Neal, Quentin Tarantino, and James Agee.

Actress Patricia Neal was born in Kentucky in 1926 but grew up in Knoxville. While still a student at Knoxville High School, she won the Tennessee State Award for dramatic reading. After a brief apprenticeship and two years of drama studies at Northwestern University, she headed to New York City, working on Broadway and eventually receiving a Tony Award for her role in *Another Part of the Forest* (1946). When Warner Brothers offered Neal a contract in 1948, her film career was launched.



Clarence Brown directing *A Woman of Affairs* (1928). *Clarence Brown Papers, MS.0702. Special Collections, University of Tennessee Libraries.*

One of her significant early roles was opposite Gary Cooper in *The Fountainhead* (1949), adapted from Ayn Rand's best-selling 1943 novel. Special Collections purchased a collection of ephemera related to the film, including makeup charts, photographs from the set, press booklets, and posters.

Neal had notable performances in the films *The Day the Earth Stood Still* (1951), *A Face in the Crowd* (1957), and *Breakfast at Tiffany's* (1961), and on stage in *The Children's Hour* (1961). She won an Academy Award for Best Actress for her role in the movie *Hud* (1963) opposite Paul Newman.

While pregnant in 1965, Neal suffered a series of strokes and was in a coma for three weeks. After an arduous recovery, she became an advocate for paralysis victims. In 1978, Fort Sanders Regional Medical Center in Knoxville dedicated the Patricia Neal Rehabilitation Center in her honor. Neal appeared as the center's spokesperson until her death in 2010.

Quentin Tarantino, an award-winning writer, director, producer, and actor, was born in Knoxville in 1963. Tarantino moved as a child to California, where he fostered his love of movies. He made his directorial debut with the acclaimed *Reservoir Dogs* (1992) and followed up with *Pulp Fiction* (1994), which won the prestigious Palme d'Or award at Cannes and earned Tarantino and co-creator Roger Avary an Academy Award for best original screenplay. Known for his controversial, stylized, satirical, and unflinchingly brutal films, Tarantino has been cited as one of the most influential directors of his generation.

Special Collections was able to obtain a draft script, including a detail sheet regarding optical and special effects, for Tarantino's 1996 release *From Dusk till Dawn*. The script was Tarantino's first screenplay, written while he still worked for a video distribution company. Also acquired was the script issued by JD Productions, where the film languished for several years before being put into production. The odd tale of bank robbers battling vampires represents Tarantino's first collaboration with his longtime colleague Robert Rodriguez. In addition to co-authoring the screenplay with Robert Kurtzman, Tarantino co-starred in the film with George Clooney.

Special Collections also was able to purchase a screenplay for *Jackie Brown* (1997). An adaptation of Elmore Leonard's novel *Rum Punch*, the film is an homage to the feminist movement and the Blaxploitation films of the 1970s. It received an Academy Award nomination for best supporting actor and Golden Globe Award nominations for best actor and best actress.

Of course, it is difficult to discuss local impact on film without including the legacy of author, film critic, and screenwriter James Agee. His credits include two highly acclaimed films of the 1950s, *The African Queen* (1951) and *The Night of the Hunter* (1955). Agee's Pulitzer Prize–winning autobiographical novel, *A Death in the Family* (1957), was adapted for stage by Tad Mosel in his 1960 play *All the Way Home* and by Philip Reisman Jr. in the 1963 film of the same title. One of Special Collections' two copies of the film script contains handwritten annotations, possibly by a member of the production crew. Special Collections also was able to acquire a script for *Noa Noa*, written by Agee in 1953. The film, focused on the life of Paul Gauguin and his relationship with Vincent van Gogh, was nearing production when it was abandoned after the release of MGM's van Gogh biopic *Lust for Life*.

Most recently, Special Collections acquired two new Agee pieces. The first is a collection of thirteen reference photos from the 1948 film documentary *The Quiet One*, for which Agee wrote the commentary and dialogue. The photos, likely taken by cinematographer Helen Levitt, are images of young African American boys in 1940s Harlem. The second is the screenplay for *A Tanglewood Story* (circa 1954), a never-produced film about an aspiring young composer. Agee and *New York Times* music critic Howard Taubman co-authored the screenplay, one of Agee's last projects before he passed away in 1955.

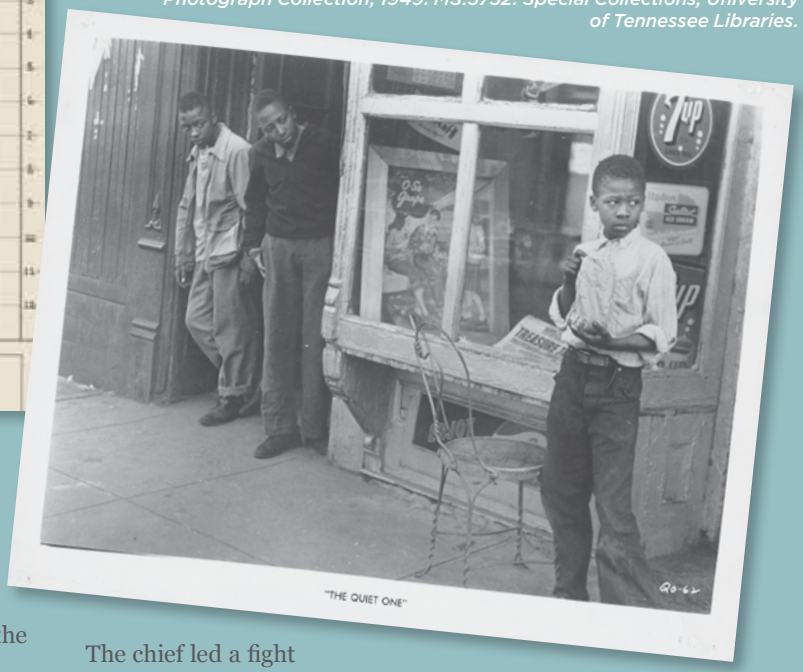
Our cinema-related collections support UT's multidisciplinary Cinema Studies program, which currently offers a minor in cinema studies. Students, faculty, and researchers wishing to explore these cinema materials are welcome to view them in the Special Collections reading room.

Lobby card for *The Fountainhead* (1949). *The Fountainhead Movie Ephemera Collection, circa 1949, MS.3707. Special Collections, University of Tennessee Libraries.*





Left: A face chart to guide Patricia Neal's makeup artist. *The Fountainhead Movie Ephemera Collection, circa 1949, MS.3707. Special Collections, University of Tennessee Libraries.* Below: Photo still. *The Quiet One Documentary Film Photograph Collection, 1949. MS.3752. Special Collections, University of Tennessee Libraries.*



HISTORICALLY SIGNIFICANT FIRST EDITIONS

This year, Special Collections purchased first editions of two historically significant works—a book of poems by enslaved African woman Phillis Wheatley and the autobiography of Black Hawk, a Sauk chief who waged war on the United States in 1832.

Wheatley's *Poems on Various Subjects, Religious and Moral*, published in 1773, was the first published book by an African American woman. UT's copy of the book is particularly noteworthy because it contains a rare inscription by the poet herself.

Wheatley was seven years old when she was captured by slavers in West Africa, transported to America, and sold at auction in Boston's slave market to John and Susanna Wheatley. John Wheatley gave her the name of the slave ship, the *Phillis*, aboard which she crossed the Atlantic. The Wheatley family began tutoring her in English, Latin, and the Bible, and she quickly displayed a facility for learning.

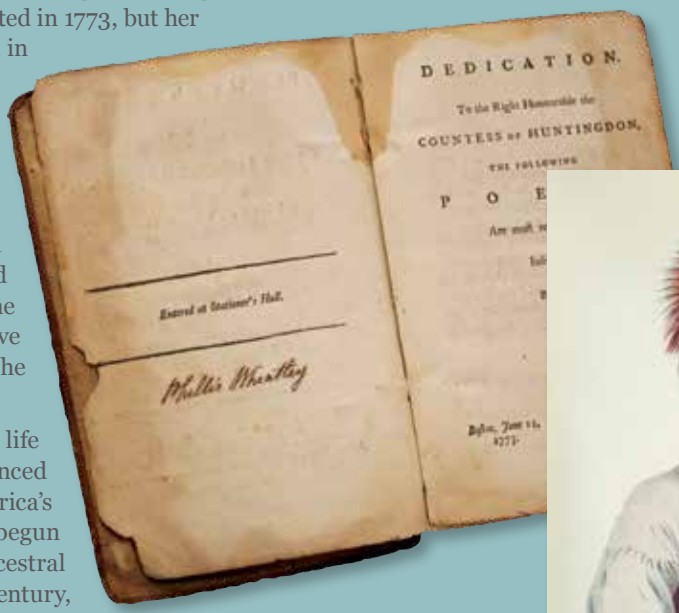
The verses in *Poems on Various Subjects, Religious and Moral* are filled with classical allusions. Many are elegies to the great men of her day. Wheatley was emancipated in 1773, but her life as a free woman was brief. She died in childbirth in 1784 at age thirty-one. Her work, a literary achievement by an enslaved African, influenced the discourse on slavery in America.

Black Hawk's *Life of Ma-ka-tai-me-she-kia-kiak, or Black Hawk*, published in 1833, was transcribed and translated into English from the testimony of the Sauk chief. It was one of the first Native American autobiographies published in the United States.

Chief Black Hawk's recounting of his life and the Sauk insurrection of 1832 influenced another debate, over the rights of America's indigenous peoples. White settlers had begun encroaching upon the Sauk nation's ancestral homelands in the early nineteenth century, challenging the Sauk's sovereign right to their land. The Sauk and other tribes living east of the Mississippi River were pushed west of the river. The chief led a fight against approaching US armies, known as the Black Hawk War. Black Hawk's small band had several successes before a disastrous defeat at the Battle of Bad Axe. Black Hawk escaped capture at Bad Axe but later surrendered. He and other imprisoned leaders were held for a few months before being released. Black Hawk's autobiography, dictated to a government interpreter, was published in 1833. It became an instant bestseller, going through five printings within a year.

ADAPTED FROM A *TENNESSEE TODAY* ARTICLE, MAY 27, 2014.

The University Libraries' copy of Phillis Wheatley's *Poems on Various Subjects, Religious and Moral* contains a rare inscription by the poet herself. Below right: Black Hawk, painted by Charles Bird King. *The Indian Tribes of North America, with Biographical Sketches and Anecdotes of the Principal Chiefs*, Vol. 2. Edinburgh: J. Grant, 1934. *Special Collections, University of Tennessee Libraries.*





Being In a Library Sixty-Five Years Ago and Now: A Reminiscence from a UT Faculty Member

by Mark A. Hector



SIXTY-FIVE YEARS AGO my mother was a mostly stay-at-home mom, and my father worked for Chrysler Corporation in Highland Park, Michigan. Our family lived in Royal Oak, then and now a suburb of Detroit. Weekdays about five o'clock my mom would pack up my brother David and me in our Plymouth and go to the Grand Trunk Railway line to pick up my dad from his work. Soon after the four of us got home, Mom would have dinner on the table.

My mother expressed gratitude for many joys in her life. Two of them were the opportunity to attend junior college in Flint before marriage and a background that enabled her to hold a part-time job as a reference librarian in the Royal Oak Public Library. When she worked on a Saturday, she took me to the library with her as an inexpensive form of day care, although I do not think that we used that term in those days. The reference room with the dark wooden card catalog was located on the first floor near the main entrance. The number of small drawers in the card catalog was unbelievable, as was the number of index cards in each drawer. In order to make sense of the whole thing, one really had to know the alphabet! I remember feeling at ease knowing where my mom was, but I had little reason to go into the reference room. I loved going to the children's reading room on the second floor. The librarians in that room seemed less serious and businesslike, and they smiled a lot. I enjoyed spending time in there, but I was free to wander into the stacks of the main part of the library too. It was a wonder to go down any row and pick any book off of any shelf and just start reading at any randomly opened page. If something did not make sense, then I just put that book back and picked another one nearby.

Today, I am a professor of psychology at the University of Tennessee. I connect my continuing love for my job to those happy Saturdays spent in the Royal Oak Public Library. The wonder I felt as a child in a library in the 1950s still exists in me as I enter a library in the 2010s. However, I can't help noticing how being in a library today is different from sixty-five years ago.

Coming into UT's libraries today, one passes through detectors that can tell if a library book leaving or coming into the library has been properly checked out. The activity of checking out books is often done through an automatic self-checkout system. In the large entrance and exit area, students and faculty are sitting and/or interacting with others face to face, talking on cell phones, interacting on Facebook, tweeting, Skyping, or using some other app that may have been invented only last week.

From another era: UT's James D. Hoskins Library. Left, in 1955, and below, in 1975.



The main feature that I love about the entrance and exit area is a coffee shop. There is most always a line, and between classes the queue snakes out into the main lobby. Getting a beverage helps make the academic work or the going-back-to-the-dorm walk a more pleasurable experience.

The reference room of the type in which my mother used to work over sixty years ago still exists, but its role has changed. Most of the sources in the reference room are accessed on a computer, tablet, or cell phone. I still have a hard time grasping that I can make use of the UT Libraries' reference room online anywhere on the campus—or, for that matter, anywhere in the world where I have access to the Internet.

Floors in UT's main library have been designated as group study floors and quiet floors. Group project assignments are more popular then ever, and when exams are coming study groups abound. The group study floors are lively and full of conversations on (and off) academic topics.

It seems that most every student, individually or in a group, has a laptop computer open and operating. Didn't bring a laptop? Just check one out, the same as checking out a book. Laptops with earphones are everywhere and are being used for study and/or the avoidance of study. Another feature of the world today that I am only beginning to grasp is the phenomenon that a majority of people who are sitting or walking or riding on the campus are somehow engaged with a cell phone. That same cell phone can access the online catalog, help me search for a book, tell me if the book is checked in, and give me a map to locate the book in the stacks. If the book is checked out, in many cases I am able to read an e-version of it on my cell phone.

About ninety years ago Virginia Woolf wrote about the wonder of being distracted while reading in a library:

> *But also we can read such books with another aim, not to throw light on literature, not to become familiar with famous people, but to refresh and exercise our own creative powers. Is there not an open window on the right hand of the bookcase? How delightful to stop reading and look out! How stimulating the scene is, in its unconsciousness, its irrelevance, its perpetual movement—the colts galloping round the field, the woman filling her pail at the well, the donkey throwing back his head and emitting his long, acrid moan. The greater part of any library is nothing but the record of such fleeting moments in the lives of men, women, and donkeys* (*The Second Common Reader*, p. 287).

My life as a professor of psychology today is technologically fast-moving and ever-changing. Keeping up on and doing psychological research; preparing PowerPoint slides for lectures; communicating with students through the Internet, Blackboard, and cell phones; developing online learning classes; doing online student advising; attending committee meetings (both in person and virtual); and teaching classes make up only a partial list of the responsibilities of a professor in 2014.

The best part of my job is that I have requested and received a faculty office in the stacks, a workplace that facilitates my research and writing by locating me close to the materials I need. The majority of the printed resources that I need are on the same floor as my library office or one floor below. The office is small with only one chair, a built-in desk, and three bookshelves. It is not a place to meet anyone, but it is wonderfully quiet and perfectly suited for me, with my laptop computer and cell phone, to carry on a great deal of my outside-of-class academic life. In terms of holding office hours and meeting students, I am available "in or near the coffee shop in the library." Everyone on campus knows where that is.

It is with pure pleasure that I enter the UT library every day during the academic year. The good feelings I have upon entering the university library of today are in the context of those happy days of childhood when my mother went to her job in the library reference room and said, "Mark, just go and enjoy yourself in the library."



MARK HECTOR IS A PROFESSOR OF PSYCHOLOGY AT UT.

Game On!

Marketing the Libraries

by Robin A. Bedenbaugh

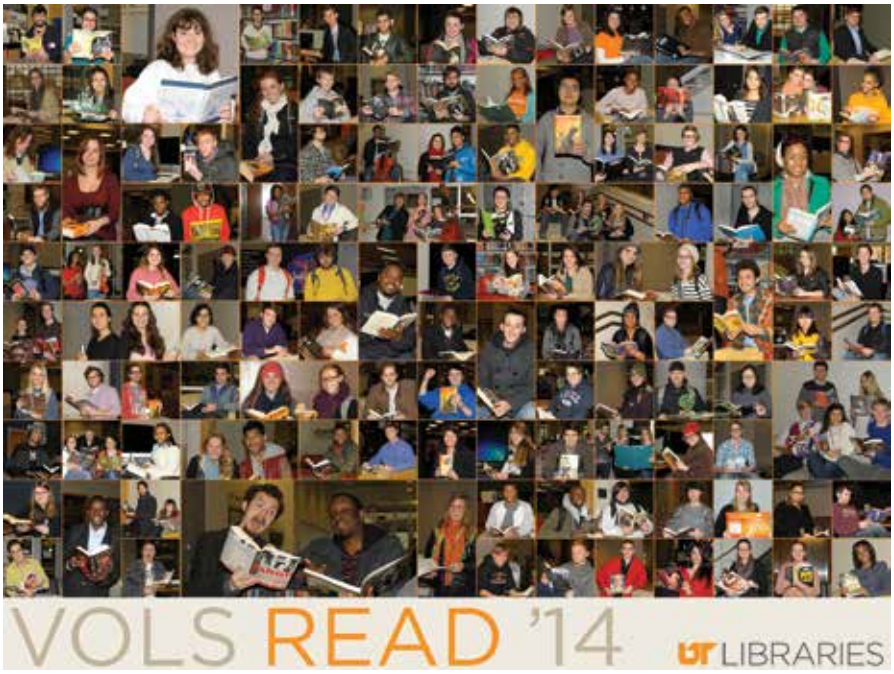


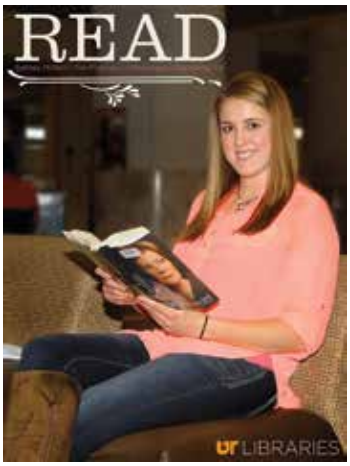
Students who use one of UT's libraries today can expect a very different experience from what their parents or grandparents may have encountered—and it's not just the technology.

As recently as the 1960s, any UT undergraduate who visited the library confronted the dreaded closed stacks. To get a book from the stacks, students jotted down bibliographic information from the card catalog and presented a request slip to a page. It was practically medieval!

Today, library spaces and services are more student-focused—we want to put students at ease and put them in touch with expert help as quickly as possible. We have renovated and refurbished Hodges Library to create a more functional, attractive, and welcoming space. Upon entering, students see a Starbucks coffee shop, comfortable booths, couches, and our new research assistance area, marked by a giant "Ask Us Now" sign.

We regularly host events to draw students into our libraries, tell them about library services, and ease their academic journey. At the beginning of each school year, we hold an indoor fair just for graduate students. At the end of each semester, free massages, games and puzzles, and—most popular of all—therapy dogs help relieve the stress of final exams. This year, we even added a tie-dye event that sent everyone





Previous page: We engage with students on social media: a photo gallery from the Libraries' Facebook page. Left and above: Students posed with a favorite book, hoping to star in the UT Libraries' READ poster.

away with a great new t-shirt. In between, there are art contests, celebrations of Open Access Week and the National Day on Writing, and readings by noted authors.

And our welcome extends beyond the library to social media and even into the residence halls.

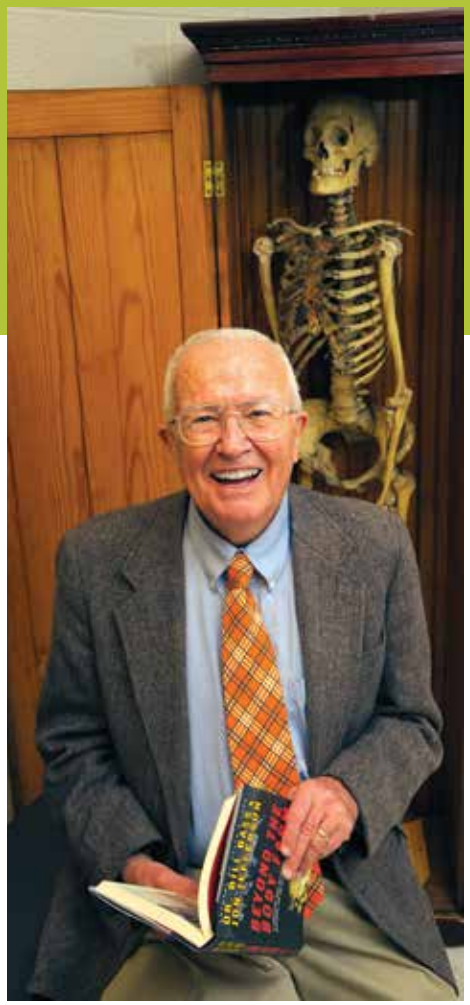
The libraries' marketing and communication department faces the same challenge each year: to educate incoming students about the services and scholarly tools available to them at UT's libraries. This year, one of our diversity librarian residents launched Library Take-Out, a program that takes library instruction and research assistance directly to where students live. Librarians went to the residence halls to teach sessions on searching databases, managing citations, technology etiquette, and other topics. During final exams, librarians stationed in the residence halls offered research assistance to harried students. And just for fun, librarians donned costumes and new identities to stage a murder mystery in Morrill Hall. The whodunit was a great conversation starter between students and librarians.

We continue to strive for more engagement on social media. We know that if students form personal connections (today, that includes online connections), they will be more receptive to learning. Last fall we added an extra incentive to our local version of the American Library Association's longstanding national READ poster campaign. Marketing and Communication already had created posters featuring local celebrities like Smokey, William Bass, and the Black Lillies reading from a favorite book. Our contest gave students the opportunity to be featured on a READ poster of their own. More than a hundred Vols posed for us, and after a hard-fought campaign Sydney McNeill, a pre-pharmacy major from Dyersburg, Tennessee, won by receiving the most "likes" on our Facebook page. In addition to Sydney's poster, we created a second poster with a collage of all the participants—a diverse crew of Vols who are passionate about reading and libraries. The poster contest drove unprecedented traffic to our Facebook page.

Many students and even some faculty members are unaware of this invaluable resource: a librarian with subject-matter expertise in their field of study. Last spring, as part of a campaign to raise awareness of our librarians' remarkable range of expertise, Marketing and Communication began a series of profiles of UT librarians under the tagline INFORMATION IS OUR GAME. We rolled out librarian profiles on our blog and created "trading cards" with a brief bio on one side and a sporty photo on the other (See the inside back cover for an INFORMATION IS OUR GAME advertisement based on our "trading cards"). In pulling together the campaign, we took the dean of libraries out to the baseball field and put a music librarian in a cage with a professional mixed martial arts fighter (two men entered; both men left). The INFORMATION IS OUR GAME campaign will continue throughout the 2014–15 academic year with the addition of videos. Visit our YouTube channel (*youtube.com/utklibraries*) to see librarians bravely pitting their athletic prowess against the pros. These video advertisements will also be running before feature presentations on Residence Life Cinema, the library-sponsored free movie site (*movies.utk.edu*, accessible only on campus).

UT Libraries takes great pride in our talented librarians. In the words of the INFORMATION IS OUR GAME introduction:

BIG IDEAS demand reliable information. The University Libraries supports scholarship, research, and learning at UT by acquiring, organizing, preserving, and facilitating access to the world's knowledge. The wide-ranging expertise of our librarians might surprise you.



Above: Professor Bass, photographed at UT's William M. Bass Forensic Anthropology Building. Bottom of page 13: A suspicious case, 1977: Bass recovers human remains and fragments of clothing from what appeared to be a hastily dug shallow grave. In this case the victim turned out to be a Confederate colonel, killed at the Battle of Nashville in 1864, whose remains had been partially disinterred by a grave robber. *Photograph courtesy of William M. Bass.*

The Dr. William M. Bass III Collection

by Alesha Shumar

IN THE FIELD of forensic anthropology, which uses physical anthropology to help resolve criminal cases concerning the dead, UT Professor Emeritus William M. Bass is widely regarded as a foremost expert. Bass's pioneering research on human decomposition launched a revolution in forensic science. The impact of that research is reinforced by his teaching legacy: Bass trained many of the nation's current leading forensic anthropologists.

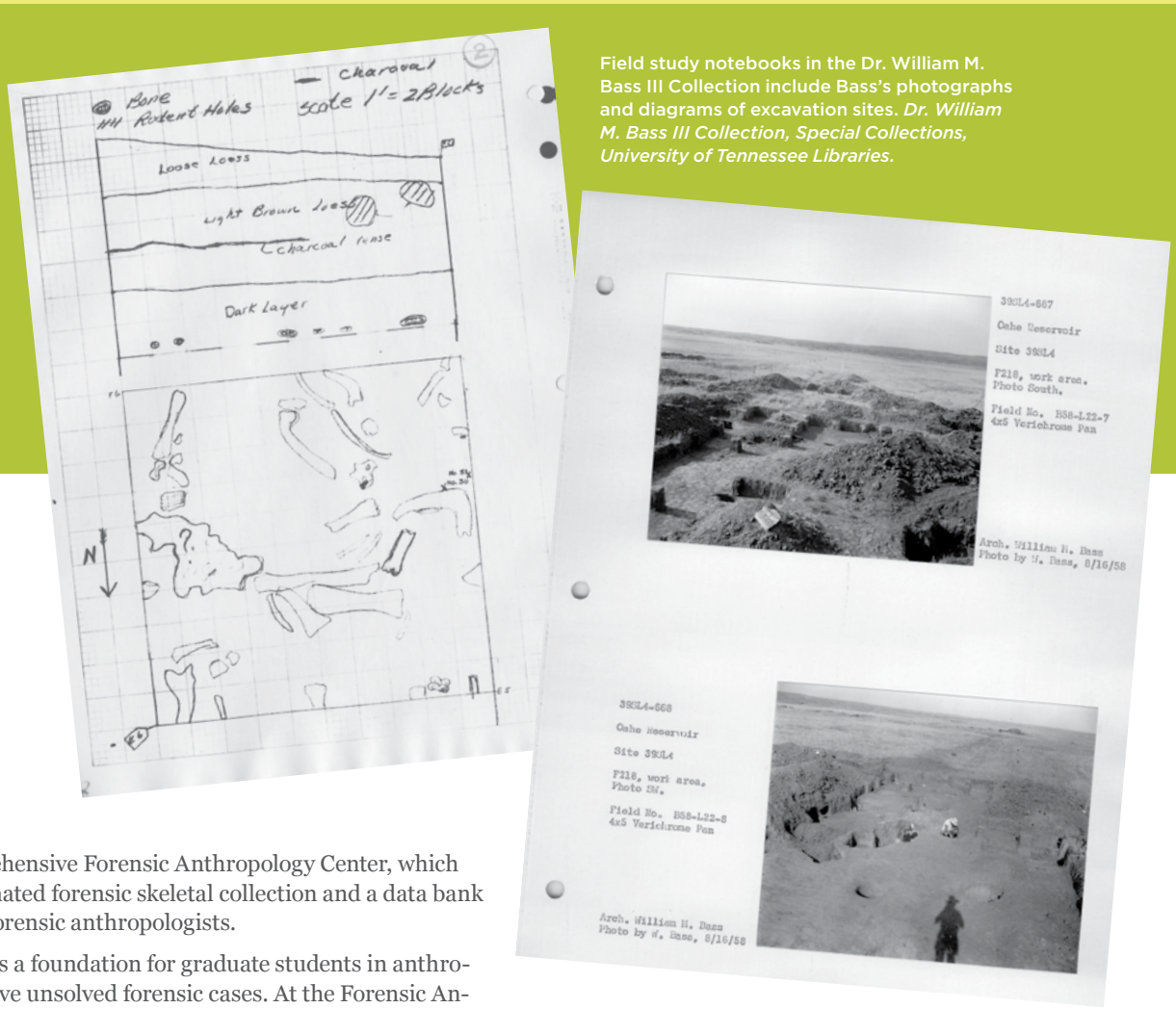
Adding even more to his contributions to the field, Bass recently donated his collection of research and teaching material to the University Libraries to be preserved, housed, and made available for study within the Special Collections reading room. The Dr. William M. Bass III Collection documents his entire career, spanning more than fifty years, as a professor and researcher.

Bass is best known as the creator of the "Body Farm"—officially named the Anthropology Research Facility. As familiar to the general public and to readers of crime novels as to the scientific community, the facility was the world's first natural outdoor laboratory for decomposition research. On a two-acre compound in Knoxville, donated human remains decay in various natural and controlled environments, allowing researchers to study the processes and timetable of decomposition. While sometimes seen as macabre, Bass's devotion to studying human decomposition has directly benefited both law enforcement and the forensic anthropology community. Techniques developed by Bass and his students for identifying human remains and determining the cause and time of death were helping to solve criminal cases well before DNA profiling became a commonplace in courtrooms.

Those forensic techniques have helped solve some imaginary cases as well. Bass and co-author Jon Jefferson, writing under the pseudonym Jefferson Bass, have so far published eight Body Farm novels that use real-life forensic science to solve fictional crimes.

Early in his career, Bass worked with the Smithsonian Institution, where he cataloged the bones of Native Americans and participated in fieldwork excavating human skeletal remains in the Midwest. From 1956 to 1959 he served as physical anthropologist for the South Dakota river basin surveys conducted by the University of Kansas and the Smithsonian through the Interagency Archeological Salvage Program.

After teaching at the University of Nebraska and the University of Kansas, Bass came to UT's College of Arts and Sciences in 1971 to head the anthropology program. He established the Anthropology Research Facility in 1981 and went on to make it the



Field study notebooks in the Dr. William M. Bass III Collection include Bass's photographs and diagrams of excavation sites. *Dr. William M. Bass III Collection, Special Collections, University of Tennessee Libraries.*

centerpiece of a comprehensive Forensic Anthropology Center, which also includes Bass's donated forensic skeletal collection and a data bank that serves practicing forensic anthropologists.

Bass's research provides a foundation for graduate students in anthropology to engage in active unsolved forensic cases. At the Forensic Anthropology Center, students work with skeletal remains to study and decipher the cause of death, time since death, and identity of the decedent.



Bass remained the head of UT's anthropology department until 1992, when he became director of the Forensic Anthropology Center. He then continued as director until 1998, even after his retirement from teaching in 1994. Bass remains active within the department and university as a guest lecturer and consultant on student fieldwork.

The Dr. William M. Bass III Collection includes Bass's class notes and lectures, personal and professional correspondence, field study research notes, publications, and teaching and departmental material. Research materials include original field study notebooks from expeditions in the Central and Northern Plains, describing excavated artifacts and skeletal remains that were identified, cataloged, and housed in the teaching collection within the Forensic Anthropology Center. The University Libraries has digitized these field notes and is making them available online so students and researchers worldwide can view the primary source documentation from Bass's fieldwork.

Through Bass's donation, researchers will now be able to access the physical and digital documents that illustrate how Bass and his research have forever changed the field of forensic anthropology.

TO EXPLORE THE DR. WILLIAM M. BASS III COLLECTION, VISIT ***DIGITAL.LIB.UTK.EDU/BASS***.

Assessment: Marking Strides Toward the Top 25

by Regina Mays, Rachel Radom, and Teresa Walker





THE UNIVERSITY OF TENNESSEE is embracing the challenge of becoming a Top 25 public research university. It is an ambitious goal, but the administration has developed clear plans and benchmarks to track our progress. Among the priorities outlined in *Vol Vision 2015: The Pursuit of Top 25* is improving key markers of undergraduate student success, including first-to-second-year retention rates and six-year graduation rates.

UT Libraries has always been the heart of the university. But, we wondered, how could we measure our contributions to student success and clearly demonstrate our role in making strides toward the Top 25? This question has spurred efforts throughout the libraries to assess resources and services, including library instruction and learning spaces.

In fall 2013, more than 4,300 students began classes at UT, the largest freshman class in nearly a decade. These students are some of the best and brightest, ranking among the top 10 percent of high school graduates statewide in both average ACT scores and high school GPAs. Unfortunately, many of these bright students are at risk of not returning to UT for a second year. Though higher than the national average, the retention rate for UT remains below Top 25 peer institutions. In addition, many of these students may not graduate in four—or even six—years. Many factors affect retention and graduation rates, but perhaps no other campus unit is better poised to help students succeed than the libraries. We affect not just a few students, or students in only one discipline, but potentially every student who attends UT.

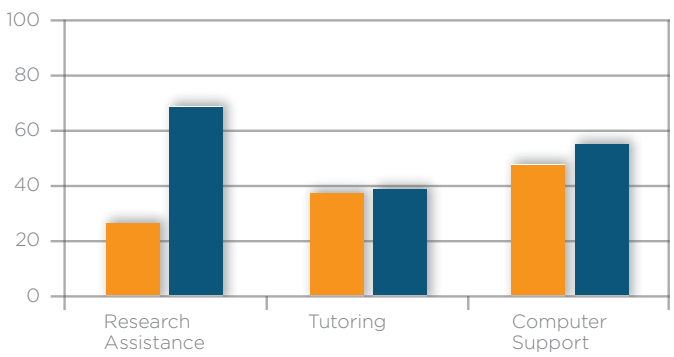


Because wireless and mobile applications have changed the learning landscape, extending learning from the classroom to the entire campus, student success has become dependent on access to technologies. Finding a sense of place is another important ingredient in student success and persistence toward graduation. A significant percentage of students who completed a recent exit survey said they left because UT is too large and impersonal, they had trouble adjusting personally to UT, or they did not feel that they were part of the university.

As the university has launched efforts to increase student retention, the libraries offer students academic and technology support services along with spaces for group and individual study. Through the creation of student-centered technology-rich spaces, the libraries have become a place between class and home where students can learn, create, and connect in an informal environment.

Part of our efforts in creating these collaborative learning spaces was the transformation of the second floor of Hodges Library into a learning commons. In talking with students, library staff knew that the Commons fosters a sense of community among students, but formally assessing

Students with GPAs greater than 3.5 made more use of academic support services in the Commons than other students taking our survey.



the effect of library learning spaces on student success presented a challenge. Librarians created a survey to poll students on the value of the Commons to their success at UT, correlating the responses with data on academic progress.

Results show student-reported perceptions of the Commons and its impact on learning:

- 90 percent said the Commons provides resources they need for class
- 74 percent said using the Commons helps them do better in class
- 85 percent said the Commons is a place to get help with assignments
- 95 percent said the Commons spaces facilitate group work and collaboration

Results also show that students with GPAs greater than 3.5 make more use of academic support services in the Commons than other students who took the survey.

More importantly, 70 percent of student respondents said the Commons makes them feel more involved in the university. A communications student commented: "I want to thank the library for the Commons. I feel like I would be lagging behind as a student without it. It's my home away from home."

Library spaces and resources affect student success, but library instruction is also consequential. In 2013–2014, librarians saw an estimated 4,523 first-year students in composition and speech classes, many of whom received library instruction in more than one of these classes. Librarians helped students find sources for their research papers or speeches, evaluate sources for credibility and bias, and create accurate citations.

Assessment is helping us determine if our interaction with students in library classrooms is impacting student success. For lower-division undergraduate library instruction, assessment means creating a list of outcomes (*Here's what we want students to learn*), and then measuring achievement (*What did students actually learn?*).

We have been very successful in meeting one of our objectives: to introduce students to library resources and reduce their anxiety about using the library. In the words of students who attended library instruction sessions:

- "I had no idea the library had this much to offer, I'll be using this more often."
- "I was worried about finding information, but this has helped a lot."
- "I loved this session. The librarian did a great job of explaining the information in a way that was related to my class."
- "This class needs to be given to every incoming freshman in their first semester."

Instructors who request library instruction are also pleased. In a recent survey of composition instructors, 94 percent reported that they would schedule library instruction again.

In addition to this encouraging feedback, there is evidence that our first-year students are doing well distinguishing between scholarly and popular sources. They are also learning and applying effective search strategies for library databases and online collections. We have identified where students struggle the most in the research process and are increasing attention to teaching corresponding skills, such as understanding the peer-review process.

Continuing assessment lets us stay responsive to the needs of our users. For students—particularly first-year students—those needs include information literacy skills they can use in every class they take and a "home away from home" that provides a sense of continuity and community throughout their time at UT.



Library instruction and collaborative learning spaces like the Commons in Hodges Library boost student success.

Building a Better Digital Library

by Holly Mercer and Mark Baggett

THE UT LIBRARIES' first digital collection appeared over a dozen years ago. We now host dozens of digitized collections, comprising tens of thousands of images. Library users can study—or simply enjoy—online collections of historic photographs of the Great Smoky Mountains, Civil War–era letters and diaries, or a growing archive of UT publications from literary magazines to *Volunteer* yearbooks.



Our new platform allows users to zoom in to view image details, as seen in this example from *The Panoramic Images of Elgin P. Kintner, M.D.*

New technologies enable us to meet user demands for digital content and provide an improved user experience. We are working to update our systems and make it easier to locate and use our digital collections. Beginning in the fall, we will implement a new platform, Islandora, to help us better manage these materials and offer a more efficient and enjoyable user experience.

Islandora is a software framework that makes it possible to create, edit, discover, view, and manage digital collections. Initially developed at the University of Prince Edward Island in Canada in 2006, Islandora is a modular system that includes several open-source components, meaning libraries can develop enhancements and share them with other users in a project of open collaboration.

Islandora is now used at more than eighty institutions, including the Smithsonian, UCLA, and the University of South Carolina. In adopting Islandora, we are joining a community that is building a platform to accommodate growing collections with constantly improving features and functionality for users.

We have several goals for this new digital library:

- Be simple to use. While it is a highly complex system, that complexity should be hidden from users.
- Support multimedia. Although most of our current digital collections are text- and image-based, we anticipate growth in audiovisual collections.
- Be familiar. A consistent interface will allow users to employ the same commands to enlarge an image, view a description, return to a collection homepage, etc., in every collection.
- Support pan and zoom functionality. The magnificent images in *The Panoramic Images of Elgin P. Kintner, M.D.* support these features now, and soon many more image collections will allow users to zoom in to view image details.
- Help us preserve the past while looking to the future. Islandora has tools to help us manage and preserve our digital content, which currently measures more than five terabytes. It also will simplify adoption of new features with the ability to simply plug in new modules as they are developed.
- Be more productive. Islandora will help us better streamline workflows and automate many time-intensive tasks. Reducing the time required to put individual collections online will enable us to share more of our unique materials each year.

Our digitized library collections allow us to share the UT Libraries' historic, rare, and unique collections with the world. We are excited to implement new digital platforms that show off our outstanding archival and special collections with the best possible user experience.

EXPLORE UT LIBRARIES' DIGITAL COLLECTIONS AT ***DIGITAL.LIB.UTK.EDU.***



Donor Spotlight: Charles B. Jones Jr.

by Erin Horeni-Ogle

CHARLES B. JONES JR. is building a legacy. It started with some articles in a railway magazine, where Charles first learned of UT's transportation and logistics program through articles written by a longtime faculty member, the late Edwin P. Patton. Charles knew what he loved and what he wanted to do, but until then he had never known that it had a name and was something he could study. On the basis of those articles, Charles decided to attend the university without ever having set foot on campus.

Charles remembers his years at UT fondly. He studied in the acclaimed logistics program in the College of Business Administration, and his passion for the subject grew. He spent time every day in either the John C. Hodges Library (known then as the Undergraduate Library) or the James D. Hoskins Library. He scoured the libraries, searching for the scholarly sources he needed to further his education. He was always able to find the information he needed, and for that he was always grateful.

Charles has continued to use UT's libraries as a resource throughout his very successful career in transportation and logistics. And his appreciation of the UT Libraries has grown over the years. Many of the sources Charles remembers using as a student are now outdated, but wonderful new resources have taken their place. Financial data, market research, and full-text journal articles are freely available online to today's business students; library subscriptions bring many valuable sources out from behind a paywall for use by UT students.

Charles's education and experience at UT had a tremendous impact on his life and career, and he is determined to use his good fortune to support the university. Several years ago, he decided to commit to creating a charitable legacy for the UT Libraries. With a portion of his estate going to create an endowment that will support collections in the areas of transportation, logistics, and business, as well as preservation of older and rare materials, Charles knows that his support for the libraries will continue to grow.

For Charles, thinking about estate plans and making a gift through a charitable bequest in his will "isn't morbid—it's reality." We are all going to pass away at some point, he says candidly, and he wanted to be able to decide for himself how and where his accumulated wealth would be spent. This year, Charles committed a significant portion of his estate to the University of Tennessee. Half will fund his particular passions within the library, and the other half will go toward scholarships and programming in transportation and logistics in the College of Business Administration.

Charles sees his charitable commitment to the university as a way of building something that will continue long after he's gone. He says, "I have a goal of 'finishing well'—having those resources work productively and to continue support beyond my mortal existence for those things I see as critical to future needs." Finishing well by supporting the University of Tennessee Libraries and the College of Business Administration is his legacy, and we are tremendously grateful for Charles and his vision.



Our Wide-Ranging Expertise: This Year at the UT Libraries

by Martha Rudolph

INFORMATION IS OUR GAME. Are librarians generalists or specialists? Well . . . both. Our librarians are subject specialists in the disciplines they serve. Yet the scope of their engagement with students and scholars may surprise you.

Position titles for the University Libraries' latest faculty hires hint at the degree to which UT librarians are immersed in campus learning and scholarship. A media literacy librarian helps faculty and students integrate media into their coursework and class projects. A digital humanities librarian helps faculty with new modes of inquiry such as text mining and visualization of complex data. Our data curation librarian supports UT researchers by helping them formulate the data management plans required by many funding agencies. Students, too, are getting more focused attention, with two new student success librarians helping undergraduates learn the tools of scholarship while adjusting to college life.

Librarians are engaged in reshaping learning across campus. Members of our Learning, Research, and Engagement Department have been helping to plan the curricula for First-Year Studies and for online learning modules that will be delivered through massive open online courses, or MOOCs. Librarians also serve on the university committee that creates campus standards for service-learning.

Librarians are even involved in making UT research and scholarship available to the wider academic community by encouraging faculty to publish in open-access journals and helping them identify online repositories for their scholarly work. That includes UT's own institutional repository and online showcase, Trace. Last year we announced that Trace had recorded its millionth download of a scholarly article. This year Trace passed both the two-million and three-million marks!

From teaching basic information literacy to first-year students to helping faculty preserve and publish their research, information is our game. To learn more about the wide-ranging expertise of our librarians, visit *lib.utk.edu/ourgame*.

PRESERVING THE CULTURAL AND SCHOLARLY RECORD

Building collections to support university teaching and research is a more traditional mission for academic libraries—and the one that's most familiar to the public. That mission includes providing lasting access to the cultural and scholarly record. One of the more exciting ways we fulfill that trust is by creating digital collections from some of our regionally significant holdings. Digital collections multiply the use and value of unique materials held in our Special Collections. Local collections digitized this past year and made freely available online include *The Panoramic Images of Elgin P. Kintner*, *The Sanborn Fire Insurance Maps*, and a number of historic UT student publications. We now deliver more than five terabytes of digital files to our users.

We also collaborate on several national digital preservation initiatives. This year UT became a partner in the HathiTrust digital library, giving our users immediate online access to millions of public domain titles. Through our membership in HathiTrust, UT users with print disabilities also gain exclusive access to screen-reader-optimized versions of UT-owned titles.

The UT Libraries leads the Tennessee Newspaper Digitization Project (TNDP), which to date has digitized 200,000 pages from Tennessee newspapers dating back to 1849. TNDP has re-



Welcoming and well-used spaces. Left page: The new research assistance area invites students to "Ask Us Now." Below: Displays along Classroom Row depict student life over the past hundred years of UT history. Bottom center: The Music Library's new quarters.



ceived a third grant from the National Endowment for the Humanities to digitize another 100,000 pages that will be freely available on the Library of Congress's Chronicling America website. The TNDP has been a highly successful partnership with the Tennessee State Library and Archives.

Another collaboration with the state library began this year with the search for a coordinated solution to preserving print back runs of scientific, scholarly, and popular journals that reside in academic and public libraries across the state. Library space is a valuable commodity, and Tennessee's libraries can ill afford to house row upon row of redundant copies.

IMPROVING THE USER EXPERIENCE

Staff at the UT Libraries are keenly aware of competing demands for library spaces. We continually repurpose spaces to meet changing learning models and student needs.

The Commons in the John C. Hodges Library evolves and improves yearly. Our new research assistance area, dominated by a wall-size "Ask Us Now" mural, greets students as they pass through the main entrance. New permanent displays along Classroom Row (the north-south corridor that bisects the Commons) create a welcoming environment with depictions of student life through historical photographs and images from student publications. We've installed digital monitors on each floor with scrolling news and events, and RoomWizards for reserving study space are mounted outside study room doors. The library also got a face-lift: the entire building was re-carpeted and re-roofed.

The George F. DeVine Music Library, in cozy new quarters in the Natalie L. Haslam Music Center, maximizes library space by housing its entire collection on movable-aisle compact shelving. The Pendergrass Agriculture and Veterinary Medicine Library added 3D printing to the technology they provide, allowing users to quickly turn their design ideas into plastic prototypes, and established a leisure reading collection for convenient access to popular fiction and nonfiction titles.



We're trying to improve users' online experience as well. The University Libraries launched a completely redesigned website last fall and conducted usability tests to assess the efficiency of the new interface—and even more dramatic changes are in the works. We've spent the year upgrading the client side of our discovery portal to connect users with even more resources. As of fall 2014, a single query typed into the One Search box on our home page ranges far beyond our local holdings to return thousands of additional hits and new resource types such as journal articles, data sets, and images.

We invite you to visit us in person or online to keep apprised of our ever-evolving services and resources.





Library-sponsored activities help students engage academically and adjust to college life. Top to bottom: Student Art in the Library juried exhibition; "Take a Tie-Dye Break" from final exams.

Selected Scholarly Work

PUBLICATIONS & EXHIBITIONS

David Atkins, Judy Greenwood, and Pambanisha Whaley. "Benchmarking and Pondering ASERL Interlibrary Loan Operations, 2010 and 2013." *Interlending and Document Supply 42*, no. 1 (2014): 16–25.

Mark Baggett, **Anne Bridges**, **Ken Wise**, **Sarah Tanner**, **Jennifer Mezick**. "Populating the Wilderness: Crowdsourcing Database of the Smokies." *Library Hi Tech 32*, no. 2 (2014): 249–259.

Donna Braquet. "'To mold a new reality': strategies for leading change (and getting away with it)." Chap. 9 in *The Machiavellian Librarian: Winning Allies, Combating Budget Cuts, and influencing Stakeholders*. Oxford, England: Chandos Publishing, 2013.

Anne Bridges, Russell Clement, and **Ken Wise**, eds. *Terra Incognita: An Annotated Bibliography of the Great Smoky Mountains, 1544–1934*. Knoxville: University of Tennessee Press, 2014.

Peter Fernandez. "Augmented reality in the (real) library world—part two." *Library Hi Tech News 31*, no. 3 (2014). "The Possibilities and Challenges of 3-D Printing." *Library Hi Tech News 31*, no. 5 (2014). Bimonthly column.

Corey Halaychik. "Rapid Organizational Change Through Servant Leadership." *Library Leadership and Management 28*, no. 3 (2014).

Paul Harrill (writer/director) and **Ashley Maynor** (producer). *Something, Anything*, a feature-length motion picture presented at the Sarasota Film Festival, Wisconsin Film Festival, Edinburgh International Film Festival, and BAM Cinemafest, April–June 2014. Received a Tennessee Spirit Award for Best Feature at the 2014 Nashville Film Festival.

Lori Kogan, Regina Schoenfeld-Tacher, **Ann R. Viera**, Lauren Gould, and Peter Hellyer. "Providing an Information Prescription in Veterinary Medical Clinics: A Pilot Study." *Journal of the Medical Library Association 102*, no. 1 (2013): 41–46.

Judy Li. "Greeting You Online: Selecting Web-Based Conferencing Tools for Instruction in E-Learning Mode." *Journal of Library & Information Services in Distance Learning 8*, no. 1–2 (2014): 56–66.

Ashley Maynor. *From Then to Now: An Exhibition in Two Parts about April 16th*, a multimedia exhibit at the Virginia Tech Libraries, Blacksburg, VA, April 11–16, 2014.

Rachel Radom and Rachel W. Gammons. "Teaching Information Evaluation with the 5 Ws: An Elementary Method, an Instructional Scaffold, and the Effect on Student Recall and Application." *Reference & User Services Quarterly 53*, no. 4 (2014): 334–347.

David Ratledge. "How to Fail at Projects." *Tennessee Libraries 63*, no. 2 (2013). "Knowing When to Upgrade." *Tennessee Libraries 63*, no. 3 (2013). "Successful Library Website Redesign." *Tennessee Libraries 63*, no. 4 (2013). "Technology and Library Spaces." *Tennessee Libraries 64*, no. 1 (2013). Quarterly column.

Steven E. Smith, **Deborah L. Thomas**, and **Alan H. Wallace**. "Resolved, Every Librarian a Subject Librarian: Implementing Subject Librarianship Across a Research Library," in *Proceedings of the Charleston Library Conference* (West Lafayette, IN: Purdue University Press, 2013), 387–391.

PRESENTATIONS

Gayle Baker and **Ken Wise**. "LibValue: Digitized Special Collections." Webinar presented for the Association of Research Libraries, August 15, 2013.

Robin Bedenbaugh, **Sojourna Cunningham**, and **Steven Milewski**. "Capturing Your Audience with Streaming Video." Panel presentation at the annual conference of the Tennessee Library Association, Murfreesboro, TN, April 30–May 2, 2014.

Michelle Brannen, **Sojourna Cunningham**, **Regina Mays**, et al. "Working by Committee: Formal and Informal Assessment Collaborations—Assessment Committees and Beyond." Panel discussion presented at the Southeastern Library Assessment Conference, Atlanta, GA, October 21–22, 2013.

Donna Braquet. "'Money for Nothin' and the Checks for Free': Use of Open Access Funds by Biology Faculty in the U.S. and Canada." Poster presented at the annual conference of the American Library Association, Chicago, IL, June 27–July 2, 2013.

Sojourna Cunningham (moderator), **Thura Mack**, **Ingrid Ruffin**, et al. "Stop Dreaming and Do It! Best Practices for Gaining Momentum, Developing and Maintaining a Successful Residency Program." Panel discussion presented at the annual conference of the American Library Association, Las Vegas, NV, June 26–July 1, 2014.

Sojourna Cunningham, **Ingrid Ruffin**, et al. "Transforming the Profession: Library Residents and Fellows Speak." Panel discussion presented at the Biennial Conference of the North Carolina Library Association, Winston-Salem, NC, October 15–18, 2013.

JoAnne Deeken. "Contracts and Communication with Vendors." Paper presented to the Annual Awardee Meeting of the National Digital Newspaper Program, Washington, DC, September 11–13, 2013.

Chris Durman et al. "Telling the Story of What to Do with a Library Degree." Panel presentation at the annual conference of the Tennessee Library Association, Murfreesboro, TN, April 30–May 2, 2014.

Christopher Eaker, **Peter Fernandez**, Miriam Davis, and Shea Swauger. "Data Sharing Practices of Agricultural Researchers and Their Implications for the Land-Grant University Mission." Poster presentation at the biennial conference of the United States Agricultural Information Network, Burlington, VT, May 4–7, 2014.

Corey Halaychik. "Libraries and Licenses: Best Practices, Pitfalls and Trends." Paper presented at the Annual Brick and Click Libraries Symposium, Maryville, MO, November 1, 2013.

Judy Li. "Engaging Medical Professions Beyond Borders in Executive MBA Distance Program." Poster presented at the annual conference of the Special Library Association, Vancouver, BC, June 8–10, 2014.

Holly Mercer, moderator. "Publishing Costs." Online roundtable discussion for the Library Publishing Coalition, April 7, 2014.

Holly Mercer. "What's the Bottom Line? A Look at Newfound Press Publishing Costs." Poster presented at the annual forum of the Library Publishing Coalition, Kansas City, MO, March 5–6, 2014.

Trena Paulus, **David Atkins**, Megan Woods, and Rob Macklin. "Current Reporting Practices of ATLAS.ti Users in Published Research Studies." Paper presented at the ATLAS.ti User Conference, Berlin, Germany, September 12–14, 2013.

Molly Royse and **Gail Williams**. "Streaming Video and Libraries: Challenges, Solutions, Best Practices." Poster presented at the annual Charleston Library Conference, Charleston, SC, November 6–9, 2013.

Rita Smith, **Teresa Walker**, and **Ingrid Ruffin**. "Facilitating Institutional Change Through Mentoring." Webinar presented for the Reference and User Services Association, May 21, 2014.

Steve Smith. "All That and More! Thoughts on the Current and Future State of Academic Libraries." Paper presented at the annual meeting of the Presidents and Chief Academic Officers, Appalachian College Association, Pikeville, KY, May 20, 2014.

Ann Viera and **Peter Fernandez**. "Rights and Reputations: Coaching Faculty to Maximize Impact." Webinar presented for the Digital Commons, Berkeley Electronic Press, February 20, 2014.

Alan Wallace. "A Hidden Musical Treasure from East Tennessee: J. Lawrence Cook." PechaKucha presentation at Mic/Nite, University of Tennessee, Knoxville, March 13, 2014.

GRANTS, AWARDS & RECOGNITIONS

David Atkins was a visiting scholar in the School of Business and Economics, University of Tasmania, Australia, March 7–23, 2014.

Sojourna Cunningham was selected for the 2014 Class of American Library Association Emerging Leaders.

Christopher Eaker is the inaugural recipient of the Dr. Deborah Barreau Memorial Award from the Digital Libraries Special Interest Group, Association for Information Science and Technology.

Christopher Eaker received a scholarship from the Institute of Museum and Library Services to attend the Institute for Research Design in Librarianship.

Rabia Gibbs received a grant from the National Historical Publications and Records Commission to digitize historical records for the World War II Oral History Migration Project.

Corey Halaychik, Blake Reagan, and **Micheline Westfall** were honored by the Library Council of the UT system libraries for negotiating more than a hundred master agreements with vendors of electronic resources.

Judy Li received a grant from the UT Alliance of Women Philanthropists to fund the Financial Literacy Boot Camp for UT freshmen.

Alesha Shumar earned the Digital Archives Specialist Certificate from the Society of American Archivists.

Rita Smith was awarded the 2014 Chancellor's Citation for Extraordinary Service to the University.

Ann Viera was elected regional director, Southern United States, of the Evidence-Based Veterinary Medical Association.

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The James D. Hoskins Legacy Circle honors our friends who have included the University Libraries in their estate plans or other deferred gift arrangement. These gifts help to sustain the library by establishing collection, service, and scholarship endowments to continue a legacy of support for the University Libraries. We would like to thank the following friends who made gifts before June 30, 2014. If you have included the University Libraries in your estate plans, or would like information on how to do so, please contact Erin Horeni-Ogle at 865-974-0055.

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Clarence Brown directing *Anna Karenina* (1935), starring Greta Garbo and Basil Rathbone. *Clarence Brown Papers, MS.0702. Special Collections, University of Tennessee Libraries.*