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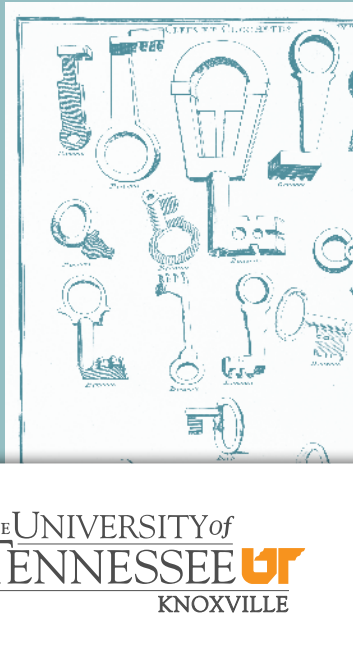
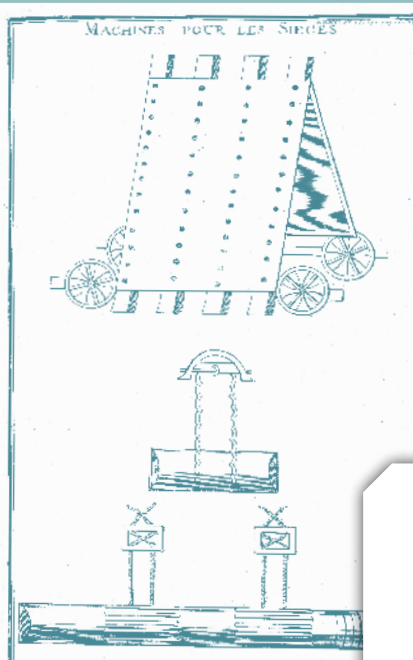
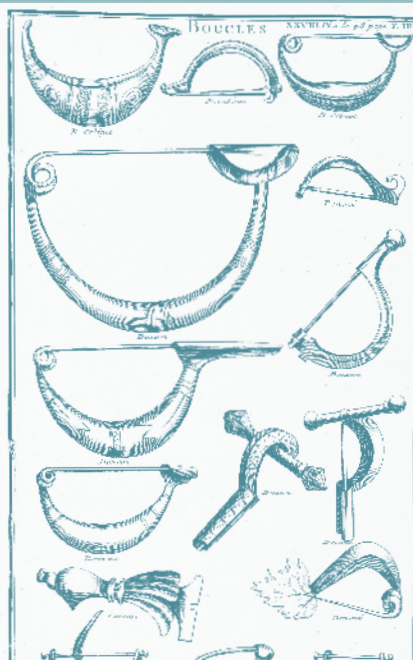
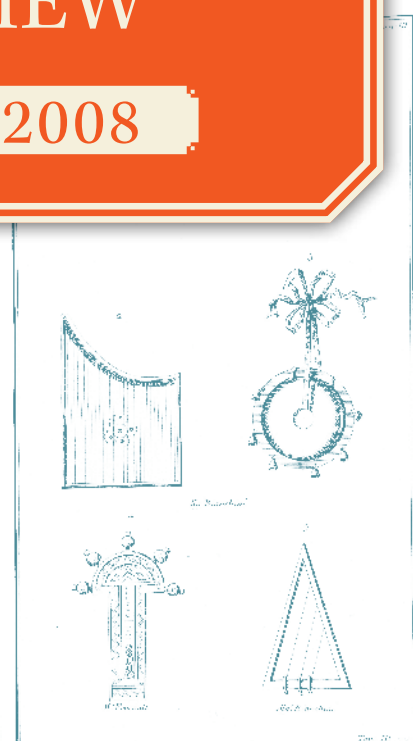
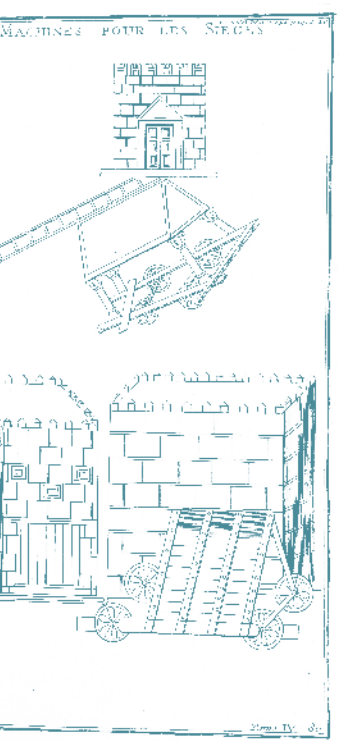
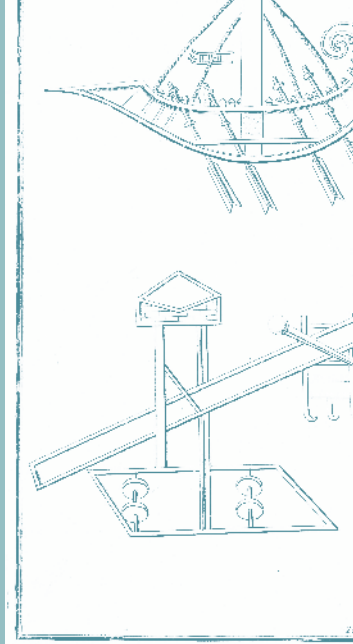
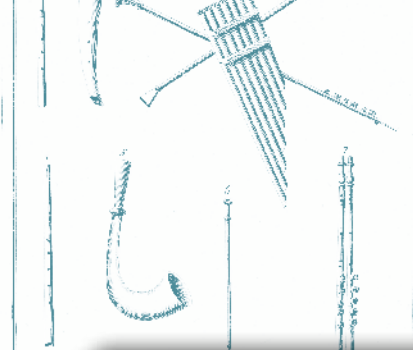
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THE LIBRARY DEVELOPMENT REVIEW

2007-2008





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Nowhere does the old blend with the new quite so seamlessly as in a library. For the University Libraries, the last year has been a testament to our commitment to honoring the rich history of the past while pioneering new modes of learning and research for the 21st-century user. The University Libraries proudly stewards our treasured Special Collections and lobbies for the renovation of the historic Hoskins Library. At the same time, we annually add thousands of scholarly books, journals, and electronic resources to our research and teaching collections. We are also moving forward with energy and excitement to continually develop our state-of-the-art Commons and working to improve the information search process by implementing a next-generation catalog.

As we strive to meet our many goals in serving the university and the state, we look to the Campaign for Tennessee, the university's ambitious but critical fundraising effort. As part of the university's total funding goal of \$1 billion, the University Libraries is working toward a unit goal of \$14.5 million. While we are well on our way to meeting this goal, we cannot cross the finish line without help from our always-generous supporters.

This year's *Library Development Review* explores the University Libraries' work in both preservation and transformation—preserving the invaluable materials of the past while transforming the library to meet the needs of a new generation, a generation more technologically advanced than ever. We chart the libraries' development priorities for a new year and celebrate some remarkable library milestones. Next we take a look into the libraries' resources and services—maps, Special Collections, and graduate student workshops. And finally, we acknowledge our donors, without whose support the realization of our mission would be impossible.

We invite you to enjoy this journey through our libraries and to join us as we begin another exciting year of vision, work, and fruition.



Barbara I. Dewey

Barbara I. Dewey
Dean of Libraries

On the cover: Images from Bernard de Montfaucon's *L'Antiquité expliquée et représentée en figures*, recently purchased by the Special Collections Library.

Above: BOOKS ARE FOR COMPANY THE BEST FRIENDS AND COUNSELORS reads one of the mottos engraved on the delivery hall ceiling of the James D. Hoskins Library. These inscriptions and other unique architectural details make the Hoskins Library worthy of renovation.

THE LIBRARY DEVELOPMENT REVIEW

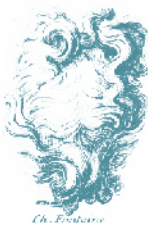
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COEFFURES DE FEMMES ROMAINES



Making Our Case

By Amy Yancey

In April 2008 the University of Tennessee launched the Campaign for Tennessee, the largest fundraising campaign in its history. The university pledges to raise a billion dollars in support of programs that educate Tennessee's best and brightest, facilitate groundbreaking collaborative research, and reach out to the state's 11 million residents. Of that \$1 billion, the University Libraries is working toward a \$14.5 million goal. Those are big numbers, yet they represent only the first phase of strategic priorities that will help us remain one of the top academic research libraries in the nation.

The University Libraries manages the intellectual capital of the university. Holding 2.7 million volumes, we are the largest publicly supported academic library in the state. From periodical subscriptions, maps, videos, and electronic databases to rare books and manuscripts, the library is both an information service hub for student inquiry and the depository that scholars depend upon to conduct vital research.

Libraries and librarians are indispensable to scholarly achievement as students and researchers alike must navigate, sort, and critically examine information that is growing at an exponential rate. Libraries must keep pace with technological changes, make strategic acquisitions, and help students and faculty members locate and use essential resources. An investment in the University Libraries is an investment in the future of our students, our faculty, and the institution.

A FEW FUNDING PRIORITIES FOR 2008–09

The Commons and Student Access

On the busy second floor of Hodges Library, students have access to a wealth of information resources and expert assistance. They can use computers there to browse the library catalog, search for magazine articles in our databases, check their e-mail, or log on to Blackboard, the campus course management system. Members of the staff of both the University Libraries and the Office of Information Technology, our partner in developing the Commons, are available to help users. Completion of the second floor renovation will add more space, technology, and services to assist 21st-century scholars.

Tsvlki Sqclvclv. A Cherokee Spelling Book, D. S. Butrick and D. Brown, published by F. S. Heiskell & H. Brown, Knoxville, 1819

The University Libraries hopes to add one of only three known copies of this rare book to our existing collection of Cherokee and Tennessee historical materials. The text not only teaches the Cherokee alphabet and language but also defines Cherokee culture. Prepared by missionary Daniel Butrick and Cherokee scholar David Brown, the book was printed for use at schools like the Brainerd Mission near Chattanooga. The book is also an important early Knoxville imprint.

The Fund for the University Libraries

The Libraries Fund gives the dean the flexibility to make timely acquisitions of strategic resources as opportunities arise. An example of such acquisitions is the recent purchase of the James Agee papers; another is a rare 18th-century work on classical antiquities from which the cover art for this issue of the *Library Development Review* was taken. Gifts that support the Libraries Fund allow us to build collections, offer more digital resources and technology, support outreach, and invest in faculty development.



Among the rare Cherokee spellers currently in the Special Collections Library is *The American Sunday School Spelling Book, a translation into the Cherokee language by J. D. Wofford (1824).*





TRANSFORMATION FOR A NEW GENERATION

By Rita H. Smith

“It’s NOT Your Father’s Library!” proclaimed a recent article in *Torchbearer*, the UT Knoxville alumni publication.

The article introduced the Commons, a new learning space on the second floor of Hodges Library. An open, welcoming area with a vibrant contemporary feel, the Commons pulls together research services, instructional support, and technology assistance in a single convenient location open around the clock. Available in the area are more than 200 laptop computers and desktop workstations, hundreds of software applications and library databases, loaner equipment (headphones, scanners, and digital cameras), wireless Internet access, a media-production lab,

a practice presentation room with video conferencing equipment, configurable furniture, research assistance, and technology help-desk services, as well as Starbucks coffee brewed fresh 24 hours a day. The Commons spaces and services are designed for networking, collaboration, and interaction.

Nostalgic memories of college life are likely to center on a time when students escaped to the library to get away from campus hubbub. Large wooden tables surrounded by heavy oak chairs, sunlight slanting through high windows, shelves and shelves of books and periodicals, a hush of muted whis-

pers as pages turned—all may evoke the traditional college library experience.

That library environment functioned magnificently in its time, continues to appeal to many users, and has not yet entirely disappeared. However, the venue for library functions now has been revolutionized by fast, efficient computing and communication networks, web-based digital information resources, and mobile communication devices. Not only has the library environment changed drastically, but today’s college students—born into the digital age and having expectations and learning styles quite different from their parents’ and grandparents’—require a different kind of library experience.



The Information and Referral desk, one element of the circle of services, is located the Commons South.

Continued on page 4

Confronted with technology transformation and a new generation of learners and teachers, over the past decade libraries began to re-examine the design of their user space and access to information. Academic communities also began to ask themselves whether the library was becoming an irrelevant, unnecessary, and expensive space. A 2001 article “The Deserted Library” in the *Chronicle of Higher Education*, a weekly newspaper for academic educators and administrators, heightened debate by pointing out that comfortable coffee shops and bookstores were more enticing meeting places for students than were libraries.

Librarians’ professional journals featured articles describing the new learning styles of the networked generation. Readers were informed that this group is always “on,” choosing to work, usually in groups, all hours of the day and night. Seamless access to services and technology in a comfortable centralized environment is their ideal. Added to that model is their desire for the latest computing hardware and software and for expert assistance available at the point of need.

Students want to be able to work individually or together in a physical space but also have options for virtual interactions. Social networking and learning activities blend together in such a setting.

To Millennials, also called the “Net Generation,” cell-phones and laptops are as common as notebooks and pencils were to past generations. Twenty years ago a guy might have passed a note across the room asking his girlfriend to meet for a study date at the local coffee house. Today that guy—or gal—sends a text message with an invitation to meet for a latte and a study date at the library with a group of classmates who regularly meet and work together. Students are coming together in a place where the air smells not of dusty books but of freshly brewed coffee from the library’s own café. The sound you hear is not hushed whispers but student voices engaged in group learning activities, practicing a presentation, or working with campus support-services staff members housed in the Commons.

How did we move from our father’s library to this space, aptly named the Commons, a shared space for varied activities and services? From the specter of deserted library halls to an open space constantly abuzz with student activity?

To repurpose library space to meet the needs of the 21st century, the University Libraries began by examining how public spaces organized around services like reference and reserves or such resources as government documents and periodicals could be transformed. The traditional model featuring a specialized desk devoted to a single service was no longer working, and devoting premium public space to infrequently used collections was not cost-efficient.

Early in 2005 the libraries’ management team formed several groups whose common goal was to study how to direct library services toward the needs of 21st-century students and researchers. The group charged with “conducting an analysis of public service points related to . . . effective and efficient use of human resources and space” recommended that the University Libraries form a partnership with the UT Knoxville Office of Information Technology (OIT) to create new learning spaces for the campus community. The model they recommended was a large common area in the Hodges Library where expert service and library resources could be combined in a technology-rich environment suited to both individual and group work. A three-phase transformation of the existing space was proposed.

Elements of phase three of the Commons:

- Additional flexible furnishings that encourage technology use in group and individual spaces
- Flat-screen plasma TV screens for informational use
- A theater area to display faculty and student research projects and vendors’ technology demonstrations
- Renovation of the Studio and media services areas



The Commons has workspaces for both individuals and groups. It is a popular campus study spot, as well as a place to socialize with friends.

Transformation Begins

As fall semester 2005 began, phase one of the Commons opened in second-floor space formerly used as the Reserve Department, using existing furniture and equipment. The next year in phase two of the process, the Commons expanded across the hallway into the Periodicals Department, again using furniture and equipment already on hand. Periodicals were transferred to the first floor, where space became available after infrequently used materials were transferred to remote storage.

Throughout the first two phases, the Commons steering committee, composed of staff members from both the University Libraries and the Office of Information Technology, worked with campus administrators to secure funds for improving the somewhat improvised Commons area. Architects and designers realized the committee's vision for the Commons with plans for redesigned spaces and new furnishings.

The concept of a "circle of service," combining circulation and reference services from the library with OIT lab and help-desk services at a single service desk, had been devised for the 2005 Commons opening. As service offerings have expanded over time, however, the "circle" has become an ellipse that encompasses three spaces separated by a busy corridor. The Studio, a media production lab, is now available through an adjacent hallway; writing center and stat lab tutoring services have been added; and the Innovative Technology Center offers faculty instructional support services.

Renovations were complete by the beginning of fall semester 2007, and the newly reconfigured and furnished Commons opened a year ago last August. In January 2008 a celebratory open house officially welcomed students and visitors. Sponsors had signed up eagerly to participate, as did many campus groups. Balloons, games, and prizes were available to everyone who visited. The success of the open house was an affirmation that the Commons has become recognized as a highly functional campus space used by large numbers of students.

Today the Commons, along with the Hodges Library as a whole, is busier than ever. Both gate count and circulation of materials continue to increase. Response to the Commons from students and faculty alike has been highly positive. In response to demand created by the Commons, the entire Hodges Library building is now open 24 hours a day during study days and exams at the end of each semester.



On to the Final Phase

What does the future hold for the Commons? A key goal is to continue to integrate services and build on the learning-commons model, using it as a real-world test environment for new learning concepts, services, and technologies. The library's new integrated user services unit will incorporate a team of instructional personnel using emerging technologies to engage undergraduates. This team, centered in the Commons, will work closely with the campus Innovative Technology Center and the Student Success Center.

The University Libraries and the Office of Information Technology are extremely proud of the Commons and its transformation of both the library and computer labs. We are dedicated to continuing our partnership to build a 21st-century learning space for students and faculty members. Funds are needed for phase three of the Commons development—completing the renovation of the second floor of Hodges. The development of the Commons and its popularity has also raised awareness of an ancillary need for other spaces within the library dedicated to intensive scholarly research. Though the buzz of the Commons suits many library users, others seek quiet spaces that support individual scholarly work. Providing such space remains a fundamental library function.

It may not be your father's library anymore, but your father would probably like what he sees. We invite all our friends, alumni, parents, and future students to come by for a tour of this new concept in learning spaces.



THE HIGHLANDER CENTER: APPALACHIAN ADVOCACY

By Jane S. Row

To support the campus Ready for the World initiative, the University Libraries collaborated with the Highlander Research and Education Center to help celebrate the center's 75 years of work for social change in the South. Originally called the Highlander Folk School, the center was founded by Myles Horton in 1932 near Monteagle, Tennessee. Highlander's goal was then, and is now, to help people learn how to work collectively to achieve economic, social, racial, and environmental justice.

In the midst of the Great Depression, Highlander focused on poverty and labor issues in the Southern Highlands by training union organizers, but in the 1950s it became the educational center of the early civil rights movement. Martin Luther King Jr., Rosa Parks, Fannie Lou Hamer, and Pete Seeger all participated in its programs. Reorganized as the Highlander Research and Education Center in 1961, the center relocated first to Knoxville, then in 1972 to a scenic hilltop near New Market, where it still affirms regional cultural values as it educates leaders for social justice.

With Highlander at the center of momentous changes and the University Libraries as a repository of the history of that era, it seemed appropriate to participate in the center's celebration. Using a Ready for the World grant, the libraries sponsored creation of a traveling exhibit depicting the center's history of community activism and fostering intercultural understanding and societal change.

Paul Chinetti, a graphic design student, designed and built the exhibit, supervised by School of Art professor Sarah Lowe. On display in the Hodges Jack E. Reese Galleria during fall semester 2007, it then traveled to the University of Maine; the Appalachian Studies Conference at Marshall University in Huntington, West Virginia; the Green Jobs Conference in Memphis; and the Green McDoo Cultural Center in Clinton. This fall the University of Georgia hosted the exhibit.

Besides developing the exhibit, the University Libraries sponsored a film series on social issues associated with the center—*You Got to Move*, *Uprising of '34*, *We Shall Overcome*, *Morristown*, *Up the Ridge*, and *The Telling Takes Me Home*—and invited speakers to discuss those issues. Led by Pam McMichael, Highlander's director; Dr. Anne Mayhew, former vice-chancellor of academic affairs and dean of the Graduate School; Tufara Waller Muhammed, blues singer and social activist; Bill Troy and Luvernel Clark, labor leaders; Amelia Kirby, documentary filmmaker; and Guy and Candie Carawan, well-known folk singers, the edifying discussions also featured performances by Muhammed and the Carawans.

By organizing such events and discussion forums, the University Libraries demonstrates that it is not only an outstanding information resource but also a setting for issue-oriented programs benefiting both the campus and our surrounding community.



(Top left) Myles Horton, founder of Highlander, and his wife, Zilphia (Photo by Emil Willametz); (left) Guy Carawan performing at a Highlander workshop circa 1968; (above) Attending a Highlander workshop, left to right, are Martin Luther King Jr., Pete Seeger, Charis Horton, Rosa Parks, and Ralph Abernathy. All photos courtesy Highlander Research and Education Center

IF YOU NEED A MAP TO FIND US ...

By Gregory H. March



“The Map Library—where is that?” has been a common question on the UT campus over the years. Now that question is, we hope, a relic of the past. After almost 20 years in the basement of the Hoskins Library, the map collection has packed up and moved. The Hoskins location was difficult to find, and the map collection was decidedly underused. In January 2008, however, the Map Library found a new home on the ground floor of Hodges Library, in the heart of the campus.

Extensive planning for the map collection’s move took place throughout 2007. The new location in Hodges would be a renovated former computer lab, but the move and the site were not without chal-

lenges. Anyone who has lifted a box of books has an idea of the weight that must be allowed for when planning book storage. Though single-sheet maps weigh very little, when they are housed in metal cases 4.5 feet wide, 3.5 feet deep, and 4 feet high, their weight is significant. In the new location, map cases would have to be placed where the floor could bear their weight. And because the collection was moving to a smaller space, it was also necessary to anticipate what would fit into the new environment.

To maximize space and ensure that map cases would be placed in appropriate locations, the move was planned virtually using AutoCAD, a software program that allows a user to see in advance what a space might look like in reality. The first step in preparing for the move was to get AutoCAD drawings for both the old location and the new one. Members of the Map Library staff then sketched to scale each map case, filing cabinet, table, chair, and any other equipment that would be moved to the new space. The drawings were replicated digitally in AutoCAD and several floor plans of the new space were drafted before one was approved. By December 2007 the collection was ready to leave Hoskins. In only five days, the move of the contents of the Map Library to Hodges went off without a hitch.

The new home for the maps, now called Map Services, is in a prime location on the UT Knoxville campus. No one wonders where maps are now. Foot traffic has tripled, and circulation of materials has doubled. Our outdoor GPS and compass-training workshops are very popular, and a new geographic information system (GIS) basics workshop was taught in fall 2008. The newly renovated space is also a great place for students to study. Plans call for a centrally positioned door into Map Services to be installed between the ground floor staircases in fall 2008, and when the door is in place, use of the collection is likely to grow even more.

Map Services has the latest GIS and mapmaking software and an ever-expanding digital data collection. Among the computers available to UT affiliates are four dedicated GIS workstations with large dual-screen monitors and four more computers for general and basic GIS use.

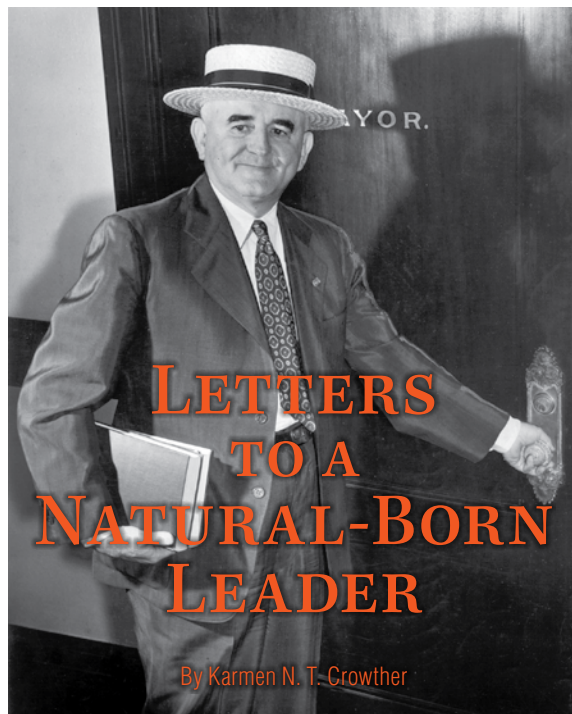
With the fortunate acquisition of several more Garmin GPS units, nine of these extremely popular tools are now available for student research projects. A wide-format color scanner also supplements the wide-format copying and printing we offer.

As electronic resources become widely available, Map Services strives to strike a balance between digital and paper resources. Where needed, we continue to expand our print collection to support the needs of the faculty and students, and staff members are always on hand to answer questions and help users. Next time you are on campus, visit Map Services in its new location. And if you need a map to find us, just let us know!



Top: Greg March, map librarian, conferring with library staff members during the move to Hodges. Above: Eric Arnold, Map Library supervisor, helps a student locate a map.

Dear Mr.



Walter C. Chandler, attorney, congressman, and mayor of Memphis (courtesy Memphis Commercial Appeal)

A John Sevier diary, letters of Andrew Jackson and of Andrew Johnson, and videotapes of Fred Thompson are just four examples of politically significant materials in the University Libraries' collections. Recently added is an assemblage of letters to Walter C. Chandler, a prominent Memphis attorney and political figure of the mid-20th century. Though familiar to Memphis residents, Chandler's name is unlikely to be recognized by most other Tennesseans. In his day he was intimately involved in two legal issues—Chapter 13 bankruptcy law and the “one man, one vote” reapportionment standard—that widely influenced 20th-century America.

Walter Chandler (1887–1967) was one of nine children born to a Jackson, Tennessee, railway mail service supervisor. Reared in Memphis, Chandler attended UT Knoxville, receiving a law degree in 1909. Degree in hand, he returned to Memphis, established a law practice, and delved into local politics. He was soon noticed by the recently elected young mayor of Memphis, E. H. “Boss” Crump. Chandler himself was elected to the Tennessee House of Representatives in 1916, but

army service in World War I interrupted his initial political venture.

When war veteran Chandler returned to Memphis, as a Crump ally, he was elected to the state senate. After one term, however, he chose to concentrate on his Memphis law practice until he was drawn back to politics by the hotly contested 1927 mayoral race. Chandler chaired the campaign of Watkins Overton, the ultimately successful Crump-backed candidate, and was rewarded by appointment as Memphis city attorney. Serving from 1928 to 1934, he proved to be an effective protector of the city's interests.

Meanwhile, Boss Crump had been elected to the U.S. House of Representatives in 1930, but after two terms he became disenchanted with Washington. The day after Crump's announcement that he would not seek a third term, the Crump machine named Chandler to run in his stead. The newly elected Chandler arrived in Washington in 1935 as an ardent New Dealer and enthusiastic supporter of the fledgling Tennessee Valley Authority and other Roosevelt initiatives.

Chandler's congressional career was crowned by the eponymous 1938 Chandler Act. The act extensively reformed federal bankruptcy law, most notably in individual debtor relief, commonly referred to as Chapter 13. For his advocacy of these legal reforms following the economic distress of the early '30s, as well as his other congressional work, in 1939 *The New York Times* rated Chandler as one of the 10 most valuable members of Congress.

The politically ambitious Chandler had hoped to become governor or senator, but those hopes were dashed in 1938 by problems within the Crump organization and weak support statewide. Crump suggested that Chandler return to Memphis as mayor, and Chandler agreed, but not without an unusual election arrangement. He was legally required to resign his congressional seat to qualify as a mayoral candidate, but his vote was needed for crucial legislation. Crump announced that he would run for mayor “as an elector for Chandler”—if he were elected, he pledged to resign after being sworn in, and the following day the city commission would choose Chandler to be mayor. Such, indeed, was the outcome, and Chandler served as mayor from January 2, 1940, until he left office in September 1946 with an enviable record of accomplishments.

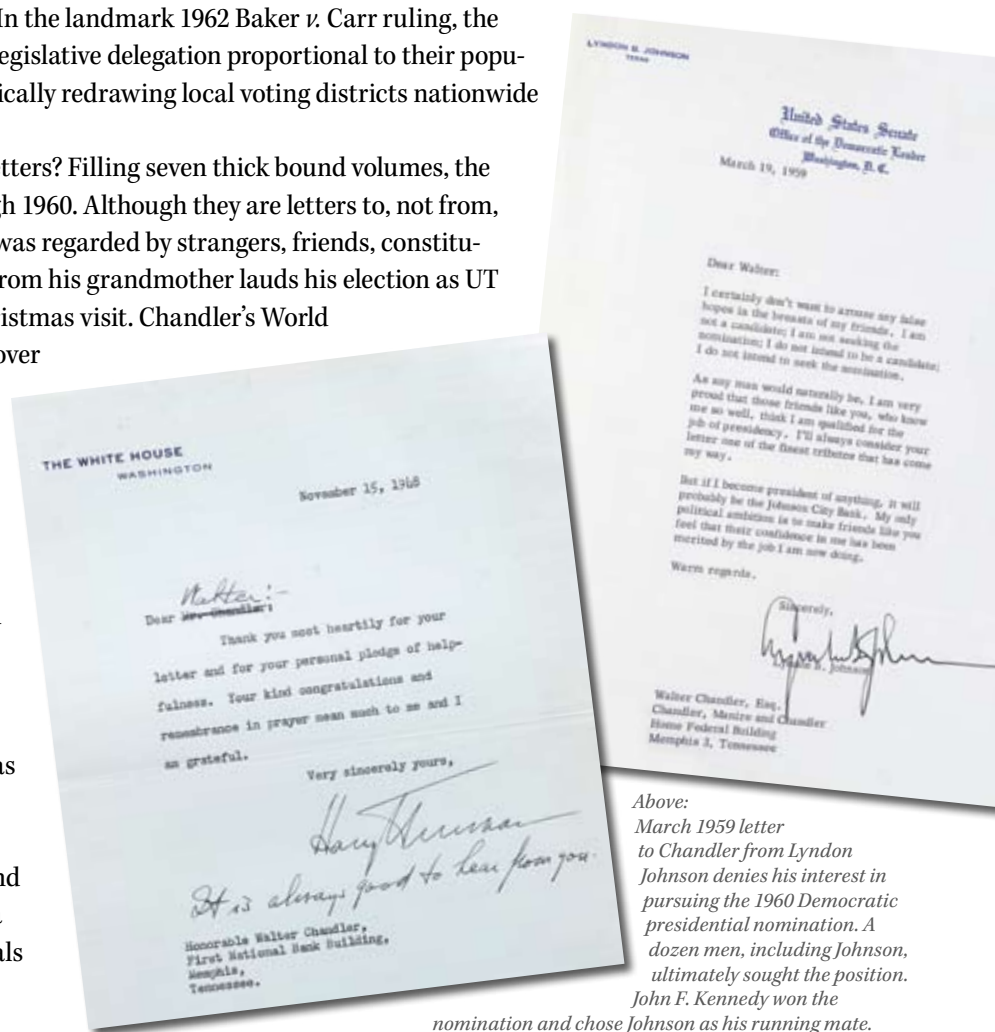
Chandler:

Despite his ties with the Crump machine, Chandler is generally described by historians as shrewd and high-minded, more scholarly and thoughtful than others in the Crump organization. After his mayoralty, he resumed his law practice and became an elder statesman of sorts, supporting the arts and saving the World War II Flying Fortress *Memphis Belle* from the scrap heap. In 1953 he served as president pro tem of the state constitutional convention and two years later did another four-month stint as mayor to fill an unexpected vacancy. He continued to do legal work for the city of Memphis, and his final case carried him once again into national significance.

Chandler had long championed equal representation in state legislatures. Tennessee legislative districts had been drawn in the late 1800s to benefit rural Middle and West Tennessee, but as the cities of Memphis and Nashville grew, as well as the East Tennessee grand division, voters there saw their political influence shrink as reapportionment was repeatedly deferred. Over several years Chandler enlisted support for change across the state and brought suit, and when state courts refused to hear the case, he appealed to the U.S. Supreme Court. In the landmark 1962 *Baker v. Carr* ruling, the court found that regions were entitled to a state legislative delegation proportional to their population. The case introduced the concept of periodically redrawing local voting districts nationwide and led to today's "one man, one vote" standard.

But what of the recently purchased Chandler letters? Filling seven thick bound volumes, the letters cover a period from the early 1900s through 1960. Although they are letters to, not from, Chandler, they offer a detailed picture of how he was regarded by strangers, friends, constituents, admirers, and political allies. A 1907 letter from his grandmother lauds his election as UT senior-class president and looks forward to a Christmas visit. Chandler's World War I army comrades continued to address him over the next 50 years as "Captain." Boss Crump suggested items to Chandler for consideration during his tenure as Memphis city attorney and his U.S. congressional terms. Chandler's service in Congress also occasioned a series of letters from political allies and friends—among them Franklin Roosevelt, Harry Truman, Lyndon Johnson, Cordell Hull, William O. Douglas, and Felix Frankfurter—that continued long after he returned to Memphis.

The letters to Chandler show clearly that he was a man who maintained contacts and friendships for years, nurturing them with notes of thanks and congratulations, and was in turn admired and respected by his correspondents. The letters are a fine addition to our collection of political materials and will be of considerable interest to scholars.



Above:
March 1959 letter to Chandler from Lyndon Johnson denies his interest in pursuing the 1960 Democratic presidential nomination. A dozen men, including Johnson, ultimately sought the position. John F. Kennedy won the nomination and chose Johnson as his running mate.
Left: This letter to Chandler from Harry Truman was written just days after Truman won re-election as president in 1948, pulling out a surprise win over Republican Thomas E. Dewey.

LOVE STORY

A crucial blind date leads to marriage, world travel, and a generous gift

By Amy Yancey

communities, Jeannine in Lexington and Wayne in Henderson. “We probably attended the same basketball and football games, but on opposite sides,” says Jeannine. “We’d even attended the same summer plays!” They went out again the next night, and neither of them ever had another first date.

Wayne was a junior transfer from Martin finishing an engineering degree, and Jeannine was a sophomore. The one-year difference seems small, but it shaped their future. Wayne was due to graduate first, but he didn’t want to leave Jeannine. He decided to stay on at Knoxville to complete the biology prerequisites for dental school. Jeannine graduated next, and while she waited for Wayne, she pursued a master’s in library science. When both had finished up, they married and moved to Memphis, where Wayne entered UT’s School of Dentistry and Jeannine worked at the public library.

Faced with the military draft then in force, Wayne volunteered for a two-year hitch in the army after dental school. He applied for a commission, and to ensure preferment for an orthodontics residency program, he accepted a posting to Vietnam. Jeannine remained in Denver, their last U.S. station, and earned a second master’s degree while managing the University of Colorado’s Technical Reference Center.

After Vietnam, Wayne completed a residency program at the University of Missouri—Kansas City. He owed the army four more years, which stretched out to become a 20-year military career. A posting to Germany introduced the Mitchells to international tourism, and they have trotted the globe ever since. South Africa, Australia, and New Zealand are favorite destinations.

Back in the U.S., the Mitchells settled at Fort Bragg, North Carolina, where Wayne retired as a colonel in 1987. He wanted to return to Knoxville, but Jeannine loved her job as a librarian at the Seventy-First High School, so they stayed on in Fayetteville.

“I figured Jeannine had followed me all over the place, and it was my turn to stay for her,” says Wayne.

They finally did return to Knoxville 15 years later, and Jeannine is quick to point out that now they don’t have to travel to see the Vols play. Their relationship with the university and its libraries also has grown stronger—both now serve on the Library Friends Executive Committee.

In 2006 the Mitchells named the university a beneficiary of their estate. A large portion of their gift of nearly \$3 million provides endowments for the libraries and creates scholarships, and they recently added to their gift an annuity of nearly \$300,000 for the libraries.

What might have happened if the Mitchells had canceled their blind date? Wayne might have become an engineer, and Jeannine, a medical technologist. They wouldn’t have had those happy years in Germany and might never have traveled the world. But they *did* keep that date and together became the benefactors they are today. The Mitchells’ extraordinarily generous support of UT and the University Libraries will enrich the institution for years to come.

In 1960, Andy Holt was president of the university; a new student literary magazine, *The Phoenix*, had recently begun publication; Hoskins Library was the main library on the Knoxville campus; and a momentous blind date on February 5 transformed the lives of two students and the fortunes of the University Libraries.

Wayne Mitchell and Jeannine Jarrett almost backed out of that first date. They quickly discovered, however, that they had grown up in neighboring



Dr. Wayne Mitchell and Jeannine Mitchell

“A gift to the libraries is like a gift to every student at UT.”

—Jeannine Mitchell



SERVING TOMORROW'S SCHOLARS

Graduate students are a key library constituency. Traditionally the library has provided the materials upon which their research is based. It has also been a quiet refuge where they can think, read, write, and even dream about the future.

Today, however, graduate study—like many other aspects of scholarly life—has gone digital. Library services to graduate students have also changed. Access to the library catalog and indexes is available on the Internet anytime, anywhere; periodical articles, even entire books, are available to readers in electronic format; and library assistance is accessed via instant messaging and e-mail.

But despite digital access, graduate students still want to use the library in person, and one of our goals is to develop a comfortable, well-equipped research and study area on the first floor of Hodges Library to support UT's graduate students and scholars of the future.

Scholarly First Aid By Teresa U. Berry

August is a busy time in the life of a university, particularly for new graduate students. They must attend orientation sessions, become familiar with their academic department's requirements and procedures, register for courses, learn how to be a teaching or research assistant, and in some cases, take exams. Some who are new to the United States also have to adjust to a different academic environment and perhaps a different culture as they settle into their new homes. Then classes begin.

Librarians are often involved in orientation sessions for new graduate students, making brief presentations or supplying handouts outlining library resources and services. Such information is often lost, however, in all the other details that students must absorb as they arrive on campus. During summer 2007, Reference and Instructional Services' librarians planned an open house to help them manage this flood of information. The goal of the event, called "First Aid for Graduate Students," was to create a welcoming informal environment where students could learn more about the libraries and ask questions relevant to their immediate concerns as they began to settle into a routine.

On a Friday afternoon shortly after fall classes started, a dozen tables were placed near the main entrance of Hodges Library, and several of the library's departments, the branch libraries, the Graduate School, and the Office of Information Technology set up displays. Even before the advertised starting time of 2 p.m., students began arriving to browse the displays. Attendees were offered refreshments and encouraged to enter drawings to win gift certificates from a nearby coffee shop or the grand prize of a \$100 gift certificate redeemable at the UT Bookstore.

Attendees could meet the subject librarian associated with their discipline, make appointments for individual research consultations, and browse displays highlighting helpful research resources. The instructional services coordinator was on hand with advice about library support for teaching assistants' instructional responsibilities. Access and Delivery Services staff members helped students register for interlibrary loan services and Library Express, a campus delivery service for library materials. Many signed up for a study carrel. Information about library training programs for EndNote—a software program that can help organize citations for theses or dissertations—was offered, and Hodges Library tours were offered every 30 minutes.

One of the challenges first-time students face is connecting to the various computer systems on the UT network. Computer access is essential to using library resources, and students must have a properly working password for access both on and off campus. Laptops must be configured to work with the campus wireless network. As part of the first-aid concept, we invited the Office of Information Technology (OIT) to participate in the event, and their help-desk staff was available to help students with password issues, e-mail problems, and wireless-account setups.



Anne Bridges, humanities librarian, introduces a new graduate student to the library's webpage and its electronic resources.

Students also could talk to Graduate School representatives about procedures, forms, important dates, and other critical topics, and staff members from the thesis/dissertation consultant's office offered information regarding formatting requirements, deadlines, and workshops.

In short, the collaboration between the University Libraries, the Graduate School, and the Office of Information Technology was a great success. The students appreciated the chance to ensure a smooth start to the academic year, and all the participants agreed this should be an annual event. Planning is underway for many more informative graduate student orientations hosted at the libraries.

How Do I “Dissert”? By Linda L. Phillips

Without doubt, doctoral dissertations represent a considerable intellectual investment. Often the gateway to a career, the dissertation is both a milestone at the end of years of study and a major publication that may launch a career of significant original scholarship. It has the potential to confer distinction upon both the individual researcher and the university.

UT Knoxville offers several resources to help students select a dissertation topic, conduct research, write up the work, and place the finished product into an international scholarly network. The University Libraries, in collaboration with the Graduate School, recently introduced a new resource—a daylong workshop aimed at those taking first steps toward a dissertation. More than 150 students participated in “Beginning the Dissertation: A Workshop for Doctoral Students” in January 2008.

Vice-Provost Carolyn R. Hodges, dean of the Graduate School, introduced the program with comments about the significance of the dissertation in the academy and ways that the dissertation helps launch a career. A panel of professors commented on strategies for selecting a dissertation topic. Dr. Cynthia Peterson (biochemistry and cellular and molecular biology) encouraged students to test hypotheses experientially by selecting mentors, rotating through several laboratories, and becoming independent investigators.

Dr. Lowell Gaertner (psychology) echoed the necessity to take initiative in developing one's doctoral program, advocating persistence, passion, confidence, and connection. Dr. Daniel Magilow (German) recommended writing at least 15 minutes every day, demonstrating to participants the focused passion that distinguishes scholars who become intellectually immersed in their discipline.

The workshop's segments targeted key issues for doctoral students: Representatives from the Office of Research outlined best practices in research, ethics, and compliance with granting agencies' regulations. Participants heard personal stories from professors in English and in biosystems engineering and soil science about how they used their dissertations in career development. UT's dissertation consultant outlined the university's expectations for the final work, and a technologist from the libraries' Media Center Studio described services available for creating an electronic dissertation.

During afternoon sessions students divided into groups to meet with librarians specializing in humanities, science and technology, and social sciences who presented details about research resources and library services. They detailed the libraries' specialized electronic databases and indexes, strategies for searching those materials, services for collecting and analyzing data, and instruction in using EndNote software to track references and help prepare a manuscript for publication. A drawing for gift certificates from the UT Bookstore concluded the workshop in style.

On their workshop evaluation forms participants commended the value of the sessions and offered suggestions for future presentations. Many found it especially useful to have representatives of several campus offices together in one location on the same day offering dissertation advice and assistance. The University Libraries' representatives were especially pleased that their sessions in the workshop, introducing research resources and services, were highly rated. Programs like “Beginning the Dissertation” highlight the university's commitment to support doctoral students, our next generation of scholars.



Left to right: Carolyn Hodges, dean of the Graduate School, Rita Smith, library associate dean, and Dan Magilow, assistant professor of German, at the dissertation workshop

Comments from dissertation workshop attendees:

- Very valuable for a first-year student
- Truly excellent content throughout the day
- Well thought-out topic areas and speakers

EndNote: A Grad Student's "Write" Hand By Teresa B. Walker

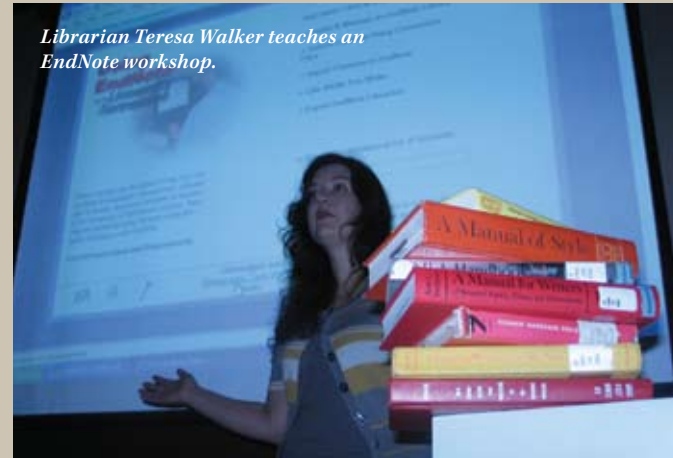
Besides time spent in study and research, graduate students devote many hours to preparing and writing reports, seminar papers, theses, dissertations, and manuscripts for publication. One of the challenging aspects of the scholarly writing process is organizing one's notes, accurately recording sources, and preparing proper footnotes and bibliographies for the final product. Such tasks can be the bane of a writer's life, especially for harried graduate students, so the University Libraries and a bibliographic management software product called EndNote have come to their rescue.

As access to bibliographic databases on the Internet expanded over the past decade, scholars downloaded citations of research resources to their personal computers to be retrieved and inserted into writing projects at just the right spot. But formatting the citation as requested by a publisher or professor was often troublesome because whether they are extracted from library databases or from online websites, formats for citations differ widely. Elements, order, and punctuation vary among databases, but bibliographic-management software like EndNote offers a solution. By automatically rearranging citations into a standard format and style, the writer's notation problems are solved.

Because the source of those troublesome irregular citations is often a library database, students and researchers turned to us for help, and we were ready. A small group of reference librarians joined together to supply EndNote support and services to UT graduate students and faculty members. Through workshops, specialized programming, technical support, and one-on-one consultations, these librarians have become the campus's go-to experts on the use of this software.

Two EndNote workshops are offered. "Introduction to EndNote" covers the basics of creating and managing an EndNote citation library, populating that library with research results from UT Libraries' databases, and formatting citations, bibliographies, and manuscripts in a word processor. The most popular of all the workshops the libraries offers, "Introduction to EndNote" always has a waiting list. Librarians also collaborate with instructors and departments to tailor EndNote seminars to the research needs of graduate students in individual disciplines. The University Libraries also offers advanced EndNote Q&A sessions and training for those who wish to support EndNote users within their own departments.

Beyond workshops and consultations, EndNote support materials tailored to the needs of students and faculty members in various disciplines have been developed. Three UT librarians secured a campus grant in 2005 to create an online tutorial teaching how to use EndNote with resources available at the UT Libraries. The group continues to update and maintain this popular and valuable tutorial and create additional teaching aids as funds become available.



Librarian Teresa Walker teaches an EndNote workshop.

Comments from EndNote workshops:

You rock! I am so glad I attended yesterday's workshop.
—*Grad student in nutrition*

It works—thanks for your help! I really appreciate all the effort you put in to make sure EndNote works well.
—*Grad student in political science*

This was perfect! Thank you!
—*Grad student in nursing*

In 2007 the EndNote group also began supporting EndNote Web—a free online alternative to EndNote desktop software—with classes, online tutorials, and handouts. A listserv, endnotehelp@listserv.utk.edu, enables a national forum for discussion of issues related to using and supporting EndNote in an academic environment. The EndNote group continues to look for more ways of using both new technology and traditional service activities to expand services to the writers and scholars of the future, our UT graduate students.



NEWFOUND PRESS: ACCESS TO NICHE SCHOLARSHIP

By Linda L. Phillips

The 2004–05 *Library Development Review* celebrated the publication of *Goodness Gracious, Miss Agnes: Patchwork of Country Living*, by Lera Knox, the first monograph with the University Libraries' digital imprint, Newfound Press (www.newfoundpress.utk.edu). Representing a trend among research libraries to offer publishing services, Newfound Press began as a demonstration project in 2005 to make peer-reviewed scholarly and specialized works available worldwide. The press collaborates with faculty members to bring new forms of communication to the expanding community of scholars, helping authors of narrowly focused content to disseminate their work. Because works published by Newfound Press may be too specialized to generate revenue in a traditional market-driven publishing model, the library's scholarly publishing service uses local digitization expertise to make quality content accessible.

In 2007 Newfound Press published *Travels of a Country Woman*—a companion volume to *Goodness Gracious, Miss Agnes*—a compilation of newspaper columns by Lera Knox describing travels in the U.S. and abroad. Edited by Margaret Knox Morgan and Carol Knox Ball, these two monographs offer a wealth of primary-source documentation about Tennessee and the first half of the 20th century, narrated brilliantly in entertaining language.

Newfound Press has two more monographs currently in production, a music theory journal and two sets of conference papers in multimedia format. One of the monographs is John Osborne's translation of the German picaresque novel *Simplicissimus the German Adventurer*, with an introduction by distinguished scholar Lynne Tatlock. Praising Osborne's extensively documented source materials and colorful language that captures the tone of the original, Tatlock observes that the translation is a significant addition to the existing canon.

The monograph *To Advance Their Opportunities: Federal Policies Toward African American Workers from World War I to the Civil Rights Act of 1964*, by Judson MacLaury, will interest policy-makers and scholars concerned about the evolution of antidiscrimination policy. *Gamut* (www.newfoundpress.utk.edu/gamut), hosted for the Music Theory Society of the Mid-Atlantic, is Newfound's digital music theory journal. One of the press's multimedia conference proceedings is *The Road Home, McCarthy's Imaginative Return to the South*, which documents a 2007 conference centered on the work of Pulitzer Prize-winning author Cormac McCarthy. The set includes the text of papers presented, as well as video recordings and press coverage of the event.

The Newfound Press's editorial board developed criteria for prioritizing submissions for publication: A work must reflect scholarly rigor, feature innovative presentation (especially multi-

media), and merit wide dissemination and preservation but be unlikely to be published by a traditional press because of narrow focus or innovative format. Proposals for books, journals, and multimedia works that reflect interdisciplinary or regional relevance are also of particular interest. Authors grant Newfound Press nonexclusive rights to disseminate their work in perpetuity, so others may also publish the work if the copyright owner grants permission. The library is committed to promoting discovery and use of the content, as well as archiving and preserving it.

The name *Newfound Press* was inspired by the landscape of the Great Smoky Mountains, where Newfound Gap lies at the crest of the Tennessee–North Carolina boundary. Like the geographic explorations of the region's early settlers, Newfound Press is venturing into a territory filled with possibilities beyond the scope of our current experience. The University of Tennessee hopes that other libraries will share the vision of Newfound Press and join in expanding open-access online publishing throughout the world.

Newfound Press's services:

- Consulting with authors
- Managing the peer review process
- Presentation design
- Web access 24/7
- Procuring ISBN and ISSN numbers
- Applying cataloging/metadata tags
- Marketing the publication
- Preserving current and archival files
- Collecting usage data



STRIKING A SPARK

By Nick Wyman

For the past two years, Special Collections has been collaborating with English Department faculty members in a new program for freshman composition classes that centers on an assignment to write a research paper using archived historical materials. At the beginning of the program in spring semester 2006, Special Collections staff members experimented, exploring possible approaches to supporting the program. It was a new endeavor for both English

instructors and library staffers, and with experience, together we have identified many sometimes-surprising benefits and successes for everyone involved.

Classes first come to the Special Collections Library for an instructional session designed to acquaint them with libraries that house rare books and manuscripts, research using primary materials, and our available resources. After that session, students return to Special Collections to research their topics. Their research generally focuses on one or two primary sources and then employs secondary sources to set the material in context. An obvious advantage of this assignment is that students are writing about topics in a number of fields other than literature, instilling awareness that writing skills are a vital tool in every discipline and academic major.

The assignments, which vary considerably among the English instructors, are structured to introduce students to primary research materials. Some focus on a genre of manuscript, for example, an assignment asking students to choose among diaries, letters, journals, or photographs as source material. Some more narrowly defined assignments require that the students transcribe letters chosen from collections of Civil War soldiers' correspondence. At the other extreme, one wide-focus assignment is to write about any manuscript item in Special Collections dated before 1970.

Several assignments have been designed to acquaint students with the history of Knoxville. One instructor asks students to investigate a Knoxville community defined by place, social class, race, ethnicity, or some other characteristic. Another asks students to explore the history of 1950s Knoxville. Other assignments are centered on a landmark, monument, institution, district, or neighborhood in Knoxville; Knoxville history through a key figure like William G. Brownlow, Cormack McCarthy, or James Agee; a significant period like the Civil War years; or of the establishment of the Tennessee Valley Authority or Oak Ridge National Laboratory. Students may also choose to investigate some aspect of the history of their home for the next few years—the University of Tennessee.

Interesting regional history assignments have been investigations into Appalachian history and culture, roots music in Tennessee, and the Jazz Age in the state. Other assignments covered topics in women's history, early travel accounts, the 1950s in America, or the cultural milieu of the Edwardian Age. A few instructors choose more abstract conceptual topics like art and activism or the American Dream.

All of these writing assignments offer first-year students an unusual opportunity to conduct research using primary sources, with the goal of enriching the students' arsenal of writing and research skills for use in other university courses, as well as for their own intellectual stimulation. A side benefit of the program is that working with these young scholars has been exhilarating for the Special Collections staff. The first year at UT Knoxville has proved to be the best time to introduce students to the resources of the Special Collections Library. We hope that the experience strikes a spark that fires their imagination and gives them a lifelong appetite for inquiry.

The generosity of donors for more than four decades has made possible the rich array of resources in the Special Collections Library, and scholars around the world—among them our own fledglings in freshman composition—benefit from those resources every day.

Above: Nick Wyman helps a student select materials for an assignment requiring use of the rare books and manuscripts housed in Special Collections.

UT LIBRARY FRIENDS: A REMARKABLE YEAR

By Penny Tschantz

Anniversaries are vital markers of growth, change, and progress. On a special Friday evening in October 2007, UT Library Friends and guests gathered at Hodges Library to mark several significant milestones: the 20th anniversary of the renovation of the John C. Hodges Library, the 75th anniversary of the James D. Hoskins Library, and the 100th anniversary of UT's status as a land-grant federal depository library.

library, and in its early days the library was open only about an hour each day. The present-day prominence of the University Libraries may be traced to UT's 11th president, Charles W. Dabney (1887–1904). Dismayed by the disgraceful academic conditions he found when he arrived, President Dabney instituted many reforms, demanding academic rigor from both the faculty and the student body and expanding facilities and enrollment. In effect, he reinvented UT as a modern university. He obtained a \$40,000 grant from Andrew Carnegie and raised matching funds for UT's Carnegie Library, which opened in 1911. By this time, Dabney had doubled the library's collection and obtained its designation as a federal depository. The Carnegie remained UT's central library until Hoskins opened in 1931. Relocation of most of the collection from Hoskins to the expanded Hodges Library in 1987 meant that the main library would have a position literally at the center of campus. Thanks to ambitious deans and faculty members, as well as



Dr. Bruce Wheeler signs books following the fall 2007 anniversary event.

Called “A Remarkable Time: Celebrating the Past, Anticipating the Future,” the celebration featured music by a student group, the Jet Swingers, and hors d’oeuvres served in the Jack E. Reese Galleria. Guests moved into the Lindsay Young Auditorium to be welcomed by Barbara Dewey, dean of libraries. The program began with a brief talk by Dr. Sylvia Peters, an educator known nationally for her work with the Edison Project and other efforts. Dr. Peters gave a lively account of her family’s love of books and reading, noting the importance of literacy in a democracy. She then introduced the featured speaker, UT history professor Dr. Bruce Wheeler. A popular lecturer and author of books about the Knoxville area, Dr. Wheeler is working on a history of the University of Tennessee.

In his talk Dr. Wheeler noted that although today the library is considered the center of the campus, recording about 39,000 visits each week, it has not always enjoyed so much attention. For more than half of UT’s life, there was no building designated exclusively for the

support by loyal Library Friends, the University Libraries now enjoys national prominence. Wheeler concluded his talk with the assurance that “the heart of the university is strong.”

Wheeler was followed by another very popular UT figure, professor emeritus Dr. Bill Bass, well-known forensic anthropologist and author of nonfiction books about his profession. In recent years, Bass and his co-author, Jon Jefferson, have published several best-selling novels under the nom de plume Jefferson Bass. After a few remarks about the recent turn his professional life has taken, Dr. Bass presided over an auction to benefit the libraries, in which attendees could bid for the right to



Drs. Sylvia Peters and Bill Bass celebrate their successful auction to benefit the libraries.

name a character in a future Jefferson Bass novel. Bass quickly turned over his auctioneering duties to Sylvia Peters, whose energetic style inspired a bidding process so competitive that the disappointed runner-up demanded a second auction. Dr. Bass graciously granted the request, and the two very generous winners contributed a total of \$3,200 to the libraries.

After the program, guests adjourned to the galleria, where they could enjoy the food and music, purchase the speakers' books and have them signed, shop at a benefit book sale, and admire historic photos of Hoskins Library in its glory days. Many Library Friends took the opportunity to relive the past by viewing a video from 1985 about the temporary relocation of the undergraduate library to the Humanities and Social Sciences Building, featuring such notable UT personalities as professors Bain Stewart, Milton Klein, and Jack Reese, along with a very attentive canine student named Smokey. Guests could also meet with art professor Beauvais Lyons, co-sponsor of "The Centaur Excavations of Volos," a notable fixture in the Reese Galleria since the days of antiquity. Available to guests were guided tours of the Commons, a state-of-the-art study and research facility for students, and a wealth of information in the many exhibits specially prepared by various branches and departments of the libraries.

The fall 2007 anniversary celebration was indeed "a remarkable time," made possible by dedicated members of the University Libraries' faculty, staff, and Library Friends (UT students, alumni, faculty members, administrators, and others), who are persuaded that the University Libraries really is the heart of our campus. The Library Friends executive committee continues to be closely involved in the libraries' development efforts, and several committee members attended the festive launch of the Campaign for Tennessee in April 2008. During the year, the committee welcomed new members Larry Frank and Linda Friedland, bid goodbye to former development director Blue Dean, and greeted her successor, Amy Yancey.

Everyone involved with the University Libraries realizes that the advancements made since the days of President Dabney can continue only through the generous support of current and prospective donors who are especially mindful of the libraries' many needs now and in the future.



Hoskins Library

Under construction from 1929 to 1931, Hoskins Library was designed by Knoxville architects Barber & McMurry in the Academic Gothic style. The original 50,000 square-foot building cost a mere \$300,000 (about \$4.6 million in today's money) to build. Inside the building on the second floor, the ceilings display intricate paintings and scholarly quotations. Hoskins served as the campus's main library for nearly 60 years.



Undergraduate Library

Built in 1969, this new library was originally designated "the undergraduate library," with Hoskins continuing to serve as the campus's main library. The needs of the university, however, quickly outgrew the five-story 100,000-square-foot building. The library was named for the late Dr. John C. Hodges, professor of English and an avid supporter of UT's library system.



Hodges Library

In the early 1980s, as campus growth began to strain the space and resources of Hoskins Library, plans were made to expand the undergraduate library into a new main library. The current John C. Hodges Library, completed in 1987, more than tripled the square footage of the undergraduate library which formerly stood on the site. The project cost \$29 million to complete.

DIXIE MARIE WOOTEN'S LIVING LEGACY

By Hannah Barker

For Dixie Marie Wooten, born in north-central Tennessee's rural Macon County in 1930, the University of Tennessee was a long way away. Geographically, Wooten may have been only a few hours removed from UT's Knoxville campus, but for this daughter of hardworking

farmers coming of age in the 1940s, a university education was not an option.

Instead of a college career, Wooten married and worked in a factory in her hometown. In 1962 her husband died, leaving Wooten with a 5-year-old son to rear and support. To increase her income, she enrolled in a local nurse-training program to earn LPN certification. Wooten's son, Dr. David Wooten, a physician practicing internal medicine in Knoxville, recalls his mother's determination to achieve financial independence. "My mother was a very strong woman, and she never remarried after my father's death. Instead, she worked," he says.

Though she never received a formal college education, Mrs. Wooten was a naturally curious woman of intelligence who shared her love of learning with her son. She knew exactly where she wanted her son to attend college. "I applied to one college—UT," Dr. Wooten says. "Mother considered UT the biggest and the best."

Dixie Marie Wooten proudly watched her only son pack up and move to the Knoxville campus. A dedicated student, David Wooten spent much of his time studying at the library. He fondly remembers his mother calling his dorm to check on him: "My mother would always tease me, 'I call, and your roommates say you're at the library. Exactly what is this library they're talking about?'" Mrs. Wooten had heard of students using the word *library* as code for attending various parties on campus and wanted to make sure her son was really hitting the books. He was indeed studying, and entered the University of Tennessee Medical School in 1978, eventually completing his residency at UT Medical Center.

Dixie Marie Wooten worked at Macon County General Hospital for more than 40 years until her death in February 2007, leaving a surprisingly large estate. David Wooten, his wife, Debbie (a UT graduate and a member of the Library Friends executive committee), and Dixie Marie Wooten's sister, Linda George, were faced with the decision of how to administer Mrs. Wooten's considerable estate. Because his mother had loved UT, David Wooten knew he wanted to start there, and the family agreed.

When touring UT's Knoxville campus with his daughter, Ara—who enrolled as a freshman this fall—Wooten was strongly impressed with the University Libraries' commitment to emerging technologies and with the Commons as an embodiment of that commitment. "It really appeared to me that the Commons had become the new student center, the new gathering place of the university," Wooten says. The family settled on giving to the libraries. "It just seemed the right fit," he remembers.

With the Wootens' generous donation, the library has created the Dixie Marie Wooten Endowment to assist with technology purchases, subscriptions, and other purposes related to the operation and function of The University Libraries. To honor his mother, David and Debbie Wooten elected to have a plaque mounted in the library bearing her name. As Wooten reflects on his mother's determination to send him to the University of Tennessee, he says, "I guess she had plans for me that she herself wasn't able to realize."

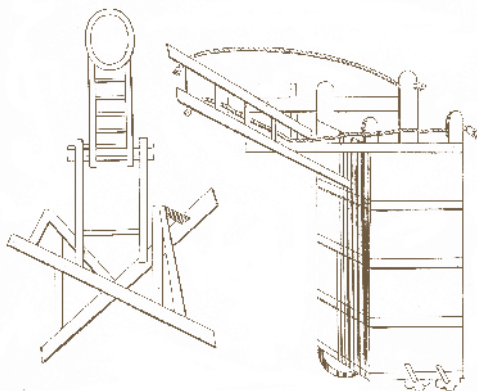
Now, with another generation of the Wooten family attending UT, the distance between a young Dixie Marie Wooten and the university seems to be shrinking. As her endowment continues to support the libraries and as her name graces its own special corner of the library, it would appear that Dixie Marie isn't far away at all, but right at home here at UT.



The Wooten family, left to right: Noah, David, Debbie, and Ara

ANTIQUITY AS INSPIRATION

By Karmen N. T. Crowther



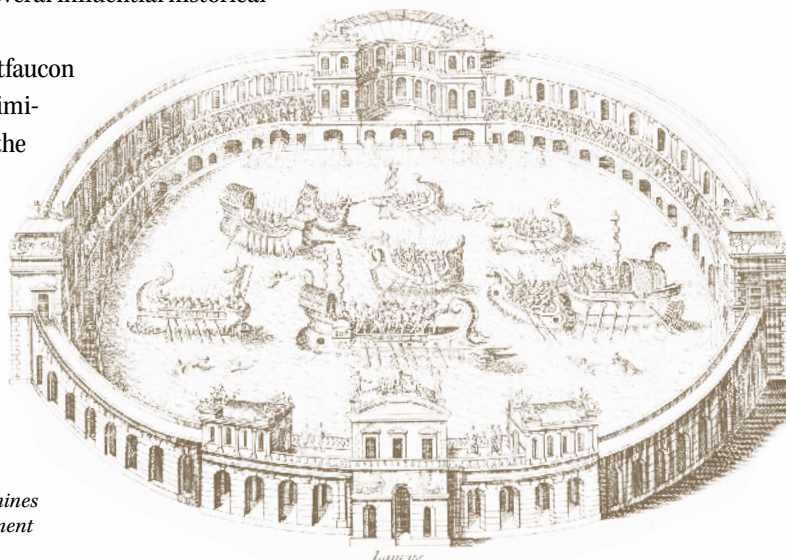
Opportunities to obtain rare or significant materials outside the boundaries of Special Collections' usual areas of specialization are sometimes so compelling that they cannot be overlooked. Such an opportunity arose recently when a complete copy of Bernard de Montfaucon's *L'Antiquité expliquée et représentée en figures* (*L'Antiquité*) became available for purchase. Published in 1719 *L'Antiquité* first appeared in 10 folio volumes, supplemented by an additional five volumes in 1722. More than 1500 plates in the volumes reproduce all the ancient monuments identified by Montfaucon as useful to the study of the Greco-Roman world.

Following the Renaissance, neoclassicism became the dominant cultural and artistic movement in Europe. Architecture, sculpture, painting, drama, poetry, philosophy all were influenced by the study of antiquity. A tradition of extended tours to such classical sites as Rome, Greece, Egypt, and the Near East as an educational capstone helped to spread interest and familiarity. For those who wanted to expand their knowledge of classical antiquities upon their return, for those who could not travel, and for those who simply sought artistic inspiration, Montfaucon's extensively illustrated *L'Antiquité* was the standard reference work. The first edition was exhausted in two months, quickly reprinted, and translated into English in 1721. Well into the 19th century, artists turned to the illustrations found in the compilation as a sourcebook of classical imagery. It continues to provide inspiration to scholars and artists today.

The author of *L'Antiquité*, Bernard de Montfaucon, was one of the foremost scholars of his day. A survey of his background and early years, however, would not have predicted such a future for the young man. Born in 1655 to a French noble family, Montfaucon grew up near France's southern border with Spain. Although an avid student of history and the classics, he chose to enter a military academy at the age of 13 to prepare for a career as an army officer. France under the long reign (1643–1715) of Louis XIV was at the height of its power in Europe and about to embark on a series of wars to expand its borders. For a young man the attraction of military glory during these years of French expansion and consolidation was irresistible.

After only two years of active military service, however, Montfaucon fell ill and returned home in 1675. Recovering, he determined to enter the Benedictine religious order to fulfill a vow made during his illness. Montfaucon proved to be a scholar, quickly learning Greek, and developing an interest in the early church fathers. His aptitude and accomplishments were soon noticed, and he was sent to study at several Benedictine centers in France. Eventually he transferred to Paris, where he took up the study of Hebrew and other ancient languages. In 1698 he traveled to Italy and spent three years studying ancient manuscripts in Rome and Milan. Montfaucon returned to Paris in 1701, where he remained for the next 40 years, studying and writing several influential historical works, including *L'Antiquité*.

An ardent proponent of the value of studying antiquities, Montfaucon is considered the creator of archaeology by some. He planned a similar illustrated work on early French historical artifacts and was the first to reproduce illustrations of the Bayeux tapestry. He is also known as the father of Greek paleography, the study of early Greek handwriting. And as an early practitioner of the art of bibliography, he compiled one of the first catalogs of Greek manuscripts in European libraries. The University Libraries is lucky to have obtained a copy of his most famous work. The generosity of donors and friends helped to make this purchase possible, as it has on many previous occasions.



Top: Both the Greeks and Romans experimented with the design of siege machines and used them in land and sea battles. Above right: A naumachia, or reenactment of naval combat, would have been staged as an entertainment spectacle.



LINDSAY YOUNG ENDOWMENT GROWS HUMANITIES RESOURCES

By Molly Roysse

A variety of disciplines will benefit in the coming year because of Lindsay Young Endowment funding. In its 19th year, this endowment continues to enable the University Libraries to enhance its collections in significant ways. The titles selected by members of the university's humanities faculties and humanities librarians in 2008 address a variety of scholarly endeavors and will contribute significantly to the needs of researchers.

The acquisition of Walton Ford's *Pancha Tantra* supports the research of several members of the School of Art faculty. This limited edition volume of contemporary American artist Walton Ford's watercolors of animals blurs the lines between human and animal history and opens the door to a world of fantasy and dreams.

Classicists and scholars who work with medieval manuscripts will benefit from the addition of *Paléographie des Classiques Latins*, which contains manuscript facsimiles of many Latin authors. Several hard-to-find paleography titles like *Facsimiles of English Royal Writs to AD 1100* and *Facsimiles of Early Charters in Oxford Muniment Rooms* will also be welcomed by researchers. These resources will support teaching paleography at UT Knoxville and expand scholars' ability to study ancient manuscripts.

Also of interest to medievalists is the acquisition of the *Medieval Travel Writing Database*, a collection of medieval manuscripts dating from the 13th to the 16th centuries, gathered from libraries and archives across Europe. The manuscripts are augmented by translations, supporting materials, and interactive maps showing the routes of the travelers.

Literary historians will take interest in *American History through Literature, 1820–1920*, which was purchased in electronic form to increase its accessibility to researchers. This title is con-

sidered one of the most extensive American studies reference works in recent times, essential for researchers exploring the interaction between literary text and history.

The collection *Plantation Life in the Caribbean* brings together two sets of excellent archival materials for the study of plantation life and slavery in Jamaica during the 18th and 19th centuries and offers primary sources documenting the lives of slaves, the slave ships, and the fight for abolition.

A unique and extensive CD collection from the International Library of African Music Recording supports the interests of the faculty and students of the School of Music and represents some of the most significant comprehensive collections of recorded music of sub-Saharan Africa from the 1950s and '60s. It will support research in several disciplines.

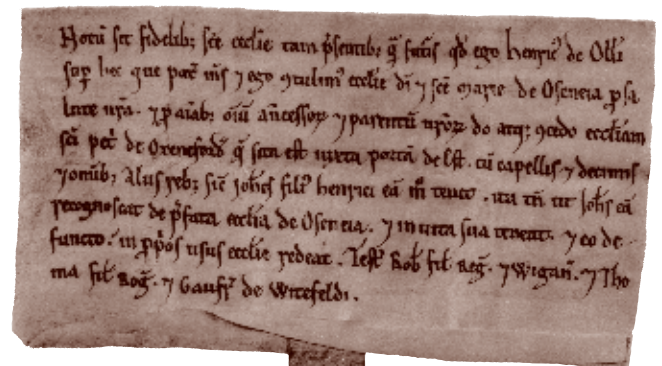
Through the purchase of these notable collections and resources, the Lindsay Young Endowment continues its tradition of addressing the needs of University of Tennessee scholars and researchers. These additions to the libraries' collections will make lasting contributions to humanities instruction and research.

Humanities Shopping List

These are other Lindsay Young–enabled purchases for 2007–08:

- *Repertorium of Middle English Prose Sermons*
- *Amsterdamer Beiträge zur älteren Germanistik*
- *Byzantine Collection Catalogs*
- *Gaskell and the Brontës*
- *Women Advising Women*
- *Women's Autobiographies from Cambridge University Library*

For a full list of purchases see www.lib.utk.edu/colldev/forms/lyoung.html



Grant of property dated 1153–54 from Henry d'Oilli to the Church of St. Peter, reproduced in Facsimiles of Early Charters in Oxford Muniment Rooms

COLLECTION ENDOWMENTS: CONNECTING THE PAST, PRESENT, AND FUTURE

Collection endowments provide critically needed funds to acquire, preserve, and make accessible library materials in a particular subject or area of interest. The escalating costs of materials, besides the wealth of new information published every day, have increased the demand for funds to make the libraries responsive to the informational needs of our faculty and students, as well as to our regional users. Collection endowments begin at \$25,000. Donors may make a single gift or build an endowed fund over five years. Here is a list of the collection endowments within the University Libraries:

HUMANITIES

Patrick Brady Memorial Library Fund	18th- and 19th-century French literature
James Douglas Bruce Endowment Fund	English
Hugh and Margaret Crowe Library Quasi-Endowment	Sociology, urban and regional planning
Kenneth Curry Library Endowment Fund	English and American literature, the arts, philosophy, classics, and history
Durant DaPonte Memorial Library Endowment	American literature
Richard Beale Davis Humanities Library Endowment	General
Clayton B. Dekle Library Endowment	Architecture
Roland E. Duncan Library Endowment	Latin American history
Dr. Harold Swenson Fink Library Endowment	Medieval history
Dr. Stanley J. Folmsbee Library Endowment	Tennessee and American history
Great Smoky Mountain Regional Project Endowment	History of the Smoky Mountains
Hodges Books for English Endowment	English
Paul E. Howard Humanities Collection Library Endowment	General
Thomas L. James Library Endowment Fund	English
Mamie C. Johnston Library Endowment	English
Alline Salmons McConky Jr. Library Endowment	Center for Children's and Young Adult Literature
Jack and Dorothy McKamey Humanities Collection Library Endowment	General
Edward J. McMillan Library Endowment Fund	Religious studies
Flora Bell and Bessie Abigail Moss Endowment Fund	General
John C. Osborne Memorial Library Endowment	German literature and languages
Charles and Elnora Martin Paul Library Endowment	History and English literature
Pi Beta Phi Children's and Young Adult Literature Library Endowment	Center for Children's and Young Adult Literature
John L. Rhea Foundation Library Endowment Fund	Classical literature
Norman B. Sayne Library—Humanities Endowment Fund	General
Dr. and Mrs. Walter Stiefel Library Endowment	Romance languages
Charles A. Trentham Library Endowment Fund	Religious studies
United Foods Humanities Library Endowment	General
UTK Tomorrow Humanities Library Endowment	General
Bill Wallace Memorial Library Endowment	Religious studies
Helen B. Watson Library Quasi-Endowment	Music and art
Judith D. Webster Library Preservation Endowment	Preservation
Lindsay Young Library Endowment	General

SPECIAL COLLECTIONS

Margaret Gray Blanton Library Endowment	Special Collections
Margaret Graeme Canning Library Endowment	Special Collections
William Elijah and Mildred Morris Haines Special Collections Library Endowment	Special Collections
William H. Jesse—Library Staff Endowment	Special Collections—American Indian
Angelyn Donaldson and Richard Adolf Koella	Special Collections
Library Special Collections Endowment	Special Collections
John E. and Mary Poitevent Redwine Endowment for the Great Smoky Mountains Regional Project	Special Collections
Special Collections Library Endowment Fund	Special Collections

SOCIAL SCIENCES

Social Work Alumni Library Endowment	Social work
Renda Burkhart Library Endowment	Business and accounting
Human Ecology Library Development Endowment	Human ecology
Kenwill Inc. Cartographic Information Center Endowment	Map Library
Phillip W. Moffitt Library Endowment Fund	Psychology
Frank B. Ward Library Endowment Fund	Business

SCIENCE AND TECHNOLOGY

Agriculture-Veterinary Medicine Library Endowment Fund	Agriculture
William Waller Carson Library Endowment	Engineering
Frank M. Dryzer Library Endowment	Math, physics
Carolyn W. Fite Library Quasi-Endowment	Microbiology, biochemistry, cellular and molecular biology
Armour T. Granger Library Endowment Fund	Engineering
Dr. and Mrs. A. H. Lancaster Visual Services Library Endowment	Visual services
Library Technology Endowment	Tools to access electronic information
Wayne and Alberta Longmire Library Endowment	Monographs, journals, and audio/visual materials
Stuart Maher Memorial Endowment—Technical Library	Chemistry, physics, engineering
Department of Mathematics Library Endowment	Mathematics
Adrian Barry Meyers Library Quasi-Endowment	Mathematics, computer sciences, science, biology, or engineering
Dr. C. D. Sherbakoff Library Endowment Fund	Botany
R. Bruce Shipley Memorial Endowment	Engineering
Otis H. and Mary T. Stephens Library Endowment	Visual services

SERVICE AWARD

Paul M. and Marion T. Miles Library Employee Incentive Award Endowment

UT Library Friends Service Endowment

SCHOLARSHIP

Red & Theresa Howse and Jim & Betty Papageorge Library Scholarship Endowment

UNDESIGNATED

Mr. and Mrs. Lytle A. Absher Library Endowment

Reba and Lee Absher Memorial Library Endowment

Adopt-a-Periodical

Lalla Block Arnstein Library Endowment

Violet C. and James M. Blake Library Endowment

Tutt and Elizabeth Bradford Library Endowment

Ira N. Chiles Library Endowment—Higher Education

Caroline Perry Cleveland Library Endowment

Betsey Beeler Creekmore Library Endowment

William and Leona G. Crunk Library Endowment

Elizabeth and R. B. Davenport III Library Endowment

Nancy R. and G. Mack Dove Endowment

Ellis & Ernest Library Endowment

Mildred G. Fair Library Endowment

Carolyn W. Fite Library Quasi-Endowment

Franz/Myers Family Library Endowment

Henry A. Haenseler Library Endowment

Hamilton National Bank Library Endowment

Natalie Leach and James A. Haslam II Endowment

J. C. Hodges—UTK Alumni Library Endowment

Bill and Rena Johnson Endowment Fund

Dr. and Mrs. A. H. Lancaster Library Endowment

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Jack and Germaine Lee Endowment Fund

Library Acquisitions Endowment

Library Employee Development Endowment Fund

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Valley Fidelity Bank Library Endowment

Walters Library Endowment Fund

Virgina Westfall—Josephine Ellis Library Quasi-Endowment

Ronald H. Wolf Library Endowment Fund

Guy C. Youngerman Library Endowment Fund

Investing in Our Future

More than any other unit, the library is the heart of a university. The quality of the library's collection is a measure of the quality of intellectual inquiry campuswide and the quality of education we give our students, our future leaders. You can help guarantee that they will receive the best possible education by making an investment in the University of Tennessee Libraries.

To make a gift, please make your check payable to THE UNIVERSITY OF TENNESSEE LIBRARIES, and use the reply envelope included in the Library Development Review.

The University Libraries development team has made every effort to ensure the accuracy of this report. Please let us know if you see any errors or omissions. Every gift is important to our mission.

Please contact our development office:

Amy Yancey
Director of Development
612 Hodges Library
Knoxville, TN 37996-1000
865-974-0037

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ENRICHING CAMPUS AND COMMUNITY

By Martha Rudolph

The Library and the Howard Baker Center

Are guns a threat to society or a safeguard against tyranny? Should religious tenets guide our laws or be banished from the public square? Responses to these dilemmas will help to define American democracy in the coming decades. The UT Libraries and the Howard Baker Center for Public Policy offered students and the public a chance to refine their understanding of these issues at two forums held in the Hodges Library, “Right to Bear Arms: A 2nd Amendment Forum” and “Religion’s Role in Public Life.” The library also joined the Baker Center in sponsoring the “Sign Your Constitution” event on Constitution Day, September 17. Hundreds of students dropped by to sign an oversized facsimile of the U.S. Constitution on the pedestrian walkway outside the Hodges Library.

Writers in the Library

In the ninth season of the Writers in the Library Program, audiences enjoyed readings by, among others, novelists John McManus (*Bitter Milk*) and Michael Knight (*The Holiday Season*), short-story writer Wendy Brenner, literary critic Barbara Bogue, and poet Michelle Boisseau. The University Libraries’ Jack E. Reese Writer-in-Residence, R. B. Morris, continued his “songwriters as poets” series with readings by fellow musician-poets David Philips and Scott Miller. As always, Writers in the Library concluded the season with readings by the winners of the John C. Hodges Graduate Writing Prizes in fiction and poetry.

Medieval and Renaissance Semester

The University Libraries lent support to the Medieval and Renaissance Semester in several ways during fall 2007. During Welcome Week, librarians joined other members of the faculty in leading discussions of the Life of the Mind Freshman Reading Program selection, *In the Wake of the Plague*. The Culture Corner highlighted related titles from our collections, and several displays featured medieval and Renaissance themes. Our Special Collections Library mounted “Scribes, Scholars and Students,” an exhibit emphasizing the historical role of libraries in preserving knowledge.



This forum, jointly presented by the Baker Center and the UT Libraries in the Jack E. Reese Galleria of Hodges Library, drew an interested audience.

Documents to the People

In 2007 the University Libraries celebrated three milestones in providing access to federal and state government information: 110 years as a designated federal depository library (1897), 100 years as a land-grant depository library (1907), and 90 years as a Tennessee state depository library (1917). Throughout the year, our government documents collections were showcased in news items on our webpage and a series of displays in the heavily trafficked Hodges Library galleria.

Student Art in the Library

Student artists have a new venue in which to show their work: the library. The “Student Art in the Library” juried exhibition showcases works by UT Knoxville students (art majors and non-majors alike). The winning entries are displayed for a full semester in Hodges Library. Both current and past winning entries can be viewed at www.lib.utk.edu/refs/artinlibrary.

