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2013

## The Library Development Review 2012-2013

University of Tennessee Libraries

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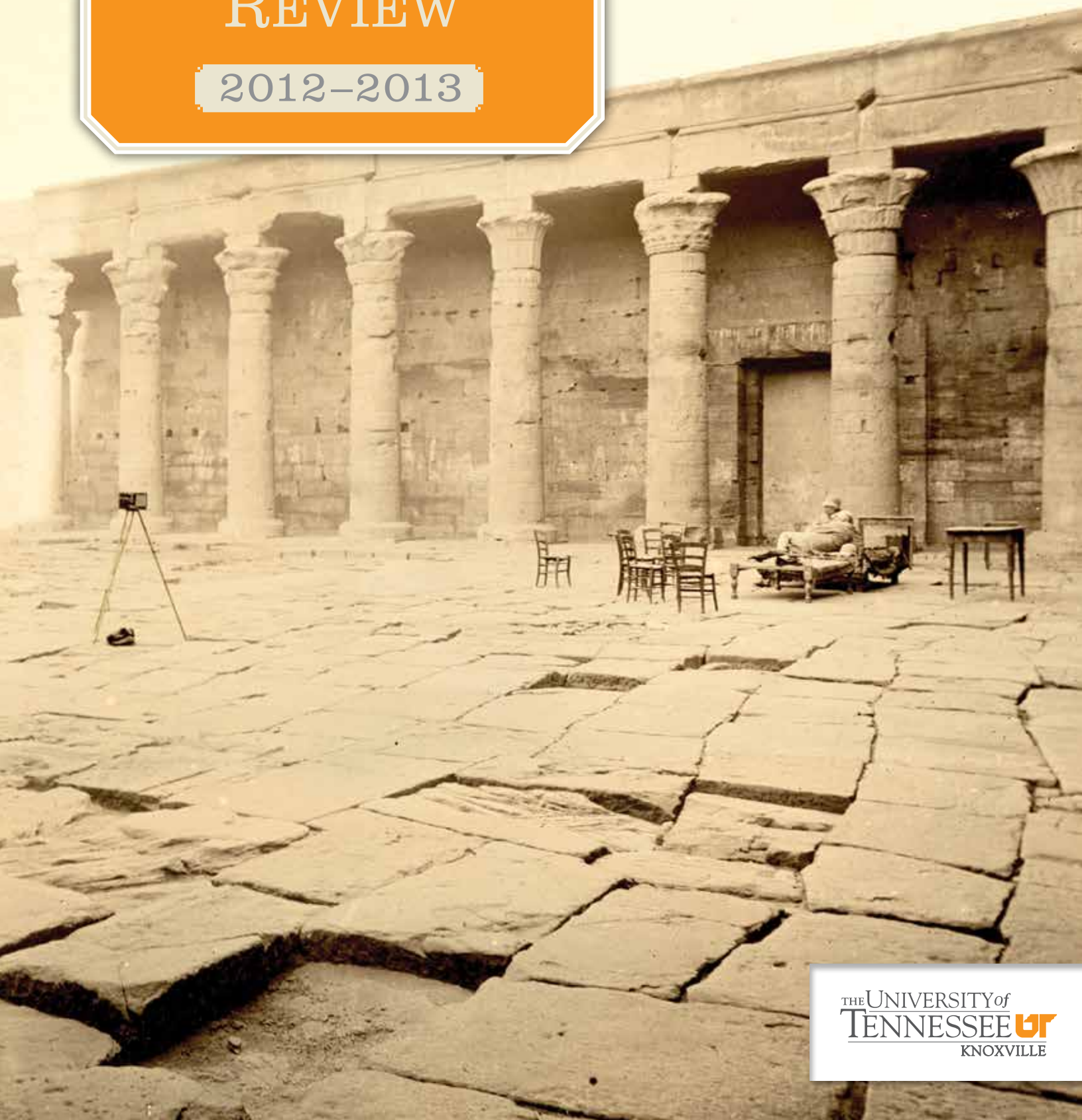
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# THE LIBRARY DEVELOPMENT REVIEW

2012-2013





The Hill as it appeared before the Civil War. Drawings by R. S. Floyd, 1859. *Special Collections, University Libraries, University of Tennessee, Knoxville.*



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*Another year* of accomplishments, acquisitions, and changes at the University of Tennessee, Knoxville, Libraries is detailed in this issue of the *Library Development Review*. The year 2013 marks a couple of anniversaries with particular connections to the UT Libraries. November 28 is the sesquicentennial of the Battle of Fort Sanders, a Civil War engagement that took place less than a quarter mile from the current John C. Hodges Library. That anniversary gives us an opportunity to highlight several fascinating (and poignant) Civil War-era diaries that reside in our Special Collections (p. 6). June 7, 2013, was the 100th anniversary of the first ascent of Mount McKinley. Our library holds a journal written by one of the four members of the party that made the first conquest of that peak (p. 5). Travel journals are, in fact, a particular strength of our Special Collections. Thanks to a recent, unexpected gift (p. 25), this year we built on that strength with the purchase of several travel journals and photo albums compiled by late nineteenth- and early twentieth-century visitors to North Africa and the Middle East.

Preserving the cultural record is a centuries-old role for libraries within the ivied halls of academe. But today, academic libraries fulfill some challenging new roles within the university. If you want to know what's trending in academic libraries, you need look no further than our new hires. This year, the UT Libraries added to its faculty an electronic resources specialist who is tasked with untangling a complex web of available products and negotiating the most advantageous licenses to electronic resources. And our newly hired data curation librarian is helping UT researchers manage the big data they generate in the course of their research. Yet—much like our rapid shift from print to online resources—librarians are handling these new roles with aplomb! Read our associate dean's explanation (p. 14) of why preserving big data is merely an extension of the academic library's traditional role of preserving scholarship.

I invite you to enjoy the stories and images within these pages. Along the way you will learn a great deal about the goals and accomplishments of Tennessee's flagship academic library.

Best wishes,

Steven Escar Smith  
Dean of Libraries

**ON THE COVER:**

The skilled amateur photographer who created the collection of photographs of famous Egyptian temples and antiquities rests for a moment in the courtyard of the Temple Philae with his camera set up nearby (see p. 2). *Gelatin silver print, ca. 1910, Egypt Photograph Collection, Special Collections, University Libraries, University of Tennessee, Knoxville.*

# THE LIBRARY DEVELOPMENT REVIEW

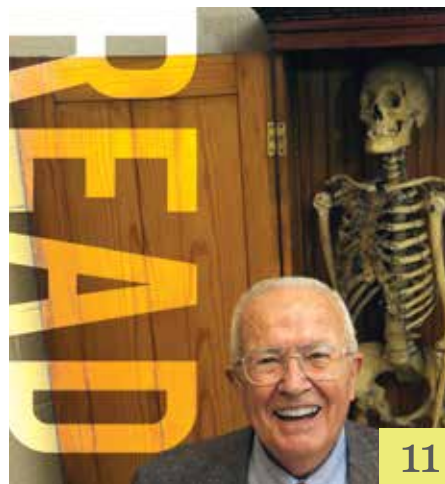
## 2012–2013



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# Hidden Treasure in Special Collections: World Travels & Explorations

by Jennifer Benedetto Beals



Although Special Collections acquisitions most often focus on the history and culture of East Tennessee and the southeastern United States, visitors to the reading room might be surprised to discover the variety of geographic regions represented amongst the repository's many hidden treasures. On page 5, you will read about the *Robert G. Tatum Papers*, a collection of diaries that includes a journal of Tatum's participation in the first ascent of Mount McKinley in 1913. However, this is only one example of collections that focus on world travels.

It was through the generosity of a donor that the focus on collecting travel-related material began. As a young academic, Percy G. Adams (UT Lindsay Young Professor of English and Comparative Literature at the time of his retirement) developed an interest in travel literature. That fascination, nurtured throughout his long and well-regarded career, culminated in his authorship of *Travelers and Travel Liars, 1660–1800* (1962) and *Travel Literature and the Evolution of the Novel* (1983). Adams's donation of his research materials provided the foundation of the libraries' early voyages and travels collections, including such significant titles in the genre as James Boswell's *Journal of a Tour to the Hebrides* (1785) and Samuel Sharp's *Letters from Italy* (1766).

Other collections acquired over the years cover a wide range of topics, regions, and time periods. The papers of Stephen and John Stone detail their mining and ranching business ventures in the Arizona Territory in the late 1800s, sprinkled with tales of the occasional gunfight. Henry McCalley's 1844 letter illustrates his trip down the Mississippi River to eastern Texas while volunteering for the Geological Survey of Alabama. In her journal, Anna Chavannes describes her emigration from Switzerland to Wartburg, Tennessee, in 1848. Leisure travel is documented as well. Kate White's travel journals detail her trip from Kentucky to San Francisco in 1912.



This collection's photographer, seen here seated in a boat on the Nile, was a British official on service in Khartoum. Gelatin silver print, Photograph Album of Khartoum, 1902–1905, Special Collections, University Libraries, University of Tennessee, Knoxville.



Most recently, Special Collections received a generous donation from the late Elaine Evans, longtime curator of Egyptian collections at UT's McClung Museum of Natural History and Culture (read more about Evans's contributions to the university on page 25). With Evans's gift, Special Collections was able to acquire a number of exciting collections describing the exploration of Egypt at the very beginnings of modern archaeological research, and excavation of the tombs.

In addition to several published accounts, Special Collections acquired unpublished narratives. *How I Saw the Land of the Pharaohs* is an entertaining personal account of the excursions of an Irish judge, James

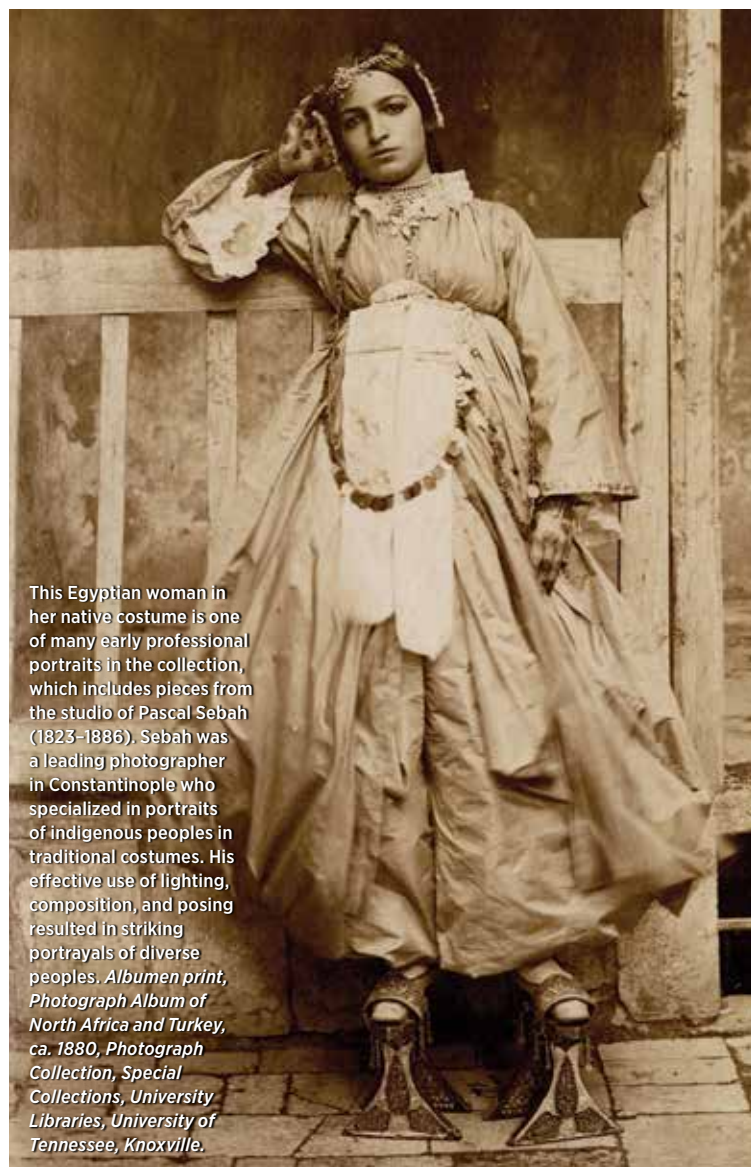
Boughy Monk. The witty travelogue details the author's experiences clambering over archaeological sites, visiting a Bedouin bazaar, and partaking in a dismal plum pudding during a holiday spent on his boat on the Nile. Another handwritten diary, the *Nile Journal 1857–1858* by John Page, recounts the author's travels in Egypt in the company of Lord Abercromby. The diary provides fascinating observations of the native peoples, places, and customs, including a lively encounter with a crocodile.

Several photography collections dating from the turn of the century provide vivid pictorial accounts of famous temples and antiquities, exotic landscapes, and native peoples of Egypt and other parts of North Africa. A collection of ninety-four albumen prints of Constantinople, Cairo, Algiers, and Tunis represents an interesting sample of early professional photographs of the region. Portraits of Egyptians include photos of street beggars, Egyptian officers in richly decorated outfits, and Bedouins mounted on horses. Another collection consists of forty-seven unmounted gelatin silver prints depicting views of Cairo, steamers on the Nile, and the famous Egyptian temples of Karnak, Luxor, Thebes, Philae, and Abu Simbel. Taken by a skilled amateur, the images include both general views and close-ups of architectural details and bas-reliefs. The photographer often places local Arabs in front of the Egyptian ruins in the classic style of Western Oriental photography popular at the time. Also captivating is his apparent self-portrait: a photo showing a European man lying on a sofa in the middle of a temple's courtyard with a photo camera nearby (reproduced on our cover).

In addition to manuscript and photograph collections, two early maps were acquired. A world map, *Tabu Nova Orbis* (1535), provides a superb example of the world as seen through European eyes at the time, with the striking absence of North America. A copper-engraved map, *Africae nova descriptio*, by the well-known Amsterdam map publishers Willem and Jan Blaeu, provides a colorful depiction of Africa complete with drawings of elephants, ships, and sea serpents. Like most European maps of Africa from the seventeenth century, it portrays North Africa accurately, while the interior of sub-Saharan Africa is rather vague, largely based on speculation and rumor. Both purchases represent the earliest maps currently available in Special Collections.

While Special Collections is the place to visit when researching the Battle of Fort Sanders (p. 8), it is also the place to visit to discover faraway places.

*Above left:* A gentleman is seated in a lush courtyard in what is most likely one of the opulent palace-hotels characteristic of the period. At the turn of the century, Egypt was an exotic playground and the hotels were designed to entice wealthy travelers and explorers. *Gelatin silver print, ca. 1910, Egypt Photograph Collection, Special Collections, University Libraries, University of Tennessee, Knoxville.* *Top of page:* Karl Herold was a German tourist who took photographs of Lower Egypt during his travels in 1905. The photographs concentrate on railways, soldiers, and markets instead of the more customary images of ruins and antiquities. Here he captures the image of a family of Bedouins. *Gelatin silver print, ca. 1905, Karl Herold Photographs of Lower Egypt, Special Collections, University Libraries, University of Tennessee, Knoxville.*



This Egyptian woman in her native costume is one of many early professional portraits in the collection, which includes pieces from the studio of Pascal Sebah (1823–1886). Sebah was a leading photographer in Constantinople who specialized in portraits of indigenous peoples in traditional costumes. His effective use of lighting, composition, and posing resulted in striking portrayals of diverse peoples. *Albumen print, Photograph Album of North Africa and Turkey, ca. 1880, Photograph Collection, Special Collections, University Libraries, University of Tennessee, Knoxville.*



## Populating the Wilderness: The Libraries Unveil Database of the Smokies

by Anne Bridges and Ken Wise

Have you ever wished that there was a place online to find information on the Smokies—one site where you could research the history, plants, animals, and culture of the region, as well as find links to online articles and digitized photographs? The Great Smoky Mountains Regional Project at the UT Libraries has created the Database of the Smokies (DOTS) to provide just such a place. DOTS is a free online bibliography of Smoky Mountains material published since 1934—the date the Great Smoky Mountains National Park was established.

DOTS contains searchable records of books, scholarly and popular journal articles, government and scientific reports, theses and dissertations, travel and recreational guides, maps, and digitized photographs. Wherever copyright restrictions permit, citations are linked to scanned copies of the published item. DOTS can be visited on the UT Libraries' website, [dots.lib.utk.edu](http://dots.lib.utk.edu).

DOTS is intended to complement *Terra Incognita: An Annotated Bibliography of the Great Smoky Mountains, 1544–1934*, by editors Anne Bridges, Russ Clement, and Ken Wise. This comprehensive reference volume is scheduled for publication by the UT Press in late 2013. With DOTS and *Terra Incognita*, researchers will have access to a wealth of published material documenting over 400 years of human activity in the Smokies and surrounding communities.

DOTS currently contains over 3,000 citations representing subjects as diverse as botany, zoology, history, psychology, geneal-

ogy, archaeology, economics, tourism, environmental studies, geology, literature, cultural studies, and park management. One of the traditionally strongest research areas for the Smokies is botany and ecology. The citations to the research of distinguished former UT botanists Aaron Sharp, Stanley Cain, H. M. Jennison, and L. R. Hesler, who used the Smokies as their laboratory, can be found in DOTS. Previously, a researcher would have needed access to a subscription-based service to find a listing of all the research on mosses or mushrooms, for example.

In the future, the curators of DOTS will add links to digitized photographs from the libraries' online collections. The development group is also digitizing content hidden within library collections, such as manuscripts and scientific reports with limited distribution. As the content expands, DOTS will become a comprehensive resource for "all things Smokies."

The DOTS team has been hard at work since May 2011, building the database around Drupal, an open-source platform particularly suited for managing content. Drupal is both versatile and flexible. It offers easy-to-use search functions and also allows expansion of the bibliography through crowdsourcing, an innovative collaborative web technique. Libraries are increasingly using crowdsourcing to leverage their resources and involve the public in creating online content. Calling on the collective knowledge of a community of users, crowdsourcing will allow DOTS users to become contributors by identifying new publications and uploading citations. Any interested person can create an account and contribute to the database.

The Great Smoky Mountains Regional Project will continue to update the online database with new content. Together, *Terra Incognita* and the Database of the Smokies will be the most comprehensive bibliography of the Great Smoky Mountains ever compiled.



To find out more about the Great Smoky Mountains Regional Project, visit us at [lib.utk.edu/smokies](http://lib.utk.edu/smokies).

Above left: Botanist L. R. Hesler at work in his laboratory, ca. 1950. Special Collections, University Libraries, University of Tennessee, Knoxville. Left: Arthur Stupka lecturing to the Smoky Mountains Hiking Club, May 3, 1942. Stupka was the first naturalist for the Great Smoky Mountains National Park, arriving in 1935. Many of Stupka's articles and other writings are included in Database of the Smokies. Albert "Dutch" Roth Digital Photograph Collection, Special Collections, University Libraries, University of Tennessee, Knoxville.

# Knoxvillian Among Party that Made First Ascent of Denali 100 Years Ago

by Martha Rudolph

Robert Tatum was a young postulant to holy orders ministering to the native Alaskan population when, by sheer inadvertence, he became a member of the party that made the first ascent of Denali, the highest peak in North America. The UT Libraries' Special Collections holds a small treasure with a singular connection to that milestone in American mountaineering.

Sometime in the 1950s, Tatum, then a retired Episcopal priest living in his hometown of Knoxville, Tennessee, deposited some of his personal papers in Special Collections. Current staff are unsure of the circumstances of the gift. And it is unknown whether the significance of those papers was recognized at the time Tatum's diaries became part of our special collections. One of those diaries, it turns out, was a journal recording Tatum's pilgrimage to "The High One."

On June 7, 1913, four climbers reached the south summit of Denali (better known at the time as Mount McKinley). It was the first successful ascent to the pinnacle. The team that summited Denali in 1913 included Hudson Stuck, Harry Karstens, Walter Harper, and Robert Tatum.

It was mere happenstance that Tatum joined the climb to the top. The twenty-one-year-old was teaching at the Episcopal mission school at Nenana, Alaska, when he met Hudson Stuck, then Episcopal Archdeacon of the Yukon. An experienced climber and dog musher—another essential skill for Arctic mountaineering—Stuck had followed the exploits of other mountaineers who had made forays on Denali and decided to make his own essay of the imposing massif. He enlisted Tatum as the camp cook for a planned ascent of Denali the next year.

As camp cook, Tatum would have been stationed at base camp awaiting return of the team that was to attempt the summit. Yet even a trek to base camp would be a mountaineering feat. Tatum, the only inexperienced climber in the party, trained by hiking more than a thousand miles during the winter months that preceded the expedition. Just one week before the scheduled departure, Stuck invited Tatum to replace another climber who was unable to join the team.



The team set out from Nenana in mid-April of 1913. Assisted by two Athabascan boys, the adventurers relayed supplies over 100 miles by dog sled before beginning their climb. Over twelve weeks, they braved bitter cold, altitude sickness, treacherous crevasses, and the constant

threat of avalanches to reach the summit.

Tatum's journal of those weeks had lain in a small box in UT's Special Collections for more than half a century when librarians received an e-mail from a museum curator in Fairbanks, Alaska, inquiring about a loan of the diary. In fact, the University of Alaska Museum of the North was able to track down and borrow the diaries of all four climbers who reached the summit on June 7. Thanks to the Internet and to archives, libraries, and climbers' descendants who preserved the cherished journals and other keepsakes, the museum's *Denali Legacy* exhibition is able to tell the story of the first ascent through the words of the intrepid adventurers and some of the objects they carried on their groundbreaking climb. *Denali Legacy: 100 Years on the Mountain* is on view at the University of Alaska Museum of the North until April 12, 2014.

The curator's request to borrow Tatum's journal prompted Special Collections to scan Tatum's diaries (the Denali diary and five other small diaries that chronicle Tatum's experiences as a priest) and a photo album to create a digital collection. The Robert G. Tatum Digital Collection is viewable online at [digital.lib.utk.edu/tatum](http://digital.lib.utk.edu/tatum).

*Above right: A page from Robert Tatum's journal of the ascent. Photo courtesy of the University of Alaska Museum of the North. Above left: This handmade American flag was raised on the Denali summit on June 7, 1913, marking the first successful ascent of the pinnacle. The flag had been stitched together by Robert Tatum during the climb, using materials from the climbers' gear—bits of silk, strips of cotton, even a shoelace. The flag is in the collection of the University of Alaska Museum of the North. Photo courtesy of the University of Alaska Museum of the North.*



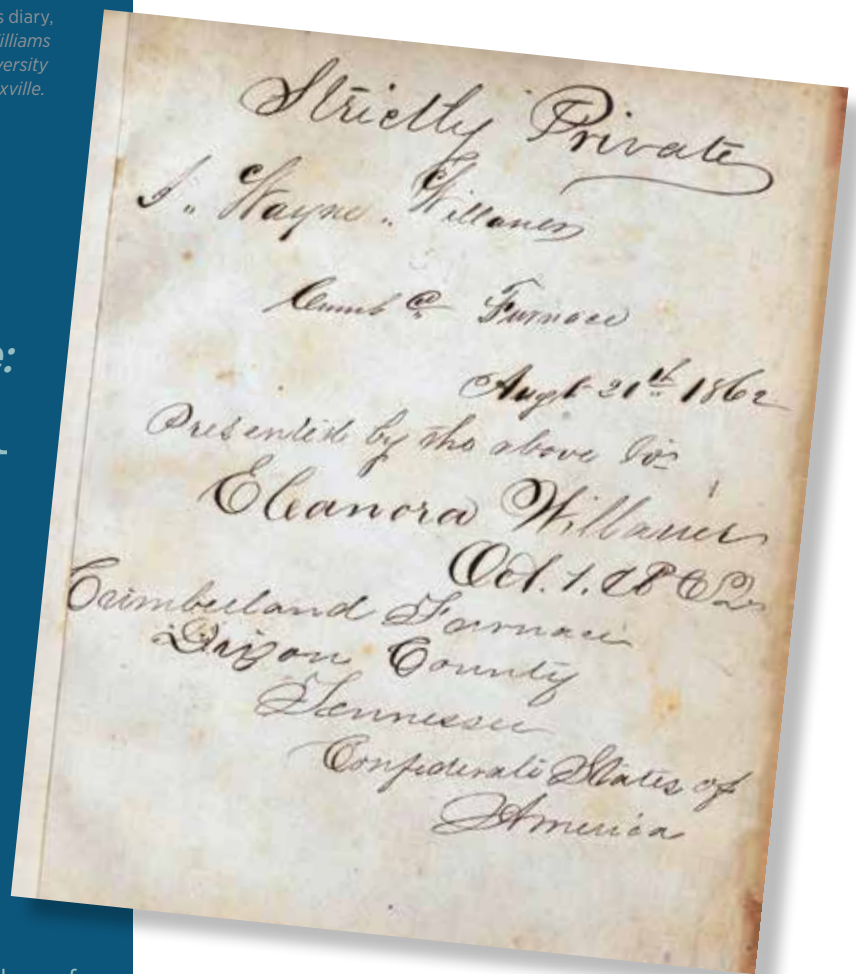
Right: The frontispiece to Eleanora Williams's diary, inscribed "Strictly Private." *Eleanora Williams Diary, 1862-1869, Special Collections, University Libraries, University of Tennessee, Knoxville.*

by Rabia Gibbs

## Strictly Private: Digitized Civil War Diaries

In her diary, Eleanora Williams writes about war, the economy, and politics. She describes parties, her periodic boredom and solitude, and the handsome young men she meets. Her entries reveal that she is constantly attempting to improve herself, asking God to rid her of her lesser qualities, but her self-esteem is dramatically affected by perceived rejection. When a suitor skips several visits she chastises herself, "You are not fascinating, you have no winning ways. You are in most cases sincere, but you are in some instances affected. You have in fact no originality but ape the actions and manners and thought of those by whom you are surrounded."

Based on the description, this could easily be the journal of any contemporary young woman trying to make the difficult transition into early adulthood. What makes these entries particularly fascinating is that they were written by a woman living in the antebellum South, an eyewitness to the social and political upheavals of America's Civil War. Williams's diary is one of several Civil War-era journals held in UT's Special Collections that have been transformed into a unique digital collection.



Two diary entries written just before the Battle of Nashville (fought on December 15 and 16, 1864) capture the sentiments of this Confederate belle:

Yesterday and the day before two Brigades of Yankees passed on the retreat - The first negro and white troops mixed under Thompson the Col. of a negro regiment who was on Rosecrans staff. They were from Johnsonville - were cut off from Nashville by the Confederate forces that have invested that place!!! hurrah!!! The other was Coopers Brigade from Duck River. They were also cut off from Nashville. They were all trying to get to Clarksville. How fine it is to see the Yankees running - it is Ft. Donelson reversed. —December 5, 1864

So far as we can learn, still fighting at Nashville. There is a rumor that Hood has been captured - it is however totally unfounded and untrue I believe...How I wish I could render some aid to those who are suffering near Nashville and perhaps in it! Our brave Confederate soldiers. —December 7, 1864

The Thompson mentioned by Williams is Colonel Charles R. Thompson, a commander of United States Colored Troops (USCT), who would later face Confederate General John Bell Hood and his men at the Battle of Nashville. The mention of Duck River might refer to the aftermath of the Battle of Columbia and the Battle of Spring Hill. Hood bested Union troops at the Battle of Columbia and sent them into retreat. Hood followed and continued his attack on federal forces in Spring Hill but, due to the fatigue of his soldiers and his own injury, allowed Union troops—led by Major

General Schofield—to sneak past during the night and march toward Franklin while he and his men slept. The second entry is a likely reference to the Third Battle of Murfreesboro, fought December 5–7, 1864.

It is this type of first-person account of significant historical events that makes these materials invaluable. Thanks to the UT Libraries' Civil War diaries digitization project, primary resources that were previously accessible only by an onsite visit to Special Collections are now available to anyone with a computer and an interest in history. The digitized materials include ten Civil War diaries and the autobiography of Civil War veteran E. H. Rennolds. The library also has scanned W. J. Worsham's handwritten version of his book, *The Old Nineteenth Regiment, C.S.A.*, which documents the role of the Nineteenth Tennessee Volunteer Infantry Regiment during the Civil War. This unpublished version contains several sections and hand-drawn images that were not included in the published text.

For the digitization project, these documents were scanned at a high resolution for delivery online. Each page image is accompanied by a transcription, and the manuscripts are fully text-searchable. Users can browse the full document or search for specific keywords, individuals, and locations such as "Confederate," "Hood," or "Nashville."

The diaries reflect differing contemporary perspectives. While Williams's entries provide insight into a middle-class woman's view of the war, E. H. Rennolds's brief entries evoke his life as a soldier in the Fifth Tennessee Infantry, including boredom, gossip about generals, and his participation in the Battle of Spring

Hill, the Battle of Franklin, and the Battle of Nashville. Wesley Smith Dorris of the Thirtieth Tennessee Infantry records the daily life of a prisoner of war. Here he describes the Confederate surrender at Fort Henry (1862):

The troops completely exhausted by loss of sleep... and exposure by the length of seige finally con-cluded to surrender the Fort. General Buckner opened core-spondence with General Grant while General Floyed and his brigade with General Pillow made there escape at 4 A.M. the white flags waved over a heart stricken people who had fought nobly and bravely for there cose but it was there painful lot now to surrender up there bought honors to these enimys and crouch bneath there golling yoke of oppression.  
—February 16, 1862

The UT Libraries' digital collection of Civil War diaries brings together different viewpoints of the East Tennessee men and women who lived through the Civil War. Whether it is the musings of a young girl passionately supporting the Confederate cause, a private lamenting the monotony of waiting for battle, or a soldier forced to face the humiliation of surrender, these diaries provide intimate and unflinching depictions of pivotal events in our nation's history.



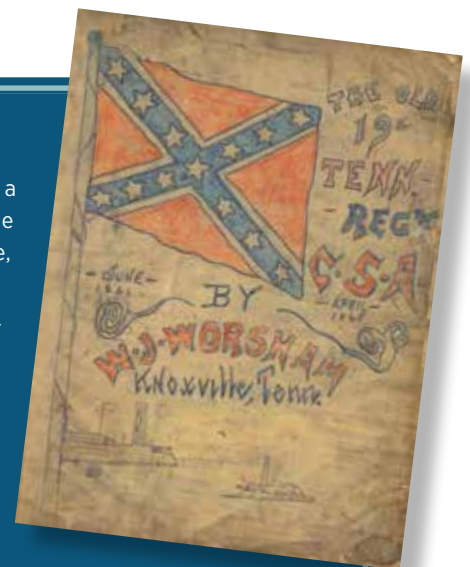
To explore this collection of digitized Civil War diaries, visit [digital.lib.utk.edu/civilwar](http://digital.lib.utk.edu/civilwar).

## A BATTLE OF THE BANDS

W. J. Worsham, chief musician of the Nineteenth Tennessee Confederate regiment, reported a strange interlude on the eve of the Battle of Stones River (Murfreesboro, December 31, 1862). The armies were bivouacked only 700 yards apart, and their bands had been waging a musical battle, the Union musicians playing "Yankee Doodle" answered by "Dixie" from the Confederate side.

*The night before the battle, after the bands had finished their usual evening serenade, after the sounds of the last piece were dying away in the distance, a Federal band struck up slow and softly "Home, Sweet Home"...Reader, I tell you this was a soul-stirring piece. During the stillness of the night, each soldier of both armies, was holding communion with his own soul, his mind occupied with the thought of what to-morrow would bring, whether wounds or death, and would he ever see home again, when the notes of this inspiring tune came floating on the stillness of the night. Immediately a Confederate band caught up the strain, then one after another until all the bands of each army were playing "Home, Sweet Home." And after our bands had ceased playing, we could hear the sweet refrain as it died away on the cool, frosty air on the Federal side.*

The above was published in Worsham's first-person account of *The Old Nineteenth Regiment, C.S.A.* The UT Libraries holds his handwritten manuscript.



Images above: The frontispiece and the author's hand-drawn map of the Battle of Stones River. From the manuscript of W. J. Worsham's *The Old Nineteenth Regiment, C.S.A.* Special Collections, University Libraries, University of Tennessee, Knoxville.



## *The Battle of Fort Sanders:* A Sesquicentennial in Our Neighborhood

by William B. Eigelsbach

**“Did I ever tell you,** Professor Claxton, that Knoxville, and especially the grounds of the University of Tennessee, hold a very large and sacred place in my memory?” National Education Association official Irwin Shepard wrote to P. P. Claxton in 1909.\* The reason was that Shepard won the Congressional Medal of Honor at the Battle of Fort Sanders. This year marks the 150th anniversary of that battle. The battle for the fort, which commenced on the evening of the 28th of November, 1863, and ended early in the morning on the 29th, was just a part of the seventeen-day siege of Knoxville by Confederate troops under General James B. Longstreet.

Longstreet was born in South Carolina and raised in Georgia. He attended West Point, and although an indifferent student and often in disciplinary trouble, Longstreet was very popular with his classmates. Among his closest friends was Ulysses S. Grant. Upon their respective graduations, the two served together in Saint Louis, where Grant met and married a cousin of Longstreet's. In June of 1861, Longstreet resigned from the army to offer Alabama his military services and was given the rank of lieutenant colonel. Called to Richmond, Longstreet learned that he had already been promoted to brigadier general as commander of three regiments of Virginia troops. Longstreet distinguished himself in battle, becoming one of Robert E. Lee's best generals long before being dispatched to Tennessee.

Facing him would be another graduate of West Point, General Ambrose Burnside, who served mostly in the west. Burnside resigned from the army in 1853, though he remained militarily

active in the Rhode Island militia. With the start of the war, he began as a brigadier-general assigned to Northern Virginia. Twice he rejected command of the Army of the Potomac before at last reluctantly accepting. President Lincoln pressured him to quickly capture the Confederate capital at Richmond. The result of Lincoln's pressure was Burnside's being badly defeated at the Battle of Fredericksburg. Lincoln then removed Burnside from command and exiled him to Ohio. It was as commander of the Army of Ohio that he invaded Tennessee and occupied Knoxville.

Longstreet was ordered to Knoxville by the commander of the Army of Tennessee, General Braxton Bragg. Bragg had decided to invest Chattanooga, mistakenly thinking that recently defeated Union forces would soon withdraw. Sending Longstreet to Knoxville would do two things. First, it would protect Bragg's rear from attack by Burnside while he awaited the expected withdrawal of Union troops. Second, Bragg hoped to reduce contention in his command, even if sending Longstreet to Knoxville might weaken his forces. He and Longstreet had clashed following their recent victory at Chickamauga when Bragg failed to order an aggressive pursuit of the retreating Union forces. The Union army had rallied and by November was mounting a campaign at Chattanooga.

As soon as Longstreet heard the camp rumor of moving on Knoxville, he began to plan for the attack. Key to any success would be speed and numbers. Confederate troops would need to move fast before Union forces in Knoxville could be fully prepared and also so as to have time to return to Chattanooga before General Grant could break the city's siege. Given the number of troops under

Burnside's command—25,000 in Knoxville and the surrounding areas in East Tennessee—a similarly sized army would be necessary to dislodge him. Unfortunately, Longstreet was promised just 15,000 men. Longstreet pointed out to Bragg the problems involved. As he recounted in his memoirs,

“I repeated the warning that the move as ordered was not such as to give assurances of rapid work, saying that my positions must be made with care, and that would consume so much time that General Grant's army would be up, when he would organize attack that must break through the line before I could return to him. His sardonic smile seemed to say that I knew little of his army or of himself in assuming such a possibility.”

Longstreet had been assured of adequate supplies and transportation. He received neither. The overburdened Confederate trains failed to meet the advance's schedule. Slowing movement further was the lack of proper maps. Longstreet was forced to ask another general if he had any relevant maps. “General Buckner was good enough to send me a plot of the roads and streams between Loudon and Knoxville.”

Eventually, short of supplies and with too few troops to assure success, Longstreet reached Knoxville. On the advice of Bragg's chief engineer, Fort Sanders was picked for the initial assault. Longstreet described the fort:

“Fort Loudon, afterwards called for the gallant Sanders, who fell defending it, was a bastion earthwork, built upon an irregular quadrilateral. The sides were, south front, one hundred and fourteen yards; west front, ninety-five yards; north front, one hundred and twenty-five yards; east front, eighty-five yards..The ditch was twelve feet wide, and generally seven to eight feet deep.”

The evening of the 28th, Confederate troops moved into place. The advantage of surprise was lost with the capture of the fort's picket line. Advancing the next morning, the troops became entangled in telegraph wire stretched across the point of assault. Further, the ditch proved deeper than expected and slippery with ice. Some troops soon began falling back because the number of men jammed into the ditch prevented advancing. While in the ditch, color bearers, standing on the shoulders of other troopers, planted their regimental colors on the fort's parapet.

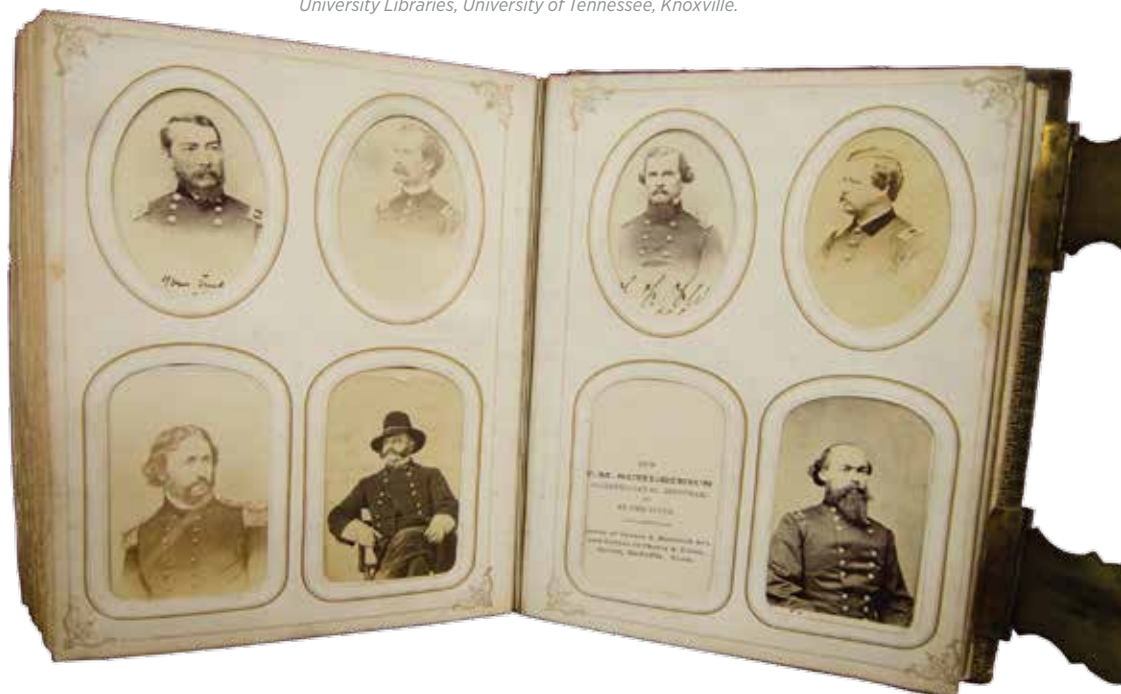
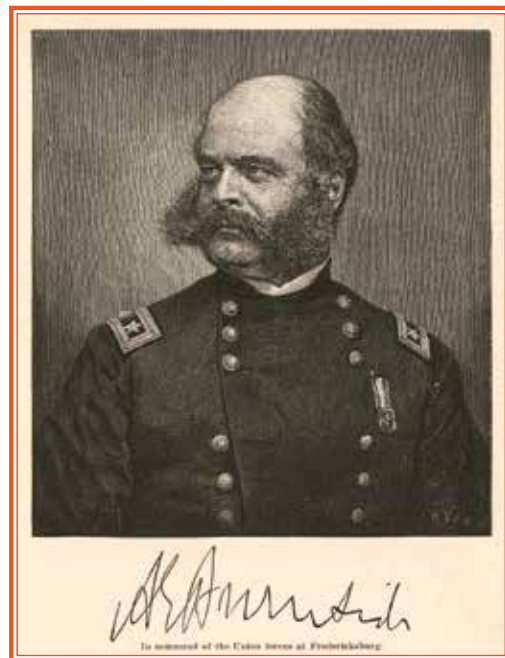
Returning troops informed Longstreet that axes were necessary to breach the wire. He ordered the troops to be recalled, only to quickly regret his decision. Too late to countermand his order, he concluded the wire could not really have been a strong barrier because he could see troops “mounting and passing over the parapets.”

Burnside offered a truce to care for the dead and wounded. In the Claxton letter, Irwin Shepard states that he “supervised the removal of the dead and wounded, especially the clearing out of that terrible ditch.” Three colonels and numerous soldiers lay dead there. Removing the dead and wounded took so long that the truce had to be extended. In the assault, the Confederate troops suffered 813 casualties. The fort defenders had five dead and eight wounded.

Four days prior to the failure at Fort Sanders, Bragg, as Longstreet feared, was defeated at Chattanooga. The victorious Grant dispatched Sherman north to relieve Burnside, who even after Fort Sanders, was in danger of defeat. Longstreet only began withdrawing to winter quarters on December 3rd when Sherman was just a day's march away. Burnside failed to follow the retreating Confederate forces and, at his own request, was relieved of command. The Union control of Knoxville was never threatened again.

*Irwin Shepard Letter to P. P. Claxton, Special Collections, University Libraries, University of Tennessee, Knoxville.*

This photograph album once belonged to Mrs. Oliver Perry Temple (Scotia Caledonia Hume, 1832-1889) and includes signed cartes de visite from several important Union generals, including Gen. Philip Sheridan (upper left) and Gen. Ambrose Burnside (with hat). *O. P. Temple Papers, 1832-1922, Special Collections, University Libraries, University of Tennessee, Knoxville.*



# Community Learning Services: Engagement with Our Local Community

by Thura Mack

The first day new students arrive on the University of Tennessee campus for orientation, librarians are there to welcome them. In fact, many new students arriving on campus have already met a UT librarian. That's because our librarians are reaching out to local community colleges, high schools, and even elementary schools to inspire young students to reach for their dreams.

The UT Libraries' Department of Community Learning Services and Diversity Programs held two events this past spring that exemplify the libraries' engagement with local students. At a symposium for high school students interested in science, technology, engineering, and mathematics (STEM) career fields, held in the John C. Hodges Library in April, students met current undergraduates as well as researchers working in STEM fields. Participants in the Big Orange STEM Symposium were able to explore STEM fields in a holistic way, giving them a taste of each of the disciplines so they would be better prepared to select an area they would like to study.

In May, Community Learning Services hosted 160 third-, fourth-, and fifth-graders from nearby Andersonville Elementary School



for a day of experiential learning. Students were part of an extra-curricular Morning Math program designed to boost their math skills. Several UT departments staged problem-solving activities for the student visitors. Experiences were designed to blend math skills with research problems in fields that have widespread appeal to young learners. Students visited UT's Spider Lab where they conducted an experiment to differentiate shy and more aggressive spiders. In another experience led by UT scientists, the students tossed around an inflatable globe as they tossed out ideas for determining what percentage of the earth's surface is covered by forests.

The success of both events was largely due to the enthusiasm and creativity of the UT faculty who led the various sessions. In our experience, UT's most talented researchers are eager to share their love for their discipline with even the youngest learners.

The libraries' many on-campus partners are leading programs to enhance student success, whether those students are at-risk or at the top of their class. Community Learning Services teaches library research skills to university-bound students in programs such as Project GRAD (Graduation Really Achieves Dreams) and the Bridge Program. Project GRAD brings local inner-city high school students to campus for a week-long immersion in college life and coursework. The Bridge Program helps first-year community college students make the transition to a four-year university. Participants live on the UT campus while taking freshman classes at Pellissippi State Community College, then transfer to UT as sophomores. UT librarians play an important role in each of these formative experiences.



*Above:* High school students learned about careers in science, technology, engineering, and math at the libraries' Big Orange STEM Symposium. *Left:* Students from Andersonville Elementary School exercised their math and science skills during a daylong field trip to the UT campus. Students conducted an experiment in UT's Spider Lab.

# the magical library adventures of DISCO unicorn



## The Unicorn in the Library with the Disco Hoodie

by Robin A. Bedenbaugh

“Oh my God, it’s a unicorn!” is not an exclamation you might expect to overhear while wandering through an academic library. Over the past year, however, students in the Hodges Library have said exactly that. The Magical Library Adventures of Disco Unicorn have been a small part of a larger effort to get our message out to library users. Through our blog, various social media, digital signage, and community outreach activities, we are being more strategic in our efforts to communicate with students, faculty, and staff.

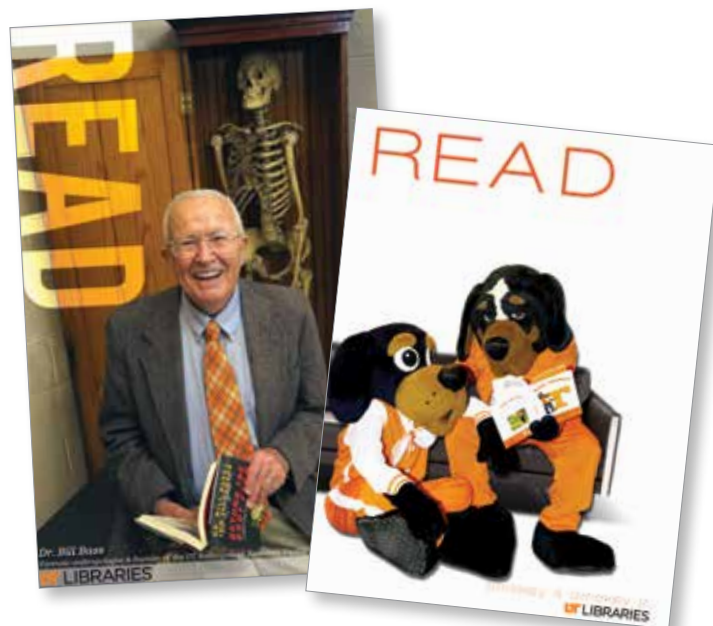
This past year the UT Libraries started its own series of READ posters based on the American Library Association’s long-standing national campaign featuring sports figures, actors, and other celebrities reading from a favorite book. Local celebrities Smokey, Smokey Jr., the Volunteer, and Professor William Bass all participated in the first round of the libraries’ campaign, and some surprise guests will be adding to the fun this fall. The READ posters have an appeal far beyond campus: we passed out hundreds of posters to prospective students and their parents visiting the campus this summer.

New services provided by the UT Libraries provide us with new avenues to communicate with constituents. The libraries recently launched Residence Life Cinema ([movies.utk.edu](http://movies.utk.edu)), where students can watch some of Hollywood’s hottest movies, on demand, right here on campus. Brief library-created commercials run immediately before each screening begins, giving us another opportunity to deliver a targeted message to students.

All of these efforts help us to inform students of the array of library services available to them. We don’t have much trouble getting students into the building, particularly in the Hodges Library, where we see almost two million visitors a year. But the libraries are so much more than just a place to hang out or find books. We also provide individual consultations with information experts in specific subject areas, a fully stocked studio of video equipment, practice presentation rooms, and so much more.

Studies suggest that even though the number and variety of information resources continue to grow exponentially, users still think merely of books when they think of libraries. Make no mistake: we still love books. We still go to great lengths to preserve them, and even the most tech-minded among us still cringe a little when we see someone bending the spine of a book a little too far. But specifically-targeted communication helps ensure that the youngest among our audience see the power of the library, and the eldest understand that, even though the library seems much different than they remember, we have not abandoned our core values.

Our goal is simple: we want all of our audiences to understand that we are here and we are ready to help. Although we encourage our users to use our online scholarly resources, we also hope that every student will stop by in person, ask us for help, and meet the librarian dedicated to their department. And who knows, they just might run into a unicorn wearing a disco hoodie.





*To see a World in a Grain of Sand  
And a Heaven in a Wild Flower  
Hold Infinity in the palm of your hand  
And Eternity in an hour*

*(“Auguries of Innocence,”  
William Blake, ca. 1807)*

## A Book History Teaching Collection

by Christopher E. Caldwell

rial culture. This collection is an enduring draw for scholars from across the disciplines, and we are now making efforts to reach even more students and researchers.

Book history is a fascinating but notoriously complex area of study. Subtle variations in book printing and binding can make for remarkable research findings, but also enable profound teaching moments regarding the cultures that have produced the items. This encourages new discoveries by even the most novice of researchers.

For the past year, our librarians have been working to unify aspects of our Special Collections holdings under the umbrella of a Book History Teaching Collection. Rich acquisitions continue, as always, but now with the dual purpose of not only developing our established collection strengths, but also including items that represent the many facets of book history. The framing of this new collection will allow researchers from across disciplines and at all levels of interest to “plug in” to the collection as needed, to enhance their course offerings, and reveal other areas of possible research. The overall goal of the Book History Teaching Collection is to bring the nuances of print culture to life.

Gone are the white gloves that were often used to keep fingers from directly touching leather, vellum, and pulp. Much can be taught from what we in the business call “digital surrogates.” For example, there is only one Book of Kells, and it is not likely to leave Trinity Library in Dublin anytime soon. While few of us may make the trip to see the famous manuscript in person, even fewer will ever have the opportunity to inspect the masterful illuminations in very close proximity. Digitization, of course, allows almost anyone in the wired world to spend as much time with the manuscript as often as they would like, granting the ability to study it in very fine detail. There is a widely accepted place for such teaching methods, and the use of digital surrogates is often necessary when surveying famous milestones in book history.

A good book history teaching collection employs a balance of digital collections, facsimiles, and actual items that can be handled in general instruction. While we often use digital collections to both protect and expand access to fragile materials, nothing compares to actually interacting with a physical object. In some cases, facsimiles are not always readily available, so Special Collections has acquired a number of teaching items, including a historical bindings teaching set and a chained book facsimile (the latter specially commissioned from a bookbinder).

These tangible items are where a teaching collection can be an invaluable asset.

Additionally, not everything old is rare or particularly valuable, so students might be permitted to handle a widely disseminated Dickens title, for example, to learn of nineteenth-century binding, serialization, and commercial practices. This interaction with primary source materials sheds a light on Western book culture that one might never understand as well in other contexts. A little book dust never hurt anyone, and may just make researchers stronger. It will certainly make for a more valuable hands-on learning experience. Building a book history collection is an ever-unfolding process, and teaching moments can always be found in even the smallest of details.

The physical relocation of Special Collections to the Hodges Library several years ago has made our rare book collection more readily available to a wider range of classes. That proximity, along with a



current focus on processing large archival collections, make this the ideal time to review our rare book collections to uncover new areas of research and teaching interest.

Training our library faculty to provide instruction with these materials across disciplines is enhanced by additional training: the UT Libraries recently sent faculty to the University of Virginia's Rare Book School, the Colorado Antiquarian Book Seminar, and Texas A&M's Book History Workshop to understand how to better leverage our special collections materials in the book history classroom. In another great show of administrative support, the library has developed a Primary Resources Classroom Design Group, comprised of library and other campus faculty, to envision ways for engaging more faculty and students with our materials across the disciplines in an environment guaranteed to maximize teaching and learning potential.

Our librarians are always on the lookout for printing specimens that will enhance our collections, and we are working with a number of antiquarian book dealers for hard-to-find items. Ideally, the Book History Teaching Collection can grow in tandem with other areas of emerging teaching interest to extend the appeal of our rare holdings to disciplines, such as engineering or the natural sciences, that are less likely to consider special collections as useful in their field. This new initiative will ensure that the UT Libraries' Special Collections remains an exciting area of growth and relevance in our academic community.



Special Collections hosted an open house for students and faculty from the Marco Institute for Medieval and Renaissance Studies, February 11, 2013. *Above left:* Humanities services librarian Chris Caldwell displays items from the libraries' Book History Teaching Collection. *Above:* Professor of history Jay Rubenstein and history librarian Anne Bridges examine facsimile editions of medieval works. *Left:* A student examines the real thing, a seventeenth-century Geneva Bible from the Shaheen Antiquarian Bible Collection. *Photos this page by Patrick Murphy-Racey.*



# The More Things Change...

by Holly Mercer



Libraries are paradoxical places. We celebrate the old and the new. We preserve the scholarly and cultural record, yet we embrace the latest and greatest in technology and learning. A library is a physical place, but it's also people and services that can be accessed online from anywhere, at almost any time.

Libraries are continually changing to accommodate the changing needs and expectations of our users. Some changes occurring at the UT Libraries will be familiar to many readers. The Commons was renovated and refurbished earlier this year. This fall, our website got a facelift, and the music library reopened in the new Natalie L. Haslam Music Center. The libraries at UT regularly implement new services and acquire better resources and equipment in anticipation of the evolving needs of our community.

Indeed, the proverb “the more things change, the more they stay the same” applies particularly well to academic libraries.

I had envisioned this piece as a story about a new enterprise for the libraries—data curation. But instead, I am going to tell you why it is not all that new after all.

But first, what exactly is data curation? It is the active and ongoing management of data through its life cycle of interest and usefulness.

The Australian National Data Service defines research data as “facts, observations, images, computer program results, recordings, measurements, or experiences on which an argument, theory, test or hypothesis, or another research output is based. Data may be numerical, descriptive, visual or tactile. It may be raw, cleaned or processed, and may be held in any format or media.”

Managing research data is necessary to reproduce an experiment or document a research process. Federal agencies such as the National Science Foundation, the National Institutes of Health, and the National Endowment for the Humanities now require grant applicants to submit plans for managing the data resulting from funded research. Data collected for one purpose—if properly stored and described—may also be reused in ways not originally anticipated or imagined. In this sense, research data are no different than other types of library resources, and curation is part of the library mission.

## Here are eight more reasons libraries are now curating research data:

**1. We have books, and a lot more.** Most people associate libraries with books. The UT Libraries has millions of them, but we also collect journals, maps, music, and photographs. We provide access to even more kinds of resources, including data sets in a variety of formats. We are now beginning to help UT researchers make their data accessible.

**2. We have a vast number of items in Special Collections, including rare books, manuscripts, and archival material.** We also have satellite imagery and geospatial data sets in Map Services, and access to census and polling data. All of these materials are “special” because of their condition, subject matter, uniqueness, or format. Data is special in that it has no meaning without descriptive information (metadata) that explains what it is, how it was created, what software is needed to analyze it, et cetera.

**3. We value partnerships and collaboration.** The libraries benefit from working with other campus units and with partners around the world. The Tennessee Research and Creative Exchange (Trace, at [trace.tennessee.edu](http://trace.tennessee.edu)) is the UT digital archive that showcases and preserves published



Conferring on a data management plan (l. to r.): Holly Mercer, associate dean for scholarly communication and research services, UT Libraries; Jennifer Jabson, assistant professor, UT Department of Public Health; Chris Eaker, data curation librarian.

and unpublished works by faculty, departments, programs, research centers, and institutes. Trace is one possible platform for scholars who wish to make their research data available to other researchers. Through memberships in organizations such as MetaArchive, we work with institutions around the world to preserve our unique digital holdings. In particular, the digital environment allows us to promote networks to share resources more widely and easily.

**4. We help with discovery and access to scholarly resources.** While the libraries acquire many materials to house in one of our physical library locations, we provide the majority of our resources digitally. We provide tools to help scholars discover and use materials regardless of location or format.

**5. We are campus leaders in technology and innovation.** There is a common misconception that libraries are slow to adapt. But in reality we are early adopters of technology. Often, we're the campus avant-garde: installing 3-D printers and scanners, for instance, or teaching students to use sophisticated audio and video editing software. The campus community relies on the libraries to assist with implementing emerging technologies and establishing sound policies.

**6. We are available for everyone.** We are a campus resource. We provide our services for all disciplines, and all scholars and learners. While individual colleges offer specialized labs, equipment, and services for their students and faculty, the library is inherently interdisciplinary.

Many disciplines have long-established data management organs. The Inter-university Consortium for Political and Social Research at the University of Michigan has archived social science and polling data for more than fifty years. The National Institutes of Health sponsors GenBank for gene sequencing data and the PubMed full-text archive of biomedical and life sciences journal literature. UT's Trace digital repository, on the other hand, archives research and creative work from all disciplines.

**7. We are in it for the long haul.** We preserve the scholarly and cultural record. If a resource is of value and fits within our

collecting mission, we want to preserve it for current and future scholars. Systems such as Trace help us preserve digital content created by UT faculty.

**8. We are expert guides.** Librarians help scholars at every level to locate and use the best tools and information to solve their research problems. We don't have all the answers, but we do know how to find resources that have the answers.

The UT Libraries' faculty includes librarians who have specialized knowledge of academic subjects, of software, and of the many standards that exist for digitizing, describing, and managing all the resources we make available. We have librarians who make sense of the complex licenses that exist for electronic resources, librarians who are excellent instructors, and others who can help answer even the most challenging reference question. As of July 1, we have a data curation librarian among our ranks. Chris Eaker earned his information science degree from UT with a specialization in data curation.

In the coming months, the UT Libraries will develop more sophisticated systems for managing the university community's research data collections. We will work in partnership with others on campus and around the globe. While this is a new arena for the libraries, librarians are experts at managing information and masters at preserving the scholarly record. Here at UT, we also are eager to engage in new forms of scholarly communication.



# One Stop, All-Nighters, and a POD—Oh My!

by Rita H. Smith

Dear Reader, Where would the *Library Development Review* be without the latest installment on the evolving spaces in the John C. Hodges Library? Yes, this engaging saga continues. While there may be suspense from year to year about the next phase of construction, this story is not actually a new chapter in a drama or mystery series. Instead, the UT Libraries pursues a strategic course to repurpose spaces—a course that is grounded in the University of Tennessee's Top 25 goals for student success.

When last we visited in the 2012 *LDR*, the Commons on the second floor of Hodges Library was in the throes of a major renovation, the likes of which we had not seen since the building expansion in the late 1980s. In Phase 3 of the Commons development, interior walls were removed and previously dispersed computing and tutoring services were brought together in a highly visible central space.

Following on the heels of Commons Phase 3 is the bright—one might even say glowing—transformation of the Hodges ground floor. The One Stop Express Student Services center opened in June 2013 with an installation that boasts a contemporary look of stainless steel, glass, and neon orange. One Stop serves UT students by streamlining the most common enrollment, registration, financial aid, and payment services at one centrally located site. Previously, students trekked between different locations on campus to access these services. Like the Commons renovation, One Stop is a campus strategic initiative to enhance support for students and is closely linked with UT goals to become a Top 25 public university.

Many students, past and present, have endured the all-nighter to prepare for exams or complete a term paper. Working day and night, whether a result of procrastination or demanding coursework, has long been part of the academic experience. Even though today's students live in a 24/7 world of electronic resources and instant communication that are not dependent on being in a specific place, these same students hold the expectation that a "third space" beyond their classroom or living quarters will be available to them at any hour it is needed. Hodges Library, open 24/5 from Sunday at noon through Friday at midnight, increasingly seeks to be that third place. The libraries' goal is to provide a technology-rich, inviting, and accessible space on all floors of the building in order to maximize the areas where students may work individually or collaboratively.

This space must also be a safe space. Increased attention to security on the upper floors is our top priority for the latest Hodges building

renovation. In May 2013, the libraries embarked on a major update of the third through sixth floors, adding improved lighting, digital signage, emergency phones, and security cameras to the open core seating areas of these floors that house the library stacks. The stacks renovation project promises a stunning new look for each floor.

And finally, what exactly is a POD? The latest convenience making a debut in the library is well known by students who have found the PODs sprouting up around campus. Provisions On Demand is a "quickie mart" that offers a variety of sandwiches, salads, snacks, beverages, and supplies. The new POD on the Hodges second floor, like the adjacent Starbucks café, operates round the clock on a schedule matching that of the library.

Do we have more facility changes on the horizon? Stay tuned for next year's installment, dear reader.

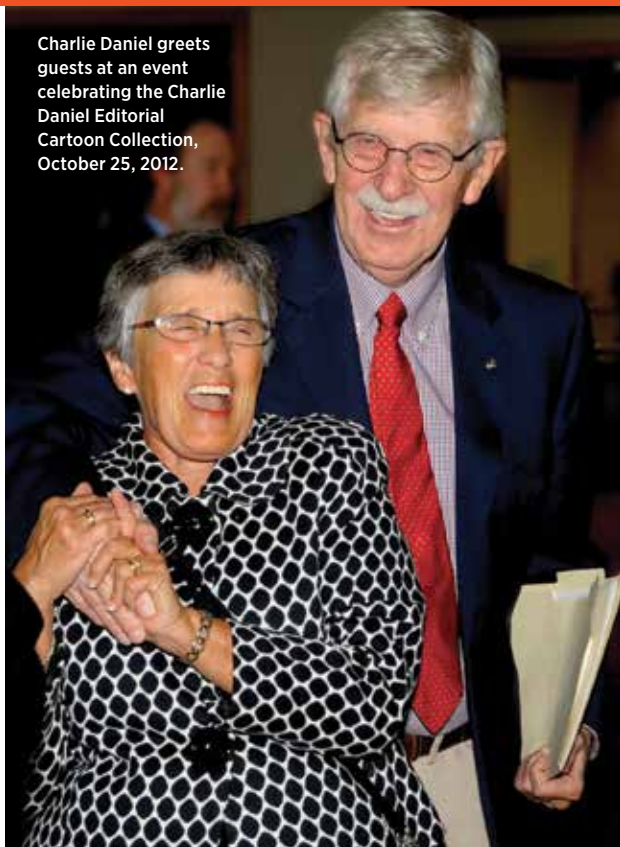


One Stop Express Student Services



The Commons in Hodges Library

Charlie Daniel greets guests at an event celebrating the Charlie Daniel Editorial Cartoon Collection, October 25, 2012.



## *The Library Friends:* New Members, New Privileges, and a Rare Gift

by Erin Horeni-Ogle

During the 2012–2013 academic year, the University of Tennessee Library Friends program was transformed. We are well on our way to growing the group to our goal of 1,000 Library Friends by 2015. This past year, we had 587 donors whose combined membership gifts totaled nearly \$40,000. We are grateful to our friends, new and old, for their tremendous impact on the UT Libraries.

Library Friends is now a more formalized program. Our former annual giving coordinator Brian Broyles defined a range of giving levels and

benefits for the program. Now, a Library Friends member making a gift of \$100 or more is eligible for borrowing privileges at all university libraries, a perk that has sparked interest among current donors and brought in many new donors to the program. Another membership benefit is an invitation to our Library Friends Tailgate Party. We held our first annual—and greatly successful—tailgate in October 2012 on the sixth floor terrace of the Hodges Library. Friends enjoyed good food and fellowship and an amazing view of the UT campus, including our enviable overlook of Neyland Stadium.

In October, friends also gathered at the Hodges Library to honor and celebrate Charlie Daniel, the *Knoxville News Sentinel's* longtime editorial cartoonist. Daniel has donated his life's work of hand-drawn, original cartoons to the UT Libraries. The libraries selected more than 1,500 cartoons from that body of work to create an online digital collection of his editorial cartoons.

This year also marked the first year that the Library Friends pooled their memberships to make a single, significant gift to the UT Libraries. We celebrated the first gift with a wonderful event on March 14, 2013, in the Hodges Library. The gift was an eighteenth-century pamphlet recording a disputation among learned physicians on a *Quaestio Medica*—a medical question—“Whether or not the Apalachine drink from America is healthful?” Bernard de Jussieu, a lecturer at Louis XV's royal garden and the presenter of the remarks recorded in this pamphlet, belonged to a prominent French family that included a number of distinguished botanist-gardeners of the eighteenth and nineteenth centuries. At the event, guests were able to see the pamphlet and related materials, and they learned from UT's own Ronald H. Petersen, distinguished professor emeritus of ecology and evolutionary biology, that the Appalachian drink was the infamous black tea. And while

it may be healthful, according to de Jussieu, it was not pleasant! The event was a fitting celebration of the Library Friends' support and of this rare document that is now a permanent part of the libraries' Special Collections.

This year, our friends have given gifts large and small to make the UT Libraries an ever more outstanding resource for our students, faculty, and community. Thank you for your support!

View from the staffroom balcony, John C. Hodges Library

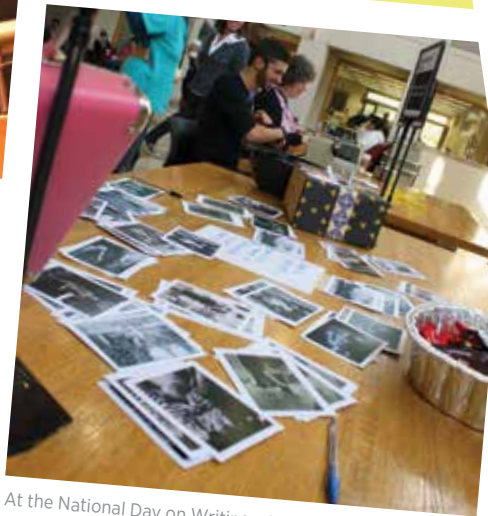


by Martha Rudolph

## A Snapshot of the UT Libraries, 2012–2013



Adam Prince gives an animated reading at Writers in the Library.



At the National Day on Writing, students typed brief essays on the topic "Why I Write."



English professor Michael Knight chats with T Cooper following his Writers in the Library performance.

**CONE ZONE.** For most of the 2012-2013 academic year, the John C. Hodges Library was (as the university dubbed it) a "Cone Zone." The entire second floor of the library was an ever-shifting construction zone as the Commons underwent a three-million-dollar renovation. The George F. Devine Music Library, too, was dislocated: the library offered its services at a temporary location while awaiting the fall 2013 opening of the new Natalie L. Haslam Music Center. The renovated Commons offers new technologies and more visible student services, but also something less tangible: a sense of connection to university life. There is evidence that visiting the learning commons actually gives students an academic boost. Studies conducted by library faculty this past fall and spring demonstrated that students who frequent the UT Libraries' Commons are more likely to perform well in their classes and to proceed to graduation.

**LEARNING, RESEARCH, ENGAGEMENT.** The Commons is an informal learning space that serves as a model for other innovative learning spaces on campus. We continue to repurpose library spaces to create a more student-centered learning environment (p. 16), with spaces for private study, collaborative study, and socializing. In addition to new and redesigned spaces, the libraries host programs that engage students in the cultural life of the university: active, more engaged students are higher achievers. In 2012–2013, the libraries' cultural programming included student art and video contests, a National Day on Writing celebration, and our Writers in the Library series. Writers in the Library hosted thirteen noted authors and two evenings of readings by award-winning student writers. Among the distinguished authors who read from their works were internationally acclaimed poet Adam Zagajewski and novelist Adam Johnson, whose novel *The Orphan Master's Son* won a Pulitzer Prize for fiction shortly after his reading at UT.



Librarians are critical partners in student learning and in faculty research. This year, the UT Libraries reorganized library departments and staffing, and created a new job title that reflects the breadth of librarian responsibilities: “learning, research, and collections librarians.” Each LRC librarian has liaison responsibilities to students and faculty in their designated academic departments and programs. They do everything from teaching information literacy to first-year students, to consulting with faculty researchers, to selecting the best print and e-resources to support the university’s curricula. In a sense, librarians teach students to be part of the scholarly endeavor, imparting the ability to identify authoritative sources and instructing them in the tenets of academic honesty.

UT Libraries supports faculty scholars in many ways. Our Trace digital archive provides a platform for UT scholars to publish their research and creative work online (on September 25, 2012, Trace recorded its one-millionth download of a scholarly article). UT researchers may enlist the services of our data curation librarian to help devise the data management plans required by most government-sponsored funding agencies (p. 14). A new piece of library equipment also helps preserve invaluable research data. Library archivists received extensive training on using the Forensic Recovery of Evidence Device (better

known as FRED) to recover and preserve digital content that is stored on outmoded hardware and software.

**BIG IDEAS/SMALLER MESSAGES.** With college students tweeting in 140 characters or less, librarians have discovered that, no matter how important the message, it’s best delivered in smaller, more palatable bites. The libraries’ marketing and communication group launched several marketing campaigns that used wit, brevity, and an element of surprise to capture the over-taxed student attention span (p. 11). We’re communicating with students in their media: among services we implemented this past year, students can now text us their reference queries or scan a QR

code and call up our new Stacks-Maps on their cell phones to locate a book in our labyrinthine stacks. With the fall 2012 semester, the university instituted a

small (\$10) library fee. While most of these funds were used to purchase collections that support undergraduate research and to extend library hours (all floors of the Hodges Library now remain open twenty-four hours, Sunday through Friday), the fee also funded a new service: movies on demand, delivered over the campus network. This service may seem frivolous at first glance; however, short advertisements about library services, aired immediately before the feature, allow us to reach yet another segment of our student audience.

Meanwhile, we too are tweeting in 140 characters or less and posting furiously to Facebook, reaching out to students on the social media platforms where they socialize. We even use social media in our scholarly pursuits, crowdsourcing the content of two digital collections important to our state. The Tennessee Newspaper Digitization Project ([lib.utk.edu/tndp](http://lib.utk.edu/tndp)) is asking website visitors to help correct errors inherent in the optical character recognition (OCR) process. OCR is used to create the searchable text affiliated with each of the more than 126,000 pages of historic Tennessee newspapers scanned thus far by the project. The Database of the Smokies ([dots.lib.utk.edu](http://dots.lib.utk.edu); p. 4) asks the public to contribute citations to what our Smokies scholars hope will be a truly comprehensive source of information on the Great Smoky Mountains National Park and its surrounding community.

The libraries’ engagement on social media is also just plain fun. For a pictorial history of the university, or a look at some intriguing special collections (try “I Found it in the Archives!”), readers can visit [pinterest.com/utklibraries](http://pinterest.com/utklibraries). Visit us at [instagram.com/utklibraries](http://instagram.com/utklibraries) for a snapshot (literally) of what’s happening at the UT Libraries.



The Commons.



Winners of the Student Art in the Library juried exhibition.

# Selected Scholarly Work

## PUBLICATIONS

**Robin Bedenbaugh** and **Holly Mercer**, "The Embedded Repository: Introducing an Institutional Repository to a New Audience via Location-Aware Social Networking," *Practical Academic Librarianship* 2, no. 1 (2012): 26–40.

**Allison Bolorizadeh**, **Michelle Brannen**, **Rabia Gibbs**, and **Thura Mack**, "Making Instruction Mobile," *Reference Librarian* 53, no. 4 (October 2012): 373–383.

**Peter Fernandez**, "Library Values that Interface with Technology: Public Service Information Professionals, Zotero, and Open Source Software Decision Making," *Library Philosophy and Practice*, Paper 803 (September 2012).

**Holly Mercer** and Michael Maciel, *SPEC Kit 330: Library Contribution to Accreditation* (Washington, DC: Association of Research Libraries, September 2012).

**Rachel Radom**, **Melanie Feltner-Reichert**, and **kynita stringer-stanback**, *SPEC Kit 332: Organization of Scholarly Communication Services*, (Washington, DC: Association of Research Libraries, November 2012).

**Steven Smith**, "Three Days Across a Lunar Landscape and Back: A Few Thoughts on the Beginnings of the George R. R. Martin Collection," in *Deeper than Swords: Celebrating the Work of George R. R. Martin*, 6–11 (College Station: Texas A&M University, 2013).

**Jeanine Williamson**, John Lounsbury, and Lee Han, "Key Personality Traits of Engineers for Innovation and Technology Development," *Journal of Engineering and Technology Management* 30, no. 2 (April–June 2013): 157–168.

## PRESENTATIONS

**Mark Baggett**, **Anne Bridges**, and **Ken Wise**, "Leveraging Traditional, Digital, and Crowd-Sourced Resources to Create 'Database of the Smokies'" (paper presented at the meeting for the Coalition for Networked Information, San Antonio, Texas, April 4–5, 2013).

**Bridger Dyson-Smith**, "Tales from the Cloud: Experiences and Challenges" (panel presentation at the Digital Library Federation Forum, Denver, Colorado, November 4–5, 2012).

**Peter Fernandez** and **Rachel Radom**, "If You Build It, Will They Come? Hard-Won Lessons From Three Years of Open Access Week Events" (poster presented at the conference for the Association of College and Research Libraries, Indianapolis, Indiana, April 10–13, 2013).

**Rabia Gibbs** and **Mark Baggett**, "To Meme or Not to Meme: Determining the Effectiveness of Social Platforms in Digital Special Collections" (poster presented at the conference for the Association of College and Research Libraries, Indianapolis, Indiana, April 10–13, 2013).

**Rabia Gibbs** and **Alesha Shumar**, "Drawing Outside the Lines: Digitizing the Charlie Daniel Editorial Cartoon Collection" (poster presented at the annual meeting for the National Digital Information Infrastructure and Preservation Program and the National Digital Stewardship Alliance, Arlington, Virginia, July 24–26, 2012).

**Judy Li**, "Survey Take 2: A Review of Information Needs Studies Surveys in Developing Business Collections and Instruction Programs" (poster presented at the annual conference for the Special Libraries Association, San Diego, California, June 9–11, 2013).

**Thura Mack** and **Janette Prescod**, "Librarian Involvement in Diversity: Community Building, Outreach and Student Success" (panel presentation at the annual Joint Conference of Librarians of Color, Kansas City, Missouri, September 19–23, 2012).

**Thura Mack**, **Caroline Redmond**, and **Ingrid Ruffin**, "A Taste of STEM: Connecting High School Students Across Disciplines" (paper presented at the annual conference for the Tennessee Library Association, Chattanooga, Tennessee, April 24–26, 2013).

**Thura Mack**, Laurie Roberson, and Rosa Thomas, "Project Digital Literacy: Peer Teaching" (poster presented at the International Conference on the First-Year Experience, Vancouver, British Columbia, July 16–19, 2012).

Rachel Fleming-May, **Regina Mays**, and **Teresa Walker**, "LibValue: Undergraduate Student Success" (webcast presented for the Association of Research Libraries, February 14, 2013).

**Rachel Radom** and **Rachel Gammons**, "Re-imagining Information Evaluation: Using Social Constructivist Theory to Create an Information Evaluation Method that 'Sticks'" (poster presented at the conference

for the Association of College and Research Libraries, Indianapolis, Indiana, April 10–13, 2013).

**Michael Rogers**, "Oracle SQL: Tips and Tricks for Aleph and Voyager Systems Librarians" (paper presented at the conference for the Ex Libris Users of North America, Athens, Georgia, April 30–May 3, 2013).

**Molly Royse** and **Gail Watson**, "E-Books & More E-Books: Challenges, Solutions and Best Practices" (roundtable presentation at the conference for the Association of College and Research Libraries, Indianapolis, Indiana, April 10–13, 2013).

**Rita Smith**, "What is the Scholar's Commons?" (roundtable presentation at the conference for the Association of College and Research Libraries, Indianapolis, Indiana, April 10–13, 2013).

**Rita Smith** and **Teresa Walker**, "The Heart of Campus: Libraries as Learning Spaces" (paper presented at the annual conference for the Tennessee Library Association, Chattanooga, Tennessee, April 24–26, 2013).

**Steven Smith**, "Ranch Dressing and the Getty Museum" (keynote speech to the Friends and Trustees of Tennessee Libraries Luncheon at the annual conference for the Tennessee Library Association, Chattanooga, Tennessee, April 24–26, 2013).

**Ann Viera**, "Inter-Institutional Sharing of Veterinary Specialty Boards Reading Lists Using LibGuides" (poster presented at the annual meeting for the Medical Library Association, Boston, Massachusetts, May 3–8, 2013).

Rachel Fleming-May, Martha Kyrididou, and **Teresa Walker**, "How Libraries Contribute to Student Success: Findings from LibValue" (paper presented at the meeting for the Coalition for Networked Information, Washington, DC, December 10–11, 2012).

**Teresa Walker**, **Gayle Baker**, and **Steven Smith**, "LibValue: Commons Spaces Value" (webcast presented for the Association of Research Libraries, March 21, 2013).

**Jeanine Williamson**, **Chris Eaker**, and John Lounsbury, "The Information Overload Scale" (poster presented at the annual conference for the Association for Information Science and Technology, Baltimore, Maryland, October 26–30, 2012).

## GRANTS, AWARDS & RECOGNITIONS

**David Atkins** was the 2012 recipient of the Tenn-Share Resource Sharing Award. The Tenn-Share consortium helps Tennessee libraries deliver efficient, effective library services through group purchasing power and innovative resource sharing projects.

**Mark Baggett**, **Anne Bridges**, and **Ken Wise** received a Carnegie Whitney grant from the American Library Association to create the Database of the Smokies (DOTS) online bibliography ([dots.lib.utk.edu](http://dots.lib.utk.edu)).

**Peter Fernandez** was elected to a two-year term as director for the United States Agricultural Information Network, the national agriculture librarians' association.

**Holly Mercer** received the Certificate in Intellectual Property Management and Leadership from the University of Maryland University College, Center for Intellectual Property, 2012.

**Eleanor Read** served on the Usability and Assessment Working Group of DataONE (Data Observation Network for Earth). DataONE is a National Science Foundation-funded project to archive environmental data produced by scientists around the world.

**Ingrid Ruffin** was appointed to the Advisory Committee on the Readjustment of Veterans (2013–2014), US Department of Veterans Affairs.

**Rita Smith** served on the University of Tennessee Council for Diversity and Interculturalism.

**Steve Smith** was appointed to the Tennessee Advisory Council on Libraries, the state entity that oversees library services that benefit all Tennesseans.

**Steve Thomas** served as the 2012–2013 president of the University of Tennessee Faculty Senate.

**Ann Viera** received a Future Farmers of America certificate and medal in recognition of her reference work at UT's Agriculture and Veterinary Medicine Library.

# ENDOWMENTS AND GIFTS

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

To make a gift, please make your check payable to **THE UT FOUNDATION** and write **UT LIBRARIES** in the memo line. You may send your gift to the libraries' director

of development at the address below. 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.

**For more information,  
please contact:**

Erin Horeni-Ogle  
Director of Development  
552 Hodges Library  
Knoxville, TN 37996-1000  
865-974-0055  
[ehoreni@utk.edu](mailto:ehoreni@utk.edu)

## Collection, Service, and Scholarship Endowments

Annual income from endowments allows the University Libraries to continue providing key resources for students and faculty. Endowments begin at \$25,000. Donors may make a single gift or build an endowed fund over five years.

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Patrick Brady Memorial Library Endowment  
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*English*

Hugh and Margaret Crowe Library Quasi-Endowment  
*Sociology, urban and regional planning*

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*English and American literature, the arts, philosophy, classics, and history*

Durant DaPonte Memorial Library Endowment  
*American literature*

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*General*

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*Architecture*

Audrey A. Duncan and John H. Fisher Library Endowment for the Humanities  
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Hodges Books for English Endowment  
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Paul E. Howard Humanities Collection Library Endowment  
*General*

Thomas L. James Library Endowment  
*English*

Mamie C. Johnston Library Endowment  
*English*

Jack and Dorothy McKamey Humanities Collection Library Endowment  
*General*

Edward J. McMillan Library Endowment  
*Religious studies*

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Flora Bell and Bessie Abigail Moss Endowment  
*General*

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John L. Rhea Foundation Library Endowment  
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Norman B. Sayne Library Humanities Endowment  
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Dr. and Mrs. Walter Stiefel Library Endowment  
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Charles A. Trentham Library Endowment  
*Religious studies*

United Foods Humanities Library Endowment  
*General*

UT Tomorrow Humanities Library Endowment  
*General*

Bill Wallace Memorial Library Endowment  
*Religious studies*

Helen B. Watson Library Quasi-Endowment  
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Judith D. Webster Library Preservation Endowment  
*Preservation*

Lindsay Young Library Endowment  
*General*

### SPECIAL COLLECTIONS

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Great Smoky Mountains Regional Project Endowment  
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*Special Collections*

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*Special Collections*

Special Collections Library Endowment  
*Special Collections*

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*Map library*

Phillip W. Moffitt Library Endowment  
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Social Work Alumni Library Endowment  
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Frank B. Ward Library Endowment  
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Armour T. Granger Library Endowment  
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## SCIENCE AND TECHNOLOGY *continued*

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  
*Chemistry, physics, and engineering*

Department of Mathematics Library Endowment  
*Mathematics*

Adrian Barry Meyers Library Quasi-Endowment  
*Mathematics, computer sciences, science, biology, and engineering*

Stanton A. and Margaret K. Morgan Libraries Endowment  
*Library Commons*

Tillman and Kimberly Payne Endowment  
*Agriculture and veterinary medicine*

Dr. C. D. Sherbakoff Library Endowment  
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R. Bruce Shipley Memorial Endowment  
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Otis H. and Mary T. Stephens Library Endowment  
*Visual services*

Dixie Marie Wooten Endowment  
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## SERVICE AWARDS

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

Paul E. Trentham Sr. Library Staff Award for Exemplary Service Endowment

UT Library Friends Service Endowment

## SCHOLARSHIP

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

## UNDESIGNATED ENDOWMENTS

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Lucy S. Morgan Library Quasi-Endowment

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## Legacy Society

The Legacy Society 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, 2013. 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.

Anonymous

Louis and Mary Charlotte Ball

Daniel and Anne Batey

Pauline Bayne

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James and Shirley Bridges

Delbert and Debra Byrd

Ada Marie Campbell

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*This year, gifts were received from the estates of:*

Elaine Evans

Louis O. Ball Jr.

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Stanton and Margaret Morgan

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## FRIENDS OF THE LIBRARIES *July 2012–June 2013*

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Sylvia Milanez	Janet Robertson	James Tomlinson	Nawar Chaker	
Janet Miles	Anabel Rodriguez	Timothy Touzel	Jefferson Chapman	
Stephen Miller	Thomas Rogero		Joan Cronan	
Earle Millican III	Mary Rogers			
Janet Mills	Joan Rose			

# Artfully Giving: Longtime Curator Leaves a Legacy of Commitment to UT

by Chandra Harris-McCray\*

(\*adapted from an article by Chandra Harris-McCray, *Tennessee Legacies*, Spring/Summer 2013)

From a private photograph album documenting a Nile voyage from Alexandria to Kartoum. The images capture travelers posing alongside significant architectural sites with local peoples encountered on the travels. The album was created shortly after the Sudan was put under British-Egyptian administration in 1899. *Gelatin silver print, ca. 1900, Egypt and Sudan Voyage Album, Special Collections, University Libraries, University of Tennessee, Knoxville.*

Known around campus simply as “the lady in the Karmann Ghia,” the late Elaine Altman Evans was just as eccentric and rare as the 1971 Volkswagen black sports coupe she drove.

Described as “an original,” Evans didn’t just work for the last forty-one years as a curator at the University of Tennessee’s McClung Museum of Natural History and Culture; it was her life’s calling. Her home away from home, Evans saw to it that a great part of her estate was earmarked for the university. She left significant gifts to the UT Libraries, the College of Arts and Sciences, McClung Museum, and to museum director Jeff Chapman. Chapman self-

lessly invested Evans’s bequest into a UT endowment named in her memory, noting “I couldn’t imagine doing anything else but giving the money back to the programs to which she dedicated her life.” Evans’s bequest to the libraries is being used to purchase unique materials on travels in Egypt that will enhance the libraries’ special collections on world travels (p. 2).

Surrounded by Post-it notes—her official organizational system—inscribed with names, references, and observations, Evans’s meticulous research gave birth to a McClung exhibit focused on the burial practices of ancient Egypt followed by a permanent prominent gallery, now named in her honor, devoted to ancient Egypt. She also curated twenty temporary exhibits and more than 100 smaller case exhibits along with designing and describing more than 150 objects from around the world in the museum’s decorative arts showcase.

“Elaine was a storehouse of vast knowledge,” Chapman says. “She was never happy with an identification of a piece in an eclectic collection until she exhausted the available literature and sought the input of published

experts. It wasn’t just what she did; it was part of who she was.”

An author and artist, Evans’s passion for the ancient culture of Egypt was piqued prior to her arrival at UT, at the Metropolitan Museum of Art in New York where she worked in the Department of Egyptian Art. She had already discovered a great appreciation for art after a three-year stint in South Africa, where she earned her master’s degree and taught in mission schools and at the University of Botswana, Lesotho, and Swaziland. She received her bachelor’s degree in art history from Columbia University.

When she wasn’t at the museum, Evans was likely on a jaunt to Egypt or Italy honing her expertise on ancient Egyptian art and culture. If not in a faraway land, she scouted nearby areas for other displays focused on Egypt, often rounding up a busload of friends and strangers alike to accompany her.

While her ashes are sprinkled in the Nile, her legacy is sown at the UT Libraries and the McClung Museum, a destination of discovery for tens of thousands of school children, college students, and visitors alike.



Elaine Evans was the originator of *Ancient Egypt: The Eternal Voice*, a permanent exhibition in the McClung Museum gallery named in her honor. At left, she is pictured in front of a model of the Hypostyle Hall at Karnak. The plaster model, a late nineteenth-century creation by the French sculptor Abel Poulin, is one of the objects acquired by Evans.

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A number of pictures from our collection of early views of Khartoum show the Sudanese countryside including these local peoples seated on their camels. *Gelatin silver print, Photograph Album of Khartoum, 1902-1905, Special Collections, University Libraries, University of Tennessee, Knoxville.*

