The Library Development Review 2012-2013

University of Tennessee Libraries

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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
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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.
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 Boughey 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 1857–1859* 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, *Tabula 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, *Africæ 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.
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.

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, genealogy, 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.
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.

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.
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 Johnson-ville - 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 siege finally con-cluded to surrender the Fort. General Buckner opened corre-spondence with General Grant while General Floyd and his brigade with General Pillow made there es-cape at 4 A.M. the white flags waved over a heart stricken people who had fought nobly and bravely for there cause but it was there painful lot now to surrender up there bought honors to these enimys and crouch beneath 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.
“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

* The Library Development Review 2012–2013
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.
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 extracurricular 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.
“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), 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.
Engraver-poet William Blake (1757–1827) would have made the perfect rare books librarian because he understood how to carefully look at commonplace objects and perceive the complex energies that brought those objects into existence. In a similar vein, UT’s Special Collections acquires unique items representing manuscript and print history to help our visitors grasp the historical, artistic, and political contexts around the creation of material 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.

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 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) is the UT digital archive that showcases and preserves published
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.
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.
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!
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) 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; 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. Visit us at instagram.com/utklibraries for a snapshot (literally) of what’s happening at the UT Libraries.
Selected Scholarly Work

PUBLICATIONS


PRESENTATIONS


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).


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).

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

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.

HUMANITIES

Gene “Mac” Abel Library Endowment
East Tennessee history

Patrick Brady Memorial Library Endowment
18th- and 19th-century French literature

James Douglas Bruce Endowment
English

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

Kenneth Curry Library Endowment
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

Audrey A. Duncan and John H. Fisher Library Endowment for the Humanities
General

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

Hodges Books for English Endowment
English

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

Elijah Moore Religious Studies Endowment
Religious studies

Flora Bell and Bessie Abigail Moss Endowment
General

John C. Osborne Memorial Library Endowment
German literature and language

Charles and Elnora Martin Paul Library Endowment
History and English literature

John L. Rhea Foundation Library Endowment
Classical literature

Norman B. Sayne Library Humanities Endowment
General

Dr. and Mrs. Walter Stiefel Library Endowment
Romance languages

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
Music and art

Judith D. Webster Library Preservation Endowment
Preservation

Lindsay Young Library Endowment
General

SPECIAL COLLECTIONS

Dr. Bill and Carol Bass Library Endowment
Special Collections

Wallace W. Baumann Quasi-Endowment
Special Collections

Great Smoky Mountains Regional Project Endowment
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

Angelyn Donaldson and Richard Adolf Koella Endowment
Special Collections

Library Special Collections Endowment
Special Collections

John E. and Mary Poiertew Redwine Endowment for the Great Smoky Mountains Regional Project
Special Collections

Special Collections Library Endowment
Special Collections

SOCIAL SCIENCES

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
Psychology

Social Work Alumni Library Endowment
Social work

Frank B. Ward Library Endowment
Business

SCIENCE AND TECHNOLOGY

Agriculture and Veterinary Medicine Library Endowment
Agriculture

William Waller Carson Library Endowment
Engineering

Frank M. Dryzer Library Endowment
Mathematics/physics

Carolyn W. Fite Library Quasi-Endowment
Microbiology, biochemistry, cellular and molecular biology

Armour T. Granger Library Endowment
Engineering
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 audiovisual 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
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Dr. C. D. Sherbakoff Library Endowment
Botany

R. Bruce Shipley Memorial Endowment
Engineering
Otis H. and Mary T. Stephens Library Endowment
Visual services
Dixie Marie Wooten Endowment
Technology

UNDESIGNATED ENDOWMENTS

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Reba and Lee Absher Memorial Library Endowment
Anonymous Library Endowment
Lalla Block Arnstein Library Endowment
Violet C. and James M. Blake Library Endowment
Tutt and Elizabeth Bradford Library Endowment
Max S. Bryan Library Endowment
Ina N. Chiles Library Endowment for Higher Education
Caroline Perry Cleveland Library Endowment
Betsy 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 and Ernest Library Endowment
Mildred G. and James E. Fair Jr. Library Endowment
Franz/Myers Family Library Endowment
John B. Fugate Library Endowment
Thomas D. Gambill Library Endowment
Henry A. Haenseler Library Endowment
Hamilton National Bank Library Endowment
Natalie Leach and James A. Haslam II Endowment
J. C. Hodges-UT Alumni Library Endowment
H. Wheeler and Gladys Hollingsworth and John N. and Joanne Hughes Library Endowment
William H. Jesse Library Staff Endowment
Bill and Rena Johnson Endowment
Dr. and Mrs. A. H. Lancaster Library Endowment
Dr. and Mrs. A. H. Lancaster Library Friends Lecture Endowment

Jack and Germaine Lee Endowment
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Library Employee Development Endowment
Alberta Longmire Library Endowment
Edwin R. Lutz Memorial Library Endowment
Lois Maxwell Mahan Library Endowment
Bernie B. and Helen Martin Endowment
Dwight McDonald Library Endowment
Men’s Athletics Department Library Endowment
Harvey and Helen Meyer Endowment
Mitchell-Jarrett Endowment
Lucy S. Morgan Library Quasi-Endowment
Angie Warren Perkins Library Endowment
Jack E. Reese Library Endowment
Lawrence C. Roach Library Endowment
William K. Salmon Libraries Endowment for Faculty Development
B. Schiff Family and Betty J. Weathers Endowment
Louise and Aileen Seilaz Memorial Library Endowment
John J. and Carol C. Sheridan Endowment
John W. and Janie D. Sitton Library Endowment
J. Allen Smith Endowment
McGregor Smith Library Endowment
Florence B. and Ray B. Striegel Library Endowment
Mary Weaver Sweet Quasi-Endowment
Valley Fidelity Bank Library Endowment
Walters Library Endowment
Virginia Westfall and Josephine Ellis Library Quasi-Endowment
Ronald H. Wolf Library Endowment
Guy C. Youngerman Library Endowment

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
Helmut K. and Claudine Boehme
James and Shirley Bridges
Delbert and Debra Byrd
Ada Marie Campbell
Betsy Beeler Creekmore
Anthony Crunk
Mary Jo and Lew Dougherty
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Bain and Irene Stewart
Fred and Helen Stone Jr.
Bruce and Nancy Sullivan Jr.
Michael C. Thomas
Chuck West
Sara P. Wharton
Shan and Evelyn Wilcox

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

This year, gifts were received from the estates of:
Elaine Evans
Louis O. Ball Jr.
Wallace Baumann
Wayne and Jeannine Mitchell
Stanton and Margaret Morgan
Edwin C. Wright III
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July 2012–June 2013

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William & Carol Bass III
Estate of Wallace W. Baumann
Estate of Elaine Altman Evans
Alan Heilman
IAVO Research & Scientific
Jeffrey Miller
Estate of Wayne & Jeanine Mitchell
Estate of Stanton & Jeffrey Miller
Estate of Wayne & Mary Ann Venable Jr.
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Joanne Deeken
Ethel Duff
Arthur Echternacht
Sam Elliott
Lee Ellis Jr.
Emerson & Catherine Fly
Arthur & Roswitha Haas
Rosalyn Hess
Lawrence & Betty Hinman
David Jensen
Jeffrey Johnson
George & Virginia Killough
Charlie & Sandra Kuykendal
Sandra Leach
Douglas & Jane McCarty
Paul & Marion Miles
Townes Lavidge Osborn
Thomas Owens
Linda Phillips & Ken McFarland
Carol Price
John & Nancy Ray
Richard Role
Jan & Wanda Rosinski
Craig & Suzanne Ross
Robert Scull
Douglas Stickel
Gene & Cecil Stickel
Susan Thompson
Joseph Trahern Jr.
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Maxine Walker
Chuck West
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Ken Wise & Deborah Thompson-Wise

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Bradley Kerr Sr.
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Sandra Achenbach
Bennett Adkinson
Peter Ahn
Julia Antirican
Attilo Anzellotti
Stephen & Jean Ash
David Atkins
Sherlene Backhus
Kathleen Bailey
William & Margaret Baldau Jr.
Tonya Barnette
Robert Barni
Matthew Bartley
Keith Bauman
Zane Bell
Janet Benefield
Robert & Susan Benner
Dale Bentz
Priscilla Bevins
William & Mary Blackmon Jr.
Julie Blair
C. Dennis & Monica Blanton
Erik Bledsoe
Gary Blome
Gracia Bobbitt & Harold Roth
Mary Bogle
Johnnie Boling Jr.
Nathan Bonevitz
Mary Boothe
Johannah Bouldin
Mary Louise & Patsy Ring-Boule
Matt Bowman
Julia Boyd
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Chase & Karen Bramwell
John & Patricia Branch
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Linda Felts Breeden
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Marta Brinberg
Leonard & Doris Brinkman Jr.
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Susan Bryant
Mary Buffett
Glenn & Marylyn Bullock
Elizabeth Burrows
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Spencer Cagle
Regina Calabro
Nancy Campbell
Barbara Canada
Dorothy Carmichael
Janelle Carpenter
Sugg Carter
Jim Casada
Ruthie Cavins
Roger & Gloria Chambers
Chi & Wanda Chen
Allen Chesney
Jennifer Chilcoat
Alan & Julie Childers
Jon Chisholm
Robert Chodosh
Chris Christi
Stephen & Jan Cobble
Allen Coggins
Michael Collins
Helen Cook
Jerry Cook
Jim & Shirley Copeland
Carrington & Patricia Cox
Robin Cox
Duncan & Margaret Crawford
Walter Creech
Loren Crews
Kenneth & Martha Cruikshank
Mary Czernak
Alice Dalton
Charlie & Patsy Daniel Jr.
Charles & Frances Dannell
Megan Davis
Vicki Davis
Harry Davis
SUSAN Deaver
Thomas & Emily Delozier
Margaret Dempster
Perrin Diniaker
David Dickey
Harold & Joyce Diftler
Joseph Dixon
David & Lana Dixon
Melora Doan
Ann Dobbins
Coleen Dorris
Anne Dowis
Heather Drabes
Cassidy Duckett
Kermit Duckett
Abigail Edwards
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Bayard & Kathleen Erskine Jr.
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Walter & Alice Farkas
David & Tracy Farmer
Thomas Farmer
Allan & Elizabeth Fields
Allison Flood
Elizabeth Ford & Michael Driskill
Dianne Foster
James Francis Sr.
Hartwell Francis
Fred French
Betty Frierson
J. Lee Fry III
David Gaffin
Helen Galloway
Judson Gash
Amy Geisel-Nolan
Robert Gentry Jr.
Delores Gibson
James & Martha Gill
Martin Gillespie
Mary Gillespie
William & Sara Gillis
Floyd Goodson Jr.
Lucy Graves
Kaitlin Green
Sara Green
Jonathan Guilford
Deborah Gwathney
James & Mary Haddox
Phyllis Ham
Deborah Hamilton
Elizabeth Hamilton
Teresita Hamlin
Alex Harkness Jr.
Billy Harmon
Sara Harris
William Hart Jr.
James & Natalie Haslam II
Sue Hayes
Christine Heckemeyer
Allison Hedge
Bryan Hedge
Rebecca Henry
Michael Higginbotham
Karen Hitchcock
Basil & Janice Hixon Jr.
Felicia Felder-Hoenhe
Thomas & Ginger Hood
Ann Howard
Deanna Howard
Charles & Sandra Huddleston
Joshua Hudgens
Bonnie Hufford
Lindsay Hummel
Dorothy Hunter
IN MEMORY OF

Patrick Brady
James Carlson
David Gennoe
Angelyn Koella
Richard Koella
Lorna Norwood
Jim Shelby
Harriet Smartt
Monte Whitaker

IN HONOR OF

Nawar Chaker
Jefferson Chapman
Joan Cronan
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 selflessly 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.
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.