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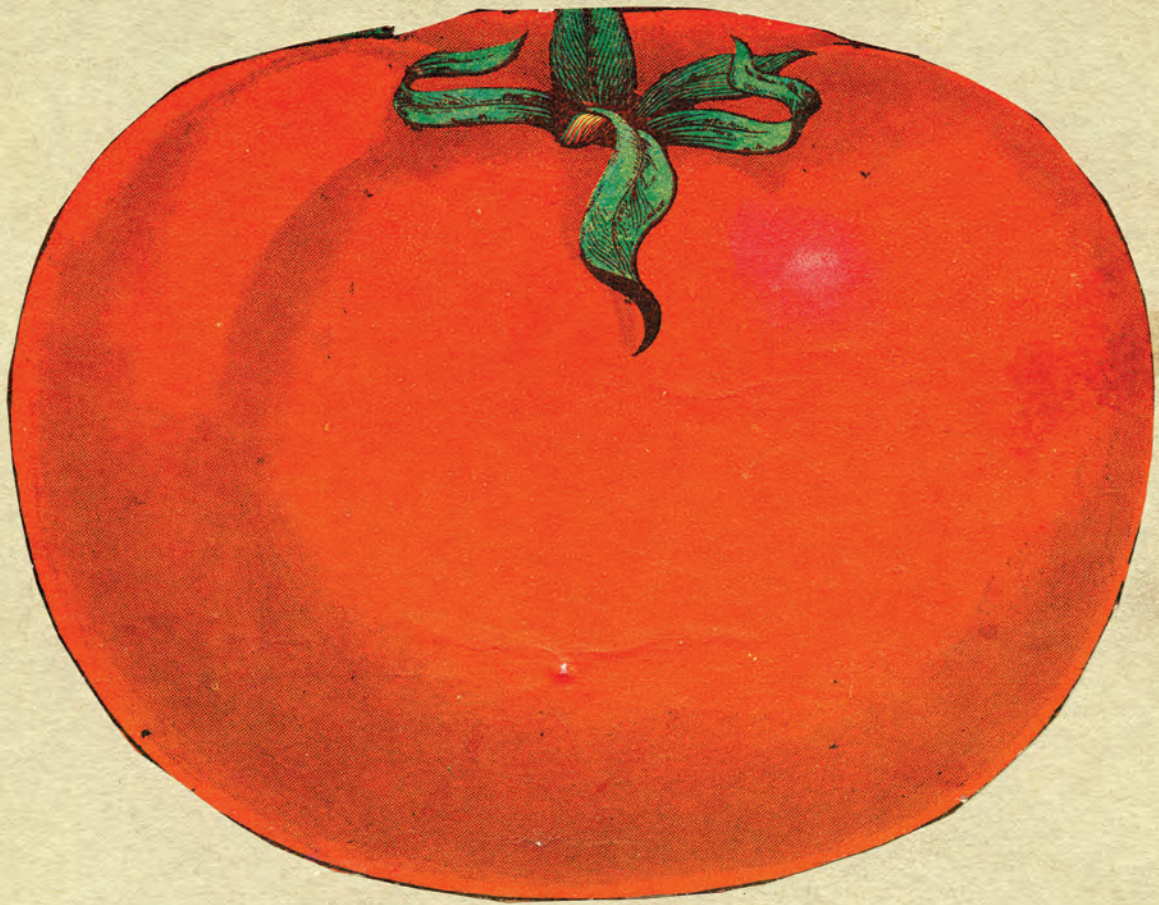
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110

"Recipes"

THE LIBRARY DEVELOPMENT
REVIEW 2016-2017



ROBIN A. BEDENBAUGH
University Libraries,
editor-in-chief

MARTHA RUDOLPH
University Libraries,
managing editor

CATHY JENKINS
University Libraries,
art director

SARAH ZIMMERMAN
University Libraries,
copy editor

SHELLY O'BARR
University Libraries,
photographer

DONNA SPENCER
UT Creative Communications,
production editor

Makerspace is the latest term for a technology-rich space where people with mutual interests gather to work on projects while sharing ideas, equipment, and knowledge.

You might say that libraries—especially university libraries—are the original makerspaces. We provide the

tools of scholarship in order to further learning and research.

University libraries long ago extended their purview beyond the printed book to provide the emerging technologies demanded by modern scholarship. Our students expect to have access to computers, cameras, and thousands of electronic resources. Faculty want librarians to help them incorporate digital scholarship into their teaching, research, and scholarly communications.

That said, it's only natural that libraries are opening their own dedicated makerspaces with a focus on tools for creation. The UT Libraries already hosts the Studio media production lab, as well as a small makerspace in the Pendergrass Agriculture and Veterinary Medicine Library where we help students and faculty design and print 3D prototypes. We're excited to announce that, within a year or two, we will open a larger, more comprehensive makerspace in the Hodges Library Commons.

Our vision for that space is still a bit undefined—intentionally so. Peer-to-peer teaching and learning animate the makerspace. We want university students not only to use our makerspace for their collaborative projects but to create the very blueprint for its design. We're gathering student input now. Will students want to create 3D models? Video games? Virtual-reality environments? The answer is probably all of the above and more.

Students are not just knowledge consumers; they are knowledge creators. It's the libraries' mission to cultivate better problem solvers, visionaries, critical thinkers, leaders, teachers, seekers, and makers.

Library *makers*, come join us. Show us what you will create.

ON THE COVER:
FROM A HANDMADE RECIPE
BOOK IN THE COLLECTION
OF VIRGINIA P. MOORE

BACK COVER:
ANNUAL CONFERENCE
OF STATE HOME
DEMONSTRATION AGENTS
AT THE UNIVERSITY OF
TENNESSEE, 1917, VIRGINIA
P. MOORE COLLECTION.

The Library Development Review is published annually for supporters of the University of Tennessee Libraries and all members of the Volunteer family.

Marketing and Communication
University of Tennessee Libraries
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THE LIBRARY DEVELOPMENT REVIEW 2016-2017



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A Year of Dedications and Re-Dedications

by Erin Horeni-Ogle



Through members' gifts and endowments, the Library Society makes a real impact on the UT Libraries. Nowhere is this more evident than at the many openings, dedications, ribbon cuttings, and other events hosted by the society this past year.

In September 2016, we dedicated the Rotary Club of Knoxville Room in Commons South of the John C. Hodges Library, a space that students can reserve for group study and meetings. A generous donation from Townes Osborn, longtime Library Society board member, established a library endowment commemorating the centennial of the Rotary Club of Knoxville.

Novelist Amy Greene spoke to library friends at the East Tennessee History Center in March. Her talk was the fourth in the annual Wilma Dykeman Stokely Memorial Lecture Series to be jointly sponsored by the Library Society and the Friends of the Knox County Public Library. Greene was born and raised in the foothills of the Smokies, and her novels *Bloodroot* and *Long Man* reflect the landscape of her childhood. She read from her upcoming novel, set in upper East Tennessee, and several in attendance commented that the vivid storytelling was extremely moving. We anxiously await the new book's publication in 2018. Members of the Library Society's Dean's Circle enjoyed meeting the author at a reception at Club LeConte.

First-year students and veteran researchers alike cherish our unique special collections. The former learn about primary sources by visiting our Special Collections department. The latter build academic reputations by bringing to light the treasures in our archives. This past year, we were pleased to make Special Collections more inviting to all our visiting scholars with a beautiful makeover of the reading room, renovation of a sleek new classroom, and the opening of a new exhibit area in the adjacent galleria. An April event celebrated these exciting enhancements and honored two longtime patrons of Special Collections who helped make the

renovations possible. Former UT vice chancellor Betsey Creekmore was present for the dedication of the new Betsey B. Creekmore Classroom and the newly christened Betsey B. Creekmore Archives. The new Elaine Altman Evans Exhibit Area is named for the late Egyptologist and McClung Museum curator, who was a friend and avid supporter of the UT Libraries.

At the beginning of the 2017-18 academic year, we held a small ceremony to unveil another significant renovation, the newly refurbished Paul M. and Marion T. Miles Reading Room. The room was refreshed with new furnishings and a more open design. Several endowed funds helped realize this project.

The first floor of Hodges Library is a designated quiet study floor, and the Miles Reading Room, as its name suggests, is meant for quiet independent reading and learning. The muted colors and comfortable seating—in small nooks, private booths, and easy chairs—invite reading, reflection, and quiet study.

This year we also celebrated the 30th anniversary of the John C. Hodges Library. Our day-long celebration on October 23, 2017, included an afternoon street fair in the Commons, followed by a reception and formal remarks. Among those offering remarks were Doug McCarty, the lead architect on the 1987 expansion of Hodges Library, and Pauline Bayne, the former UT librarian who planned and oversaw the move of more than a million books into the new library.

From its opening day in September 1987, Hodges Library has been a favorite destination for students and a showplace for the university. It has remained the vital center of campus partly because we offer appealing learning spaces, such as the Commons, which have changed along with changes in how students learn and how scholars conduct research. These beautiful and beloved spaces would not be possible without the support of our Library Society members.

The UT Libraries received tremendous support from alumni and friends this year. Over the 2016-17 academic year, the libraries raised nearly \$1.4 million in cash, in-kind, and planned gift commitments. With the help of this growing alliance of supporters, we will continue to be an indispensable partner to every member of the Volunteer community as they discover and advance knowledge, engage with society, and strive for excellence.

Above: At the dedication of the Miles Reading Room: Steve Smith, dean of libraries; Suresh Ponnappa, chair of the Library Society board; Rita Smith, executive associate dean of libraries; and John Zomchick, UT provost.



Celebrating 30 Years

John C. Hodges Library

Two thousand seventeen marked the 30th anniversary of the John C. Hodges Library—that is, Hodges Library in its present incarnation, the striking ziggurat-shaped building familiar to current students and visitors to the University of Tennessee, Knoxville, campus.

The present John C. Hodges Library is, in fact, an expansion of the earlier building of the same name that stood at 1015 Volunteer Boulevard from 1969 until reconstruction commenced in 1984. That first building, officially the John C. Hodges Undergraduate Library, was built to deliver collections and services to the arriving wave of baby boomers.

By the 1980s, growing collections and new information technologies had begun to outpace the available space and infrastructure of the undergraduate library. Campus planners wisely decided to expand the undergraduate library to create a new main library located at the center of the growing campus. The expansion essentially wrapped around the core of the older building and more than tripled the library's square footage.

Both iterations of the library were named for John C. Hodges (1892-1967), a beloved UT English professor, author of the nationally popular *Harbrace College Handbook*, and longtime supporter and benefactor of UT's libraries.

The John C. Hodges Library that opened in September 1987, with 40 miles of book stacks and 1.1 million volumes, was at the time the largest and most modern library building in Tennessee. To this day it is admired as the heart of campus, a place where many students find their home away from home.



A thousand cupcakes fueled the afternoon street fair.



An Award-Winning Anniversary

by Robin A. Bedenbaugh



The year 2017 marked the 30th anniversary of the John C. Hodges Library we know and love today. The anniversary was an exciting occasion—but not nearly as momentous as the opening of the expanded six-story central library in 1987.

That milestone was celebrated with true Tennessee fanfare at the opening ceremonies on September 25, which included the participation of *two* Tennessee governors. But the celebration didn't stop there.

Festivities continued throughout the 1987–88 academic year. Renowned Southern writers offered a series of readings and seminars. Distinguished alumni returned to campus as library studies were named in their honor. Five thousand people were given guided tours of the library that year, including 400 alumni on a single football weekend. In fact, the UT Libraries won a prestigious national award, the John Cotton Dana Library Public Relations Award, for leading the yearlong promotion of the new library.

One of the proudest moments for the libraries' current marketing and communication team in this 30th-anniversary year was to reprise that win! Beginning simply as a way to capture the attention of students in our university's 300 different degree programs, the team's "Information Is Our Game" marketing campaign gained steam and won a 2017 John Cotton Dana Library Public Relations Award.

Using a sports theme to capture student attention, the campaign communicated that each student has a designated librarian with subject expertise relevant to their field of study. We photographed librarians at sports venues around campus and featured them on trading cards (like baseball cards) that also detailed the librarian's particular skills as an information professional. Trading cards were followed by whimsical videos depicting librarians pitted against top-notch athletes and a capstone video featuring some athletically gifted library faculty and staff.

The libraries' marketing and communication team is small: myself as marketing coordinator, writer Martha Rudolph, graphic artist Cathy Jenkins, and unofficial team member Shelly O'Barr, our photographer and videographer. Nonetheless, our small but dedicated team did all the writing, photography, graphic design, and video—from storyboarding to postproduction—for the award-winning campaign.

Marketing staff traveled to the American Library Association's annual conference in Chicago to collect the UT Libraries' \$10,000 prize along with inspiration for the coming year.

The campaign's capstone video, "Librarians Being Awesome," had already received two recognitions, a PR Xchange Award at the American Library Association's annual conference in 2016 and Best Performance at the 2016 ARLies, the Association of Research Libraries' first-ever film festival.

How can we follow a campaign that has brought in such exciting recognition? It will be no easy task, but the marketing team is working on a strategy for our next endeavor. Stay tuned.



Scott Bernier, VP of marketing at EBSO, presents the 2017 John Cotton Dana Library Public Relations Award to members of our marketing team Robin Bedenbaugh, Shelly O'Barr, and Cathy Jenkins. *Photo courtesy of WASIO Photography.*

A Studio for Tomorrow's Communicators

by Michelle Brannen



What does the word *studio* bring to mind? A painter's atelier? A movie set? Musicians performing in a recording booth?

When members of a library task force were musing over names for a proposed new computer lab back in 2001, librarian Pauline Bayne suggested *the Studio*. The name seemed to capture perfectly our task force's vision for a media production lab: an environment where students could create and craft their messages in a variety of media expressions.

New media and communications technologies were booming. Faculty were beginning to integrate graphics and video into their teaching, and the university had launched a service to create digital media for use in the classroom. We anticipated that faculty would soon demand media content in student projects as well.

The UT Libraries launched the Studio in August 2001. It was a space dedicated to audio, video, and graphics creation featuring hardware and software optimized for those tasks. Apple had just introduced one such program, iMovie, providing a free simple platform for novice video editing. The Studio's earliest customers were students in art and journalism who were working with video, images, and text. It became clear very quickly that the new software offered in the Studio for editing graphics, audio, and video would be a game changer for the UT Libraries and the students it served.

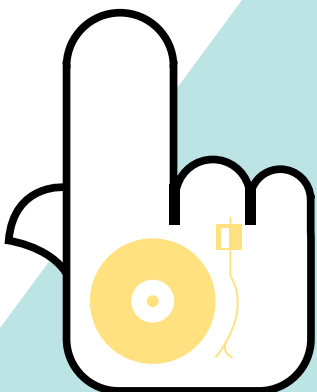
Just one year after opening the Studio, we began offering workshops to teach practical software skills for a range of media projects, such as iMovie for video editing and Photoshop for image manipulation. Over the ensuing years, instruction has continued to be a central service in the Studio. Today's grads enter a job market that requires familiarity with current communication

platforms and media. Thanks to the Studio, faculty can be assured that their students will gain the media literacy skills they will need in their future careers.

Over time, the Studio's approach to instruction has evolved to meet needs and requests, growing with the technologies and platforms. We continue to get requests for iMovie instruction, but much has changed in the way students work with video today. Platforms like YouTube and advances such as cloud storage have influenced how students collaborate, create, and communicate their knowledge. While we still teach software, Studio instruction is increasingly focused on the processes associated with specific projects that incorporate multiple software platforms, media equipment, and techniques.

Last year, Studio staff taught workshops for 52 classes in fields ranging from Africana studies to English to sociology. It is no longer just a workshop for avant-garde artists or media-savvy young journalists. These days, you are just as likely to find a group of nutrition students creating a video to share with store owners in rural Tennessee counties as you are to find an English student creating a public service announcement about Ronald McDonald House. Students in all fields are using media to engage and persuade their audiences.

Like the arts that inspired its name, the Studio changes and evolves with the surrounding culture. We recently added virtual-reality technology to the Studio's repertoire, spurred by a request from students who wished to explore the use of virtual environments as a platform for physical therapy. Given the rate at which technology changes, it will be exciting to see how the coming years transform the Studio—physically *and* virtually.



The Digital Library of Tennessee: Putting Our Cultural Heritage Online

by Mark Baggett



Military Hero Turned President



Third-Party Reformers



Woman Candidates



Anti-Outsider Platforms



African Americans and Presidential Politics

Tennessee's libraries have a long-standing commitment to preserving and sharing our state's rich cultural heritage. Two projects funded by the Institute of Museum and Library Services (IMLS) led the way in making historical Tennessee documents and images available online to a global audience. The UT Libraries continues that tradition in an ongoing partnership with the Digital Public Library of America.

In 2002, UT Libraries collaborated with other in-state institutions, including the Tennessee State Library and Archives, the University of Memphis, Middle Tennessee State University, and Knox County Public Library, to launch Tennessee Documentary History: 1795-1850. The project created online access to more than 2,000 primary documents and images relating to the history of antebellum Tennessee.

UT secured another IMLS grant in 2005 to improve access to digital collections that document Tennessee's history and culture. The result of the three-year project was the creation of Volunteer Voices, a digital collection of nearly 11,000 primary documents and images about Tennessee from more than 95 libraries, archives, and museums throughout the state.

Over the succeeding years, librarians and archivists dreamed of augmenting those earlier successes by building an online portal to all cultural heritage materials available in Tennessee's digital collections. In 2014, some of those dreamers gathered in Nashville to discuss the feasibility of sharing the state's digital collections through the Digital Public Library of America (DPLA). Representatives from the DPLA joined them to offer advice and answer questions.

The DPLA, which launched in 2013, is an online digital library that brings together the riches of America's libraries, archives, and museums and makes them freely available to the world. It makes collections visible and searchable by aggregating thumbnail images and

the descriptive information known as metadata for millions of photographs, manuscripts, books, sounds, and moving images that reside on the websites of contributing institutions.

The outcome of the Nashville meeting was an application by UT, the Tennessee State Library and Archives, and Tenn-Share (Tennessee's resource-sharing consortium) to establish a DPLA service hub for the state.

To fulfill its mission of aggregating digitized content from around the nation, the DPLA makes use of a hub model that ensures access to participation for both large and small institutions. The model comprises two types of hubs: the content hub, a large digital repository that provides at least 200,000 unique digital objects from its own collections directly to the DPLA, and the service hub, a state or regional collaboration that brings together digital objects from libraries, museums, and archives throughout its service area and provides them to the DPLA through a single metadata endpoint. While content hubs are focused on content from individual institutions, service hubs work to ensure that content from the entire service area is discoverable and accessible in DPLA.

In February 2015, the DPLA accepted Tennessee's application, and a new service hub called the Digital Library of Tennessee was established. The Digital Library of Tennessee is governed by Tenn-Share with support from UT and the Tennessee State Library and Archives. UT provides technical infrastructure and leadership for the state.

As a service hub, the Digital Library of Tennessee identifies digital collections of cultural treasures in the state's libraries, archives, and museums; harvests metadata and thumbnails; and contributes records to the DPLA. The first batch of records from the Digital Library of Tennessee was added to the DPLA

in December 2015. The deposit included content from eight institutions: Knox County Public Library, Memphis Public Library, Middle Tennessee State University, Nashville Public Library, Rhodes College, Tennessee State Library and Archives, UT Chattanooga, and UT Knoxville. Since then, the Digital Library of Tennessee has continued adding new partners, such as the Country Music Hall of Fame. As of July 2017, more than 163,000 digital objects from institutions in Tennessee had been added to the DPLA.

One of the advantages of participating in the DPLA is that it helps teachers across the state make use of our digital collections in the classroom. Drawing from primary sources, including letters, photographs, posters, oral histories, and videos deposited by partners, the DPLA Education Advisory Committee designs primary source sets for topics in history, literature, and culture to help students develop critical thinking skills. Digital Library of Tennessee materials have been featured in several primary source sets including “Battle on the Ballot: Political Outsiders in US Presidential Elections” and “American Empire.”

Amber Stewart, a US history teacher at Loudon High School in Loudon, Tennessee, made use of DPLA resources with her honors class during the 2016–17 school year. Stewart had her class review the primary source set “Exploring America’s Entry into World War I” and answer guiding questions about its contents to spark discussions on why the United States entered the war.

The Digital Library of Tennessee plans several improvements for the coming year, including the launch of a new web portal that will highlight collections and provide a filtered search for items solely from Tennessee institutions. We have lots of ideas for further enhancing the visibility and impact of Tennessee’s digitized treasures.

A free, national digital library brings together the riches of America’s libraries, archives, and museums. Pictured, opposite, are images from the DPLA’s primary source set “Battle on the Ballot: Political Outsiders in US Presidential Elections.” *Images courtesy of the Digital Public Library of America.*

Value Added

As a supporter of the Digital Library of Tennessee, UT Libraries serves many functions. First, we are responsible for creating and maintaining the technical infrastructure needed for the service hub to function. This includes developing and implementing software to aggregate content and harvest metadata from partners around the state and provide it to the DPLA through a single endpoint. Librarians review metadata before submission to ensure that it includes all required elements—a title, a rights statement or Creative Commons license, a link to the object, and a way to link to a thumbnail. We have written our own code to ensure that harvested metadata conforms to a single standard. This can be challenging since partners tend to adopt different digital library platforms, metadata schemas, and local practices when hosting digital collections online. We then add information about our service hub and the institution from which the object originates. Librarians also review and write code to make sure that objects missing a required element are not accidentally added and that ineligible materials are not submitted. In other words . . . it’s complicated!

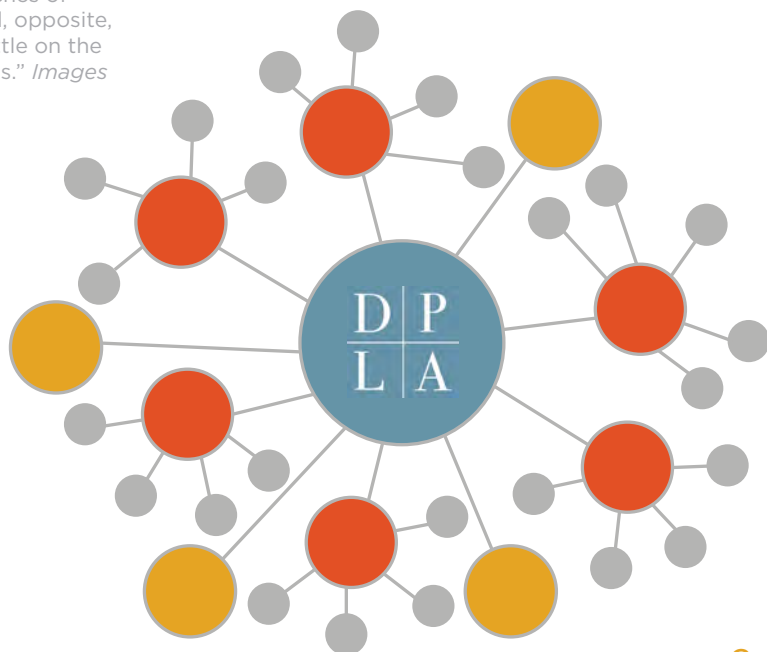


Dive deeper at —

Digital Public Library of America
www.dp.la

OR

DPLA Primary source sets
www.dp.la/primary-source-sets



Content Hubs
Service Hubs

Good Versus Evil: Crime Documents from the Estes Kefauver Collection

by Kris Bronstad

"THE CRIME COMMITTEE, OF WHICH I WAS CHAIRMAN, SET OUT TO ASCERTAIN WHETHER ORGANIZED CRIME IN INTERSTATE COMMERCE ACTUALLY EXISTED IN THE UNITED STATES. WHAT WE FOUND WAS EVEN WORSE THAN ANY OF US HAD IMAGINED. WE DISCOVERED GROUPS OF RACKETEERS THROUGHOUT THE NATION, SYNDICATED AND STANDING TOGETHER, TAKING BILLIONS OF DOLLARS FROM THE AMERICAN PEOPLE IN GAMBLING, NARCOTICS, WHITE SLAVERY, LARCENY, MURDER, AND EVERY KIND OF CRIME."

ESTES KEFAUVER, *CRIME'S FRIGHTENING UPSWING*

US Senator Estes Kefauver of Tennessee gained national attention in the 1950s when he chaired congressional investigations into organized crime and juvenile delinquency in America. Kefauver's records of those inquiries form the basis of Crime Documents from the Estes Kefauver Collection (digital.lib.utk.edu/crimedocuments), one of the UT Libraries' newest digital collections.

Kefauver was a hardworking and ambitious freshman senator when he introduced a Senate resolution in 1950 calling for a nationwide investigation of organized crime. The crime probe was spurred by news stories of contract killings and pleas from local governments for federal aid against criminal syndicates. Several prominent newspaper publishers and journalists who were Kefauver's personal friends encouraged him to pursue the issue at a national level.

Senate tradition dictated that Kefauver assume chairmanship of the investigation he had proposed. But a jurisdictional dispute over control of the investigation arose between the Senate Judiciary Committee, of which Kefauver was a member, and the Interstate and Foreign Commerce Committee. After some political maneuvering, Kefauver was named chair of a special committee comprising members from both competing Senate committees. Kefauver bested the ardent anti-Communist Wisconsin senator Joseph McCarthy for the honor of leading the committee.

Before formation of the Senate Special Committee to Investigate Crime in Interstate Commerce, Kefauver was hardly a household name. But he gained overnight fame when the Kefauver Committee—as it was popularly known—crisscrossed the country holding hearings, many of which were televised live. To the nation's delight, the broadcasts were filled with picaresque characters and heated exchanges between clear-cut heroes and villains. The spectacle of senators grilling crime bosses played out on television sets in millions of households. The Kefauver hearings were a media landmark, one of the first series of televised congressional hearings.

Before the Kefauver hearings, even FBI Director J. Edgar Hoover clung to the theory that organized crime was perpetrated by unaffiliated local operators. The hearings publically uncovered a well-connected conspiratorial underworld infiltrating and exploiting lawful businesses, controlling interstate gambling,



and corrupting local officials. Kefauver's investigation revealed for the first time the reach of that underworld into American life and introduced the American public to the argot of organized crime, including the term *Mafia*.

The special committee did not result in any federal legislation, nor did it provide any definitive answers or solutions. But the public exposure propelled Kefauver into presidential contention in the 1952 election.¹

A later Judiciary subcommittee reprised a theme that had arisen briefly during the crime probe. Kefauver was appointed to the Senate Subcommittee on Juvenile Delinquency, established in 1953 to investigate the causes of juvenile delinquency in light of growing nationwide concern.

Newly tracked crime statistics that reflected both teen violence and minor offenses such as truancy and underage drinking may have fueled the perception that juvenile crime was on the upswing. And Hoover periodically stoked public fears, warning of an impending crime wave as children of the postwar baby boom reached their teen years and some graduated from delinquency to more serious crime.

Ordinary Americans and public officials feared that the family and other social institutions were under siege. Many, including Kefauver, considered mass media a major culprit in the moral corruption of America's teenagers. Music, television, films, and comics were targeted at an insatiable new youth market,

undermining parental authority. Comic books sold at every drugstore and supermarket in the nation contained gory depictions of murder and mayhem. Television and teen movies seemed to glorify misbehaving youngsters—*Blackboard Jungle* and *The Wild One* were two often-cited examples.

The Senate Subcommittee on Juvenile Delinquency held highly publicized hearings to explore the extent of juvenile crime and to determine whether television, film, comics, and pornography had a role in causing delinquency.

Even before Kefauver assumed chairmanship of the subcommittee in 1955, he was the star of the hearings. During a three-day inquiry into the comic book industry in 1954, Kefauver interrogated publishers while holding up lurid covers of crime and horror comics. Those proceedings found no causal link between comics and juvenile delinquency. The subcommittee resisted calls for outright censorship, instead forcing the comics industry to adopt stricter self-regulation.

Like the earlier crime investigation, the hearings on juvenile delinquency reached no definitive conclusions on causes or prevention. Only two minor pieces of legislation emerged from the subcommittee: a bill

Opposite: Estes Kefauver (facing the camera) confers with Lester Hunt, his fellow Democrat on the Senate crime committee. *Estes Kefauver Papers, Special Collections, University of Tennessee Libraries.*

Overleaf: “The Senator Investigates!” Kefauver explains the dangers of sports betting, 1951. *Estes Kefauver Papers, Special Collections, University of Tennessee Libraries.*

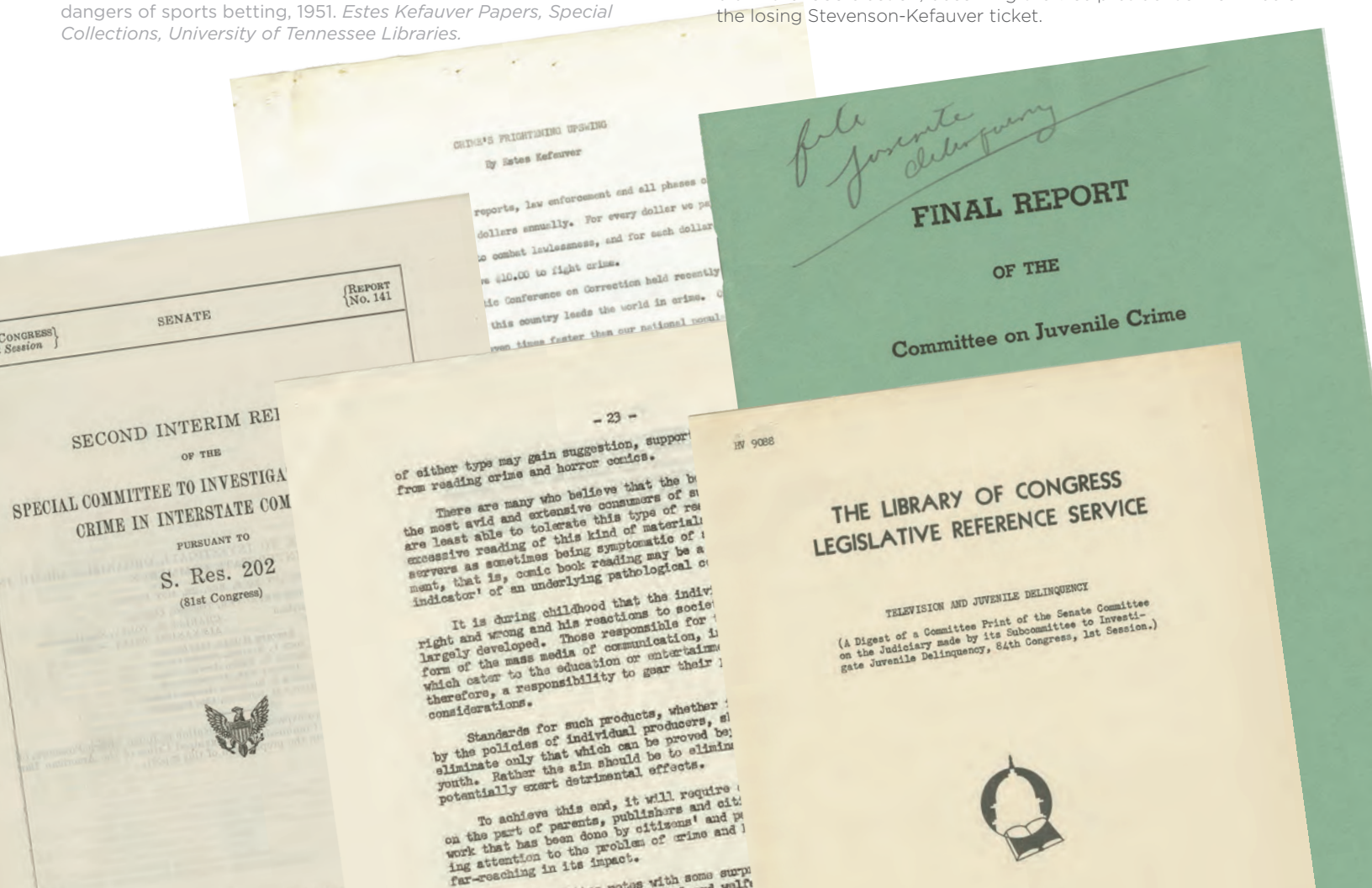
regulating the sale and transportation of switchblades and another prohibiting the mailing of obscene materials. In terms of legislation, Kefauver’s later congressional battles against monopoly pricing in the steel and medical industries had a far more lasting impact.

The crime and delinquency hearings did, however, reveal the power of the new medium of television for educating and persuading the public. Kefauver’s hearings were responsible for bringing the problems of organized crime and juvenile delinquency to a nationwide forum.

Crime Documents from the Estes Kefauver Collection includes press releases, speeches, article drafts, and government publications penned by Kefauver and his colleagues on the organized crime and juvenile delinquency commissions. Subjects include the causes and prevention of organized crime, gambling, and juvenile delinquency during the 1950s and early 1960s. Press releases tout committee milestones, government reports relate detailed data and testimony, and Kefauver’s own speeches reveal his devotion to exposing the forces of societal corruption in their many guises.

Visit the digital collection at digital.lib.utk.edu/crimedocuments.

¹ Kefauver twice sought the Democratic Party’s nomination for president. In the 1952 primaries, he overwhelmingly outperformed the eventual candidate—with 3.1 million votes to Adlai Stevenson’s 78,000—but failed to win his party’s nomination. He made another bid in the 1956 election, becoming the vice presidential nominee on the losing Stevenson-Kefauver ticket.





ESTES KEFAUVER (D.)
UNITED STATES SENATOR~
TENNESSEE



The Senator Investigates!



EVEN OUR COLLEGE SPORTS SUCH AS BASKETBALL AND FOOTBALL ARE NOT BEYOND THE REACH OF ORGANIZED CRIME THROUGH GAMBLING.



WELL...LET'S GO VISIT THE SENATOR AND ASK HIS ADVICE ABOUT WHAT WE CAN DO TO PREVENT ANY 'FIX' SCANDAL IN OUR BASKET BALL GAMES.

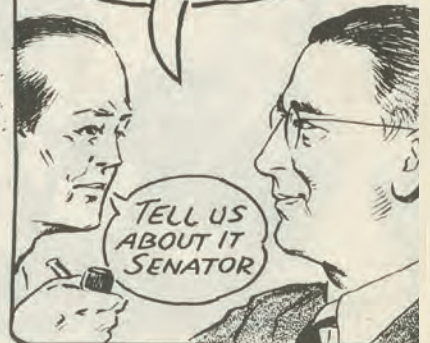


FORTUNATELY, YOU BOYS HAVE NOT BEEN CONTAMINATED BY GAMBLERS. BUT YOU KNOW THEY HAVE REACHED OUT AND RUINED SOME YOUNG LIVES IN OTHER PLACES... LET ME TELL YOU HOW THE GAMBLERS MAKE A RACKET OUT OF COLLEGE BASKETBALL.....

HOME TEAM WINS~
SCORE
70-63



SO THE HOME TEAM WINS BY A SCORE OF 70 TO 63. A CLOSE EXCITING GAME ENDING IN VICTORY FOR THE HOME TEAM, BUT, BOYS, THE VICTORY WAS FIXED THROUGH A BETTING DEVICE KNOWN AS THE 'SPREAD' SYSTEM.

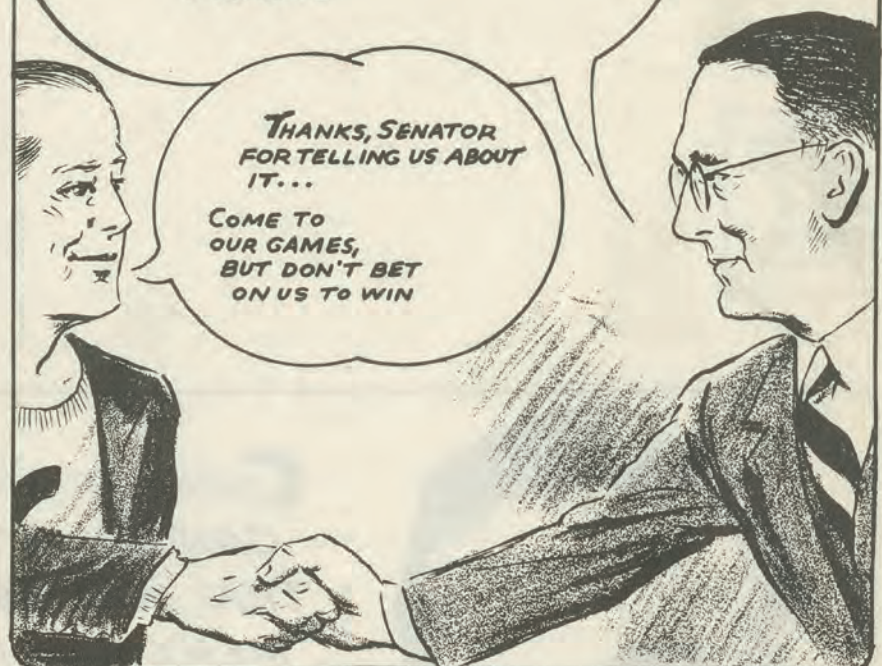


TELL US ABOUT IT SENATOR

*SURE YOU GET YOUR DOUGH.
COME TO MY ROOM AT
THE HOTEL.
YOU EACH GET A GRAND
APIECE....
AIN'T THIS BETTER
THAN WASHIN
DISHES?*



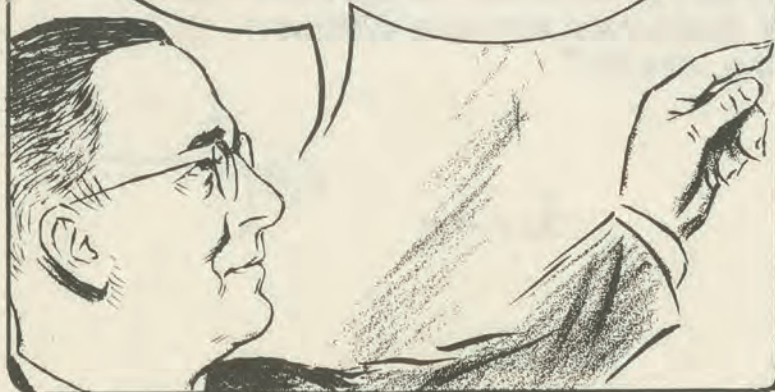
*THAT'S THE WAY IT WORKS, BOYS.
ALL GAMBLING IS MADE TO LOOK
LIKE THE SURE THING.....
NOBODY WILL GET HURT.
THE CASE I CITED WAS REAL,
AND SOME BOYS GOT HURT
FOR LIFE*



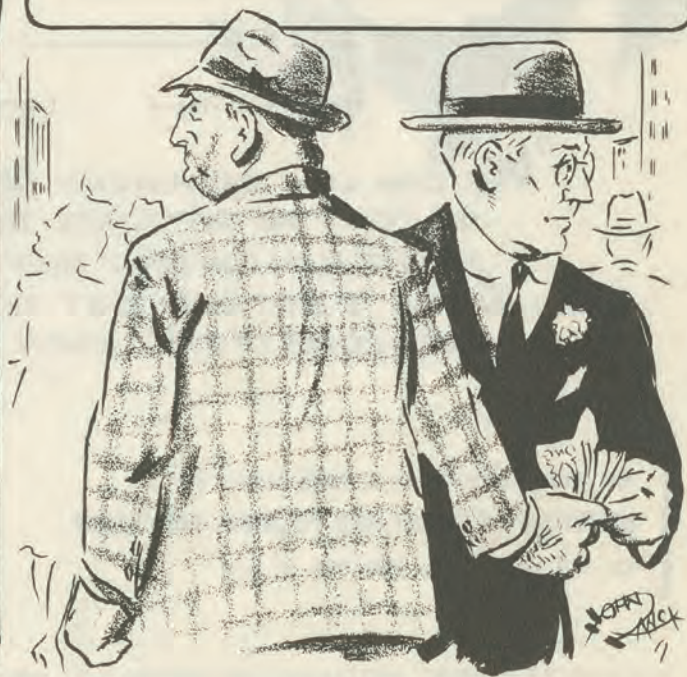
*THANKS, SENATOR
FOR TELLING US ABOUT
IT...
COME TO
OUR GAMES,
BUT DON'T BET
ON US TO WIN*

*WAIT A MINUTE.... SOMETHING
ELSE.....*

*MOST PROFESSIONAL GAMBLERS
ARE GANGSTERS.
GAMBLING INVOLVES BIG MONEY.
TO INSURE THEIR CROOKED IN-
COME, THEY TRY AND SOMETIMES
SUCCEED IN BRIBING PUBLIC
OFFICIALS.....*



*"A CROOKED GAMBLER AND A
CROOKED PUBLIC OFFICIAL IS A
COMBINATION THAT BREAKS
DOWN ORDERLY, DECENT GOVERN-
MENT....."*



UNDER THE 'SPREAD' SYSTEM IT IS POSSIBLE FOR THE BOOKIE TO WIN BOTH ENDS ON COLLEGE GAMES IF ONE TEAM BEATS BY A SCORE FALLING WITHIN THE SPREAD WHICH MAY RUN BETWEEN 2 AND 7 POINTS....



ACTUALLY THE GAME WASN'T THROWN. THE SCORE WAS CONTROLLED BY PAYMENT OF 'FIX' MONEY TO A COUPLE OF THE HIGH SCORERS. IT LOOKED OKAY ON THE SURFACE BECAUSE THE FAVORED TEAM WON.....



HERE'S ABOUT THE LINE OF TALK AN UNDERWORLD AGENT GIVES THE LAD WHO MAY BE HAVING A TOUGH TIME FINANCIALLY AT SCHOOL.....

THE APPROACH

WELL, SON, YOU PUT ON A GREAT PERFORMANCE TONIGHT. CONGRATULATIONS

THANKS, MISTER, DO YOU COME TO ALL OF OUR HOME GAMES?



SURE, I'M YOUR NUMBER ONE FAN. USED TO PLAY BASKETBALL MYSELF. HAD TO WORK MY WAY THROUGH SCHOOL TOO... JUST LIKE YOU.

YEP, THAT'S THE HARD PART OF IT.

ONE WEEK LATER

NOW YOU GOT NOTHIN TO WORRY ABOUT. YOU AIN'T THROWIN TH' GAME, SEE? YOUR'E JUST NOT HAVIN TOO HOT A'SCORIN NIGHT, SEE?

I UNDERSTAND AND SO DOES MY PAL..... DO WE GET OUR MONEY RIGHT AFTER THE GAME?

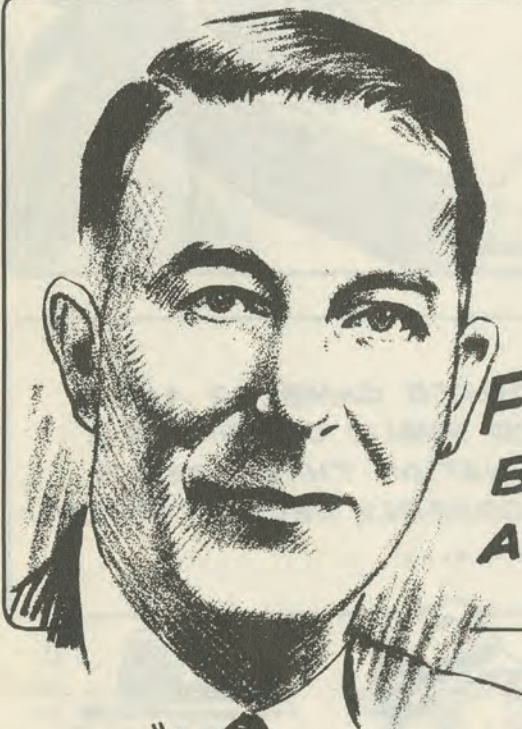


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A GRAPHIC PRESENTATION OF MATTERS
OF NATIONAL INTEREST



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*CORRUPTION IN OFFICE IS A
CANCER IN THE BODY POLITIC
THAT WILL DESTROY OUR GOVERN-
MENT IF IT IS NOT ERADICATED.*

*FIGHT THESE VENAL COM-
BINATIONS WITH YOUR VOTE
AND ALL YOUR MIGHT!*

*"WE CAN LICK ORGANIZED CRIME IF WE ARE DETERMINED TO
DO SO; IF WE RECOGNIZE THE CRIMINAL AND HIS "RESPECTABLE"
FRONT MAN FOR WHAT THEY ARE - PARASITES ON OUR SOCIETY.
THERE IS NOTHING THAT THE AMERICAN PEOPLE CANNOT
OVERCOME IF THEY KNOW THE FACTS!"*

A handwritten signature in dark ink, appearing to read 'Ever' followed by a large, stylized flourish that could be interpreted as 'Lefebvre' or similar.

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PRESENTS THE PERSONAL VIEWS OF EMINENT AMERICANS; REPUBLICANS, DEMOCRATS, LABOR AND BUSINESS LEADERS, ETC.

THE VIRGINIA P.

MOORE

COLLECTION

by Laura Romans



Virginia Pearl Moore touched the lives of many young girls living in Tennessee in the early 20th century. First as a rural teacher, then as an organizer of school improvement associations, and later as UT Extension's first home demonstration agent, she helped change the agricultural and educational landscape of the state. Her career and the early history of the discipline that later became known as home economics are documented in the Virginia P. Moore Collection. This past year, the libraries digitized a selection of documents and photographs from that collection and made them available online.

Virginia Moore was born in 1880 in Gallatin, Tennessee, to Armstead and Louisa Crenshaw Moore. She studied at Peabody Normal School in Nashville with the hopes of becoming a schoolteacher. In addition to her studies in education at Peabody, Moore also spent time at the Chautauqua Institution in New York for further educational training.

Located along New York's Chautauqua Lake, the Chautauqua Institution began in 1874 as a training camp for Sunday school teachers. Within a few years, the curriculum expanded to include music, arts, and education. The institution quickly became a fashionable spot for mostly affluent intellectuals to continue their learning outside of the classroom during the summer months. In her youth, Moore spent 10 summers studying education, attending lectures, and networking with like-minded individuals at the Chautauqua Institution.

Upon graduating from Peabody, Moore turned down a teaching position at an all-girls school in Mississippi in order to teach in Sumner County near her hometown. While her wages were only a third of what she could have made in Mississippi, Moore felt a call to work with the rural population of Tennessee.

The timing of Moore's educational training and first teaching position paralleled the progressive education crusade unfolding in the South. As a response to rapid modernization in the years following the Civil War, supporters of the Progressive movement sought broad economic, political, and social reforms throughout the country. Progressive advocates believed that education was the cornerstone of a stable society. The South—where many children, particularly in rural areas, typically received only an elementary education in a dilapidated one-room schoolhouse—became a prime candidate for education reforms. At both Peabody and Chautauqua, Moore was surrounded by progressive activists; the movement inevitably shaped her educational philosophy.

In the fall of 1908, Moore accepted a position with the State Department of Education and the Southern Education Board, headed by Philander P. Claxton, to lead school improvement work across the state. In this position, she traveled the state visiting rural schools and school districts. After assessing the condition of the area's public schools, many of which were declining from the already shabby state in which they started, Moore worked to draw attention to their needs and to organize school improvement associations in the surrounding communities. Moore's goal was to galvanize the community, gaining support and stirring enthusiasm

among teachers, parents, and neighbors in order to revitalize the school systems.

With minimal funding, Moore worked with the school improvement associations to upgrade school buildings and their surroundings, arguing that simply having an attractive school atmosphere would help improve the overall educational environment. These efforts included painting the school exteriors, creating playground areas, and even adding art to the interior walls. In addition to modifying facilities aesthetically, the associations upgraded the sanitary conditions of the schools, many of which did not have running water. Other enhancements taken on by Moore and the school improvement associations included establishing school libraries (some with no more than 10 books) and extending the school year.

In December 1910, Moore's title changed to state collaborator for Tennessee as her position expanded to include not just rural school improvement but also organization of canning clubs (also called tomato clubs) among the school-age girls. Based on a model already in practice with rural boys across the South, girls' canning clubs were extracurricular activities where young girls learned to grow and can their own produce. The first canning club in Tennessee was formed by Moore in September 1910 in Shelby County.



Moore gave up the school improvement aspect of her job in 1912 to dedicate her time solely to promoting canning clubs across the state. Her stint with school improvement had laid the groundwork for her canning club work, and a strong emphasis on education pervaded her work with the young rural girls of Tennessee.

Moore traveled the state, working with local schools and organizations to form canning clubs (which eventually received the more official and germane title "home demonstration work"). The clubs offered girls a setting in which to learn how to farm and cultivate their own produce. Girls grew their own crops, beginning with tomatoes, and then learned how to can and preserve them, maximizing their crops' potential to feed the family year-round.

As club girls matured through the program, they added other produce to their repertoire including beans,

onions, corn, and, later, fruits. In addition to farming and canning, club girls were required to record their work throughout the year, thereby learning the importance of good and accurate record keeping.

Canning clubs often hosted demonstrations for friends, family, and interested neighbors to show off the girls' newly formed skills and introduce the concept of canning. Clubs also took part in events like county and state fairs to display their hard work. Girls proudly created exhibits of their produce and canned goods for community members to see. Awards were often given to those who had harvested or canned the most produce in the previous year, and entertaining contests were held to test skills such as who could seal cans the fastest.

By the end of 1914, Moore had moved to the University of Tennessee's newly created Division of Extension within the College of Agriculture, becoming assistant director and state home demonstration agent. Moore's work with canning clubs continued to expand. With more support, her home demonstration curriculum now lasted year-round and consisted of broader home management work. Growing and canning produce remained the foundation of the program, but in the winter, when previously little work could be done, new activities were added such as cooking, sewing, cleaning, learning about home conveniences and financial management, and more. By 1916, Moore had 32 home demonstration agents reporting to her at the county level, as well as two district-level agents in East and West Tennessee.

Moore considered home demonstration work to be on the same level as classroom work. While the importance of learning new domestic skills was stressed to the club girls, it was never to overshadow schoolwork but instead to complement it. Home demonstration agents framed club activities for the girls within the context of lessons taught in school: measuring out a garden plot (a tenth of an acre) and spacing plants required arithmetic; learning the origin of the tomato called for an understanding of history, language, and geography; caring for the tomato plant and studying its life cycle involved knowledge of science. Moore strived to connect home and school life in a meaningful way for the girls, illustrating that lessons taught in the classroom could be used to address real-life problems on their farms and in their communities.

Moore's home demonstration work reached beyond Tennessee: she played a significant role in the state's civilian defense effort during World War I. When the United States entered the war in 1917, the nation's focus shifted toward mobilizing both military personnel and civilian support. The tenets



of home demonstration work already included many of the ideals needed on the home front: food conservation, frugality, and resourcefulness. Moore played a crucial role in organizing Tennessee's food preparedness efforts in support of the war effort.

In 1919, Moore resigned from her position to return home to Gallatin and take care of her ailing mother. But she was far from idle. While staying with her mother, Moore ran the family farm, took care of the home, and operated a tearoom, antique shop, and gift shop. She also spent time working with the young boys and girls of her community. Thinking back to her brief time out of work, Moore said, "All the time I was out of the service I was putting into thought and practice the things I advocated to our people in extension work."

After her mother passed away, Moore was eager to return to home demonstration work. In 1923, she moved to Florida to become the assistant home demonstration agent for the state, where she remained until her



retirement in 1946. During her time in Florida, she continued to dedicate her time to working with rural girls and women, educating them about better domestic practices.

The Virginia P. Moore Collection, documenting Moore's life and career, was generously donated to UT Libraries' Special Collections by her great-niece. It includes Moore's own writings, notes, letters, and publications, as well as recipes and club reports from the canning clubs with which she worked. The collection also contains many wonderful photographs of her time in Tennessee and Florida working with club girls on their farms, at parades and fairs, and with many of her fellow home demonstration agents. The collection highlights the life-changing work Virginia Moore and other pioneering home economists undertook across the nation.

Explore the digital collection at digital.lib.utk.edu/vpmoore.



Historical images from the *Virginia P. Moore Collection, Special Collections, University of Tennessee Libraries*.

Recipes from the Virginia P. Moore collection, included with the print version, can be viewed at the end of this PDF.

A New Generation of Home Canners

by Janie Burney

When a 19th-century French jam maker systemized the process of sterilizing and hermetically sealing food jars, or canning, it made its way to the United States and by the turn of the century was a common household practice. Home canning ensured the availability of food year-round and reduced food waste.

Today, what once was a necessity is a popular way to enjoy locally produced food from home gardens and farmers' markets. Some consumers prefer preserving their own food because they like knowing more about the ingredients and preparation standards of the foods they eat. According to a national survey by the International Food Information Council Foundation, today's consumers are more likely to trust the safety of food that is locally produced and want to support the local economy.



How did UT Extension become a resource for home canners? The US Department of Agriculture (USDA), the federal partner for the Extension Cooperative System, began publishing bulletins on home canning recommendations as early as 1909. Through the years, work on canning techniques by the USDA and land-grant universities evolved into numerous publications and a program of consumer education that teaches consumers how to can safely.

Canning clubs were among the earliest means of teaching canning and were first known as tomato clubs. In 1910, Virginia P. Moore was the first extension agent in Tennessee to work with women and girls to develop canning clubs as a way to improve the life of rural women and their families through education. Girls were provided a small amount of land to grow tomatoes that were preserved using the latest techniques. Boys had corn clubs, but tomatoes were seen as more suitable for girls since they were grown in home gardens and canning could be done in the kitchen.

Girls used proceeds from their canning exhibitions and sales to pay for college and to help with family expenses.

When families saw how successful their daughters were at selling their homemade canned goods, mothers began inquiring about classes for themselves. With the success of the canning clubs, families began to preserve all types of fruits and vegetables.

Through the years, home canning became less popular as fresh foods became more available year-round and more women found employment outside the home. In recent years, with increased interest in food additives, antibiotics, pesticides, biotechnology, and environmentally sustainable ways to produce food, there has been a resurgence of home canning.

In 2016 in Tennessee, extension agents and volunteers made almost three million contacts with consumers through news articles, educational exhibits, publications, radio programs, and other forms of media. Family and consumer sciences agents, formerly known as home economics agents, offer canning demonstrations and hands-on workshops, just as they did in Moore's era. Classes are offered in jams and jellies, pickling, fermentation, salsas, canning high-acid foods such as fruit, and canning low-acid foods such as vegetables and meat. Extension agents also check dial-gauge pressure canners for accuracy at no expense to consumers.

Current recommendations for home canning are published in the *USDA Complete Guide to Home Canning*, which can be found on the National Center for Home Food Preservation website (nchfp.uga.edu) along with other timely information about home food preservation. As it has been since the days of Virginia P. Moore, UT Extension is an authoritative source for the latest canning recommendations.

Janie Burney is a professor in UT's Department of Family and Consumer Science.



Historical images from the *Virginia P. Moore Collection, Special Collections, University of Tennessee Libraries.*

CANNED PRODUCTS:

Canned products have a value - In money
As food
For variety

Principles of preserving foods:

Dryig - brining - canning - (cold storage)

Value of modern methods to save:

1. Nutritive value of food.
2. Work, time and money.

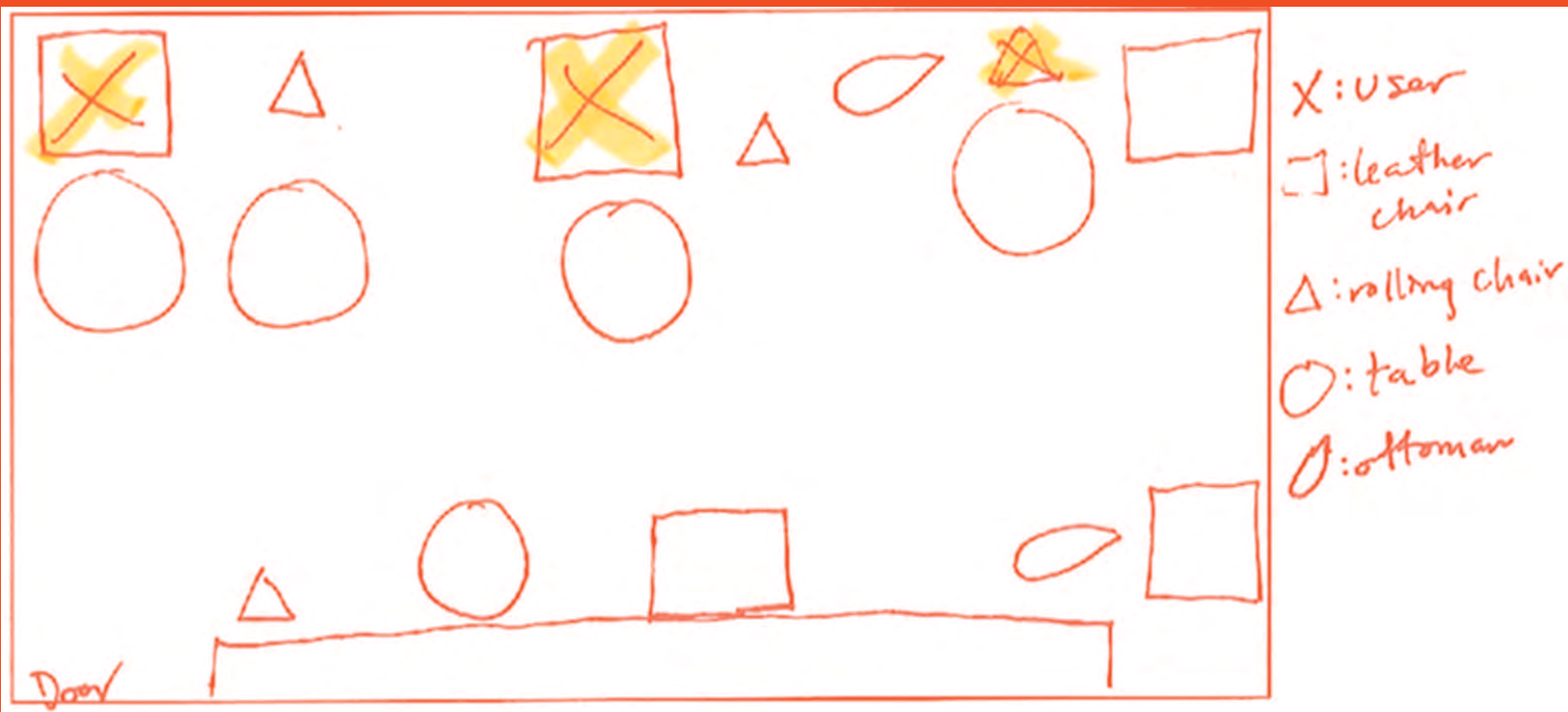
Requirements of Successful Canning:

1. That all bacteria, yiest and molds present in the food and can must be destroyed.
This means that:
 - a. Only fresh perfect foods must be selected.
 - b. That everything must be boiled (cans, rubbers, tops, syrup or liquid to fill cans) and the food itself boiled, either before or after the can is filled.
2. That after the can is sealed it must be air tight so that no new organisms can enter.
This means that:
 - a. The can must be sealed very quickly.
 - b. The cans, jars, tops and rubbers must be in perfect condition so that no leak is possible.

If these two things are accomplished the food cannot fail to keep. If either one of these things is only partially done, the food cannot fail to spoil.

GENERAL EQUIPMENT FOR CANNING

Stoves --- table --- Shelves and storage space --- sinks and running water --- jars or cans --- tubs and dish pans --- stew pans or kettles (straight sides) --- jar filler --- tongs --- good knives, large ad small --- spoons --- quart measuring cups --- barrel --- lard can or boiler with wooden rack --- paddles --- bottle sealer --- funnel --- dilver --- steam pressure cooker --- scales --- brushes --- towels or sacks and cheese cloth --- jelly bags --- black board --- labels --- food chopper and chopping knife.



UX-A: Learning in Real Time

by Regina Mays

Today's university students are not just sitting in classrooms, passively listening to lectures. They are engaged with their local communities, actively involved in research and investigation, applying classroom knowledge to real-world problems. The term for this immersive method of instruction is *experiential learning*.

The University of Tennessee is always looking for new ways to contribute to student success and to provide meaningful and effective learning experiences. The university's accreditation requirements included development of a quality enhancement plan—a document that identifies and addresses key institutional issues with a focus on learning and broad involvement university wide—in 2015.¹ By implementing a quality enhancement plan focused on experiential learning, UT is making its graduates more attractive to employers. Research shows that experiential learning helps students develop self-directed creative problem-solving skills and can improve their ability to apply what they learn in school once they are working in a professional setting. These skills, of course, increase students' chances for success in their chosen fields.

Experiential learning has always been an important part of the education of library and information science students. The UT Libraries has long hosted practicum experiences and offered assistantships of this nature for master's students in UT's School of Information Sciences (SIS). It was a natural extension of those activities for the libraries to participate in a new SIS program designed to prepare future information professionals for assessment and user experience careers.

Given the increasing complexity and scope of the demands on academic libraries, it is crucial that they make evidence-based decisions about how they will use their funds, staff, spaces, and other resources.

Despite growth in user experience and assessment positions in academic libraries in the past 10 years, librarians with the requisite experience, knowledge, and skills to fill these positions are rare. The new SIS program, Experience Assessment (or UX-A), was created to help bridge that gap. UX-A is funded by a grant from the Laura Bush 21st Century Librarians program of the Institute for Museum and Library Services and headed by SIS Professor Carol Tenopir.²

The UX-A program is designed to be highly experiential, combining coursework, workplace experiences, and intensive mentoring. Twelve students were selected to be the first UX-A cohort; they received full grant-funded tuition and stipends for the two-year program.

In the first semester, in addition to a rigorous curriculum of required classes, UX-A students attend numerous workshops and complete online training on topics ranging from project management to assessment tools and methods. During the second semester, the students are split into two groups of six and assigned a different and even more challenging task: to design, execute, and complete a project in the field.

For the six students in the initial cohort who chose to focus on academic library assessment, this meant working closely with UT librarians to conduct two library space studies. The studies gave students real-world experience while providing valuable data that

the libraries can use to make decisions about space allocation and use.

A common method used in library space studies is the ethnographic or field study, where researchers observe users “in the wild.” By observing users, researchers can see what they actually do in a space, how long they stay, and what advantages they gain or difficulties they encounter. For the UX-A study, library administrators identified two key areas within Hodges Library about which they wanted more information: the active learning area in the Commons and the graduate student study room on the fifth floor.

The active learning area is a space where students can study at standing desks or make use of stationary bikes and treadmills with attached desks. The area was created to support students’ health and well-being during the busy and often stressful academic year. But is this a good use of the valuable and limited real estate within the library? Are students using this space? If so, how? What improvements would enhance their experience?

The graduate student study room is the only study room in the library dedicated solely to graduate students. The room requires students to swipe in with a student ID card so only grad students can use it. But are they? And how might the room be updated to support the needs of grad students as they manage their studies and conduct their research?

Six intrepid UX-A students undertook the two space studies from beginning to end—reviewing similar research, designing the studies, shepherding their proposals through the Institutional Review Board (for research that involves human subjects), reflecting on failed strategies, and rebooting. They reported that the field studies were invaluable training. As one UX-A student said, “It became the single most valuable experience of our graduate school experience thus far.”



UX-A students make a presentation to the Library Society board.

“What surprised me about the process was the amount of work involved. It wasn’t until I actually worked on a project that I had any idea of the scope and time it takes to conduct a study—especially the amount of work that goes into the front end: planning the study, reading the literature, writing and submitting the [application to the Institutional Review Board] before you actually get to conducting the study itself.”

—Lauren Johnson

“Now in the midst of analyzing data, and learning from my many research mistakes, I know I will at least know where to start when designing and conducting assessment studies in the future. And I’m not sure if I would have that confidence unless they had thrown us in the deep end.”

—Brienne Dosch

“There is a lot that goes into designing, leading, and executing a space study—more than we thought and more than you can teach in a classroom. Being able to apply what we learned in our research methods course was valuable because not only did we get to see a practical application of the theories and methods we recently learned, but also because we got to experience the realities involved in conducting any kind of study.”

—Kristina Clement

Six students from the initial UX-A cohort conducted field studies of library spaces. Left to right: Alexa Carter, Jordan Kaufman (standing), Brienne Dosch, Sian Carr, Kristina Clement (standing), Lauren Johnson

¹ *University of Tennessee Quality Enhancement Plan: Experience Learning*, 2015. experiencelearning.utk.edu

² Other grant personnel include co-investigators and SIS faculty Rachel Fleming-May and Dania Bilal. Regina Mays, the libraries’ coordinator of strategic planning and assessment, serves as the senior staff member on the project. Teresa Walker, associate dean of libraries, and Michelle Brannen, media literacy librarian, serve as mentors.



UT Librarians Foster Student Success

by Christopher Caldwell, Rachel Caldwell, Thura Mack, Ingrid Ruffin, Allison Sharp, Teresa Walker, and Caroline Zeglen



Graduate Researcher Preparation

UT Libraries works closely with the university's Office of Research and Engagement (ORE) to support academic researchers. One of UT's top priorities for graduate education is the promotion of honesty, accuracy, efficiency, and objectivity in research. Librarians in our Scholars' Collaborative contribute to this goal with expertise in several areas that bear directly on the sound and ethical conduct of research. Over the past two years, they have led or co-led presentations including "Intellectual Property, Copyright, and Publishing" and "Data Acquisition, Management, Sharing, and Ownership" as part of ORE's Responsible Conduct of Research lunch series. These workshops are one of many ways UT librarians are empowering Volunteer research.

AustenFest

Each semester, the libraries take part in a celebration of one of the world's great writers. In April 2017, the campus honored the legendary Jane Austen. AustenFest events in Hodges Library included readings of the author's greatest scenes and a proper English tea. Special Collections offered a lecture on Regency-era publishing practices and displayed first editions of Austen's works along with period costumes and artifacts of the pop-culture mania for all things Jane Austen.

Big Orange STEM Saturday

Each spring, UT Libraries collaborates with Knox County Schools to host Big Orange STEM Saturday, helping high school students explore careers in science, technology, engineering, and mathematics. At the free half-day event, staff from UT's Student Success Center, Undergraduate Admissions, and VolsTeach provide advice on choosing STEM careers. Students also enjoy hands-on learning activities such as a workshop to create their own retro video games.

Free Textbooks

Rising tuition. Escalating student loans. Declining state and federal funding. Many in higher education are seeking ways to lessen the growing financial burden on students and their families. Open textbooks—openly licensed texts that can be read online for free—offer some relief. The libraries' scholarly communication librarian and the Student Government Association have been campaigning on the benefits of open textbooks, and UT instructors have begun adopting the alternative resources for their courses, saving UT students hundreds of thousands of dollars each year.



Top to bottom:
Free access to online textbooks: aiming for \$1,000,000 in savings
Dean of Libraries Steve Smith at an exhibition of student research
Celebrating Jane Austen with a proper English tea



Discovery Living and Learning Community

Have you heard about living and learning communities? Students who share a common interest choose to live together in university housing and participate in the same classes or projects. In fall 2016, the UT Libraries partnered with the Office of Undergraduate Research to launch the Discovery Living and Learning Community. Discovery LLC gives first- and second-year students in all majors the opportunity to engage in mentored research projects. Students are matched with faculty members and research projects to learn research, interpretation, and presentation skills through a supportive community of peers and weekly class sessions with librarians.

Pop-up Library

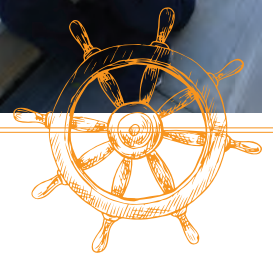
The Pendergrass Agriculture and Veterinary Medicine Library, situated on the small UT Institute of Agriculture campus, sometimes remains undiscovered even by its resident agriculture and veterinary students. To reach the unaware, Pendergrass staff holds a pop-up library every Thursday afternoon in the busy foyer of the Brehm Animal Science Building. Visitors have access to research assistance, quick tutorials on resources such as the 3D printers, leisure reading checkouts, and even giveaways.

International Coffeehouse

Students from more than 70 nations chose UT for their studies last year. To foster new friendships and mutual understanding, the International House hosts a weekly international coffeehouse at Hodges Library. Each week the coffeehouse focuses on a different country and features a taste of the national cuisine. Librarians provide a showcase of library resources on the literature, history, geography, language, folk tales, food, music, film, and art of the featured nation. In response to popular demand, librarians began bringing along a mobile checkout unit so guests can check out resources on the spot.

Zombie Breakout

If you want to capture the attention of distracted, overcommitted students, mention zombies. Librarians recently started taking advantage of the popular cult of the undead to teach first-year students—nearly 3,000 of them last year—to use the libraries. They designed a breakout game requiring students to solve a series of puzzles and go on a library scavenger hunt in time to escape the zombie invasion. It's a ploy to get students to explore the libraries and sample the rudiments of library research, and it's working!



Top to bottom:

Escape the zombie horde: learn to use the library (drawing by librarian Ingrid Ruffin)

Move-in day for the Discovery Living and Learning Community
Pendergrass Library's pop-up library illustration

I GET MY CORN FROM A JAR

DISTILLED BY MOONLIGHT

by Christopher Caldwell



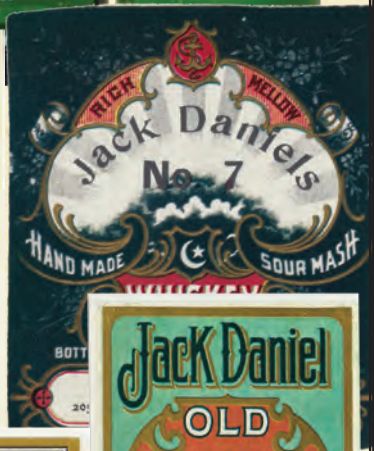
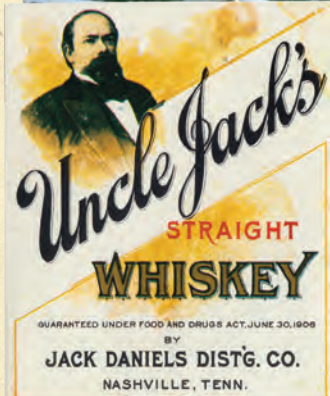
Once two strangers climbed ol' Rocky Top
Lookin' for a moonshine still
Strangers ain't come down from Rocky Top
Reckon they never will
Corn won't grow at all on Rocky Top
Dirt's too rocky by far
That's why all the folks on Rocky Top
Get their corn from a jar

—Felice and Boudleaux Bryant, “Rocky Top,” 1967

Moonshine is the type of illicit whiskey poetically thought to be “distilled by moonlight,” most notably in the rural mountainous areas of Appalachia. But distilled spirits are deeply ingrained in our national history. Immigrants and slaves brought distillation knowledge with them from abroad, and our Appalachian moonshine is a direct descendent of the liquor brewed in the home pot-stills of the British Isles. To supplement the largely oral tradition of home distillation recipes, many manuals were published over the past few centuries, from how to distill whiskey to how to drink it. Prohibition, of course, added to this industry.

With a foundation of moonshine-related books and manuscripts already in our Great Smoky Mountains Regional Collection, Special Collections recently began boosting the libraries' investment in the history of moonshine and the art of distillation. We have expanded the collection's scope both geographically and temporally. A generous contribution from the B. H. Breslauer Foundation helped us acquire as a starting point an extremely rare first edition of Philipp Ulstadt's 1525 treatise *Coelum philosophorum seu de secretis naturae liber* (The book of the secrets of nature), one of the earliest texts documenting the practical process of distillation.

Our Moonshine and Distillation Collection has grown steadily, with more than 50 rarities and curiosities arriving in the past year alone. Spanning five centuries—from the early modern discourse on the art of distilling spirits to the current craze for (legal) moonshine—our collection now encompasses books, magazines, prints, folk art, photographs, distillery marketing collateral, moonshine jugs, sheet music, movie posters, documentary films, and all manner of moonshine and distillation-related ephemera.



Anyone wishing to donate artifacts to our dynamic collection of moonshine and distillation culture should contact Special Collections at special@utk.edu

Selected Scholarly Work from our Faculty

*UT LIBRARIES FACULTY NAMES IN ORANGE

books and chapters

Paul J. Adams. *Mount Le Conte*. Edited with an introduction by Ken Wise and Anne Bridges. University of Tennessee Press.

Robin A. Bedenbaugh, editor. *Toward Justice: Reflections on "A Lesson Before Dying."* Newfound Press.

Michelle Brannen and Ingrid Ruffin. "Film for Four: Teaching the Libraries Through Film Production and Instructional Design." In *Creative Instructional Design: Practical Applications for Librarians*. Association of College and Research Libraries.

Sojourna Cunningham, Regina Mays, and Holly Mercer. "But This is For the Library: Best Practices for Usability Testing and Library Website Design" and "Hear the People Sing: Communicating Usability Results to a Large Library Audience." In *The Library Assessment Cookbook*. Association of College and Research Libraries.

Christopher Eaker. "What Could Possibly Go Wrong? The Impact of Poor Data Management." In *The Medical Library Association Guide to Data Management for Librarians*. Rowman & Littlefield.

Peter Fernandez and Regina Mays. "Two Birds with One Stone." In *The Library Assessment Cookbook*. Association of College and Research Libraries.

Jeanine M. Williamson. *Teaching to Individual Differences in Science and Engineering Librarianship: Adapting Library Instruction to Learning Styles and Personality Characteristics*. Chandos Publishing.

journal articles

Melanie Allen. "Thieme eCommunicationScience." *Journal of Electronic Resources in Medical Libraries*.

David Atkins et al. "Hacking the Literature Review: Opportunities and Innovations to Improve the Research Process." *Reference & User Services Quarterly*.

Robin A. Bedenbaugh. "Marketing is Our Game: Tackling the Library Awareness Gap." *Public Services Quarterly*.

Michelle Brannen, Sojourna Cunningham, and Regina Mays. "Assessment Committees: Good Practices from ARL Libraries." *Performance Measurement and Metrics: The International Journal for Library and Information Services*.

Michelle Brannen, Steven Milewski, and Thura Mack. "Providing Staff Training and Programming to Support People with Disabilities: An Academic Library Case Study." *Public Services Quarterly*.

Sojourna Cunningham and Anna Sandelli. "Using Informal Learning Spaces and Non-Traditional Methods to Assess Student Success." *Proceedings of the 2016 Library Assessment Conference*.

Chris Durman. "From the Chair." Column in *Breve Notes*, newsletter of the Southeast Chapter of the Music Library Association.

Peter Fernandez. "Through the Looking Glass: Envisioning New Library Technologies—Drones," "Through the Looking Glass: Helping Patrons Manage Passwords and Protect their Digital Identities," "Through the Looking Glass: Envisioning New Library Technologies—Educational Trends that Will Impact Library Technology," "Through the Looking Glass: Envisioning New Library Technologies—An Experience You Can Feel, Haptic Technology," and "Through the Looking Glass: Present and Future Tools for Writing." *Library Hi Tech News*.

David Ratledge. "Digital Signage in Libraries," "Beaconing Technology: Potential Library Applications," and "Technology: Promise Versus Reality." *Tennessee Libraries*.

David Ratledge and Claudene Sproles. "An Analysis of the Changing Role of Systems Librarians." *Library Hi Tech*.

Anna Sandelli. "Through Three Lenses: Transfer Students and the Library." *Reference Services Review*.

presentations

Melanie Allen, Rachel Caldwell, Nick Guernsey, Ann Viera, and Alan Wallace. "Open Access on Campus: Bringing Nonprofits to the Libraries." Presentation at the Tennessee Library Association Conference.

Melanie Allen, Rachel Caldwell, Ann Viera, and Alan Wallace. "Accessing Scholarship: Piloting a Half-Day Research Workshop for Non-Profit Organizations." Presentation at the Tenn-Share Fall Conference.

Mark Baggett. "Creating 'Retro' Video Games with Lua and PICO-8." Keynote presentation at Big Orange STEM Saturday.

Mark Baggett and Carolyn Runyon. "Cats Herded: Successfully Wrangling your Metadata for the Digital Public Library of America." Presentation to the Tenn-Share Fall Conference.

Michelle Brannen, **Thura Mack**, and **Kenya Flash**. "Women of Color in Leadership: How Fierce Do You Need to Be?" Presentation at the 12th Annual Black Issues Conference.

Michelle Brannen, **Regina Mays**, and Sojourna Cunningham. "Visualizing 'Good' Practices: A Survey of the Library Assessment Programs at ARL Libraries." Poster presented at the Library Assessment Conference.

Michelle Brannen and **Caroline Zeglen**. "Maker Talk: Hurdles Setting Up a Makerspace in Your Library." Presentation at The Collective conference.

Anne Bridges and **Ken Wise**. "*Smoky Jack: The Adventures of a Dog and his Master on Mount Le Conte*." Presentation at the Southern Festival of Books.

Christopher Eaker. "Do They Have To or Do They Want To? How Can We Use Motivational Research to Encourage Data Sharing?" Poster presented at the Research Data Alliance 8th Plenary Meeting.

Christopher Eaker. "Research Agenda Development of Scientific Researchers." Poster presented at the Research Data Alliance 9th Plenary Meeting.

Elyssa Gould, Jacob Nadal, and Angela Kinney. "Case Studies: Residencies, Peer Training, and Succession Planning." Webinar for the Association for Library Collections and Technical Services.

Corey Halaychik et al. "Accessibility Compliance: One State, Two Approaches." Presentation at the annual conference of the North American Serials Interest Group.

Corey Halaychik et al. "Innovative Approaches to Electronic Resources Workflows. Presentation at the American Library Association Midwinter Meeting.

Nathalie Hristov. "Cuarteto Latinoamericano's Virtual Library of Latin American String Quartets: A Discovery Tool and Rich Repository of Underrepresented Musical Works." Poster presented at the International Association of Music Libraries Congress.

Thura Mack and Kristina Clement. "STEM Outreach: College Preparedness for First-Generation and Under-Served Students." Poster presented at the American Library Association Annual Conference.

Regina Mays and Rachel Fleming-May. "Education and Assessment Skills." Poster presented at the Library Assessment Conference.

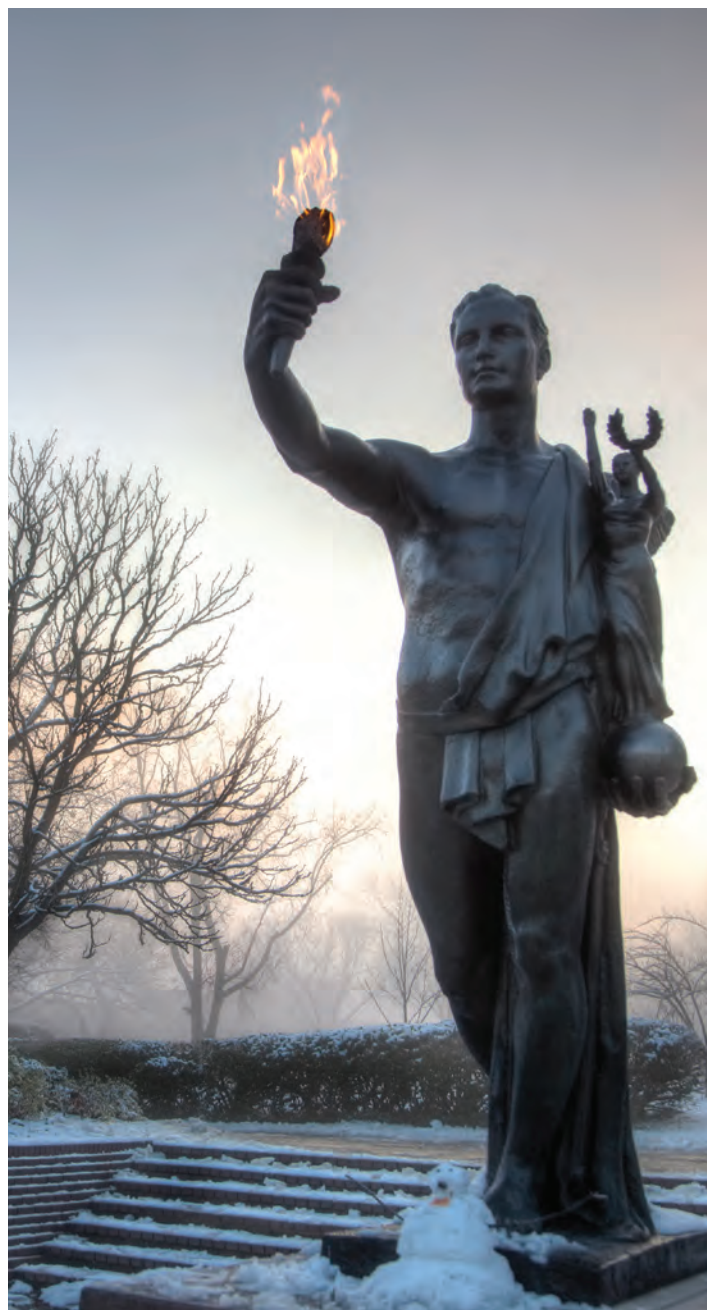
David Royse and **Molly Royse**. "Advancing Scholarly Communication Initiatives for the Music Profession." Presentation at the Southern Chapter of the College Music Society Conference.

Ingrid Ruffin. "Thinking Creatively, Acting Strategically." Presentation to the Minnesota Institute for Early Career Librarians.

Ingrid Ruffin, Sarah Lemire, and Dawn LaValle. "Libraries and the Military/Veteran Population: Transformative Service Through Cultural Competencies." Panel presentation at the American Library Association Annual Conference.

Ingrid Ruffin, **Caroline Zeglen**, and Stephanie Miranda. "UT Libraries' Breakout: Gamification and Active Learning in the Academic Library." Presentation at the Tennessee Library Association Conference.

Anna Sandelli et al. "Building and Enhancing Global Connections through Sister Libraries." Poster presented at the American Library Association Annual Conference.





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-: No. 5 :-

97..

10 large tomatoes	1 tsp. cinnamon	1 large onion
1 1/2 C. vinegar	1 tsp. cloves	2 red peppers
2 tbsp. sugar	1 tsp. spice	
1 tsp. spice	bit of nutmeg	
1 tbsp. salt		

Squeeze juice from tomatoes and do not use juice.
Cook tomatoes, onions peppers until done. Rub through strainer.
Add other ingredients and cook 15 or 20 min.

Preserves and Jellies:

-: Preserves No. 1 :-

98..

Peel tomatoes just beginning to ripen. Soak them in lime water 8 hrs or over (tbsp. lime to gal. water). Wash and soak in salt water 8 hrs. (1/2 teacup salt to gal. of water, wash, put 3/4 lb. sugar to one of tomatoes. Let sit awhile boil slowly until syrup is moderately thick. Can.

-: No. 2 :-

99..

1 lb. yellow pear tomatoes	2 lemons
1 lb. sugar	2 ozs preserved Canton ginger

Scald tomatoes and remove the skins, add sugar. Let stand overnight. In the morning pour off syrup until thick. Skim. Add ginger tomatoes and lemon, sliced and seed removed. Cook until tomatoes have a clarified appearance.

97.

-: No. 5 :-

10 large tomatoes	1 tsp. cinnamon	1 large onion
1 1/2 C. vinegar	1 " Cloves	2 red peppers
2 tbsp. sugar	1 " Spice	
1 tbsp. salt	bit of nutmeg	

Squeeze juice from tomatoes and do not use juice.
Cook tomatoes, onions peppers until done.
rub through strainer.
Add other ingredients and cook 15 or 20 min.

Preserves and Jellies:

98..

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1 lb. yellow pear tomatoes	2 lemons
1 lb. sugar	2 ozs preserved Canton ginger

scald tomatoes and remove skins, add sugar let stand overnight. in the morning pour off syrup until thick. skim, add ginger tomatoes and lemon, sliced and seed removed. Cook until tomatoes have a clarified appearance.

-: Tomato Fritters :-

107..

1 can tomatoes	3 slices onion	Few grains cayenne
6 cloves	1 tsp. salt	1/2 C. cornstarch
1/3 C. sugar	1/4 C. butter	1 egg

Cook first 4 ingredients 20 min rub all but seeds through a sieve, and season with salt and pepper. Melt butter, and when bubbling, add cornstarch and tomato gradually; cook 2 min. add egg slightly beaten. Pour into a shallow buttered tin to cool. Turn on a board, cut in squares, diamonds, or strips. Roll in crumbs egg and crumbs again. Fry in deep fat, and drain.

-: Tomato Marmalade :-

108..

4 qts ripe tomatoes	1 C. raisins
6 lemons	4 lbs sugar

Remove skins from tomatoes, and slice lemons very thin discarding the seeds. Put in a preserving kettle. Heat slowly to boiling point. Simmer till quite thick. Seal in jars.

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6 cloves	1 tsp. salt	1/2 C. cornstarch
1/3 C. sugar	1/4 C. butter	1 egg.

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-: No. 4 :-

91..

4 pints green tomatoes	1/4 C. horseradish
2 pints onions	1/2 C. white mustard seed
2 pints hot peppers	salt & vinegar

Chop tomatoes, onions, and peppers, sprinkle with salt and let stand overnight. In the morning drain. Add horseradish, mustard seed, mix well and place in jars. Cover with scalding vinegar.

91..

-: No. 4 :-

4 pints green tomatoes	1/4 C. horseradish
2 " onions	1/2 C. white mustard seed
2 " hot peppers	salt & vinegar.

Chop tomatoes, onions, and peppers, sprinkle with salt and let stand over night. in the morning drain. Add horseradish, mustard seed, mix well and place in jars cover with scalding vinegar.

92..

-: No. 5 :-

2 qts. small green tomatoes	1/4 lb. mustard seed
12 small cucumbers	2 oz. turmeric
3 red pepper	1/2 oz allspice
1 cauliflower	1/2 oz. pepper
2 bunches celery	1/2 oz cloves
1 pt. small onions	salt
2 qts string beans	1 gal. vinegar.

Prepare vegetables and cut in small pieces, Cover with salt, let stand 24 hrs. and drain. Heat vinegar and spices to boiling point, Add vegetables, and cook until soft.

-: No. 5 :-

92..

2 qts. small green tomatoes	1/4 lb. mustard seed
12 small cucumbers	2 oz. turmeric
3 red pepper	1/2 oz allspice
1 cauliflower	1/2 oz. pepper
2 bunches celery	1/2 oz. pepper
1 pt. small onions	1/2 oz cloves
2 qts. string beans	salt
	1 gal. vinegar

Prepare vegetables and cut in small pieces, Cover with salt, let stand 24 hrs. and drain. Heat vinegar and spices to boiling point. Add vegetables, and cook until soft.