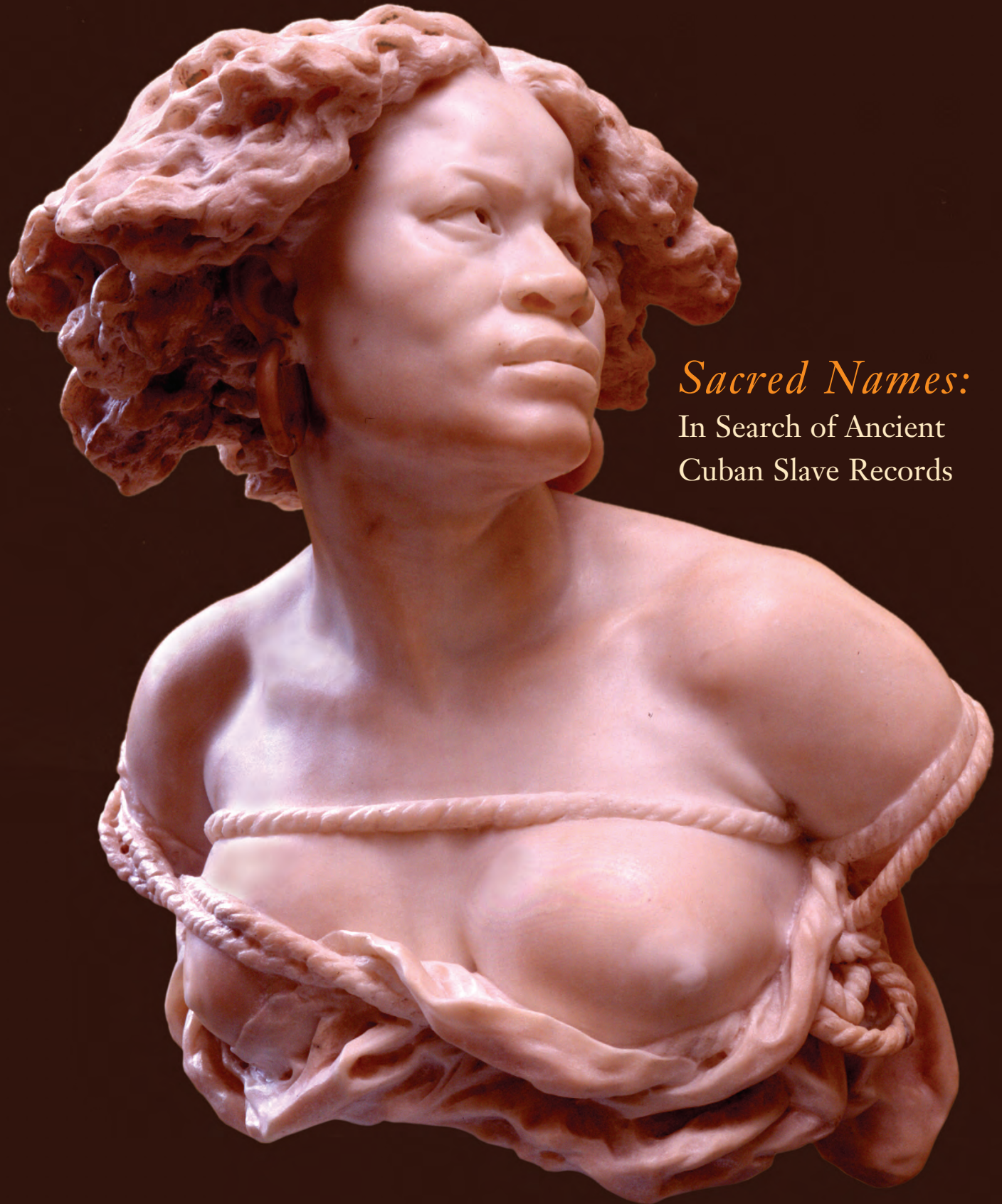


ACORN | Chronicle

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Sacred Names:
In Search of Ancient
Cuban Slave Records



Paul M. Gherman

About the cover: Vanderbilt History Professor Jane Landers is currently researching the history of slaves imported into Cuba from the 16th through the 19th centuries, digitally photographing decaying sacramental records that are in danger of being lost forever. The bust of a bound slave shown on the front cover was sculpted by French artist Jean-Baptiste (Jules) Carpeaux (1827-1875). Presumably modeled in 1868 and carved in 1869, the marble sculpture is part of the collection of the Ny Carlsberg Glyptotek in Copenhagen, Denmark. The museum kindly gave the *Acorn Chronicle* permission to use the image.

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Visit us on the Web at <http://www.library.vanderbilt.edu/> or <http://www.vanderbilt.edu/alumni/pub.html>

Vanderbilt University is committed to principles of equal opportunity and affirmative action.

Over the past year we have been engaged in a strategic planning effort to better understand our library users so that we might restructure our services to meet their needs. What we found was that a number of our users do not know about many of the new services we are offering, especially those that are digital and offered via the Internet.

Communicating with our users poses new challenges. The old system of posting a sign in the library no longer works if many of those who use the library never physically enter the building. More and more, our users come to us remotely via the Internet and must discover our services on their own by exploring our Web pages.

We discuss several of our new endeavors in this issue. We are working on plans for a Learning Commons, similar to the one in the Peabody Library that we mentioned in the last issue of the *Acorn Chronicle*. Hopefully, the planned Central Library Learning Commons will give students and faculty a flexible new space to use and learn about technology as it relates to teaching and learning.

We now offer most of our course reserves via the Internet through OAK (Online Access to Knowledge), a course management system which faculty can use to provide their course materials to students, communicate with them and do much more via the Web.

Increasingly, faculty members turn to us to assist them in publishing the results of their research. Professor Jane Landers of the History Department recently traveled to Cuba to digitally photograph church records that chronicle the births, baptisms and deaths of African slaves who were imported into Cuba from the 16th through the 19th centuries. These 50,000 images will soon be hosted on the Library's Web servers for access by scholars around the world.

Our goal is to communicate with our users, to let them know these new services exist, and that we are ready to take on roles never imagined by libraries in the past. The Library is truly an organization in the state of becoming.

—PAUL M. GHERMAN

Vanderbilt Librarian New ASERL President

Vanderbilt University Librarian Paul Gherman will serve as president of the Association of Southeastern Research Libraries (ASERL), the largest regional academic library cooperative in the nation, for 2005-06. Association members, who represent 37 research libraries and six state libraries, foster a standard of library excellence through inter-institutional resource sharing and collaborative efforts.

Prince Edits 18th Edition of The Bluebook

Mary Miles Prince, associate director of the Law Library, served as coordinating editor of the new 18th Edition of *The Bluebook: A Uniform System of Citation*. Compiled by the editors of the *Columbia Law Review*, the *Harvard Law Review*, the *University of Pennsylvania Law Review*, and *The Yale Law Journal*, *The Bluebook* has for almost 80 years been the legal profession's primary guide for legal citation and style. Since the mid-1980s Mary has edited two widely-held legal reference books, *Prince's Bieber Dictionary of Legal Citations*, which includes thousands of examples of cita-



Mary Miles Prince

tions of legal authority devised according to *Bluebook* rules, and *Bieber's Dictionary of Legal Abbreviations*, listed in the March issue of *Legal Information Alert* as a secondary source which makes legal researchers' lives easier by deciphering thousands of abbreviations found throughout legal literature.

Stringer-Hye Advocates Becoming Involved in Emerging Technology Standards

Suellen Stringer-Hye's viewpoint article, "Reinventing the Wheel: Can Librarians Help?" was published in *OCLC Systems & Services: International Digital Library Perspectives*. The purpose of her article is to encourage librarians to become involved in the development of emerging technology standards. Stringer-Hye is a systems librarian for technology at Vanderbilt.

German Librarian Helps Vanderbilt

Heike Schneidermeyer, a librarian from the Johann Wolfgang Goethe-Universitaet in Frankfurt, Germany, visited for six weeks during the summer to help Assistant University Librarian Roberta Winjum with procedures and plans for the Vanderbilt e-Archive, the University's institutional repository.

Formidable Name for New Library Initiative

BY ROBERTA WINJUM,
Assistant University Librarian

Institutional repository is a formidable name for an exciting new initiative. Institutional repositories, or electronic archives, are part of a movement by libraries and research institutions to digitally capture and disseminate their institutions' research output.

This movement is the beginning of an evolution toward campus-based scholarly publishing. It is fueled in part by the skyrocketing costs of journal subscriptions, advances in Web access to information, and the trend toward open access, which makes digital resources available to readers with no requirements for authorization or payment.

Restrictions of the peer review process, commercial publishing, and copyright set some limits on which documents may be added to an institutional repository. Nevertheless, many publishers allow posting of both pre-publication and post-prints of articles, and universities retain many types of digital materials appropriate and desirable for storage, access and preservation in institutional repositories.

The Vanderbilt libraries have joined this movement by initiating their own institutional repository called the VU e-Archive (<http://e-archive.vanderbilt.edu>). It is designed to collect, preserve, index and distribute digital copies of articles, course-related materials, unpublished research and other products of Vanderbilt's intellectual efforts.

The VU e-Archive uses open-source software, called DSpace, created specifically for this purpose at MIT with support from Hewlett-Packard. The software has a simple interface for creating metadata, which is the descriptive information about each item in the e-Archive. The interface is designed to make it possible for researchers themselves to create the metadata and upload documents from wherever they are stored, although the library can assist in this process. A feature of the submission process is a step in which the author grants Vanderbilt non-exclusive distribution rights, allowing the Library to keep and migrate a single copy of the work in perpetuity.

The VU e-Archive is organized into communities, and within those communities, there are collections that contain materials with some characteristics in common—such as departmental working papers, issues of a newsletter, preprints and committee minutes. Any faculty member and any representative of an administrative or other academic organizational unit on campus can propose a VU e-Archive community and submit items to collections through their communities.

The Library will work with leaders of campus units to establish and organize their communities and collections, review and edit metadata, and preserve and maintain the content, software and hardware. Once in the VU e-Archive, the intent is that materials will not be removed or modified. Researchers can link to the content from their personal or departmental Web pages, knowing that the content is secure and permanent as well as openly accessible through Web search engines.

As the Library builds participation in the VU e-Archive by various communities across campus, efforts will focus on transinstitutional centers, departments and faculty to represent a wide



While the Jean and Alexander Heard Library holds more than three million volumes, many of its new services are digital and offered via the Internet.

range of disciplines. The Library seeks all types of materials. This includes individual or group scholarly research as well as archival materials that showcase the University and its faculty, its centers, departments or committees, and its history and development.

A balance between research and archival materials is desirable. The aim, however, is to build the VU e-Archive to meet faculty, student and staff needs for broad access and long-term preservation of their digital materials.

Dancing While Digitizing

BY LEW HARRIS

in Cuba

Jane Landers (right) visits with Graciela Milian Martínez, director of the Provincial Archives of Matanzas, in the courtyard of the 19th-century home of the most famous poet of Matanzas, José Jacinto Milanés. Landers and others are trying to find a way to help Martínez repair the home, which houses the archives.

The sound of drums and the music from a Reggaeton band practicing in a Cuban street filled the air. Meanwhile Vanderbilt History Professor Jane Landers and her research team occasionally found themselves dancing to the serenade while rapidly taking digital photographs of sacramental records of African slaves who were imported into Cuba from the 16th through the 19th centuries.

Unfortunately, the decaying documents being photographed are in danger of being lost forever. Most of the records are held in religious archives of local Catholic churches and are at risk from climate, bug infestation and other damage.

In February, 2005, Landers made her second trip to Cuba with a seven-member team from Cuba, Canada, Brazil and the United States. The team from Vanderbilt consisted of Landers, her graduate student David Wheat and Paula Covington, the Latin American bibliographer for the Heard

Library. Covington not only helped digitize records but also searched out and bought rare and difficult-to-obtain Cuban books for the Heard Library's Latin American collection. Also joining the contingent was Vanderbilt graduate Andrew McMichael, now an assistant professor of history at Western Kentucky University; York University graduate students Oscar Grandío Moráquez and Henry Lovejoy; and Brazilian archivist, Antonio Meneses.

Using techniques McMichael dubbed "guerrilla preservation," the researchers captured more than 40,000 digital images of records from churches in Havana, Regla and Matanzas. These documents ranged from 16th-century black marriages in Havana to burials of unbaptized Chinese who labored alongside African slaves on plantations in Matanzas.

Through the auspices of Vanderbilt's Jean and Alexander Heard Library, Landers' digital project has access to

an impressive and innovative technical infrastructure prepared to support the research. University Librarian Paul Gherman has enthusiastically supported the project since its inception and has agreed to house the materials in the Heard Library's Digital Collections, thus making them widely available to international scholars.



Vanderbilt History Professor Jane Landers

Catholic parish priests in Cuba faithfully recorded data of African slave baptisms, marriages and burials beginning in the 1500s. The churches also recorded, when known, parents' names and occasionally alluded to birthplaces in Africa. These church sources comprise the longest serial data available for the history of Africans in the Americas.

Too often, however, local lay persons or parish priests are the documents' only guardians. Some of these well-meaning individuals are unaware of the historic significance and fragility of the documents they manage. Sadly, there are few resources available to devote to preserving these decaying treasures and, if not captured quickly by digital cameras, some may be lost forever. Many of the materials have never been examined because some small churches in Cuba are no longer open. The dispersed nature of the records also makes them difficult for scholars to access.

Although conditions have improved since Landers first began working in Cuba in 1991, on occasion the team still went without water, electricity, sufficient electrical outlets or work areas in which to film. Obtaining lunches in some locations was another challenge. These are conditions with which Cubans struggle every day, of course, but the Vanderbilt team's urgency was that it could not afford a single lost day of shooting. Church schedules and international politics both dictated a frenetic schedule.

The team might work at the church in Regla in the morning, take the ferry back to work at Santo Cristo del Buen Viaje in the afternoon, and the following day take a car to Matanzas for a day's work at the Cathedral of San Carlos de Matanzas. As one team member presented letters and explained the project, another began a rough inventory of a church's holdings, and others began shooting. Using eight megapixel digital cameras with extra memory chips and spare batteries, the team snapped images of the records and then downloaded them to a laptop computer for classification and storage.

In two trips to Cuba, Landers and her team have now captured more than 50,000 images, each of which might record entries for between five and eight individuals of African descent in targeted colonial churches of Matanzas, Havana and the Havana suburbs of Regla and Guanabacoa.

The work thus far has been funded by a \$150,000 National Endowment for the Humanities grant titled "Ecclesiastical Sources and Historical Research on the African Diaspora in Brazil and Cuba." As the first phase of their collaboration nears its end, Landers and her chief research collaborators—Professor Mariza de Carvalho Soares of the Universidade Federal Fluminense in Brazil and Professor Paul Lovejoy of the Harriet Tubman Resource Centre on the African Diaspora at York University in Canada—are preparing to submit a new grant proposal to the NEH.

If approved, this renewal will allow Landers and the Cuba group to digitize the remaining archives of the many churches in Havana, and to expand into additional plantation areas, including Cienfuegos. Landers also plans to expand operations into Cartagena, Colombia, which was once the main slave port for South America.

Soares plans to expand her Brazil project to include all the churches in the Guanabara Bay area—a part of the country rich with sugar plantations and their attendant records. The project also hopes to open additional field offices in the Archive of the Curia of Rio de Janeiro and in Mina Gerais, where the wealth from gold and diamond mines supported rich 17th-century Brazilian churches and many black lay brotherhoods.

All in all, it's a researching feat with a Reggae beat.



This Cuban religious document shows the ravages from age, bugs and climate.

Season's Greetings from the Heard Library

BY CELIA WALKER,
Director of Communications and Development

For the last eight years the Library has been creating unique holiday cards to send to our patrons, friends and colleagues. University Librarian Paul Gherman came up with the idea as a way to stay in touch with our patrons and showcase Vanderbilt's collections. He knew there were things in the Library's collections of which we were not aware, and it seemed likely that others would not know about them, either.

Elaine Goleski, who directed the first six library holiday card projects, said that creating the card was always one of her favorite tasks. The project typically began in August, an often hot and humid time to brainstorm about holidays and cold weather.

Elaine credits Marice Wolfe, former University Archivist with an extensive knowledge of the Library's collections, with the ability to find the perfect images each year. Judy Orr, director of Creative Services, and her staff were able to combine text and image into a cohesive, creative design. Elaine is most proud of the fact that the cards have never fallen into a predictable pattern. We believe that they hold up well against the dozens of cards that we receive each holiday season, due entirely to the efforts of the knowledgeable and supportive staff here at Vanderbilt.

We hope that you have enjoyed receiving them as much as we have enjoyed creating them.



2000

"At this holiday season we wish you a world of splendid stories."

Set design for the Ballets Russes production of "Scheherazade," from L'art decorative de Leon Bakst (Paris, 1913). Francis Robinson Collection of Theatre, Music, and Dance. Special Collections.

Marice Wolfe had pulled this image the previous year, but we ended up using the logo instead. The red and green in the original art work allude to the season. Creative Services cleverly placed the image in such a way that it made sense when folded over. They also screened the image into the background of the card.



2002

"I love snow, and all the forms of the radiant frost."

Percy Bysshe Shelley, "Rarely, Rarely Comest Thou" "Greetings of the Season."

Snowflake designs from The Edinburgh Encyclopedia, Volume 12 (Philadelphia, 1832) in the University of Nashville Collection, Special Collections and University Archives

This card is Elaine's and Paul's



2003

"My books are friends that never fail me."

Thomas Carlyle, Letter to his mother, March 17, 1817

After Elaine retired, I have had the opportunity to work on the holiday cards. Chris Skinker in Special Collections found this image of two 19th century Vanderbilt coeds, which was particularly appropriate since Kirkland Hall (in the background) was where the Library was first housed. Vanderbilt was about 20 years old when this photograph was taken.



1998

"We wish you great joy this holiday season."

Adapted from an alphabet featured in *Oriental Types*, a specimen book of decorative letters collected from London foundries of the late eighteenth and early nineteenth centuries. Special Collections.

The Oriental Types book is actually black and white. Creative Services added the interior design to the typeface, starting with an image of acorns (one of the Library's symbols) in the "J" in "Joy". They also added the pattern across the top of the card.



2004

"The heaventree of stars hung with humid nightblue fruit."

James Joyce's *Ulysses*, 1922 "Best wishes from the staff of the Jean and Alexander Heard Library."

"A Treatise on the Astrolabe" from *The Works of Geoffrey Chaucer*, 1850. Published by Kelmscott Press, London, England, with pictures designed by Sir Edward Burne-Jones and engraved on wood by W.H. Hooper. From the Nettie Hale Rand Collection of Fine Binding and Printing, Special Collections, Vanderbilt University.

Gary Gore designed the 2004 holiday card, which echoes the stars in Burne-Jones' woodcut with gold foil stars on the inside of the card. We all loved the Joyce quotation, which played off the stars and the deep blue of the card stock.

Learning Commons Is Exciting New Development in Libraries

BY DAVID CARPENTER,
Acting Director, Walker Management Library

The Summer 2005 issue of the *Acorn Chronicle* included a picture of graduate students in the Peabody Library's new Learning Commons facility. Recently, many academic libraries have created "Information Commons" or "Learning Commons" within their buildings. What are these facilities, and how do they differ? It seems worthwhile to take a brief look at this exciting new development within libraries.

Donald Beagle wrote an influential article titled "Conceptualizing an Information Commons" in the March 1999 *Journal of Academic Librarianship*. In his article, Beagle noted examples of a new kind of physical facility being created in libraries at the University of Southern California, the University of North Carolina at Charlotte, the University of Michigan and George Mason University. Although the design and services offered at the "information commons" at these universities varied, Beagle saw a common attribute—they all were "a new type of physical facility specifically designed to organize workspace and service delivery around [an] integrated digital environment . . ."

Since that time, many additional academic libraries have created "information commons" with a variety of resources and configurations, since there are as yet no defined set of criteria as to what must be included. There are, however, some elements which almost all information commons seem to share—an information desk staffed by library reference staff and often information technology staff as well; computer workstations, grouped near the service desk, with access to a wide range of library databases, Web resources and productivity software; and collaborative learning spaces (for example, group study rooms and pods of computer workstations). As nicely summed up by Beagle, an information commons should offer "a continuum of service that provides the user with skilled staff consultation and an array of technological options for the identification, retrieval, processing and presentation of information in a variety of formats."

The on-site availability of assistance from trained staff members is an important difference between an information commons and a library's self-service "computer room."



Leslie Boyd, a librarian at Peabody Library, shows undergraduate students how to use the ACORN online catalog at Vanderbilt University's Jean and Alexander Heard Library.

Students have reacted with considerable enthusiasm to these new facilities at libraries that have added information or learning commons. The University of Southern California decided to double the size of its information commons, and Indiana University at Bloomington recently built and opened a second information commons. Both institutions were seeking to better meet the heavy demand for the facilities.

Some libraries have changed the name of their information commons to a newer label of "learning commons." This newer name is used to indicate the broader scope of some information commons, and makes an important distinction. While an "information commons" focuses on providing library users with the assistance, hardware, software, and electronic information resources they need, a "learning commons" adds an additional, important focus on ensuring support and accommodation for the multiple learning styles of students. A "learning commons" also frequently extends the collaborative staffing of the facility beyond library and information technology staff to include university staff members from units devoted to a focus

on understanding and supporting the learning styles of students and the teaching methods of faculty.

Last year, the library staff collaborated with Jeff Johnston, assistant director, Center for Teaching (CFT); Jonathan Blake, academic technology consultant, CFT and Office of Innovation through Technology (OIT); and Leslie Boyd, librarian, Peabody Library, to examine models for collaborative service centers at other institutions—including those known as Information Commons, Centers for Instructional Technology and Centers for Teaching.

The group was charged with conducting an inventory of the services already provided to students at Vanderbilt through the libraries, CFT, OIT and computer labs, and then exploring ways that the groups could join forces to design, create and support an information commons or related resources for Vanderbilt students and faculty.

Our group saw Vanderbilt's Central Library as the most convenient and appropriate location to create a new learning commons with shared services. Potential ways were discussed to bring together staff members from the library, information technology, computer labs, CFT, OIT, Learning Center, Writing Center and other units to collaborate and work toward the creation of such a facility.

After a lengthy review of the services offered by learning commons in other universities, the group saw how a new learning commons in the Central Library might offer a wide range of services and resources to Vanderbilt students, faculty and staff. Librarians and other staff could be available to schedule

individual research consultations, small group instruction and class-oriented instruction sessions as well as offer immediate reference and technology assistance. Research data services could be included. Staff members from the Center for Teaching might offer services to support the instructional responsibilities, research projects, and professional development of faculty and graduate teaching assistants. The Office of Innovation through Technology could provide support in promoting the use of technology in learning, teaching and research. The College of Arts and Science's Learning Center, recently relocated to the Central Library, and Vanderbilt's Writing Center could also be invited to participate.

Creating a new learning commons in the Central Library would support one of the Jean and Alexander Heard Library's five major five-year goals by helping it become a transinstitutional "Center for Academic Life." It could establish partnerships among different campus units that offer different but complementary services to students and faculty, offering these services in a single, centrally located facility.

Such an initiative would require collaboration, careful planning, and good coordination, but would be well worth the effort. It would respond positively to the changing needs and preferences of both students and faculty, by offering them an attractive, convenient work area in combination with the traditional collections of the library. In a single location, this new learning commons could give students, faculty and staff access to the information resources they need: hardware and software needed to work with the information, reference and technology services, and other support for their research and learning activities. Students would be able to work on class projects from beginning to end in one location, either individually or in a group, as they increasingly prefer to do.

In Beagle's journal article, he saw a fundamental need for libraries to consider the organizational and design question of: "how do we adapt an institution that has grown up around the print tradition to manage service delivery in the highly complex and fluid digital environment?" The creation of a learning commons is obviously one proven means of doing so.



Students gaze intently at the computer screen during an undergraduate class in the Learning Commons at Peabody Library.

The Evolving Role of the *Library* in Scholarly Communication

BY JODY COMBS,
Director of the Digital Library

This year, the Library began publishing two scholarly electronic journals. The first is *AmeriQuests*, the official journal of Vanderbilt University's new Center for the Americas. The Library also published the *Vanderbilt Undergraduate Research Journal (VURJ)*, an official journal of the Office of the Provost, and also hosts the official Web site of the journal.

Edited by Professors Robert Barsky and Vera Kutzinski, *AmeriQuests* provides a forum for research and writing about the many quests toward "America." Its first issue includes articles representing different disciplines and perspectives ranging from sociological analysis to an interpretation of the "mythic American journeys" of Jack Kerouac. An interesting feature of this journal is that article abstracts are provided in the four major languages spoken in the Americas: English, French, Spanish and Portuguese. A peer-reviewed, multidisciplinary journal, *AmeriQuests* illustrates the creative work being done by Vanderbilt's new interdisciplinary centers.

The *Vanderbilt Undergraduate Research Journal* presents outstanding work by Vanderbilt's undergraduate students in a wide range of academic disciplines to a world-wide audience. It was founded by two undergraduate students—Warren Langevin of Peabody College and Noah Clemons of the Vanderbilt University School of Engineering. One of only a handful of journals like it in the country, the journal encourages faculty members to nominate articles for publication. The articles then undergo a rigorous, blind, peer-review process.

"The *Vanderbilt Undergraduate Research Journal* will enhance your intellectual experience as students at Vanderbilt," observed Chancellor Gordon Gee upon announcing the creation of the journal. "The new journal will integrate with others of our successful undergraduate research initiatives in opening up new areas of possibility in your lives as scholars—areas far beyond the confinement of the classroom."

To publish these journals, the Library adopted free, community supported open-source software developed by the Pub-

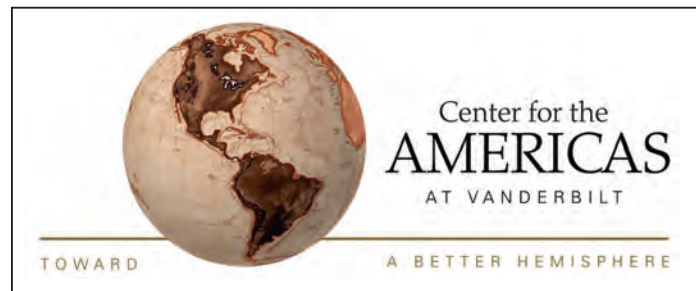
lic Knowledge Project at the University of British Columbia. This project encourages "open access" publications. Both Vanderbilt journals are open access, meaning that access to the content is "available for wide dissemination at no cost to readers, with proper attribution, in educational and noncommercial settings." Copyright is retained by the authors through a non-exclusive agreement with the journals.

The two journals, along with two more being developed at Vanderbilt, illustrate the evolving role of the Library in scholarly communication. One analysis of the current print-based

model of scholarly publishing divides it into several distinctive functions: researching, generating an article, gatekeeping (peer review), publishing, marketing, distributing and archiving/finding. In the print-based model, the Library is involved primarily with the first and last functions. The Library acquires and houses collections of materials that are used by scholars

in their research, and the Library purchases, makes accessible and preserves the print journals in which scholars' research articles are published. Several professionals have noted a somewhat ironic consequence. In this model, universities purchase back the scholarly output their own faculty members produce—an irony that is becoming more poignant as the costs of journal subscriptions continue to rise at a rate far outpacing inflation.

With the advent of electronic publishing tools, the Library can become more involved with scholarly communication. It can help foster new publications, as it has with the *Vanderbilt Undergraduate Research Journal*. It can provide broader support for the many interdisciplinary centers being created at Vanderbilt, as it has with *AmeriQuests*. It can help make Vanderbilt's scholarly research available to a wider audience more quickly, as it has by encouraging open access publication. Where appropriate, it can also take on some of the roles filled by publishers in the print-based model. In the process, the Library will broaden the scope of its support for the academic mission of the University.



AmeriQuests is the electronic journal of Vanderbilt's Center for the Americas.

Vanderbilt's Online Access to *Knowledge* Is Solid as an OAK

BY JODY COMBS,
Director of the Digital Library

There is no question that the face of higher education is changing in the digital age, and Vanderbilt's commitment to that evolution is solid as an oak.

Indeed, OAK (Online Access to Knowledge) is the name that Vanderbilt has given to the current online course management system implemented by the University. OAK represents a transinstitutional effort involving all schools on campus and is coordinated through the Provost's Office. The system enjoys growing success among faculty and students.

Through OAK, students have online access to course syllabi, weekly assignments, class rolls, online tests and links to assigned readings, as well as tools that facilitate online discussion with other students—all from one convenient, secure site. This past academic year, about 1,600 Vanderbilt courses were posted in OAK.

Teaching and research need no longer be limited by physical location or time of day. An enormous amount of information is available online from virtually any location at any time, with large and growing suites of digital services available at the touch of a button.

The Jean and Alexander Heard Library is closely aligned with this effort. The library's support includes participation in campus-wide steering and support groups, as well as direct support provided by dozens of library staffers.

The Library also provides an electronic reserves service that has successfully migrated to OAK, making hundreds of assigned course readings and streamed audio reserves available from within online courses each academic year. The Library provides a copyright clearance service to help assure that posting reserve items to OAK complies with regulations protecting intellectual property.

Among notable successes has been the synergy that has developed between the Library's electronic audio reserves service and OAK. The audio reserves service provides secure, controlled access to streaming digital audio files. Through this service, students can complete their listening assignments from wherever they are—dorm room, campus computer lab, a public access workstation, even from a wireless laptop—rather than having to go to the Music Library and wait in line for the material.

With OAK, students have links to reserved materials in digital form, including audio reserves, presented on the same Web

page as their course assignment and syllabus information. They no longer need to search other sites to locate the exact materials the instructor has assigned.

Faculty members find the combination of OAK and audio reserves gives them more flexibility in their courses. "I no longer feel bound to the choices the authors of the texts have made and the selections they have included on the CDs that accompany most music texts," says Assistant Professor of Music Literature and History Melanie Lowe. "It's much easier for me to supplement the listening assignments with additional and alternative music."

"Through access to OAK/Blackboard, students engage not only audio 'homework' but also perhaps more importantly, they have opportunities to enhance the everyday work of the class, lecture or seminar," says Greg Barz, assistant professor of musicology (ethnomusicology).

The integration of streaming audio and online coursework is, perhaps, more natural in the field of music. As the partnership between OAK and the Library continues, it is probable that other synergies will emerge as faculty in other disciplines learn to integrate streaming media into online coursework.



Blair School senior Erika Olson multi-tasks by completing a listening assignment on headphones in her campus suite while practicing on her violin. Blair junior Paula Bressman also listens to a class assignment in the comfort of her own room. Previously, Blair students had to complete listening assignments at the Blair Library.

RECENT ACQUISITIONS ENRICH LIBRARY'S COLLECTIONS

BY CELIA WALKER,
Director of Communications and Development

"Arose at the usual hour. Issued and everything went on as usual. At 12 o'clock night started to Knoxville. Had quite a time. The train so crowded with sick and wounded that a seat was not to be had. After arriving at Jonesboro I went to the mail car and, by a little begging, got a place by the stove...."

The excerpt above is from the diary of Dr. John G. Earnest, who kept an account of his daily activities during the Civil War from Oct. 24, 1862 to July 4, 1863. The diary is a gift of alumnus Charles S. Northen III.



The Library has recently received two important Civil War collections. Alumnus Charles S. Northen III, BA'59, MA'61, has given the Library the diary of his great-grandfather, Dr. John G. Earnest, written in beautiful penmanship during the Civil War. The gift also includes his great-grandfather's ledger, covering charges for his medical practice in Newnan, Ga., from 1874 to 1878. Also included with the gift is a copy of the book Northen edited, *All Right Let Them Come: The Civil War Diary of an East Tennessee Confederate* (2003: University of Tennessee Press).

Mrs. John L. Farringer Jr. has gifted her late husband's collection of hundreds of books, drawings and memorabilia about the Civil War. The collection includes a rare folding leather Confederate field surgeon's kit that was taken by a Union soldier in Vicksburg on June 30, 1862. Also included in the gift are papers, prints and memorabilia from the Centennial Anniversary of the Battle of Nashville. Dr. Farringer, BA'42, was actively involved in organizing the battle reenactment and his papers from the project as well as the three-star general's uniform he wore during the event are included in the gift.

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