



1991

## The UTK Librarian, 1990-91

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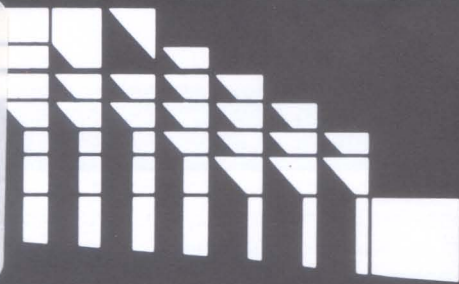
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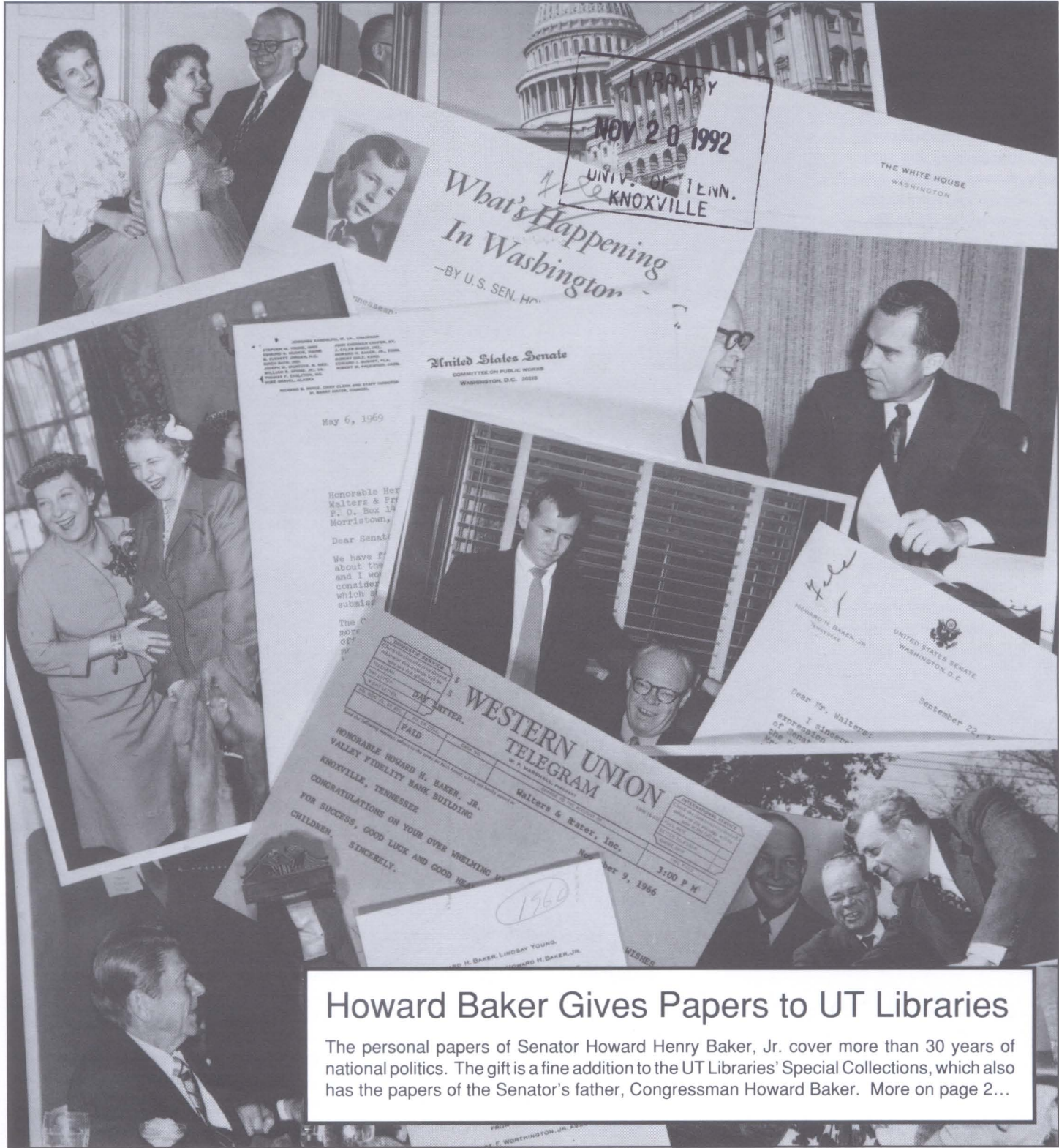


# The UTK Librarian

Volume 6, Number 1

Newsletter of the University of Tennessee, Knoxville Libraries

Fall 1990



## Howard Baker Gives Papers to UT Libraries

The personal papers of Senator Howard Henry Baker, Jr. cover more than 30 years of national politics. The gift is a fine addition to the UT Libraries' Special Collections, which also has the papers of the Senator's father, Congressman Howard Baker. More on page 2...



# Collections

## An Interview with Senator Howard Baker, Jr., October 2, 1990

by Angie LeClercq, Head, User Education

Senator Howard Baker, Jr., a distinguished alumnus of the UT College of Law, served for three terms (1966-1985) in the United States Senate. During that period he was minority leader of the U.S. Senate from 1977 to 1981 and majority leader from 1981 to 1985. He served as White House chief of staff from 1987 to 1989. His papers are a valuable addition to the Special Collections Library.

**Q:** *Your papers will be of interest to the scholarly community and to the University of Tennessee because of the incredible accomplishments of your life. I thought I would begin at the beginning.*

**A:** As long as it's not to the end...!

**Q:** *You served in the Pacific in World War II for three years. What effect, if any, did it have on your outlook on life?*

**A:** Well, the Navy had a lot of impact on me. It really was an important time in my life, to go directly from high school, when you're essentially still a kid in so many ways, to the Navy, when you're absolutely on your own and cut off instantly and abruptly from all family relationships. That had a profound and traumatic effect on me. But, I took to that independence very quickly and easily and came to treasure it. And I think that had a major impact on the rest of my life.

**Q:** *You were President of the Student Body here at UT...*

**A:** I've held two elective offices. One was Student Body President, and the other was United States Senator.

**Q:** *Do you equate them in any way?*

**A:** Absolutely! The University of Tennessee race was tougher.

**Q:** *You carried 35% of the black vote in your 1966 race for the Senate, and you voted in 1968 for open housing legislation. You've been sympathetic generally to the aspirations of blacks for equal opportunity, even at a time when such a position might*

*have cut deeply into your support by Tennessee white voters. How did you happen to provide leadership on that issue at such an early point in the '60s?*

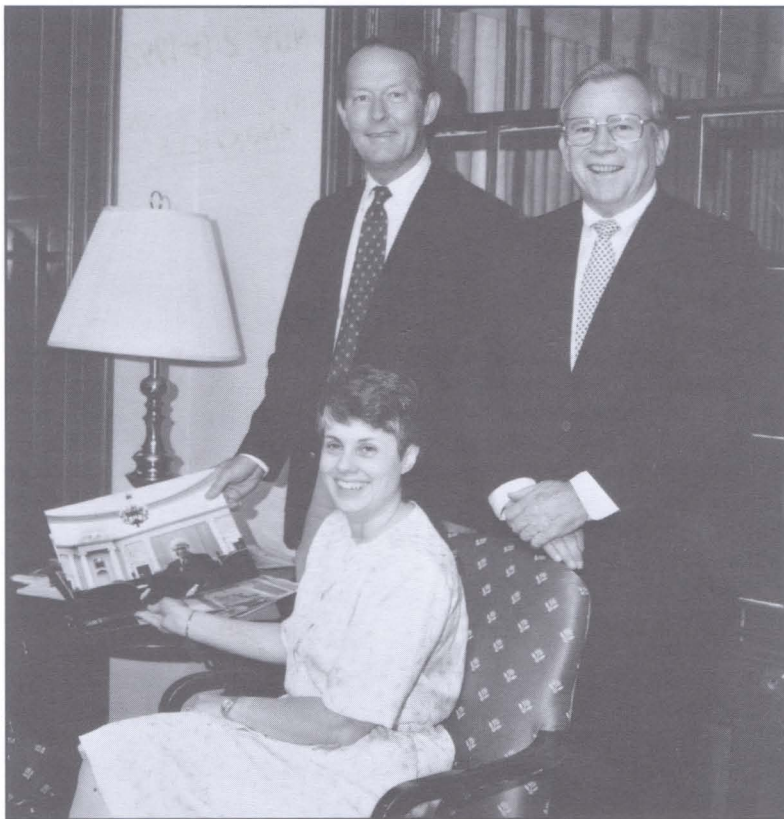
**A:** I think you have to understand that the Republican Party in Tennessee is a direct outgrowth of the Union sympathies of people in East Tennessee during the Civil War. Indeed, I come from a mountain county,

part of the Republican apparatus in Tennessee—not only in East Tennessee but more especially in Memphis. The late Lieutenant George W. Lee was a distinguished Republican black leader. And I benefited from that legacy of black support for traditional Republicans. Only after the 1964 race did the blacks migrate in massive numbers away from the Republican Party, and I set about trying to bring them back. And I was moderately successful, I hope.

I supported Civil Rights legislation...as a matter of conviction based on the traditions that I had grown up with. And it is true that there are white Republicans in Tennessee who in 1966, perhaps even now, have never forgiven me for that.

**Q:** *You come from coal mining country, and you've worked as an attorney for large coal mining companies. Yet you have an outstanding record as an environmentalist. Is there any paradox there?*

**A:** No. Not to me, at least. I have always felt that it is the responsibility of any enterprise, whether it's a coal mining company, or a steel mill, or a plastics factory, or any other enterprise—to fully integrate their concern for their environment and surroundings on the one hand with



Lamar Alexander, President of the University of Tennessee, Howard Baker, Jr., and UT Dean of Libraries Paula Kaufman examine photos from Senator Baker's papers.

Scott County, that attempted to secede from Tennessee when Tennessee seceded from the Union, so fierce was their loyalty. The Republican Party and its earliest traditions of equality, of opposition to slavery, of the elaboration of human rights, became an early part of my political upbringing, as my father was in politics, and my grandfather—and that became part of my political conviction.

Keep in mind also that Tennessee is truly a border state. It is not a deep South state. Attitudes towards blacks are, and always have been, different. Blacks have always participated in the political process in East Tennessee. They were an essential

their economic and commercial interests on the other. I think they have to be integrated, the costs have to be internalized—and I've always felt that way. So, I find no paradox, no conflict, between my representation as an attorney of significant, even major, industrial interests including coal operators, on the one hand, and support for tough environmental standards, on the other.

**Q:** *You were credited with pursuing the facts wherever they led on the Watergate Committee. Is a Congressional committee well set up to develop the factual record? And does that legislative fact finding process differ from judicial discovery?*

**A:** It differs in very dramatic ways. The



legislative process has no prohibition against hearsay evidence. There really is very little protection for witnesses except that protection which may be given by the committee itself. And the Congressional system lends itself to abuse. On the other hand, the Congressional system is far better equipped to search for the facts and to evaluate them than the more rigid judicial system. There's a rationale for that. In the judicial system you are dealing with a person's freedom, or with their assets and resources. In Congressional inquiries, at least in theory, you aren't threatening a person with incarceration—except for contempt of Congress. You're trying to find the facts, and you should have a freer hand to pursue those facts. Hence the less rigid rules for the conduct of Congressional hearings.

**Q:** *You were a seasoned criminal defense attorney. What skills and experiences served you well as a lawyer back then? And did serving as a political and legislative leader require different skills from being an attorney?*

**A:** I'll tell you a funny story. Ray Jenkins [of Knoxville] was a great, great trial lawyer—perhaps one of the great trial lawyers of all

time—and one of my great, good friends. It was in the first days of the Watergate hearings that were being televised then on all three commercial networks, gavel to gavel. And I was in the Caucus Room in the Russell Office Building (which is a magnificent room)—filled with people, filled with TV cameras and lights. A staff person came and whispered in my ear that there was an urgent telephone call. I excused myself from the committee table, went to a small phone booth behind the committee table, and picked up the phone. It was Ray Jenkins, who said, "Howard Henry, I've been watching you on television, and you look like you know what you're doing for the first time since you got there." So, it may be that my experience in the courtroom gave me some advantage in that proceeding.

**Q:** *You persuaded the 97th Congress to support Reagan's plans to sell AWACS radar planes to Saudi Arabia, and that move, I suppose, looks good today. Can we be friends with both the Arabs and the Israelis?*

**A:** Yes. I think it's essential. I don't think there's any more important foreign policy issue right now than to stabilize the diplomatic and political situation in the Middle

East. And that will not be easy. But, I think it is not impossible. I am pleased to see that President Bush is saying very frankly that, if and when Saddam Hussein withdraws from Kuwait and restores the legitimate government of that country, there are all sorts of opportunities to discuss the entire conflict within the region.

**Q:** *Your papers as original source material are more valuable than the commentary of the period. They will reveal the pressures, thinking, actions of a momentous time of the past. What are your hopes for future students as they study these original sources?*

**A:** Often the process by which these decisions are made in government is as important as the final result. The interplay of interests—whether regional interests, social or economic interests—is well reflected in a very large Congress made up of 535 members. To watch this interplay and interaction says something very important about how we can and should address future issues and reach future successful conclusions. The most remarkable part of the American experience so far, I think, is that we have been almost universally right in our major decisions in the course of our 200 years.

## An Archive for the University

by Joe C. Rader, Head, University Archives

The Archives of the Libraries was designated a separate Library department in July. Housing materials which document the history of the University, Archives is located on the basement level of Hoskins Library, next to the Map Library.

The additional emphasis and effort being devoted to the University's historical records is appropriate and timely in light of the coming bicentennial celebration.

A part of this emphasis stems from a grant received from the National Historical Publications and Records Commission. One of the main features of this grant provides, in part, for a project archivist to assist with the organization and processing of materials. Improving access to and increasing awareness of archives are also goals.

The preservation of archives materials is an important part of the Libraries' mission since many of the documents are truly unique; no one else collects and preserves them in a systematic way. The new Archives initiative is a re-emphasized commitment to that mission.

Joe Rader has been named head of the Libraries' newest department. Anyone with questions about archival materials

should contact him via E-mail (RADER@UTKVX), campus mail (University Archives, Hoskins Library) or telephone (974-0048).



Joe Rader and Lisa Williams, research assistant for the University Historian's Office, inspect recent additions to the archives.



# HyperCard—

In 1989 the UT Libraries received a grant from the Department of Education to partially fund a staff training program using HyperCard.

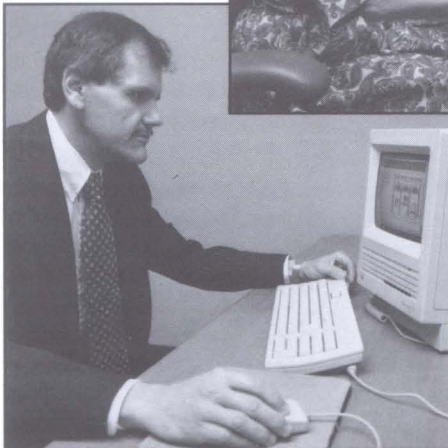
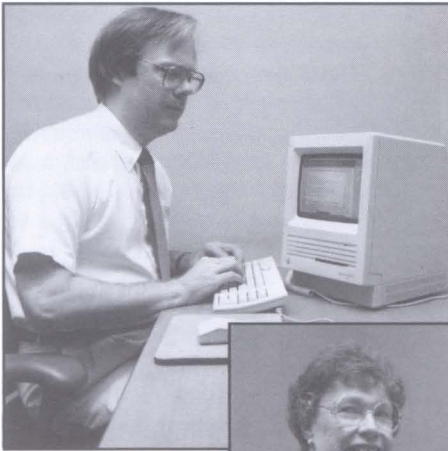
The project team—Bill Britten, Agnes Grady, Jill Keally, Martha Rudolph, Steve Thomas, Alan Wallace, Judy Webster, and Pauline Bayne and Joe Rader as co-directors—was soon at work developing seven modules.

The topics were selected based on a national survey of the directors of large academic and research libraries and have been treated in a *general* rather than a *local* way. They introduce the Library of Congress classification system, computers in libraries,

the acquisition and processing of library materials, periodical literature in the library, resource sharing, and reference services.

Presently the grant team is busily field testing and making final revisions to the modules. Each module of HyperCard-based instruction has been reviewed by members of the project team and by other personnel from the Libraries selected for their knowledge of the subject covered.

When final versions of all seven modules are complete, they will be used in the training program for all new student and full-time employees of the UT, Knoxville Libraries and will be distributed nationally to other libraries wishing to implement them.



*"From the first, when I heard about computer-assisted instruction in the library, I dreamed about using the technique to provide basic information about the Libraries' functions and services to newly hired staff. A year later I found myself a member of the HyperCard project's author team, creating text and coming up with graphic ideas for instruction designed to orient new staff to the UTK Libraries.*

*"It was my good fortune to have an in-house expert as my co-author. Working as a team enabled us to meet production deadlines and resulted in a product which was far superior to one I might have created on my own."*

Jill Keally

*"One of the most difficult things in developing HyperCard-based instruction is to overcome a lifetime of primarily linear orientation and a presentation technique that is logo-centric. I am most comfortable with an outline that moves from A to B and stops only with a conclusion at point Z.*

*"In developing HyperCard instruction, I was faced with a spectrum of visual design considerations. Now, add to this creativity challenge the options of movement or animation and recorded sound, and you have a creative milieu that is daunting in its complexity and stimulating in its latitude of opportunity.*

*"Involving the learners' several senses and requiring their participation or action—even giving them control of the order in which they explore information—make this kind of computer-based instruction an effective teaching/learning mechanism."*

Joe Rader



# A New Medium for Training

What is HyperCard? Developed by Apple Computers to run on the Macintosh, HyperCard is software with graphics capabilities, virtually infinite capacity for linking pieces of information whether text or graphic (a form of hypertext), digitized sound reproduction, and essentially plain-English programming called "scripting." HyperCard is of special interest to those who wish to do "authoring"—that is, the creation of unique or customized presentation of information or instruction. Because HyperCard puts programming ability in the hands of people who are not programmers by training, it is a particularly effective tool in the design of interactive instruction.



Grant team members:  
Agnes Grady,  
Alan Wallace,  
Steve Thomas,  
Joe Rader,  
Pauline Bayne



Library staff reviewers critique the training modules—Beth Foster (left), Mary Jones (left and far left).

*"Imagine your embarrassment or frustration as you demonstrate some preliminary programming work and manage to wipe out (DESTROY) an entire computer screen! After having told thousands of students, 'don't worry, you can't do anything to hurt the catalog (CD-ROM, etc., etc.)...'*

*"This has been an interesting experience in learning an entirely new syntax and new rules for the English language. Articles (the, an, a) are usually omitted, then again ...not always! Spelling and capitalization, well that's another matTER al together. RULES, RULES, RULES!*

*"This medium does promise to be a valid tool in helping new staff learn some common basics about the facility. How far, and how well, computer training will be accepted—here or elsewhere—will remain to be seen."*

Alan Wallace

*"The experts warn that you can expect to spend 200 hours of development time for every hour the user will spend reviewing the final product. I'd say they're right on target; that reflects fairly accurately the experience of our HyperCard development team.*

*"Of course, some of our time was spent scaling the upward slope of the learning curve. Yet the "storyboarding" and the graphics were the truly time-consuming tasks. Even though we had a scanner and access to potentially thousands of pieces of electronic clip art, finding (or drawing) appropriate illustrations consumed more of our time than any of us could have imagined."*

Martha Rudolph

*"If we treat a subject too simply, a new employee won't gain any knowledge. If we put in most or all of the details, the training session becomes too overwhelming for the employee who will not work in the relevant area. This dilemma is well-known to me—how do I make it clear to a person who has little or no library experience? Can I explain it without using jargon or 'libraryese'?"*

Agnes Grady



# Electronic Gateways

## Internet and Bitnet

by Bill Britten, Automation Librarian

Imagine searching the online library catalog at UC Berkeley, or Columbia, Princeton, Notre Dame, and Michigan from the pc in your home or office...all without any telephone charges. While you're on the network, investigate the PENpages database of agricultural information at Penn State, or read issues of the Latin American Debt Chronicle at the University of New Mexico. Or imagine locating stored images of Neptune from the Voyager mission and transferring those images directly to your desktop pc for a photo-quality slide show presentation. These are examples of the resources available to UT scholars on the network of networks known as the Internet.

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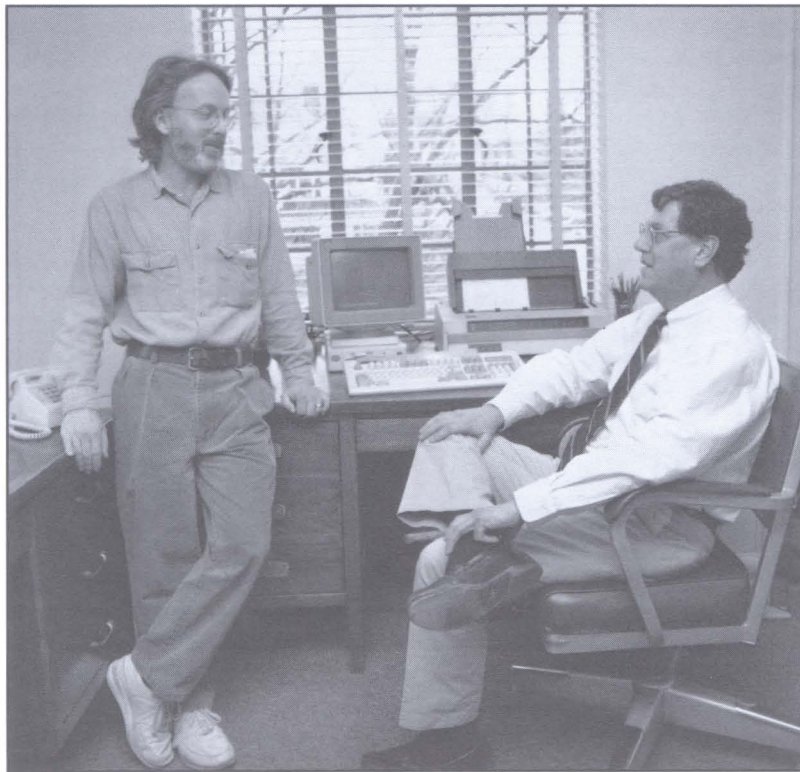
*The transferred file may be text, graphic images, HyperCard stacks or other software.*

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Today's Internet consists of the backbone network of the National Science Foundation (NSF NET), with connections to nearly 1000 regional government, and campus networks. UTK is connected directly to the Southeastern Universities Research Association Network (SURANET), which is linked to NSFNET.

Internet access is accomplished from a computer that is connected to the campus network and has resident network protocol (TCP/IP) software. Generally, the UT Computing Center (4-6831) is the best source of information on options for computer accounts with network access. Accounts on both the VAXcluster and IBM mainframes would provide TCP/IP software, as would many personal workstations with a network interface card. Accessing Internet resources is accomplished with two TCP/IP commands: TELNET and FTP.

The TELNET command allows log-in to a remote computer for the purpose of using a service such as an online catalog. The TELNET command expects the address of the remote computer to be included. TELNET MELVYL.UCOP.EDU, for example, will connect you to the University of California's online catalog. A directory of all Internet-accessible online catalogs and databases can be retrieved by following the FTP instructions below.



*Automation Librarian Bill Britten chats with Dr. Harold Moser, Director of the Andrew Jackson Project. Dr. Moser uses the Internet in his historical investigations. A search of the Boston Library Consortium's Union List of Serials helped to establish the identity of E.S. Jackson, a political ally of President Andrew Jackson.*

The FTP command allows remote log-in for the purpose of transferring files. The files may be text documents, graphic images, HyperCard stacks, or other software. The FTP command also expects the address of the remote computer. The following example of a typical session using "anonymous FTP" will allow you to retrieve further information:

```
FTP utklib.lib.utk.edu
Username: ANONYMOUS
Password: GUEST
```

DIR (list files in this directory)  
GET OPACS.TXT (transfer file to your local directory)

Other files which will provide information on accessing Internet resources are also in this directory and can be retrieved using the GET command.

Activity on the Internet is increasing at a dazzling rate. The evolution of the Internet into a National Research and Education Network will include the introduction of many electronic information services that may change the research habits of scholars.

Bitnet, unlike the Internet, does not allow direct connection between local and remote computers. Bitnet is solely an

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*The evolution of the Internet into a National Research and Education Network may change the research habits of scholars.*

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electronic mail network for forwarding messages and documents. However, the resources available on Bitnet go far beyond simply exchanging electronic mail with colleagues. For example, there are electronic journals and dozens of interest group forums related to many academic interests.

To become familiar with what Bitnet has to offer, request some of the basic help documents by sending an e-mail message to LISTSERV@BITNIC with only the following lines in the text of the message:

```
GET EMAILNET UPDEGR_D
GET BITNET DUNN_J
LIST GLOBAL
```

These documents will explain Bitnet in greater detail and will lead you to sources of further information.

If you have questions, you may phone Library Automation (4-4304).



## Speedy Connections—Interlibrary Loan Today

by Earl Bush, Head, Circulation Services

"How long will this take?" The answer to this commonly asked question at the Interlibrary Loan (ILL) service counter depends on internal and external factors. (Internal response time refers to the time taken by the borrowing library to order a requested item, while external response time refers to the time required by the lending library to ship a requested item.)

External response time is always a concern for the borrowing library. The customary answer to the question, "How long will it take?" is "2 to 3 weeks," a response given for more than a decade despite attempts to predict more accurately the arrival time of a document.

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*UT averages  
135 requests daily.*

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The UT, Knoxville Libraries' ILL has focused on streamlining the internal processes to assure prompt ordering of requested materials. The unit has implemented procedures designed to assure the placing of requests within 24 hours of receipt from the user. Fax machines are also used to send rush orders directly to a lending library rather than using the normal online channel.

The ILL coordinator recently studied several libraries in the Southeast to investigate reasons for internal and external delays. The research project began with a survey sent to 75 Association of Research Libraries (ARL) members.

Questions in the survey focused on the ILL process from the library's receipt of a request to the user's receipt of the document. Follow-up visits to six libraries in the Southeast provided valuable insights into the reasons for widely varying external response times among ILL units. Among the six libraries the average number of daily requests ranged from 60 to 220. UT averages 135 requests daily.

The factors that formed the focus of the study were staffing patterns, workflow, and physical features of the unit. The time devoted by the staff and their attitudes also affect the process. Data from the survey indicated that the number of branches was the single most critical cause of delays in external processing.

The library with the largest number of branches (eleven) and an average of 115 requests daily found it impossible to distribute requests to the branches and collect materials within the four days allotted by the online system. Yet another unit with four branches and 60 requests daily also found it impossible to process within the allotted time! Both of

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*The number of branches  
was the single most  
critical cause of delays.*

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these libraries require four extra days to respond to loan requests. Yet both units

were judged to be sufficiently staffed for their workloads. Discussions about turnaround time with the coordinator from the smallest unit revealed that the four extra



*Earl Bush, former coordinator of Interlibrary Loan, with the present coordinator, JoAnn Lahmon.*

days were a tradition without a current reason.

Another factor that affects ILL turnaround time is the method of retrieving requested materials from the main collection. The six libraries visited performed these functions quite differently. In one unit the circulation department was totally responsible for retrieving all items from the main collection. This separation removed the control from the ILL. In another

unit, the library duplication department was responsible for the retrieval process. In many ILL operations, student help is used primarily when staff shortages occur. In other units, students perform a majority of lending procedures.

Although there is always room for improvement, the ILL unit at UT is well-positioned to provide speedy service to both internal and external users. However, our users cannot benefit from fast internal processes if the lending libraries cannot meet the challenges of speedy delivery.



*Earl Bush and two of the ILL staff, Kathleen Bailey (l.) and Nancy Laemlein (r.).*



# Fundraising—A Team Effort

The University of Tennessee, Knoxville Men's Athletics Department has donated \$200,000 to the University Libraries.

The donated funds are a portion of the proceeds earned by UT's football team for playing in the pre-season invitational Disneyland Pigskin Classic. The tie-score game pitted the Tennessee Volunteers against the Colorado Buffaloes on August 26 in Anaheim, California.

"This is a marvelous example of a strong partnership between the University's academic and athletic components," said Paula Kaufman, Dean of Libraries. "It illustrates that many diverse elements, working together, create the well-rounded university that is UT."

The funds will be added to the Department of Men's Athletics Library Endowment Fund, established in 1989 with \$60,000 of the proceeds from concession sales at the SEC Basketball Tournament hosted by UT. In April of this year, the Men's Athletics Department also designated \$35,000 of the proceeds from its Spring intrasquad football scrimmage, the Orange and White Game, to the endowment fund. The latest contribution brings the Men's Athletics Department's contributions to just under \$300,000.

The Department of Men's Athletics Library Endowment is used to purchase library materials for all of the libraries at the University of Tennessee, Knoxville.

*Antone Davis, Coach John Majors, Dean of Libraries Paula Kaufman, and Charles McRae at football practice on Upper Hudson Field.*



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# The UTK Librarian

Volume 6, Number 2

Newsletter of the University of Tennessee, Knoxville Libraries

Spring 1991

LIBRARY

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On April 1st, Alex Haley, the Pulitzer Prize-winning author of *Roots* and a native Tennessean, announced the gift of his personal papers to the UT Libraries.

The papers, a fine addition to the Libraries' Special Collections, cover five decades of Mr. Haley's distinguished writing career that began as a journalist in the U.S. Navy. Mr. Haley has published many stories and interviews in popular American magazines. His *Autobiography of Malcolm X* is widely read and assigned on college campuses today. It was *Roots*, however, the story of seven generations of Mr. Haley's African and American ancestry, that inspired a generation of ancestor-seeking Americans.

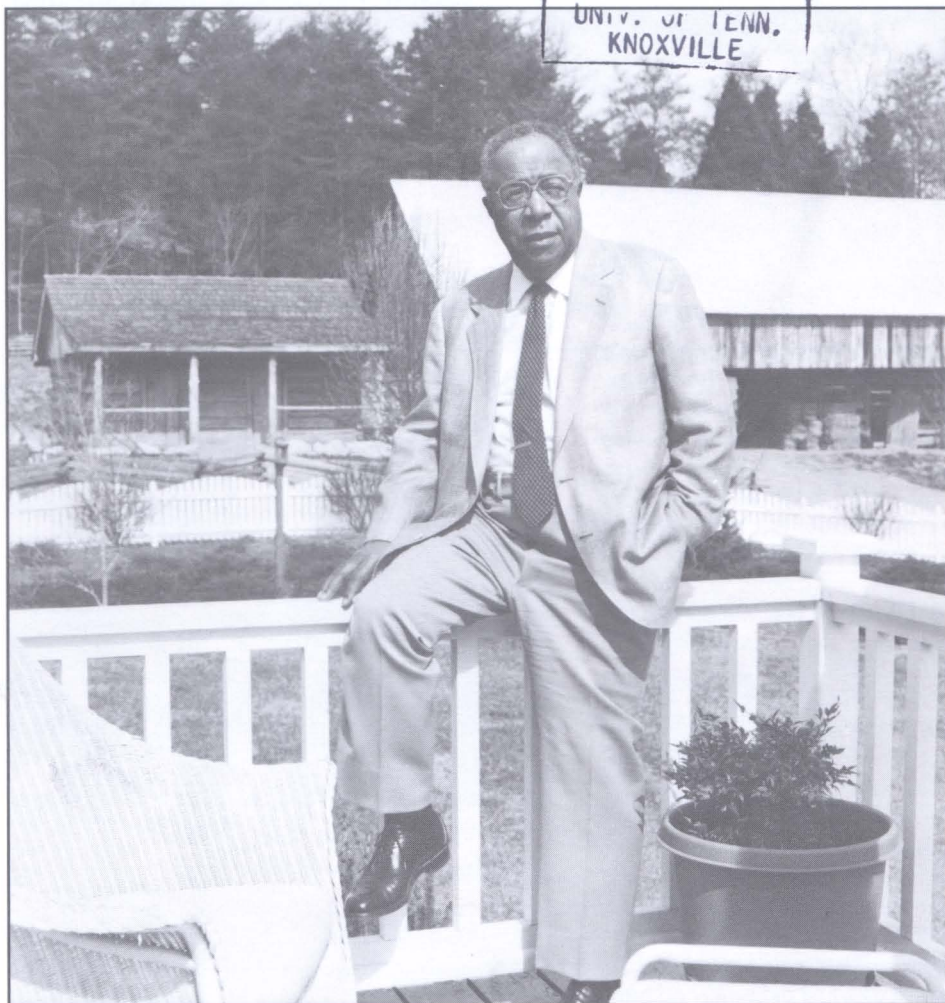
The following interview took place on Mr. Haley's farm in Norris, Tennessee, where every care and attention has been given to restoring the original 19th century farmhouse and outbuildings.

## An Interview with Alex Haley March 11, 1991

by Angie LeClerc

**Q:** *Is Roots, like Homer's Iliad, a myth to support the dignity of black people. Is Kunta Kinte, like Odysseus, a mythical hero?*

**A:** Gee, I never thought of it as all that lofty. No. Actually, *Roots* is an outgrowth from the stories that my family...my mother's family...used to tell with great pride, pride in the fact that they knew their history. And I grew up hearing, from the time I was six...hearing my grandmother and her sisters tell the story that went from them having been reared in Alamance County, North Carolina, by their parents, Tom the blacksmith and their mother, Irene Murray, both of whom were slaves. And then they would go into Tom's father, who was Chicken George, who was a major source of talk.



They loved to talk about Chicken George. They loved to run him down. You could see they loved him. But they loved to talk about his sinfulness, how he drank liquor, how when he drank he would curse. That's the first time I ever heard the expression "taking the Lord's name in vain."

So they told, with many, many little curlicues of details, these people's stories, and I grew up learning it. Now, why I can be so specific about when I heard it was my grandfather died when I was five, and my grandmother in her grief invited her sisters all to come and visit with her the following summer. So, they did come, every one of them. And so that was how I know when I began to hear. They were never all together

again, all the sisters.

To get back to your original question....I never thought of the development of the story or the story which resulted in anything like that, really. It may be that somebody down the road, way down the road, may apply these sorts of comparisons. But it would not be me....

I began when I got to Africa and realized that people were seeing me as a black American—who in many cases, most cases, they had never seen one—then I began to perceive that what I was really doing was a kind of a book which was in reality the story of all black people. The details would differ from person to person. You know, who was

(continued on page 2)



## Interview with Alex Haley, continued

your Kunta Kinte? Which village in West Africa? Captured how? Which slave ship? Across the same ocean into what port of destination? How many survived? Which auction? Which initial plantation? And which master decided which name for, you know, like Toby?

**Q:** *You use black dialect and expressions throughout Roots, and some of the critics objected and found it difficult to read.*

**A:** That's in the nature of critics, for one thing. But, the truth of it is, if one wrote in literal dialect, you couldn't read it. Most people couldn't read it. What I try to do is flavor something...so that it gives the feel of the time and of the tone and of the dialect.

And I know some of them because I grew up among people who still spoke dialect. Bertha (my mother) was distressed at my grandmother occasionally using dialect. My grandmother didn't use it nearly as much as some other people do...did. But they were just talking the way they talked.

And my mother was kind of "Miss Prissy." Her values and her directions were gathered from having been to college, and she wanted to speak properly. And my grandmother and others would sometimes tease her, and sometimes she and my grandmother would get into really bitter arguments. The most bitter arguments would be when my grandmother was telling these stories...My mother...she didn't want to know anything about slaves, you know, Africa, such as that. It was just extremely embarrassing to her.

**Q:** *How did you come by your knowledge of cockfighting?*

**A:** I read a great deal about cockfights. I was intrigued by...just by the fact that Chicken George was a gamecock fighter and that he had to know a lot. You see, when we talk history, when we deal with something which is historical, we need always to project ourselves as best we can back into that time and know what it was.

At that time cockfighting was like baseball in the South. Cockfighting was very major. There were numerous situations where American cockfighters would take their great expedition to compete with the Mexican cockfighters. At that time there

were people who lived and breathed cockfighting. Chicken George was one.

**Q:** *It's part of our history we've forgotten.*

**A:** It's like the cowboys. We grew up hearing, and seeing, and reading about the cowboys. And only in recent years were we given information that, literally, most of the cowboys were blacks. They just got white-washed in the process. The big guys in the cockfights were whites—it took a lot of money to cockfight. But, there was a great deal of credit and praise given to their black handlers and trainers.

**Q:** *Laws prohibiting teaching blacks to read and write were one response to the*

cases, hated. They were tolerated because they had the value of being work people. They did the work that was necessary.

The poor whites were viewed by the well-to-do whites with apprehension, and with hatred in some cases. The well-to-do whites were fearful that the poor whites, if they were permitted access, would think they were as good as *they* were and would try to move into their circles. And, so, that was why the poor white was ostracized.

Of course, the blacks hated the poor whites because the poor whites, in turn, hated the blacks. Everybody wants somebody to step on. And the blacks were the answer for the poor whites.

**Q:** *You have wonderful secondary male figures in Roots, like the Fiddler, the old gardener, Uncle Mingo, and Uncle Pompey. Are they drawn from people in your own life?*

**A:** They're drawn from people I've heard about. Fiddler was the only major character in *Roots* who was not real. He was there because I had to have somebody who would train this African to be a slave. And, also, Fiddler represented something that was so much in the lives of slaves, which was music. He was drawn after Cy Gilliat from Richmond. Cy Gilliat was a man who no ball, no cotillion, was complete without him playing. He dressed in lace, satin, velour—the finest—patent leather shoes. He was—a showman is what he was. Cy Gilliat was a star among



Alex Haley with a display of his memorabilia.

*uprisings of Toussaint L'Ouverture and Gabriel Prosser, Nat Turner and Denmark Vesey that you weave with such impact into your story. You write about the effect of those uprisings upon society. What impact did they have on Southern society?*

**A:** They frightened people to death. In a society where the control factor is fear (and that was what the blacks lived under, absolutely, was fear), it kept blacks more or less in control. So, if the fear broke, there was a just frightful response to it.

**Q:** *Why is it in Southern history that invariably the most racist reactions have come from an appeal to poor whites, from Reconstruction through Populism and even today?*

**A:** You see, the poor whites, in many ways, were worse off than slaves. The bottom line reason was, they had no value to anybody. The slaves were tolerated, even though they were virtually, in many

black and white alike.

**Q:** *Tennessee writers like Richard Marius, when he writes about the opening of the West, can rely on diaries of those on the trek to the West for first-hand accounts. Are there diaries of slaves and slave life despite the laws making it criminal to learn to read or write?*

**A:** They're hardly any diaries because they couldn't write. The slaves couldn't write. But, you see, the one thing that whatever laws could not inhibit was oral history. The various stories that I heard on the front porch in Henning, Tennessee, had come down across four generations. And, if anything, they were probably fuller than they had first been told. They were embellished. I think that probably what stories there were about the African were embellished a bit. And I say this because

*(continued on rear cover)*



# Reviewing and Sharing Collections

## Periodicals Assessment Project Under Way

by Milton Figg, Collection Development Librarian

For the past several months the library has received notifications of price increases from its major periodicals/serials vendor. Price increases for 1991 subscriptions could average between 18% and 20%, and early indications are that 1992 prices will rise at similar rates.

The situation is truly alarming: if prices continue to increase at the present rate, in a relatively short period of time the library's materials budget would be entirely consumed by periodicals and serials.

Since the Libraries can not expect budget increases to keep pace with such precipitous increases in serials prices, it is imperative that the library reassess its periodicals and serials holdings.

A review of currently received periodicals is already under way. Faculty departmental representatives and librarians are rating periodical titles within their subject areas on a scale ranging from "essential" to "no longer useful." This review is taking place in order to identify titles which might be cancelled, thus allowing us to order new titles and to manage funds more effectively.

The present periodicals assessment is based on a model developed as part of the grant-funded "IRIS" project involving the University of Tennessee, Knoxville and Vanderbilt University. Focusing on the subject area of microbiology, the UT and Vanderbilt libraries developed a prototype for resource sharing and cooperative

collection development.

With cooperative development of collections, periodical titles judged non-essential by faculty could be cancelled at one institution as long as the other institution agrees to maintain the title as an active subscription. Since ownership of all materials is no longer possible, access is the next best option.

The periodicals assessment project is painful for faculty who naturally wish to see their academic programs supported by the broadest scope of scholarly literature. However, the eventual result will be a better focused collection, further cooperative collection development, and expanded interlibrary loans (see article below).

## In Reciprocity There Is Strength

by Linda Phillips, Head, Cooperative Information Services

While the benefits of cooperation with a major research library such as Vanderbilt or Georgia State are apparent, why should UT engage in reciprocity with public or health sciences libraries, or with small academic libraries?

Expanded access to information is the answer. The widely diverse research interests at a major university inevitably require specialized materials that are sometimes held only in small, narrowly-focused collections.

For example, the only copy of the journal *Infection Control Digest* in the Knoxville area is located at East Tennessee Baptist Hospital. The UT Libraries belong to a health science consortium which provides no-charge exchange of materials among most medical libraries in the Knoxville area. Users of health related materials thus have convenient access to holdings in local hospital libraries, such as the specialized 8000 book titles and 189 periodical subscriptions of Fort Sanders Regional Medical Center.

Today's cooperative movement among libraries frequently evokes use of the term "reciprocity." Reciprocity refers to arrangements for the lending of books, photocopies and fax transmissions between libraries which have agreed to waive charges for service. The University Libraries currently participate in some fifty reciprocal agreements.

Within the state, a group of academic, public and special (such as TVA, Martin Marietta) libraries have agreed to provide



Frequent borrowers Mary Papke, English Department, and Chris Craig, Classics, confer with Nancy Laemlein of Interlibrary Loan.

loans and photocopies to one another without charge. Collections of the participating libraries range in size from Vanderbilt's 1.8 million volumes to the carefully selected 124,500 volumes held by Carson Newman College. A recent UT interlibrary loan search revealed that the only Tennessee copy of Kenneth Grant's *Aleister Crowley and the Hidden God* (London: Muller, 1973) is available at the University of the South in Sewanee, Tennessee, one of UT's reciprocal partners.

Small libraries can often supply material quickly because they receive fewer requests. If large libraries persistently and exclusively borrow from one another, they will quickly be deluged with requests.

Even though the lending library bears the cost of the transaction, library users of all participating institutions profit through reciprocity. In libraries such as UT, where the user is not generally charged, the savings permit more funding dedicated to paying interlibrary loan bills, improving the collection, and providing staff to process requests more quickly. Further institutional cost savings result when neither library sends invoices or remittances.

UT's University Libraries lend nearly twice as many items as they borrow, a reasonable expectation for the state's largest publicly funded research library. By contrast, the University of Illinois at Urbana is a net borrower. A highly sophisticated network of Illinois libraries makes borrowing so efficient that access to an item becomes as convenient as ownership by one's own library.

While libraries in Tennessee and the region may one day be connected by a single network, reciprocal agreements provide an immediate solution for cost-effective and timely access to materials needed by UT scholars.



# Boolean Searching in the Online Catalog

by Biddanda Ponnappa, Steve Thomas, and Flossie Wise\*

A powerful search method is now available in the OLIS online catalog. Boolean searching allows citations to be retrieved based on either a single term in their author, title, or subject headings or a combination of terms from any of these headings. For each term used, the catalog does a "keyword" search, compiling a separate citation list. It then compares these lists according to the

instructions in the search statement. The catalog displays only those citations that fully match those instructions.

The search instructions use the Boolean "operators" or commands: AND, OR, and NOT—represented, respectively, by the symbols & (or a blank), / and !. Connecting two terms with & will retrieve only those records indexed under *both* terms.

Use of / will retrieve records indexed under *either* term. For two terms connected by !, the first term must be present in the index, but the second term must *not* be.

There are two modes of Boolean searching: prompted (SRC) and advanced (ABS). Only the advanced searching mode is available to dial-in users. For more information, consult library guide #127.

## OPTION 2 WILL "AND" TERMS

This search will retrieve only those records in which "Smith" occurs in the author index AND both the terms "cancer" AND "treatment" occur in the subject index.

## ADDITIONAL LIMITS

If year, language, or media limits are used, these are treated as "AND" qualifications to restrict the number of citations retrieved.

## A SEARCHING HINT

These limits are more easily set as a separate step (using the LIM command) *before* beginning a Boolean search.

### PROMPTED BOOLEAN

Enter one or more words. Use OPTION 1 or 2, but not both.

OPTION 1

All Indexes :

OPTION 2

Author Index: SMITH AND

Title Index: AND

Subject Index: CANCER TREATMENT

Published After: (year) Before: Language: ALL Media: ALL

OPTION 1 searches all three indexes for citations containing all your words.

The words may be in different indexes or the same index—it doesn't matter.

OPTION 2 searches the indexes you specify for citations containing your words.

Every index must have all the words you list for it.

Year, language, and media limits may be used with either OPTION. Your general LIM search limits are used for SRC searches unless you define new ones here.

To exit from this screen, either use a function key or enter a / followed by the command in OPTION 1. For example, /CAT will start a new search.

### PROMPTED BOOLEAN

Enter one or more words. Use OPTION 1 or 2, but not both.

OPTION 1

All Indexes :

OPTION 2

Author Index: ACID-RAIN AND

Title Index: UNITED-STATES AND

Subject Index: ACID-RAIN UNITED-STATES

Published After: (year) Before: Language:

## SEARCHING FOR PHRASES

The symbol — between a pair of terms means the catalog should treat the terms as a complete phrase. Not only must both terms be present, but they must be found together and in the order given.

## SEARCH RESULTS

The above search retrieves 13 citations to records containing "acid rain" in their titles AND "United States" in their subjects.

### BOOLEAN RESULTS

#	WORD	AUTHOR	TITLE	SUBJECT	TOTAL
1	ACID	0	566	0	566
2	RAIN	0	273	0	273
3	STATES	0	0	148,049	148,049
4	UNITED	0	0	142,480	142,480

Your search has found 13 CITATIONS from 291,368 word occurrences.



### ADVANCED BOOLEAN

Identify each word as a: T: Title word, A: Author word, or S: Subject word.

Use operators and symbols as needed: & or blank means AND, / means OR, ! means BUT NOT, - joins words in a phrase, # gives a word any ending, ( ) groups words in a search request. For help with these, enter BOL/MOR/

Some examples:

T: ECONOMICS

T: ECONOMICS T: HISTORY is the same as T: (ECONOMICS HISTORY)

T: (ECONOMICS/FINANCE) A: (SMITH/JONES)

T: ( (SUN/SOLAR) (FUEL/ENERGY/POWER) )

Enter Search Request:

### CONTROLLING SEARCH ORDER

Advanced Boolean searching allows more complex search statements. In the last example given on this screen, the catalog will:

- prepare citation lists for the five title terms;
- form a new list by combining the lists for the first two terms;
- form a new list by combining the lists for the last three terms;
- display only those citations on both these two new lists.

### WHAT'S NOT THERE

The search statement in this example will retrieve citations to "solar energy" while eliminating any reference to "nuclear."

### ADVANCED BOOLEAN

Enter Search Request: S: (ENERGY (SOLAR! NUCLEAR) )

### ADVANCED BOOLEAN

Enter Search Request: S: ( HORSE# ( COW# / CATTLE) )

### MORE THAN YOU SEE

The symbol # is used to indicate truncation of a term: HORSE# will retrieve "horse" and "horses," COW# will retrieve "cow" and "cows" as well as other terms beginning with these letters.

### INITIAL STEP IN A SUBJECT SEARCH

If you are not sure of the best subject heading to use, sometimes a Boolean search on a single key term will get your search started. Here a Boolean search for "WSI" in the title index (T : WSI) found only a single citation. But, a search for the subject "Integrated circuits—Wafer-scale integration" will lead to additional works.

\*Biddanda Ponnappa and Flossie Wise are Reference Librarians at the Hodges Library. Steve Thomas is Bibliographic Database Librarian in Library Automation.

### BOOLEAN SEARCH

AUTHOR	Negrini, R.
TITLE	Fault-tolerance through reconfiguration of VLSI and WSI arrays /
PUBLISHED	Cambridge, Mass. : MIT Press, c1989.
CALL NUMBER	QA76.9.F38N44 1989
DESCRIPTION	301 p. : ill. ; 24 cm.
SERIES	MIT Press series in computer systems
NOTE	Cover title: Fault tolerance through reconfiguration in VLSI and WSI arrays. * Includes bibliographies and indexes.
RELATED AUTHOR	Sami, Mariagiovanna. * Stefanelli, Renato.
RELATED TITLE	Fault tolerance through reconfiguration in VLSI and WSI arrays.
SUBJECT	Fault-tolerant computing. * Integrated circuits—Very large scale integration. * <b>Integrated circuits—Wafer-scale integration.</b>



## The Current Contents Service

by Gayle Baker, Reference Coordinator for the Sciences and Technology

*Current Contents* is a current awareness service published by the Institute for Scientific Information (ISI). This weekly service reproduces the tables of contents from leading journals in the sciences, social sciences, arts and humanities. Complete citations are provided for articles, reviews, letters, notes and editorials.

"Contents" information provides access to journal literature during the period between publication and its appearance in traditional indexing and abstracting sources. *Current Contents* is available in Current Periodicals, Hodges Library. The Agriculture-Veterinary Medicine Library also subscribes to some sections of *Current Contents*.

A microcomputer version of some sections of *Current Contents*, known as *Current Contents on Diskette (CCOD)*, has been produced by ISI and is distributed weekly on one or more diskettes.

*CCOD* has the same access capabilities as the print version—author, title keyword, journal, and discipline—with *additional* access to title keywords from cited references. Boolean search logic is also supported (Example: pollution AND landfill). Citations may be either printed or downloaded to a computer diskette in a variety of formats.

Some departments and individuals

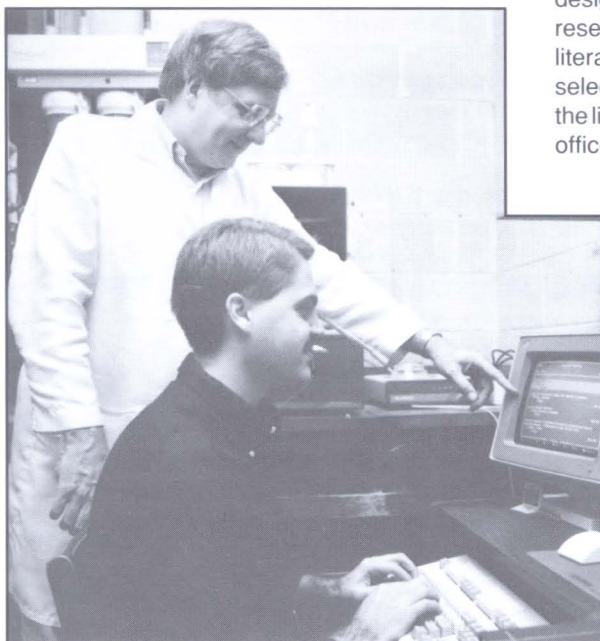
on campus are already subscribing to editions of *CCOD* relevant to their research. UT chemistry professor David Baker, an avid user of the Life Sciences version, has lauded the product: "*Current Contents on Diskette* gives us about a 90-day lead on the world literature over the conventionally

abstracted sources. This is especially useful for projects in organic-medicinal chemistry and allied fields. In this day of the information explosion, one cannot timewise afford the trek to the library for browsing the current literature. *CCOD* fulfills that need via its keyword/title/author searches that can be designed for a particular project or student's research problem. In addition, one can literally browse the table of contents from selected journals much as one would do in the library—only in the convenience of one's office or lab."

The library is presently evaluating two subject areas of *CCOD*: Life Sciences and Social & Behavioral Sciences. *CCOD* is also available in Agriculture, Biology and Environmental Sciences; Clinical Medicine; Engineering Technology and Applied Sciences; Physical, Chemical and Earth Sciences.

In a recent survey of users of the printed version of *Current Contents*, 90% of the respondents indicated an interest in the microcomputer version.

For more information and/or a demonstration of *Current Contents on Diskette*, call Gayle Baker, Jane Row or Sandy Leach, at 974-6797.



Chemistry professor David Baker and graduate student David Schedler are avid users of *Current Contents on Diskette*.

## Keeping Current—Surveying the Options

by Jo Ann Lahmon, Cooperative Information Services Librarian

How can we help our faculty stay abreast of research in their specialties?

In response to this inquiry from the Mathematics Department the author recently investigated several services designed to identify the latest publications within a discipline.

The alternative that the Mathematics Department found most attractive was *Current Contents on Diskette*, and a one-month trial subscription was obtained for the department.

Since many math faculty were already familiar with the print version of *Current Contents*, this new microcomputer version was an obvious alternative. Unfortunately, *CCOD* proved too costly for the department to purchase in this year of constrained budgets.

Other alternatives proposed to the

department included development of a local table of contents service tailored to the faculty's present research interests and a subscription to *Uncover*, a relatively inexpensive online database that math faculty could access from their own offices.

The library also offers current awareness online searches in hundreds of databases, on a cost-recovery basis. Librarians will help faculty create a profile of the faculty member's research concentration to be run against current updates to specified databases. Faculty interested in current awareness online searches may contact Database Search Services, 974-4936.



Jo Ann Lahmon and David Anderson, Mathematics Department, examine the print version of *Current Contents*.



## ICPSR Numeric Databases Available Through the Library

by Jane Row, Reference Coordinator for the Social Sciences

What is ICPSR? ICPSR, located at the University of Michigan, stands for The Inter-University Consortium for Political and Social Research. It is the world's largest repository of machine readable social data. The Data Archive, central focus of ICPSR activities, receives, processes, and distributes machine readable data on social phenomena in over 130 countries.

The University of Tennessee is one of ICPSR's 350 member institutions and by virtue of its membership has access to over

25,000 data files currently on deposit.

One interesting data tape that arrived this past summer is the 1989 General Social Survey, the latest in a series of 16 studies. The cumulative 1972-1989 file contains new questions on AIDS and sexual behavior. Included are variables on the demographic profiles of people who have AIDS. Also included are data on the changing participation of women in the labor force, child care needs, and questions on which spouse in the household earns more. The cumulative file contains 1400 variables and 16 national cross-sections.

Michael Singletary of the Journalism Department has done research based on the General Social Survey. As he said recently, "In working with the data, I have been impressed with the volume and scope of the set. The researcher is limited only by the ideas he or she brings to the data set. Figuratively speaking, the data are gold, or coal, or something, just waiting to be mined."

Other tapes include attitude surveys, election returns, census records, international interactions, and legislative records. They are maintained in such form as to be easily used for basic research and

classroom exercises.

Some major data collections are: American National Election Studies, U.S. Census of Population and Housing, Panel Study of Income Dynamics, The General Social Survey, National Longitudinal Surveys of Labor Market Experience, Surveys of Consumer Attitudes and Behavior, U.S. Congressional Roll Call Voting Records, National Health Interview Surveys, National Crime Surveys, Survey of Income and Program Participation (SIPP), National Health and Nutrition Examination Surveys, and Euro-Barometers.

All data tapes reside at the UT Computing Center (UTCC). *The ICPSR Guide to Resources and Services* (JA73.I613) located in Reference and Information Services, Hodges Library, describes the data files. Next to the *Guide* is a list of tapes currently on deposit at UTCC. Researchers interested in ordering data not already held by UT may complete a request form, available at the reference desk.

Bibliographic records for all data sets and codebooks previously requested and already owned by UT will soon appear in the OLIS online catalog.

If UT already owns the data, the researcher may arrange access through UTCC's User Services. The ICPSR consultant at the Computing Center is Alice Beauchene (974-6831); in the Libraries, contact Jane Row (974-4699) or Reference & Information Services (974-6797).



Many UT faculty use the ICPSR data tapes in their research. Clockwise from top left: John Scheb and Bill Lyons of Political Science confer with Alice Beauchene, UTCC consultant; librarian Jane Row, Lillard Richardson of Political Science, and Alice Beauchene; Jane Row and Mike Singletary of the Journalism Department.



## Interview with Alex Haley, continued

stories about him had to be told by Chicken George. Now, Chicken George was an embellisher from his soul!

**Q:** *You talk about the aunts and uncles, like Sister Sarah and Miss Malizy, and the extended family. Is that an accurate reflection of the way the slave community functioned?*

**A:** By the nature of it, it was an extended family. These people had to be that to survive. They had a grapevine that was like glycerin.

**Q:** *Are there stories that you left out that are not in the final version?*

**A:** Oh, yes, absolutely, absolutely. I would bet you I didn't use half of my research. In fact, one of the things I learned from *Roots* was: try not to over-research.

I researched nine years, as probably you've heard, for *Roots*. And, if I had...if I knew what I know now, what I would have done is worked out my storyline first and then researched the storyline. As it was, what I got myself into doing without really realizing it was researching slavery. Well, you could research 23 years and 2 months

and hardly have scratched the surface of slavery. And the reason that I finally quit, principally, was that I was so in debt that I just couldn't go on. I had to stop and write this book. And so I stopped and somewhere, from somebody, I borrowed some money and I went to sea. That's where I wrote. I remember, I went on a ship called the Villanger, a Norwegian cargo ship—huge, like a moving island. And it left Long Beach, California, and went completely around South America and came back to Long Beach. Ninety-one days. And in that time, just kind of writing in a hot heat because I was bursting with story. I wrote from the birth of Kunta Kinte to his capture in that 91 days.

**Q:** *Is *Roots* and the television series the best kind of insurance policy against revisionists who'd say those kinds of things never happened? You know, there are people who say that Auschwitz didn't happen.*

**A:** They'd say it anyway. They say that about slavery. There were quite a number of people when *Roots* came out who would

write letters or make statements. And one of them was that it was made up, that it never happened, that the whole thing of slavery was an NAACP ploy or something. And I just look at these things as part of the culture in which we live.

I remember one time I interviewed, in *Playboy*, George Lincoln Rockwell, the Nazi. We spent some really educational time together. And one of the things I remember he told me that I particularly recall was that he said, "You know, the easiest thing in the world to sell is hatred." And he had built his little organization on that.

And then I remember another thing: he modeled himself after Hitler. And Rockwell had been sort of a painter at one point in his life after he came out of Brown University, and he did not do well at it, as he did not do other things very well. And he reminded me that so had Hitler once been a painter. And he said, "You know, if you just think about it, if somebody had just bought a few of the Führer's paintings, World War II would probably never have happened." Which is something to think about.

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