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**Collection/Office of Origin:** Speechwriting, White House Office of  
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**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13763  
**Folder ID Number:** 13763-002

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**Folder Title:**

White House Conference on Library and Information Services 7/10/91 [OA 8325] [1]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>21</b>	<b>5</b>	<b>2</b>

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NEWT GINGRICH  
SIXTH DISTRICT, GEORGIA

THE REPUBLICAN WHIP

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NEWMAN, GA 30263  
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91 JUL 8 P 1:20 Congress of the United States  
House of Representatives

TELECOPIER COVER SHEET

DATE: 7/8/91  
SENT TO: Tony Snow

PHONE: (404) 968-3219 FAX: \_\_\_\_\_

SENT FROM: Hon. Newt Gingrich  
6351 Jonesboro Road, Suite E  
Morrow, GA 30260

BY: Newt Gingrich

There are a total of 4 pages, including this cover sheet. If you do not receive them or if there is a problem in transmittal, please call me at (404) 968-3219.

Please call, if the material is unreadable.

Box 54  
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SUGGESTIONS FOR SPEECH BY PRESIDENT BUSH TO THE WHITE HOUSE  
CONFERENCE ON LIBRARY AND INFORMATION SERVICES, JULY 1991

The planners of this Conference chose its three themes wisely, and I am delighted to see how well the themes fit into our America 2000 education strategy and to the national education goals. Each of the three themes of library and information services to enhance literacy, increase productivity, and strengthen democracy, will help us reach our goals. As a matter of fact, the WHC themes are another way of stating goal number 5, which is that every American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

I encourage America 2000 communities to involve public libraries in their plans to meet the national education goals. Reading is the most important thing parents can do for children to build readiness to learn. The only public community institution which promotes this activity is public libraries. All children in America WILL start school ready to learn if their families are active public library users. But the nature of families is changing. We must take our wonderful children's librarians and children's library services to the day care centers where the children are.

Similarly we must make libraries central to the goal of a literate America. As Barbara has discovered on her trips to public libraries, many are already heavily involved in providing materials, as sites for literacy classes, and as coordinators of community literacy activities. But our plans and our goal setting and stimulus efforts at the federal level must include libraries always and automatically as part of the educational system in this country. Public libraries should be recognized as educational institutions.

I will work with Secretary of Education Lamar Alexander to ensure that our America 2000 education strategies include libraries, because far from needing reform, libraries are giving great value for the money. Public libraries serve 66 percent of the population in over 15,000 outlets, loan 1.3 billion items each year, and use less than one percent of our tax dollars. The taxpayers are getting their money's worth from libraries. You have much to contribute to the education goals, but you need support to keep your doors open and your services flowing, encouragement to work with schools and local governments, and yes, even a little federal assistance to serve the hard to reach and those with special needs, to share your library resources beyond your own borders and your own tax base, and to take advantage of new technologies.

I pledge to direct a new look at the federal budget for libraries for the 1993 fiscal year. I want the federal government, in its limited role, to set a good example in showing support for

a uniquely American institution so that your doors may continue to be open to welcome the new immigrant, spark a youngster's imagination, provide homework help for the laboring child, help the homeless to locate social services, assist the job seeker, check that fact for the media, and find the data the business person needs.

You are obviously doing many things right, and I find it distressing that so many libraries have had to reduce hours and staff and book budgets as a result of state and local funding crises. I want librarians involved in the effort to rethink our educational system. The increased community attention may help libraries, and I believe libraries have much to contribute to educational reform and toward a more literate society.

What is it we want our children to learn in the New American Schools I have proposed? Number one -- how to read, and then how to think, to question, to find and use information, to make informed choices. Libraries are central to that process, and I intend to see that they are part of the planning, part of qualifying, to be a new American school.

I'd like to see some of our break-the-mold New American Schools developed from the library/media center outward, with the library resources and school librarians central to the curriculum and the librarians as classroom partners with teachers. The school library/media center should be the means by which the students and teachers "go" electronically to other libraries and schools and other sources of information.

My High-Performance Computing Initiative includes development of a National Research and Education Network. This network will help scientists process and share the immense amounts of computer power and data needed for Grand Challenge projects such as global change and mapping the human genome. The network will also allow scientists to share work in progress with students. Libraries, it seems to me, also need the network for their own set of grand challenges.

The explosion of information and the rapid advances in technology are changing the role of libraries in ways you grasp much better than I. But I expect the NREN to include ~~public and school libraries as well as~~ those on our campuses. I see a special role for public libraries as public access points to the NREN for others who need to tap its resources, and as a way to disseminate the benefits of high technology for the general public.

To summarize, I pledge to:

- 1) Encourage the inclusion of public libraries in American 2000 Communities planning;


# White House Conference on Libraries and Information Systems

Contacts: 254-5100

Rhea Farberman, Media Director  
Sondra Cohen - staffer

Rob Chess - x2774  
↳ Office of Policy Development

Bruce McConnell x3785  
↳ OMB

Numbers to illustrate  in general funding will be the same.

	request	Spent got
1990 →		
services		82.5 M
construction		14.8 M



1991 →

Services : appropriated 83.9 M

Construction : appropriated 32.0 M

1992 →

ser req. 35 M

con req. 0

less than 32.0  
house appr.  
no sen.  
ann.

flat funding house  
83.9 M ~~senate~~  
approved

~~no act~~  
senate  
hasn't  
acted  
yet

PONS question

→ in 1991-92 are we spending less on  
libraries? PONS request was lower!

Bruce McConnell, DMB × 3785

Public Lib. Services

Public Library Construction

POTUS asks a lot less for FY1992  
than in 1991,

but request and appropriation  
is higher in 1991 than 1990.

Bruce McConnell  
OMB

American Library Assoc  
(312) 944-6780

(Public Library Assoc  
(do above))

# LIBRARY COUNT

Provided here are totals for major types of libraries in the United States, its territories and Canada. Included are counts for Public, Academic, Armed Forces, Government and Special Libraries. Excluded from the counts are branch, departmental and divisional libraries not listed with a full address in the directory. Some categories, such as Academic, provide counts for specialized libraries such as Law or Medical Libraries. As counts for only certain types of libraries are given, these sub-categories do not add up to the total count for each type of library.

**PUBLIC**—Each public library is counted once and then each branch is counted separately. Because the organization of systems varies from state to state, the method of counting these libraries varies also. In some cases, the libraries forming the systems were designated as member libraries, while in others they were given as branch libraries. In yet other instances, systems maintain branches as well as member libraries. If listed in this directory as a branch, the library was recorded in the branch count; however, member libraries were counted independently and recorded in the number of public libraries. Special public libraries are also included in the Total Special Libraries count.

**ACADEMIC**—The figure for Academic Libraries includes all libraries listed as part of academic institutions in the AMERICAN LIBRARY DIRECTORY whether they be main, departmental or special. Specialized libraries and library departments at these colleges, such as law, medical, religious or science libraries, are also counted in the Total Special Libraries figure.

**GOVERNMENT and ARMED FORCES**—Counts cover all government and armed forces-operated libraries listed in the directory, including specialized ones. Those libraries which are also defined as special libraries are included in the Total Special Libraries figure.

**SPECIAL**—The Special Libraries count includes only specialized libraries which are not Public, Academic, Armed Forces or Government institutions. The Total Special Libraries count includes all law, medical, religious, business and other special libraries found in the AMERICAN LIBRARY DIRECTORY regardless of who operates them.

## LIBRARIES IN THE UNITED STATES

<b>A. PUBLIC LIBRARIES</b> .....	14,893*
Public Libraries, excluding Branches .....	9,060
Main Public Libraries that have Branches .....	1,282
Public Library Branches .....	5,833
<b>B. ACADEMIC LIBRARIES</b> .....	4,593*
Junior College Libraries .....	1,233
Departmental .....	78
Medical .....	7
Religious .....	3
University & College .....	3,360
Departmental .....	1,454
Law .....	180
Medical .....	216
Religious .....	105
<b>C. ARMED FORCES LIBRARIES</b> .....	489*
Air Force .....	138
Medical .....	18
Army .....	197
Law .....	1
Medical .....	36
Navy .....	154
Medical .....	20
<b>D. GOVERNMENT LIBRARIES</b> .....	1,735*
Law .....	423
Medical .....	228

<b>E. SPECIAL LIBRARIES</b> (Excluding Public, Academic, Armed Forces and Government) ...	9,051*
Law .....	647
Medical .....	1,861
Religious .....	946
<b>F. TOTAL SPECIAL LIBRARIES</b> (Including Public, Academic, Armed Forces and Government) .....	10,048
Total Law .....	1,260
Total Medical .....	2,391
Total Religious .....	1,055
<b>G. TOTAL LIBRARIES COUNTED (*)</b> .....	30,761

## LIBRARIES IN REGIONS ADMINISTERED BY THE UNITED STATES

<b>A. PUBLIC LIBRARIES</b> .....	33*
Public Libraries, Excluding Branches .....	13
Main Public Libraries that have Branches .....	2
Public Library Branches .....	20
<b>B. ACADEMIC LIBRARIES</b> .....	52*
Junior College Libraries .....	7
University & College .....	45
Departmental .....	21
Law .....	2

### FY 1991 Funding

#### Library Funding

The first budget fully developed by the Bush administration proposed cuts of 71.4 percent for Department of Education library programs. Although increases were proposed for the Library Services and Construction Act interlibrary cooperation and library literacy programs, they were more than offset by zeroing out public library services and construction. Budget documents were particularly weak on the rationale for the cuts, saying only that funds were no longer necessary to increase access to library services, and were insufficiently focused on those with greatest needs.

Congressional action on library program funding was very favorable, and was undoubtedly influenced by joint letters from a number of Congressional Rural Caucus members to the House Labor-HHS-Education Appropriations Subcommittee in support of funding for LSCA I, II, and V as programs crucial to the services of public libraries in rural districts. The FY 1991 Labor-HHS-Appropriations Bill, H.R. 5257, increased Department of Education library programs by 4.5 percent over FY 1990. LSCA Title V competitive grants for foreign-language materials for public libraries were funded for the first time, thanks to the leadership of Representative Silvio Conte (R-Mass.). Support for LSCA library literacy programs was increased 52 percent, almost as much as the administration had requested.

Where the amounts passed by the House and Senate for Department of Education library programs differed, conferees initially took the higher Senate levels. However, in order to fund other priorities in the bill and remain within the subcommittee's revised allocation, the conferees agreed to cut 2.41 percent across the board from the initial conference levels for every discretionary program. After final congressional approval in late October, the president signed H.R. 5257 into law (PL 101-517) on November 5. Final funding levels for these programs are shown in Table 1. Table 2 lists funding levels for a wider range of library and related programs.

**Table 1 / Funding for Selected Federal Library Programs, FY 1991**  
(Figures in thousands)

Program	FY 1990 Appropriation	FY 1991 Bush Request	FY 1991 House Passed	FY 1991 Senate Passed	FY 1991 Conference Initial	FY 1991 Conference Final
LSCA I	\$ 82,505	\$ 0	\$ 82,500	\$ 85,970	\$ 85,970	\$ 83,898
LSCA II	18,900	0	18,900	19,693	19,693	19,218
LSCA III	19,551	20,372	20,400	20,400	20,400	19,908
LSCA IV		(2 percent of appropriations for LSCA I, II, and III)				
LSCA V	0	0	1,000	1,000	1,000	976
LSCA VI	5,365	8,365	7,000	8,365	8,365	8,163
HEA II-B	855	855	1,000	1,000	1,000	976
HEA II-C	5,738	5,738	6,000	6,000	6,000	5,855
HEA II-D	3,732	3,732	4,000	4,000	4,000	3,904
ESEA Chapter 2	487,894	506,620	490,900	510,063	496,407	484,444
NCLIS	750	777	750	750	750	732
NCES	39,739	60,404	59,538	60,404	60,404	58,948
NLM	72,876	76,725	80,725	81,725	81,225	79,267
MLAA	12,852	13,191	defer	13,191	13,191	13,873
WHCLIS II	3,225	0	0	1,000	500	488

**Table 2 / Appropriations for Library and Related Programs, FY 1991**  
(Figures in thousands)

Library Programs	FY 1990 Final Appropriation	FY 1991 Bush Budget Request	FY 1991 House	FY 1991 Senate	FY 1991 Appropriation
Elementary and Secondary Education, Act I Chapter 2 (including school libraries) CPL (Department of Postsecondary)	\$ 487,894 24,214	\$ 506,620 27,900	\$ 490,900 25,745	\$ 510,063 26,500	\$ 484,444 25,745

Administration proposed cuts of 71.4 programs. Although increases were Act interlibrary cooperation and offset by zeroing out public library particularly weak on the rationale per necessary to increase access to those with greatest needs. Funding was very favorable, and was member of Congressional Rural Caucus Appropriations Subcommittee in programs crucial to the services of Labor-HHS-Appropriations Bill, library programs by 4.5 percent over reign-language materials for public to the leadership of Representative literacy programs was increased had requested. d Senate for Department of Educa- took the higher Senate levels. How- d remain within the subcommittee's 41 percent across the board from the program. After final congressional I.R. 5257 into law (PL 101-517) on grams are shown in Table 1. Table 2 and related programs.

**Library Programs, FY 1991**  
(in thousands)

Program	FY 1991 Senate Passed	FY 1991 Conference Initial	FY 1991 Conference Final
500	\$ 85,970	\$ 85,970	\$ 83,898
900	19,693	19,693	19,218
400	20,400	20,400	19,908
Provisions for LSCA I, II, and III)			
000	1,000	1,000	976
000	8,365	8,365	8,163
000	1,000	1,000	976
000	6,000	6,000	5,855
000	4,000	4,000	3,904
900	510,063	496,407	484,444
750	750	750	732
538	60,404	60,404	58,948
725	81,725	81,225	79,267
defer	13,191	13,191	13,873
0	1,000	500	488

**Table 2 / Appropriations for Library and Related Programs, FY 1991**  
(Figures in thousands)

Library Programs	FY 1990 Final Appropriation	FY 1991 Bush Budget Request	FY 1991 House	FY 1991 Senate	FY 1991 Appropriation
Elementary and Secondary Education Act I					
Chapter 2 (including school libraries)	\$ 487,894	\$ 506,620	\$ 490,900	\$ 510,063	\$ 484,444
GPO Superintendent of Documents	24,214	27,900	25,745	26,500	25,745
Higher Education Act	10,325	10,325	11,000	11,000	10,735
Title II-A, College Libraries	0	855	1,000	1,000	976
Title II-B, Training & Research	855	5,738	6,000	6,000	5,855
Title II-C, Research Libraries	5,738	3,732	4,000	4,000	3,904
Title II-D, College Library Technology	3,732	0	0	0	0
Title IV, Sec. 607 Foreign Periodicals	0	326,499	293,361	303,992	299,055
Library of Congress	267,056	28,737	129,800	135,428	132,163
Library Services and Construction Act	126,321	0	82,500	85,970	83,898
Title I, Public Library Services	82,505	0	18,900	19,693	19,218
Title II, Public Library Construction	18,900	20,372	20,400	20,400	19,908
Title III, Interlibrary Cooperation	19,551	0	0	0	0
Title IV, Indian Library Services	0	0	1,000	1,000	976
Title V, Foreign Language Materials	5,365	8,365	7,000	8,365	8,163
Title VI, Library Literacy Programs	12,852	13,191	defer	13,191	12,873
Medical Library Assistance Act	14,676	15,773	16,373	16,423	16,798
National Agricultural Library	14,676	750	750	750	732
National Commission on Libraries & Information Science	750	76,775	80,775	81,725	79,267
National Library of Medicine	72,876	0	0	0	0
WHCLIS II	3,225	0	0	1,000	488

FAX 395-4198

Susan,

Here are the facts I told you about. I really appreciate your help with this. Here goes...

Public libraries serve 66% of the population in over 15,000 outlets, loan 1.3 billion items each year, and use less than 1% of our tax dollars.

*nearly 70*

You're a life-saver! I'll try calling the National Commission in the morning. Again, many thanks!

Carol Blymire

*American Lib. Assoc.  
Pamela or  
Linda Wallis*

*1-800-545-2433  
x5042*

*✓ edw/  
Rhea Farberman  
the WHC  
Media Director*

how many libraries are there?  
how many people do they serve?

~~Andy~~ Andy Hartman, Minority Labor Com.  
225-6910

~~XXXXXXXXXXXXXXXXXXXX~~

DoF Education → call in the AM  
Nat'l Commission  
Charles Reid

Susan Green, Mrs. Bush's Ofc.  
X 7905

Library speech acknowledgements,

3 Chairs of Conf.

Charles Reid

Ch. of the Natl Comms. on  
Lib. & In Science

Richard Akeroyd

Ch. of the WtH Conf. Advisory Comtee

Joseph Fitzsimmons

V Chair of WtH Conference

and welcome to the <sup>state</sup> delegates



717

WH Conf on  
Libraries & Info  
SACS

# OFFICE OF PRESIDENTIAL ADVANCE CONTACT SHEET

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FRANK VALDEZ	WHCA	395-4157
BOBBY CARR	WH PRESS ADVANCE	456-7565
Carol Blymire	WH Speechwriting	456-7750

WHCLIS  
Walk-through

Dave Anderson, lead

POTUS arr. 1:45pm

hold

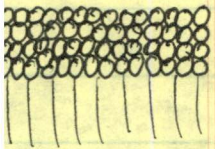
staff photo

speech 8-10 minutes

(prompter?) ask Christina

≈2000 attendees

no one will introduce him,  
just offstage



---

Wrap-up:

*Facts are Gay!*

(Hinchliffe/Blymire)

July 5, 1991

LIBRARY.TS Draft Two

**PRESIDENTIAL REMARKS: WHITE HOUSE CONFERENCE ON LIBRARIES  
D.C. Convention Center  
July 10, 1991**

I'm delighted to be here -- and since as President I get my own library, it's nice not to worry that one of you will try to collect my overdue fines. \\

I'm proud of our country's libraries. You know, a member of my family wrote a book that's available in most of them. But ironically, Millie isn't allowed to get a library card. \\ \\

This magnificent event builds upon years of hard work. The world has changed dramatically since the last White House Conference on Libraries and Information Science. The thirst for freedom has swept aside the acceptance of tyranny, aided by new and incredible technologies. Books, mimeographs, computer disks and television broadcasts have shattered the reign of ignorance and created a new world of enterprise, competition and intellectual growth.

You have come together from across this land to honor a common, exciting dream -- the dream of making this the greatest nation it can possibly be.

Your poster captures beautifully the essence of this challenge. The background picture of the world emphasizes the fact that we now live in a world united by information highways and joined in productive competition.

The three photographs superimposed over that globe represent your three goals: literacy, productivity and democracy.

An open book, surrounded by other books, reminds us that the quest for the future begins with literacy. Barbara has devoted a great deal of time to this fundamental and important cause. To open a book is to open the doors of opportunity. Illiteracy bars those doors and wastes our most precious resource -- our minds.

Second on your poster is a photo of a computer keyboard. Well, I can tell you all about computers now. A couple of months ago I decided it was time for me to keep up with my grandchildren, so I started taking lessons. It tells you a lot that youngsters already understand the technology upon which our future rests -- and that we must rush to catch up with them.

You know, before I took computer lessons, my favorite "laptop" was Millie. \\ Now, I'm ready to challenge the real power of the information age. I tried to enter a year's worth of my golf scores into my office computer. Even though the machine is pretty sophisticated, even it can't count that high. \\

Seriously, technology can make us more productive as a society, and information technology arms us with unprecedented -- and almost unimaginable -- power. Our kids will need high-tech skills to compete in the global marketplace of the 21st century. Look, we've seen what they can do. We've seen them create a computer industry out of virtually nothing. In the Gulf, we've seen them turn sophisticated weapons into the tools of liberation. If we want to let our national spirit soar, we must cultivate ideas and knowledge. Perhaps no one will play a bigger role in setting the American spirit aloft than the people

in this room.

You will help us explore and conquer a new electronic frontier. Already, fiber optic cables carry billions of pieces of information in a wire as thin as a strand of hair. Satellite systems beam information instantaneously anywhere in the world. Computers combine music, video and text for interactive teaching systems. And this is just a beginning!

This beginning gives us the means to take on the challenge of democracy -- symbolized in your poster by our Constitution. Thomas Jefferson once wrote, "a democratic society depends upon an informed and educated citizenry." Education is not a trivia game -- a contest to acquire little scraps of data. Jefferson understood that a sound education informs our passions, protects our values, and instills respect for the truth. Information is democracy's greatest and surest weapon -- and our world's greatest and surest hope. If we share knowledge and encourage debate, we will give real life to Thomas Jefferson's dream.

I know you don't often get credit as revolutionaries. Most often, people think of library and information science professionals as people who say Shhhhhh! for a living. // But in fact, you preserve democracy's greatest resource.

Earlier this year, I introduced a new education strategy, "America 2000." It challenges Americans to set and achieve ambitious education goals, to revolutionize education and establish communities where people of all ages and backgrounds can learn.

Libraries and information services stand at the center of this revolution. After all, the library is really the schoolroom for lifetime learning -- and the launching pad for our future.

All of you involved with this Conference have made an invaluable contribution to the progress of American life. I look forward to receiving your policy recommendations, and I'm committed to working with you to improve our libraries and information networks.

J. Robert Oppenheimer said it beautifully: "the unrestricted access to knowledge...may make a vast, complex ...ever more specialized and expert technological world -- nevertheless a world of human community."

Together, we will ensure an America of the greatest technological and human success. The potential is limitless. This is an exciting time to be alive. Thank you all for your work in shaping our futures, and God Bless America.

# # # # #

From Rob  
Chess OPD  
x 2774

Library and Information Conference Speech  
7-2-91

- Broadly distributing and disseminating information is the cornerstone of democracy.
- Our nation's success in the next American Century will be based on our ability to harness the power of information and knowledge.

Think of how

Advances in technology are bringing us to a new electronic frontier

(X)

- Fiber optic cables that can carry billions of pieces of information in a wire as thin as a strand of hair.
- Satellite systems that can beam pictures and information instantaneously anywhere in the world.
- Computer systems that combine music, video, and text for interactive teaching systems.

Think of the possibilities -

The promise of the electronic frontier is great:

- Remote medical diagnosis that brings world-class health care to rural areas.
- New educational opportunities for those unable to go to a college campus.
- Math and science tutors that can work with children without either the child or tutor ever leaving their homes.
- Smart car and smart highways that help avoid congestion and find the fastest routes home.
- Reducing business travel through at-home and business teleconferencing.
- New opportunities for the disabled to work and learn at home.

As the events in Eastern Europe showed, the revolution in communications is helping bring about the New World Order:

- People no longer can be kept in the dark by their leaders.
- Information is the greatest weapon in the democratization of the world.

INS  
B

The lesson is  
just in minutes  
today, we have  
what we

Communications is bringing the world together.

- ~~The Administration has proposed an aggressive program to provide the framework for developing a 21st century information infrastructure. We believe that America best can achieve the benefits of the electronics revolution through:~~
  - Unleashing the private sector by increasing our reliance on market forces and breaking-down current artificial barriers to investment and technology integration. The Administration has proposed several measures, including lifting restrictions that deter local phone companies from investing in new technologies and increasing the efficiency of allocating airwaves space, to spur competition and the development and deployment of new products and services.
  - Focusing Federal research on key information and communications technologies. The Administration's FY 92 budget provides significant funding for High Performance Computing and Communications, including a High-Speed National Research and Education Network, advanced new intelligent vehicles systems, and fiber optic research.
- The Commerce Department currently is performing a comprehensive study of our information and communications infrastructure needs. This report will be out in mid-summer.
- Conquering the electronic frontier will increase individual opportunities and bring the advances of the information age into each American's home.



The White House Conference on  
Library and Information Services  
1991

**FAX COVER SHEET**

DATE: July 2, 1991

SENT TO: Carol Blymire

FAX #: (202) 456-6218

PHONE #: (202) 456-7750

FROM: Sondra Cohen

NUMBER OF PAGES (INCLUDING THIS COVER): \_\_\_\_\_

MESSAGE: Carol here is some information about  
people attending. I'll see if I can get some more together.

*[Handwritten signature]*



**The White House Conference on  
Library and Information Services  
1991**

**FACT SHEET**

**As the United States and the world move into the 21st century, policy makers at all levels must deal with the explosion in information services. The White House Conference on Library and Information Services was authorized by Public Law 100-382 to develop recommendations for improving library and information services to meet the demands we face in the next millennium.**

**Who:** Approximately 900 delegates and alternates selected by their states and representing all 50 states and 9 U.S. territories, Native American tribes and the federal library community. Conference participants will include:

- library and information professionals
- government officials
- library trustees
- general public

**When:** The conference process is already taking place in preconference meetings and public forums across the country. At these state level activities, policy recommendations are being formulated for action by state and local officials and for the consideration of the national delegation.

The White House Conference will be held at the Washington Convention Center, Washington, D.C., July 9-13, 1991.

**Why:** The Conference will make recommendations to improve library and information services to enhance literacy, increase productivity, and strengthen democracy. This theme umbrella places the Conference at the cutting edge of some of the most critical issues facing our nation: a literate workforce, the productivity to compete in the international marketplace of the 21st century, and a populace equipped to participate fully in the democratic system.

1111 18th Street, NW • Washington, DC • 20036  
(202) 254-5100 • (800) WHCLIS2 • Fax: (202) 254-5117

The White House Conference is conducted under the direction of  
The U.S. National Commission on Libraries and Information Science

**Background:** The 1991 White House Conference on Library and Information Services is the second of its kind. The first, held in 1979, resulted in 64 resolutions presented to the President, Congress and government agencies at the federal, state and local level for improvements to library and information services nationwide.

To date, action has been taken on 55 of the 64 resolution areas, including:

- intensified efforts to use technology to preserve books and papers.
- increased use of satellite communications, video techniques and cable TV in the expansion of library and information services.
- an active role for libraries in adult literacy programs.
- adoption of standards for publishing, producing, organizing, and transmitting information and for telecommunication and computer technology.

For more information contact:

The White House Conference on Library and Information Services  
1111 18th Street, NW  
Suite 302  
Washington, DC 20036

(202) 254-5100 or (800) WHCLIS2

Carol,

Here are some names and a little information about some of the more interesting people attending the Conference. If you need any more information...call me.

Julie Kimball--Kimball is walking across the country to raise awareness for literacy and to raise money to make sure that any adult who wants to learn to read will have the opportunity. She is taking a break in her walk to join the Conference by plane, but will resume her adventure when the Conference ends. Kimball plans to walk into Washington D.C. on September 8, just in time for National Literacy Day. She says she has worn through ten pairs of sneakers already. Kimball herself was functionally illiterate and hid it for many years even from the 125 employees of a successful cleaning business she owned.

John Jakes, Author--John Jakes is most noted for bringing the past to life with his historical novels. He is such a heavy user of libraries that he has become somewhat of an expert. Jakes wrote North and South, among many other books and says he is halfway through his next novel. The subject matter, he says, is a secret.

Joseph Ogg, Sheet metal worker from Austin, Texas--Ogg was diagnosed as a dyslexic at the age of 43 at which time he was finally able to learn to read. He was one of 3.3 million functional illiterates in the state of Texas. Ogg was taught to read by volunteers and has now dedicated himself to fighting illiteracy in his county, state, and nation.

John Martinez, New York--Martinez will be a seventh grader at Nesaquake Intermediate School in the fall. He is a volunteer at his local library reading stories to three-six year old children. He is interested in using computers to enhance literacy.

Jeffery Egger, Film Maker, Author, and Teacher--Egger is a well-known writer who is motivated by the educational process. He recently spent time teaching English to inner-city senior high school students. He believes that teachers and librarians have the responsibility of selling the idea of learning. Egger says he is addicted to books.

Janice Cesolini Stuter--Principal Librarian for the California Department of Corrections.

(Hinchliffe/Blymire)  
July 2, 1991  
LIBRARY Draft One

**PRESIDENTIAL REMARKS: WHITE HOUSE CONFERENCE ON LIBRARIES  
D.C. Convention Center  
July 10, 1991**

I'm delighted to be here -- and since as President I get my own library, it's nice not to worry that one of you will try to collect my overdue fines. \ \ And acoustics aren't a concern -- I know if my mike's too loud I'll hear a chorus of "ssshh." \ \ \

This is a magnificent event -- the culmination of work begun over a decade ago. I'm proud of what's being done here, at one of the finest, most productive White House Conferences ever held.

It's exciting that all of you have come together from across this land with a common purpose -- to make this country the best it can be by making Americans the best they can be.

Your poster captures so beautifully the essence of this Conference. The background picture of the world puts everything into a global context -- reminding us of the competitive marketplace in which we have to carve out our place.

But it's the three photographs that are superimposed on the globe that struck me the most. First, a book -- simply a book, to remind us of our number one demand -- the urgent priority, of literacy. Literacy, of course, is the cause so vital to Barbara's heart. She knows, as do all of you, that opening a book opens the doors of opportunity and productivity. Keeping a book closed keeps those doors closed. What a tragic loss of human potential -- the most powerful natural resource this country has.

Second on your poster is a photo of a computer. Well, I can

TOO MUCH

fuel: information  
ideas  
imagination

reads  
this idea  
up

reading his  
mind

good!  
first, a pl-  
A nature of  
yearning work,  
then jokes

tell you all about computers now. A couple of months ago I decided it was time for me to keep up with my grandchildren, so I started taking lessons. Before then, I'd thought a "lap-top" was Millie. \\ I'm not sure how much practical use the computer's going to be, though. I tried to enter a year's worth of my golf scores into it. But, even though it's a pretty sophisticated model, even it can't count that high. \\ \\

Construction  
weakens point

Seriously, we should look to the almost unimaginable future (of electronic information systems with excitement. But we must also look to the future with a sense of obligation. Our kids [are going to] <sup>will</sup> need ~~the most~~ sophisticated, high-tech skills in order to compete in the global marketplace of the 21st century. Look, we've seen what they can do. [We've seen in the Gulf the determination and ability that make up the American spirit. We owe it to our future to take that spirit, <sup>to abstract a policy focus</sup> outfit it with the finest tools; and then to unleash its power on the challenges ahead. That's how we'll make this the most productive nation on earth. That's how we'll make this next century the finest American century.

Think of how <sup>Technology has carried us to the</sup> advances in technology are bringing us to a new electronic frontier. Fiber optic cables can carry billions of pieces of information in a wire as thin as a strand of hair. Satellite systems can beam information instantaneously anywhere in the world. Computers combine music, video and text for interactive teaching systems. Conquering this electronic frontier will bring advances of the information age into every home.

When we [do] equip our citizens to deal with the information

explosion, we'll be living up to the third challenge on your poster, symbolized by a photo of the Constitution -- information is the key to a free government. Thomas Jefferson recognized that when he wrote "a democratic society depends upon an informed and educated citizenry." We see the truth of the statement today: the events in Eastern Europe showed that the revolution in communications is helping to bring about the revolution in lives. People can no longer be kept in the dark by their leaders. Information is the greatest weapon in the democratization of the world.

As leaders, our most basic obligation is to ensure a free and open flow of information to every person in this land. Only by access to knowledge can we become full citizens -- and free people. Only by equality of knowledge can we guarantee equality of opportunity. And only with true equality of opportunity will we finally achieve our forefathers' dream.

It's appropriate that the future of information dissemination be centered around libraries -- this untapped resource for democracy. You know, 260 years ago Benjamin Franklin set up this nation's first library. He would agree now that, whether it's via books or Nexis or satellite systems, information literacy is an absolutely essential means of personal and national empowerment.

Earlier this year, I introduced a new education strategy we named "America 2000." It's a call toward achieving the national education goals and, therefore, educational excellence for all Americans. Libraries and information services are integral parts of this national crusade. I think of how some of my grandkids

Bad syllogism  
Equality of Knowledge?

can walk to their local branch libraries and pick up books for themselves: the first critical step on a lifelong journey. After all, the library is really the schoolroom for lifetime learning.

All of you involved with this Conference have made an invaluable contribution to the progress of American life. Our nation's gratitude goes to many people, from the thousands across the country who took part in preconference activities, to those here today. I'm looking forward to receiving your policy recommendations, and I'm committed to working with you to enhance and dynamize our nation's library services and information systems.

This is one of the best investments we can make, because it's an investment in our future, in ourselves, and in the very spirit of America. J. Robert Oppenheimer said it beautifully: "the unrestricted access to knowledge...may make a vast, complex ...ever more specialized and expert technological world -- nevertheless a world of human community."

Together, we will ensure an America of the greatest technological and human success. The potential is limitless. This is an exciting time to be alive. Thank you all for your work in shaping our futures, and God Bless America.

# # # # #

## LIBRARY/KNOWLEDGE QUOTES

From Richard Brinsley Sheridan:

"Madam, a circulating library in a town is as an evergreen tree of diabolical knowledge! It blossoms through the year! And depend on it, Mrs. Malaprop, that they who are so fond of handling the leaves, will long for the fruit at last."

From Samuel Johnson (on April 18, 1775):

"Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it."

From Francis Bacon:

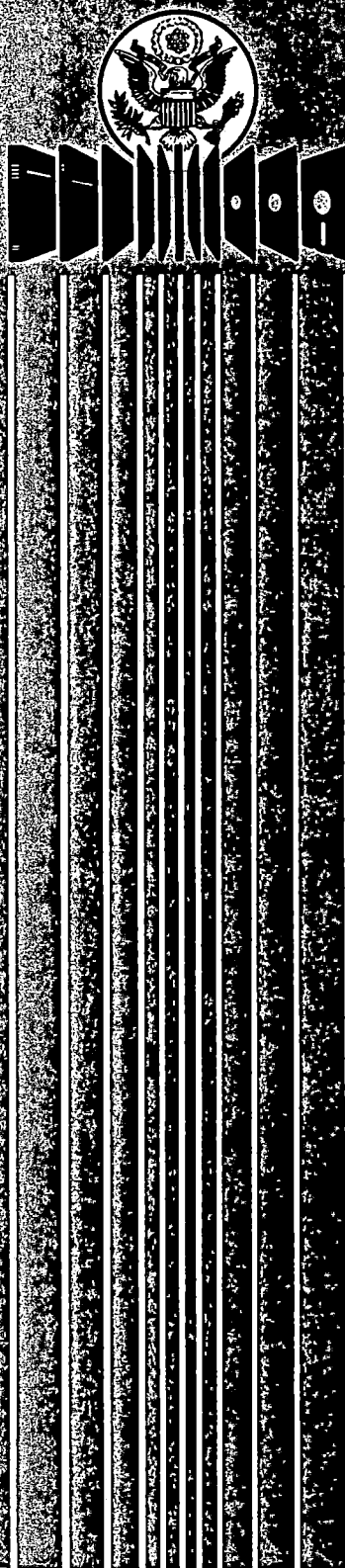
"Knowledge itself is power."

From Plato:

"Knowledge is the food of the soul."

From W.E. Channing (in 1838):

"Let every man, if possible, gather some good books under his roof, and obtain access for himself and family to some social library. Almost any luxury should be sacrificed to this."



**THE WHITE HOUSE  
CONFERENCE ON  
LIBRARY AND  
INFORMATION  
SERVICES**

**1991**



From July 9-13, 1991, more than 900 delegates and alternates and thousands of observers will convene in Washington, DC, for the White House Conference on Library and Information Services (WHCLIS). This Conference provides a rare opportunity for full participation by the citizens of the United States and its territories in the development of recommendations for future public policies in the areas of library and information services. With an emphasis throughout the proceedings on the provision of library and information services for literacy, productivity and democracy, the White House Conference stands on the cutting edge of some of the nation's most critical challenges.

Authorized by Public Law 100-382, the White House Conference will include broad representation by library and information professionals; local, state and federal government officials; supporters of and volunteers in library and information organizations; and the general public. Official delegates to the White House Conference will debate and discuss hundreds of recommendations brought forward from thousands of participants and, at the conclusion of the deliberative process, the delegates will vote on a set of recommendations to be sent to the President of the United States for improvements in library and information services for all citizens in this information age.

The conference is being planned and conducted by the U.S. National Commission on Libraries and Information Science (NCLIS) with assistance and advice from the White House Conference Advisory Committee, whose 30 members represent all areas of the nation.

## President's Message

### THE WHITE HOUSE

WASHINGTON

November 30, 1989

I am pleased to send my warmest greetings to everyone preparing for the White House Conference on Library and Information Services.

If the United States is to remain a global leader in the 21st century, we must keep pace with rapid advances in technology, as well as with increasing trade and commerce between nations. Our ability to stay ahead depends, in large part, on our ability to stay informed.

Today, problems such as illiteracy threaten to undermine our Nation's strength and productivity. That is why we must improve educational opportunities in the United States and why we must meet the information needs of all our citizens — especially minorities, the elderly, disadvantaged young people, and persons living in rural areas.

I am committed to working with you and with others, both in the public and private sectors, to enhance our nation's library services and information systems. By examining the diverse needs of our population and by exploring ways to make the maximum use of new information technology, we can bring the rewards of learning to more and more Americans and ensure that our Nation's libraries continue to serve as a valuable source of knowledge and training. Most important, improving the Nation's library and information services may be one of the best investments we make in our campaign to end illiteracy in the United States.

My thanks to each of you for your efforts to make this upcoming Conference a success. I look forward to the reports and recommendations that will be issued when the Conference convenes in 1991.

Barbara joins me in saluting your dedication to this great cause — one that means so much to our nation and is so close to our hearts. God bless you.

A handwritten signature in cursive script, reading "George H. W. Bush".



### **What is the National Commission on Libraries and Information Science?**

The U.S. National Commission on Libraries and Information Science (NCLIS) is a permanent, independent agency of the federal government charged with advising the executive and legislative branches on national library and information policies and plans.

### **What is a White House Conference?**

The President of the United States can call a White House Conference to focus attention on a topic of concern to the nation. The Congress can also request that the President convene a White House Conference. As a general rule, the purpose of a White House Conference is to involve a wide range of individuals in the development of recommendations for future public policies in the area of concern. Among the many critical issues on which White House Conferences have been held are aging, a drug-free America and productivity.

### **What is the purpose of the White House Conference on Library and Information Services?**

Delegates will gather to develop recommendations for the improvement of the library and information services of the nation and their use by the public. Resolutions will be adopted by the official delegates on the federal role in expanding literacy, increasing productivity and strengthening democracy through changes and improvements in library and information services.

The final report of the Conference, including its findings and recommendations, will be forwarded to the President, and by him to Congress, for consideration in the development of policies and future legislation concerning library and information services for the nation.



In addition, the report will be widely disseminated to raise public awareness of library and information services and the benefits of these services for the individual, the economy and the nation.

### **Who are the delegates?**

Official delegates to the national Conference are chosen by their states through a variety of ways. Whatever process is used, the state delegate composition must adhere to the distribution mandated in Public Law 100-382, the legislation authorizing the WHCLIS.

One-fourth of the delegates will represent library and information professionals; one-fourth will represent local, state and federal government officials; one-fourth will represent Friends, trustees, and other library supporters; and one-fourth will be from the general public.

### **Can persons other than official delegates attend?**

Yes. More than 3,000 observers attended the first WHCLIS, held in 1979.

### **What is a state preconference?**

Federal funds have been made available to the states and territories to assist in conducting their own preconference activities. Starting with the Illinois preconference in April 1990, all states and territories, the District of Columbia, plus the American Indian Tribes and federal library community, will hold statewide and regional activities to identify issues that need to be addressed and/or resolved. The delegates will carry these needs and issues to the national Conference in Washington.



Delegates at preconferences will look at library and information service issues of concern to their states, as well as services that are impacted by federal policy and legislation. Resolutions developed with a national thrust will be taken to the national Conference for further discussion and debate. Those dealing primarily with local concerns will be considered for future action at the state or territorial level.

#### **What will be discussed at the national Conference?**

The three overall themes of the Conference are Library and Information Services for Productivity, for Literacy and for Democracy. Although the actual topics to be addressed will not be known until all state preconference activities have been completed, the following issues are among those that might be considered:

- How library and information services can provide business and industry improved access to information;
- How the information needs of senior citizens, the disabled, the disadvantaged, the functionally illiterate and those whose primary language is not English can be met;
- How access to new information technologies can be assured;
- How new technology can be applied to the educational process in penal institutions;
- How library and information services can be improved through cooperation with the private sector;
- How technology can be used to store, analyze and transmit information needed by the public and by government decision makers;
- How information users can be helped in their efforts to sift through an ever-expanding information supply, extracting what is useful, reliable and timely.



#### **Why should people get involved?**

- Productive citizens need to keep pace with the information explosion;
- Libraries of all types play an important role in developing and expanding literacy for all citizens; and
- Information that enables citizens to make informed decisions in the workplace, at school or as a part of lifelong education is the democratic foundation upon which this country was built. Democracy depends on the informed participation of its people.

#### **How can you get involved?**

A first step to participation is to contact your Governor's office or the head of your state library agency. The name and address can be found in any neighborhood library. These offices will know what is happening in your state and how you can participate.



**THE WHITE HOUSE CONFERENCE ON  
LIBRARY AND INFORMATION SERVICES**  
1991

1111 18th Street, NW, Suite 302  
Washington, DC 20036  
202/254-5100  
FAX 202/254-5117



The White House Conference on  
Library and Information Services  
1991

3 min  
Welcoming  
Video

Video?

June 12, 1991

MEMORANDUM

For: Bobbie Kilberg  
From: Jean M. Curtis *JMC*

Included with memo is a copy of a standardized form letter regretting that the President will not be in attendance at his White House Conference next month. Because the domestic agenda is in the headlines and because the President has repeatedly identified education as his top domestic priority, I was sure that his White House Conference on Library and Information Services would be on the schedule.

If he will be in Moscow or enroute to the Economic Summit, his absence will be understandable to the 3,000 participants and the media. If he is departing on July 13, however, I believe it would serve the President and his administration well politically to address a constituency group that is not normally part of his base. The Conference has been shaping up to be a magnificent event and his attendance is a win-win proposition. Included in this package is recent information which has been produced about the Conference.

I call this matter to your attention, Bobbie, because I think you will agree with me that a "White House" Conference which is directly tied to education is something the President will want to attend. Any help or advice you can give would be greatly appreciated.

Your office has been so helpful in pulling this event together and we want to make sure it is one of finest, most productive White House Conferences ever held. I understand from one of my staff members that the President's letter of greeting to the delegates will be coming here today for insertion into the program and I want to thank you for your help.

Thanks again Bobbie. Let me know if you have any ideas.

1111 18th Street, NW • Washington, DC • 20036  
(202) 254-5100 • (800) WHCLIS2 • Fax: (202) 254-5117

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## NCLIS Celebrates 20 Years

# First Lady Barbara Bush Honored For Literacy Work

First Lady Barbara Bush made an already special evening even more so, as she attended a Library of Congress reception recognizing the 20th Anniversary of the National Commission on Libraries and Information Science and the Center for the Book's *Year of the Lifetime Reader* campaign.

Mrs. Bush received the National Commission's 20th Anniversary Recognition Award at the January 23 event for her work on behalf of family literacy.

In accepting the award, Mrs. Bush said "over 170 years ago, James Madison and Thomas Jefferson got together with others in their state to set what they called the objects of primary education. Their very first objective was to give every citizen the information they needed to conduct their daily business.

"I know we all applaud this very democratic goal of our founding fathers. And you are the people who are



**NATIONAL PRIDE:** First Lady Barbara Bush, with National Commission on Libraries and Information Science Chairman Charles Reid (r) and Librarian of Congress James Billington (l), is recognized for her work on behalf of family literacy.

working together to make sure it can be a reality – that every citizen has access to the information he needs to live his daily life."

Mrs. Bush thanked the members of the National Commission for their 20 years of work on behalf of libraries and pointed toward this July's White House Conference as the next important milestone in that work.

Speak Out Column

## Who's Saying What About The White House Conference

According to the *Future Survey Annual*, published by the World Future Society, new information technologies rank third behind environmental damage and concern about the world's economy, on a list of the "Top Ten Fears of 1990." "Exciting prospects for faster and better computers continue to dazzle," the Society reports. "Computers are still expected to rapidly evolve, the ISDN information superhighway is being built, and VCRs and fax machines are spreading quickly."

"Our program could not survive without the public library," so said Sharon Darling, President of the National Center for Family Literacy, at a recent Washington, DC press conference.

"Welcome to a meeting that ranks among the most significant conferences on our calendar," Governor Mario Cuomo told the assembled delegation at the New York State Governor's Conference.

Discussing the Conference themes, Governor Cuomo said: "Democracy serves nicely as a first priority. Historically libraries, along with schools, have helped open the benefits of this land to millions of newcomers. The present generation of newcomers deserves the same attention, and our libraries welcome the challenge of service to these most recent Americans.

"Productivity also has been a traditional element of the libraries' mission. Libraries, reservoirs of the newest information, the latest instructive manuals and current employment possibilities, have traditionally helped improve generations of American

labor. In the decades ahead we will need a new, more highly trained, more literate labor force to continue New York State's historic leadership in the newest technologies. Libraries will be indispensable."

"By the turn of the century Americans will have access to 20 times the



**BOOK WORK:** National Center for Family Literacy President Sharon Darling visits with children attending a family literacy program in Louisville, Kentucky.

information we presently do," predicts Peter Brennan, Chairman of the Information Industry Association's Voice Information Services Division. "We must show the public how to make information technology work for them. We must be careful not to limit access to information by making it too expensive or complex and we must be able to demonstrate a public stake in the Information Age. We must guard the public's right to privacy and fully disclose how information is collected and used."

Eileen Cooke, Director of the American Library Association's Washington Office, points toward two upcoming events of critical importance to the library and informa-

tion community: state and national legislative days during National Library Week, April 14-20, and the White House Conference on Library and Information Services.

"These events have legislative teeth," Cooke says. Cooke recommends to the community that it communicate its priorities to its state and

federal representatives every year, but especially this year. "Telling politicians about library issues before budget negotiations is like giving them a libretto before the opera."

Senator Albert Gore (D-TN) re-introduced his National High-Performance Computing Act, calling it

"an investment in our national security and our economic security which we cannot afford not to make."

Earlier in the month Senator Gore told members of the American Library Association that "the nation's success depends on how well it educates its children and copes with the increasing amounts of information available." He stated that his legislation would create an interstate highway for information and would "empower citizens in the same way that libraries empower citizens...I envision a future in which a child can come home from school and instead of playing Nintendo, could use a similar device to gain access to the Library of Congress or more likely to the library nearby."

# Committees to Review Recommendations

Consolidating and merging thousands of recommendations which have been funneled to the national office from state/territory preconferences, organizations and private citizens, is a task that will fall to forty individuals later this month. Ten Topic Committees will complete the massive job in the Wash-

ington, D.C. area, April 19-22.

Each Topic Committee will work with the recommendations in a single topic area.

"This is a critical step in the program development process of the White House Conference," explains Margaret O'Hare, WHCLIS Director of National Pro-

grams. "These Topic Committees will help create the actual discussion agenda for the national delegates this July."

Topic Committee members were selected from nominations received from across the country. The members are:

**Access**  
Thomas Hogan (NJ), Bar-

bara Douglas (WV), Timothy Gassert (MA), and Nancy Murdock (NH).

**Networking**  
Betty Johnson (FL), Caitlin Robinson (IA), Gloria Zamora (NM) and Jane Morgan (MI).

**Technologies**  
Monica Ertel (CA), Bernard Fradkin (IL), Chin Wang (GU) and Bruce Dearstyne (NY).

**Personnel**  
Carolyn Harry (WI), Barbara Prentice (AZ), Raymond Crosby (FL) and James Baker (MD).

**National Information Policies**  
Thomas Moran (IL), Margaret Warden (MT), Donna Scheeder (DC), and Duncan Highsmith (WI).

**Preservation**  
Barclay Ogden (CA), Jan Merrill-Oldham (CT), Carolyn Harris (NY) and George Farr (DC).

**Training of End Users**  
Theresa Stitt (NY), Wanda Forbes (SC), Sioux Plummer (AK) and Donna Singer (NH).

**Marketing**  
Marcia Trotta (CT), Ralph Brown (IL), Charles Noon (NH) and Barbara Pittman (IL).

**Services/Programs**  
Blanche Woolls (PA), Wynne Weiss (IL), Judith Russell (DC) and Peggy Beatty (OH).

**Governance**  
M.L. Reynolds (MD), Jack Winegarten (MI), Robert Wrenn (DC) and Mary Lou McLean (NH).

## The White House Conference on Library and Information Services Advisory Committee

**Richard G. Akeroyd, Jr.**  
*Chairman*  
State Librarian  
Hartford, Connecticut

**Charles E. Reid**  
*Vice Chairman*  
PRODEVCO Group  
Fort Lee, New Jersey

**Lamar Alexander**  
Secretary of Education  
Washington, D.C.

**Gordon Ambach**  
Executive Director  
Council of Chief State  
School Officers  
Washington, D.C.

**William G. Asp**  
Director  
Library Development  
and Services  
St. Paul, Minnesota

**Louis William Barnett**  
Consultant  
Glendale, California

**James H. Billington**  
Librarian of Congress  
Washington, D.C.

**Daniel W. Casey**  
Syracuse, New York

**William C. Cassell**  
President  
Heidelberg College  
Tiffin, Ohio

**Margaret Chisholm**  
Director  
Graduate School of Library and  
Information Science  
University of Washington  
Seattle, Washington

**Beth Duston**  
President  
Information Strategists  
Manchester, New Hampshire

**Joseph J. Fitzsimmons**  
President and CEO  
University Microfilms International  
Ann Arbor, Michigan

**Rebecca Ann Floyd**  
Mississippi Protection  
& Advocacy Systems  
Jackson, Mississippi

**William D. Ford**  
U.S. Congressman  
Washington, D.C.

**Stuart Forth**  
Dean Emeritus  
University Libraries  
Pennsylvania State University  
University Park, Pennsylvania

**William F. Goodling**  
U.S. Congressman  
Washington, D.C.

**Gloria S. Hom**  
Mission College  
Santa Clara, California

**Carmencita Leon**  
Library Specialist  
Guaynabo, Puerto Rico

**Hugh Mahoney**  
Office of the County  
Executive  
Mineola, New York

**Mary Jane Martinez**  
Bethesda, Maryland

**Bessie Boehm Moore**  
Little Rock, Arkansas

**Jerald C. Newman**  
Transnational Commerce Corp.  
North Woodmere, New York

**Major R. Owens**  
U.S. Congressman  
Washington, D.C.

**Jerry Parr**  
Washington, D.C.

**Joan Ress Reeves**  
Providence, Rhode Island

**James C. Roberts**  
President  
American Studies Center  
Washington, D.C.

**Pat Williams**  
U.S. Congressman  
Washington, D.C.

**Carol L. Wohlford**  
Alternative Learning Center  
Wichita, Kansas

**Virginia G. Young**  
Columbia, Missouri

## Forum Addresses International Dimension

A one-day symposium hosted by the White House Conference focused on the international dimensions of library and information services. Participants in the May 23 event prepared a report and a set of recommendations of their activities.

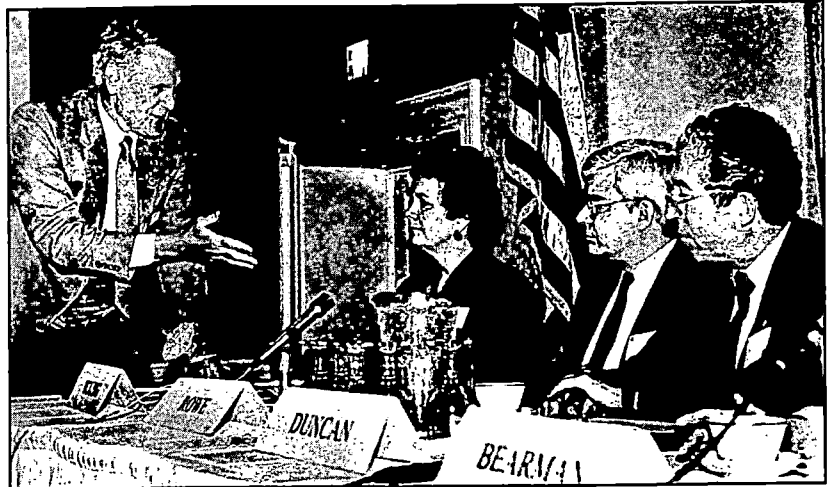
Quoting Dr. Edward Wenk, author of *Margins for Survival*, symposium Chairman Robert Chartrand explained the importance of the international component of information policy, noting that today, "events anywhere exert effects everywhere."

Dr. Toni Carbo Bearman, Dean of the School of Library and Information Science at the University of Pittsburgh and the former Executive Director of the National Commission on Libraries and Information Science, opened the forum with an overview of the advancement of information technologies since the last White House Conference in 1979 and the challenges and potential good they hold for all nations.

"These challenges – overcoming barriers to unrestricted information flow, educating and training people to develop and use information and setting the right priorities for developing information policies and providing resources – are great, but not insurmountable," said Bearman. "It is our responsibility to use the power (of information) not to destroy, but to build a better world."

Addressing the role information plays in the world economy, Dr. Joseph W. Duncan, Vice President and Chief Statistician of The Dun & Bradstreet Corporation, stated "information and the Information Age are central ingredients in enhancing the efficiency or productivity of our economic system . . . Information is essential to the development of international transactions. Essentially, no international trade can occur in the absence of solid, accurate, and timely information about trading partners."

Gary Rowe, Senior Vice President, Turner Educational Services, told the assembled participants "there is a revolution going on right now all over the world. It is



**INTERNATIONAL IN SCOPE:** Symposium Chairman Robert Chartrand discusses agenda with speakers.

not lead by politicians or soldiers. It is a revolution in knowledge and it is lead by children." According to Rowe, television is a technology that is changing the world by making it smaller and by creating a new multi-media definition of literacy.

The symposium report and recommendations will be included in registration materials for Conference delegates and available to other interested parties.

### WHCLIS: One Month Away

Two years of planning by thousands of individuals in the states and at the national office are rapidly coming to fruition. Delegates will arrive in Washington Tuesday, July 9 for the second White House Conference on Library and Information Services (WHCLIS). The Conference will come to order on Wednesday, with welcoming remarks and the swearing in of delegates.

(Please see "CONFERENCE," page 3)

# Conference Leadership Represents Cross Section of Delegation

Three experienced leaders have been chosen to serve as Chairman, Co-Chairman and Vice-Chairman of the 1991 White House Conference.

## Reid Has Long-Term Ties To Libraries

As Conference Chairman, Charles Reid will lower the gavel on opening day to begin the week's activities.

A New Jersey resident, Reid's roots in library systems are deep. Working during the Depression and later serving



Charles Reid

in the Navy, he didn't have the opportunity to finish high school. Reid proudly points out that "in the absence of a structured classroom, the libraries provided my formal edu-

cation." He now holds an honorary degree from Bergen Community College.

Reid, who serves as Chairman of the National Commission on Libraries and Information Science, works hard to pay libraries back for the benefits he believes he has derived from them. He has been a library trustee, library consultant and member of the Library Archives and History Advisory Council, among dozens of library activities.

In 1959, he was honored as the first recipient of the New Jersey Library Trustee Association "Trustee of the Year." In 1966, the American Library Association cited Reid for outstanding service as a trustee to libraries.

A former three-term Mayor of Paramus, New Jersey, a county Freeholder and state legislator, Reid believes the key to a successful Conference is local activity. "Our work will result in an agenda for action in the 1990s and a framework by which we can proceed into the 21st century. But for implementation, delegates and alternates, as well as hundreds of thousands of other library supporters, will need to spread the message at the grass roots level."

## Akeroyd Knows State's Concerns

Connecticut State Librarian Richard Akeroyd brings a unique perspective to his role as Co-Chairman of the 1991 Conference.

Twelve years ago, Akeroyd was a staff member for the first White House Conference on Library and Information Services. Today, he is in charge of providing library services for the State of Connecticut and statewide planning of support services for local libraries.

"The changes that have occurred since 1979 have been revolutionary," said Akeroyd, who has served for the past year as Chairman of the Confer-



Richard Akeroyd

ence Advisory Committee and was Co-Chairman of the Connecticut Governor's Pre-Conference. "The first Conference produced recommendations resulting in improved technology and action on literacy. This year the challenge we face is to create recommendations to help

individual citizens apply technology on a day-to-day basis to the volume of information that is now available to them."

## Fitzsimmons Brings Private Sector Credentials

As President and CEO of University Microfilms International for 15 years, Conference Vice Chairman Joseph Fitzsimmons understands the important role the private sector plays in the development of new technologies for the advancement of library and information services.

Fitzsimmons served as Chairman of the Information Industry Association in 1989. He is an advisory board member of the Library and Information Science Graduate Schools at the University of Michigan and the University of Pittsburgh.



Joe Fitzsimmons

"The Conference will provide the impetus for the private sector to work with the library community to make new technologies available," he noted.

*Discovery* is the official newsletter of the White House Conference on Library and Information Services, 1111 18th Street, NW, Suite 302, Washington, D.C. 20036 (Phone 202/254-5100 or 800/942-5472). The Conference is conducted under the direction of the National Commission on Libraries and Information Science, a permanent federal agency charged with advising the President and Congress on policy matters relating to library and information services.

Executive Director: Jean M. Curtis  
Director of Communications: Rhea K. Farberman  
Editor: Jay Timmons

## Donors Help Ensure Successful Event

This year's White House Conference has benefited from the generosity of several corporate sponsors. In the last issue of *Discovery*, an article on fundraising efforts featured a list of donors. Since then, the list has grown.

"Our contributors understand the importance of information in our society, and know that this Conference will make a difference in the availability of information and technology for future generations," says Janet Bain, Deputy Director of WHCLIS, who has been spearheading the fundraising efforts.

With a \$200,000 target to meet, WHCLIS has already reached the 69 percent mark with \$138,000 in pledges and receipts.

Joe Fitzsimmons, President and CEO of Michigan-based University Microfilms International (UMI) says his organization is excited about contributing to this cause. "With the explosion of information, there is an obvious need to be able to process and disseminate this information quickly and efficiently," he explains. "Public policy must encourage the use of technology allowing everyone access to information. The Conference will create recommendations to help fuse the growth in technology with the information explosion"

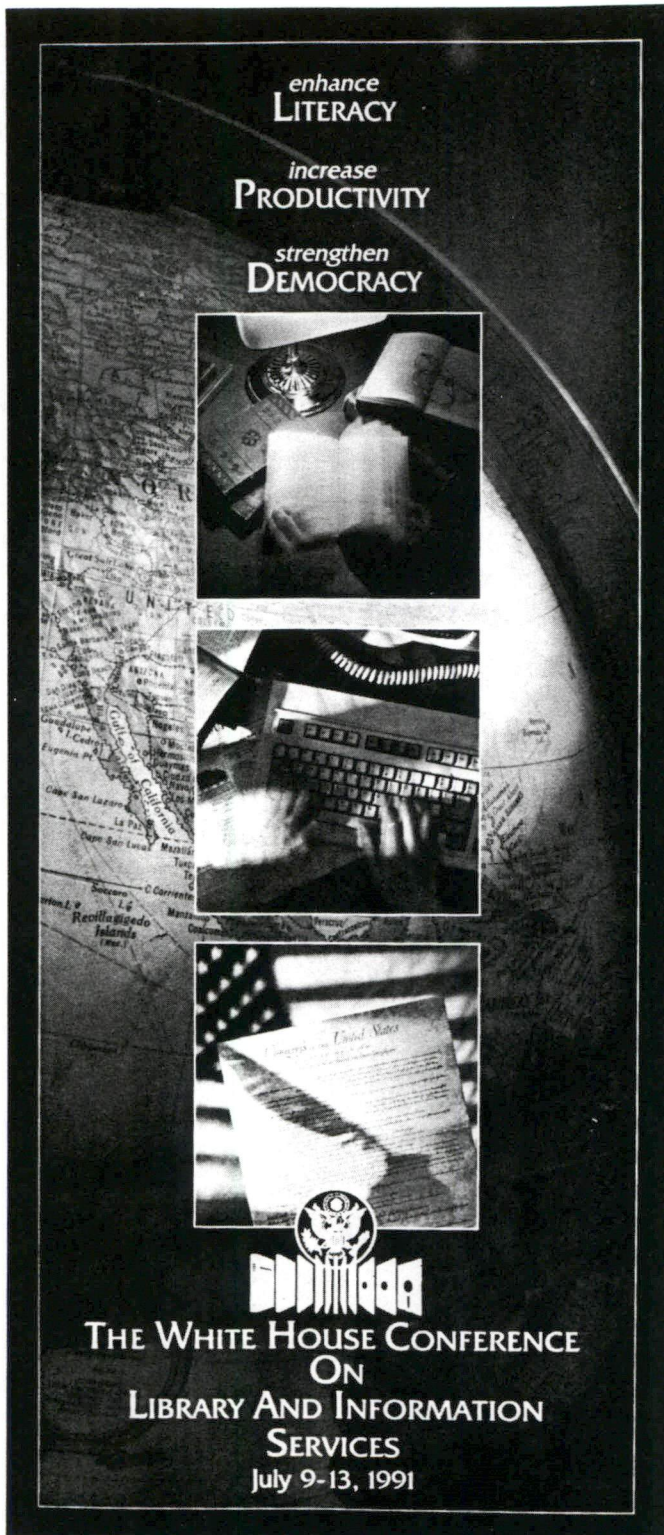
Faxon Company in Westwood, Massachusetts and UMI each have contributed \$25,000 to the Conference. The New York Times, DEMCO Inc., H.W. Wilson Foundation, Council on Library Resources, Omnigraphics, Information Access Company, Legi-Slate and Online Computer Library Center have also been generous contributors to the Conference.

### Conference Poster Makes Debut

The official poster of the 1991 White House Conference on Library and Information Services has been printed and is available free from the national office.

The commemorative poster (featured on left) was designed by Information Handling Services (IHS) and artist Michael Roberts.

All delegates and alternates will receive a copy of the poster. Others interested in obtaining copies should call (800) 942-5472.



**A GLOBAL ISSUE:** The official poster for the 1991 White House Conference has been released and is available from the national office. A lighted globe dominates the full color poster while three photo insets depict the three Conference themes of enhancing literacy, improving productivity and strengthening democracy.



**DEMOCRACY**

**LITERACY**

**PRODUCTIVITY**

**THE  
WHITE HOUSE CONFERENCE  
ON  
LIBRARY AND INFORMATION SERVICES  
JULY 9-13, 1991**

**Discussion  
Papers**

# THE LIBRARY IN SERVICE TO DEMOCRACY

by Timothy S. Healy

President, The New York Public Library



Libraries, like universities, exist to serve the societies that support them. Librarians, thus, are engaged in what modern terminology calls a *service industry*. In a democracy, however, the simple word *service* has another dimension to it. Under any republican form of government, where knowledge and understanding must be attributed to individuals as citizens and voters, the service rendered by libraries is as necessary as that of the press, the colleges or the schools. In less political and more philosophical terms, libraries exist essentially in *service to freedom*.

Let me first of all give a quick and dirty definition of The New York Public Library. It is public only in the old Roman sense, that it exists for the people, is open to all the people and has disposed itself across the landscape to make that openness a geographic reality. In every other aspect it is private. It is governed by a self-perpetuating Board not appointed or approved by any public or political authority. The heart of its being, its great research collections, are supported only by private dollars, in the form of endowment, gifts and what small revenue The Library can itself engender.

The full corporate title identifies it as The Astor, Lenox and Tilden Foundations, a potent combination of two wealthy collectors and one able politician. The Library has three great central collections, the comprehensive one at 42nd Street and Fifth Avenue, a research collection in the performing arts located at Lincoln Center and the Schomburg Center for Black Culture smack in the middle of Harlem. All of these are private, and except for the upkeep of their buildings, privately funded. In addition, The Library has 83 branches spread throughout the boroughs of Manhattan, the Bronx and Staten Island all run under contract With the city.

One further short paragraph in defining my turf. The Library has some nine million volumes in its central collections and another nine million in its circulating collections. The total number of objects and artifacts (not strictly

defined as books) is over 60 million. The Library subscribes to 169,000 periodicals. It is the only great library in the United States to have a branch system reaching out to its city and the only one to lack either a special clientele (like the Library of Congress) or an arbitrarily limited one (like Harvard and other university libraries).

The entire enterprise is a service industry. We serve in three ways. First we serve through great collections in an enormous variety of subjects and some 3000 languages and dialects. Secondly we serve by each day's work; we answer questions, we follow up inquiries, we give aid to scholars and undergrads, to commercial researchers and poets, to everyone who asks. Finally, and in a republic this service is the most important, we serve by our very being.

The service of great collections is fairly obvious. They provide information for immediate use, they buttress the longer reach of scholarship, and experience, not on *a priori*, tells us that we are of enormous use to novelists, playwrights, essayists and poets. As always in New York, things are also complicated. So I should add one further service, our labor to remake the American imagination by integrating into it the Black experience of the United States. We do that most specifically at the Schomburg Center, but the very existence of such a center with its several million items influences the rest of the system and the city.

When it comes to the direct service of the citizens of the city, we are really as multiplex as we are in research. We put together the only complete book, in both English and Spanish, of all the services, both public and private, available to citizens of the city. But most of this direct service is personal, answering questions, enabling research, helping readers through bibliographies. We respond to over five million inquiries in person or by telephone every year, and our people are more responsible for what little organization many American Ph.D. theses have than anyone is prepared to credit. In addition,

an oxymoron as military music), he was asking a question of deep pitch and moment.

Behind freedom as empowerment lies something more settled and less tied to immediacy than reflections on politics and strategy. The library offers to those who take it seriously a way of being, and that way is contemplative. Here again we can go back to Aristotle, or for that matter Thomas Aquinas, for whom contemplation is the only act of man that will begin in time and fill eternity. The one lesson Alexander's tutor strove to teach his charge was that the happiest activity of man is the fullest use of his highest faculties upon their worthiest objects. The freedom of empowerment that a depository of learning and wisdom like The New York Public Library offers sets the stage, provides the raw material, does everything but write the script for the contemplative mind at its thoughtful best.

The final freedom of which I spoke is freedom of possession, the freedom we mean when we offer someone the "freedom of the city." Here, too, the library has a major role to play, perhaps its most important. All civilizations are essentially age long and unbroken, although often interrupted, conversations. I am struck again and again as I grow older by one such conversation that takes up so large a part of American history, the endless chatter between James Madison and Alexander Hamilton on one side and Thomas Jefferson on the other. Every succeeding Supreme Court and Congress has echoed them, particularly men with the intelligence of William Brennan or Antonin Scalia. America needs its young to enter into the company of such free men and women who have used their freedom, at times to their cost, to understand what they say and what they mean, to learn how precious even their speech was and is, and to resolve, each one for him or herself, that this conversation shall not cease.

This American conversation echoes two voices. On one side is the cool, rational analysis of James Madison, who could translate the ancient Christian and Jewish concept of original sin into the subtleties of "balance of power" so that the republic might shake and teeter, but would not topple. On the other side, sharper, more demanding, more violent, is the voice that runs through Jefferson's *Declaration of Independence*. *Declaration* and *Constitution* establish for us the two poles of a dialogue which has held together and divided the nation ever since its founding. On at least one occasion the poles crossed and dialogue turned to war, as

North and South tore at each other's vitals. More recently we have been more Jeffersonian, although the Virginia slave owner in him would probably not have sympathized with the slogans or responded to the deep religious thrusts of the civil rights movement. It is, however, his savage stress upon the dignity of the individual that lies behind those who shout in the darkness, as well as the wise men who try to answer them.

I am personally most comfortable in discussing freedom in terms of theology. It is so easy for the churches when they look to exercise an honest leadership to settle for only one-half of what was promised as "the image and likeness of God," human understanding. It is not popular theology these days to follow a different vision that lays its accent on the other half, freedom, with at least equal stress. Such tensions do not necessarily imply battle, although now they do. Even now both sides yearn for an impossible and ideal realization. If in this republic, we could ever truly tie human freedom and intelligence together, we would be fair candidates for what the serpent promised Eve, the knowledge of God.

There is another way that freedom as possession can be seen. It is the lover's freedom, structured by commitment, articulated by time and joy and pain, promising infinity. To revert again to the theological reading of that same statement, it is what devout Christians have meant for two millennia when they talked of the beatific vision. Freedom of possession is all we can ask of God and, rather more strikingly, all he ever promised us.

In everything I have said so far I may be revealing the bias of my own classical formation and my years of teaching literature in undergraduate colleges. Despite that, I do not feel that trying to lead a great library is exactly the same thing as trying to lead a college or university. As a matter of fact, without libraries, college and university mean very little, and their leadership is likely to be shrewdly unproductive. Where do I find the differences?

There are so many it's hard to know where to start. First of all, the college breaks its knowledge into tiny segments bound by time and limited by faculty competence, perhaps even more shrewdly limited by faculty consciousness of turf. The classroom can seldom offer more than skeleton and nerve, a few poems, a few scenes of a play, one or two chapters of a novel, a tiny moment in a long history, one central vision of a philosopher or a theologian. The library has no such limitations. It can summon up the rich complement of flesh, until our startled eyes see the fullness of beauty. A

# LITERACY IN AN INFORMATION SOCIETY

by Dr. Patricia Senn Breivik  
Towson State University  
Towson, Maryland



*Illiteracy.* In our information society, it is an ugly, shameful word. It is a word that creates a range of feelings from rage to helplessness. Who cannot help but be moved by the mother who cannot read to her child or by the father who must shamefully and fearfully hide his inability to read from both his employer and his children? The emotional impact of such situations strikes deeply in the heart of each one of us and demands our sympathy.

In recent years, the plight of the illiterate has also elicited the dedicated work of thousands of volunteers, national organizations, newspapers and Mrs. Barbara Bush. Even the entertainment media have found it profitable to call attention to the daily problems confronting the illiterate with the 1990 movie, *Stanley and Iris*, in which Joan Fonda teaches an illiterate friend, played by Robert De Niro, to read, and the made for TV movie *Bluffing It*, in which Dennis Weaver plays an illiterate factory worker. All of this attention underscores that illiteracy is something that is simply unacceptable in a society like ours that is committed to the quality of life for each individual.

## Literacy Today

The problem of illiteracy tugs at our hearts because of the helplessness of the individuals to function adequately in society and the isolation that it engenders. While no other aspect of literacy has moved people as deeply as illiteracy, there have been rallying cries for a wide array of other literacies –such as cultural, computer, information, scientific, technical, mathematical and global. For example, when tests documented that many school children did not know who the President of the United States was or where New York City was located, there was a cry for cultural and geographical literacy. We were all

upset with these test results – at least as long as the press considered them good copy. Then, when Alan Bloom's book *The Closing of the American Mind* was published in 1987, cultural literacy was discussed at length at national educational conferences –at least as long as it was on the best sellers' list. Earlier many higher education institutions had jumped on the bandwagon of computers by rushing with great fanfare to require computer literacy for all of their students. However, because the colleges and universities most often focused their courses on programming, they soon realized their inappropriateness and quietly withdrew them over a period of years. After these and all of the other recent literacy calls to arms, life in America and life in American schools have gone on seemingly with as little change as the fading ripples caused by a pebble thrown into a lake.

These calls for more attention for the various literacies, however, parallel more generic concerns expressed by educators, business leaders and parents who have repeatedly asked for better thinkers, problem solvers and inquirers. Increasingly, because of the shrinking distances within our global community, these concerns have been exacerbated by the need to assimilate into our thinking processes information from societies around the world.

The one acknowledged common problem in all of these concerns is an awareness of the rapidly changing requirements for a productive, healthy and satisfying life. The second equally as important but seldom articulated problem is the huge, overwhelming amount of existing information that confronts everyone on a daily basis. It bombards us on every side, and to make matters worse, it comes in a bewildering array of formats. In addition to books and magazines, there are newspapers, television, videotapes, CD ROMs, online databases and

reading lists and lists of reserved materials. In addition, what problem solving that does occur takes place within artificially constructed and limited information environments that allow for only single "correct" answers. Such exercises bear little resemblance to problem solving in the real world where multiple solutions of varying degrees of usefulness must be pieced together – often from many disciplines and from multiple information sources, such as online databases, videotapes, government documents and journals.

In addition, current promotion and tenure systems in higher education reward the specialist, thus, creating a situation which encourages people to know more and more about less and less. The ultimate goal almost seems to be to know everything about nothing! The actual result is an increasingly fragmented knowledge base that all but defies the level of information connectivity required to address the complex problems confronting society today.

The drawbacks and problems inherent in prepackaging and fragmenting information in schools are reinforced outside of the school setting. In an attempt to consume only quick, easily managed segments of information, most people today have become dependent on the broadcast and print news media. There, of course, they find condensed, prepackaged information that is often mixed with personal opinion. Even if most people would be able to distinguish the biased opinions they hear, which they often cannot, few would know where to go to find a base of objective information.

A recent study in Alabama well illustrates the dangers engendered when society as a whole becomes dependent on a single information source. The study indicates that newscasters are spending less time on political and campaign coverage because opinion polls have shown that such news items are not popular with viewers. At the same time, a growing percentage of viewers are citing television as their single source for political information. From these studies, a thoughtful observer could draw a natural conclusion: increasingly a large percentage of people are obtaining their information about candidates from paid political announcements. How soon will it be, then, until the whole American democratic system becomes endangered because public relations firms across the country are able to control election outcomes?

This danger relates directly to the theme of

democracy, also being considered by the White House Conference. PR firms and paid political announcements are somewhat new influences on our society, but the need for informed citizens has had a long history. In 1789, Thomas Jefferson wrote, "Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean every man should receive those papers and be capable of reading them."

In our society today, the majority of people can read, but many still question if their vote makes a difference; or, even if they want to make a difference they cannot, because they cannot differentiate between candidates' positions or judge the accuracy of sharply differing points of view in a bond issue. U.S. Representative Major R. Owens reiterated the cause of this problem when he said

*Information literacy is needed to guarantee the survival of democratic institutions. All men are created equal but voters with information resources are in a position to make more intelligent decisions than citizens who are information illiterates. The application of information resources to the process of decision making to fulfill civic responsibilities is a vital necessity.*

The need to be information literate, of course, also applies to another White House Conference – productivity. There is example after example of money being lost or gained because of the quality of decision making that was based on the information at hand. Not only is there a workforce that is increasingly unprepared to deal effectively with the challenges of high-tech equipment, but this same workforce is also often incapable of making good decisions or of adjusting to necessary job changes. Since America can never again successfully dominate third world countries in the manufacturing arena, its hope must rest in its ability to produce workers who are confident managers of information and, thus, better decision makers at all levels. Yet tests have led some analysts to conclude that

*unless improvements are made in American education, the labor force will become progressively less capable of doing highly skilled work as the proportion of poorly educated, low-income workers increases throughout the remainder of the century.*

and most far-reaching community resource for lifelong learning.

Nationally respected educator, Ernest Boyer, has written that, "The quality of a college is measured by the resources for learning on campus and the extent to which students become independent, self-directed learners." His admonishment applies equally as well to the K-12 sector and underscores the two ingredients essential to resource-based learning.

The first ingredient is adequate learning resources available in a wide range of formats. At all levels of learning, success in this area will require not only adequate funding for collections and accessing online databases, but it also will require networking capabilities that promote resource sharing among institutions. No library can be self-sufficient. In order to support specialized learning and research interests that transcend local holdings, funding policies must be changed. For example, at the federal level, policies should acknowledge citizens' rights to information by aggressively promoting free public access to information produced with taxpayers' dollars and aggressively building a national information infrastructure. At the state level, funding incentives need to be established to encourage resource sharing by, for example, adequately compensating net lenders of materials. In addition, cooperation among school, public and academic libraries will be increasingly important in any given community.

However, important as access to needed information resources is, it will not be enough to meet current social and business needs without sufficient numbers of librarians and information specialists who can spearhead efforts to promote information and related critical thinking skills. Teachers, who are the pedagogical and subject specialists, need to partner with those whose expertise is in information, its organization and its related technologies. Teachers' subject strengths can be complemented by the information connectivity ability of librarians. Such partnerships would allow the learning objectives for a course to be achieved through the use of real-world resources.

To achieve such partnerships, it is essential that the country's elementary and secondary school leaders refrain from using their library media centers as a "babysitting" service to accommodate teacher prep periods; rather they should ensure flexible scheduling for their centers. Provision must also be made to ensure

sufficient support staff to allow school librarians adequate time to work with teachers as lesson plans are developed. On college campuses, organizational structures need to foster the integration of information resources and services, because academic partnerships must include faculty members, librarians and media and computer specialists.

It is unfortunately true, however, that such partnerships and related restructuring are difficult to achieve because of lingering image problems. Many educational leaders do not perceive librarians as dynamic contributors within the learning process. Such leaders are caught in their own traditional experiences of education; and, when confronted with difficult financial decisions, often they see only the accessibility of information resource funds as an easy solution to budget cuts rather than considering personnel cuts or the challenge of significant restructuring.

It is likely that the White House Conference delegates could provide no greater service to America's future than to issue a clarion call for educational leaders and their national associations to address questions of information access and information literacy for all levels of today's students. Certainly those committed to educational restructuring and improvement should be challenged to explore aggressively the potential of resource-based learning.

Finally, information literacy is a means of personal and national empowerment in today's information-rich environment. It allows people to verify or refute expert opinion and to become independent seekers of truth. It provides them with the ability to build their own arguments and to experience the excitement of the search for knowledge. It not only prepares them for lifelong learning; but, by experiencing the excitement of their own successful quests for knowledge, it creates in people the motivation for pursuing learning throughout their lives. Information literacy is, therefore, the next logical step in all current programs to combat illiteracy. After we teach people to read, we must teach them how to locate and use the information they need. Leaders in current literacy programs should be encouraged to respond to this greater challenge.

### A Closing Thought

America will not disintegrate tomorrow if information literacy and resource-based learning

# Productivity in the Information Society

by Paul E. Shay



In classical economic theory, productivity, which is expressed in terms of output per worker, is much more than a mere measure of efficiency. It is also the key determinant of economic growth, wealth creation and competitiveness. As MIT professor Paul Krugman says, "Productivity isn't everything, but in the long run it is almost everything."

A direct, causal link exists between information and productivity, where *information is a difference that makes a difference*. (Just as old news is no news, old information is not information at all; it is mere redundancy.)

In this light, my definition of productivity becomes *the application of information to an economic process or activity*. The application of information results in innovation. Technological innovation is the main source of productivity growth, and productivity growth is the main source of improvement in living standards.

Despite all the doomsday talk by economists these days, the U.S. is not in bad shape where productivity is concerned:

- o While the growth rate of U.S. productivity has slowed in recent years, it is not much below the long term trend. And the productivity growth rate in U.S. manufacturing actually doubled from the 1970s to the 1980s.
- o While the productivity growth rate of Japan and Germany is higher, the U.S. still leads the world in the absolute level of productivity. For example, America's real output per worker is 50 percent higher than Japan's.

What have changed, however, are the forces affecting productivity. In the Industrial Era, technological change was slow, mass markets were stable and the competition sluggish. Now everything is speeding up.

## New Forces Affecting Productivity

Today the business environment has changed in fundamental ways. The three driving forces of change are (1) new technologies (especially information technologies); (2) new values and lifestyles; and (3) the new, hotly competitive global economy.

**1. The new technologies.** On the factory floor, the inflexible mass production lines of the Industrial Era have given way to computerized, flexible manufacturing systems (FMS) that can be reprogrammed quickly to make different products on the same assembly line. For example, a John Deere factory in Waterloo, Iowa, can assemble 30 models of tractors with 3000 options on a single production line.

In essence, FMS is the application of information technologies to the manufacturing process. It brings the full productivity of mass production to short production runs; it does not need long runs or economies of scale to pay off. This is important because three-quarters of the things manufactured in the United States today are made in runs of less than 50 items. Thus, FMS is an even bigger breakthrough than mass production itself.

The Industrial Era technologies used machines to increase our *physical* powers: strength, speed and precision. The information technologies – microelectronics, computer hardware and software and telecommunications – extend our *mental* powers. They allow us to increase our creativity and to ask "What if. . ." questions, and to think of doing things that were once unthinkable.

**In the Industrial Era, men and women served the machines. In the Information Era, the machines serve us; productivity and creativity are now inextricably linked.**

library media specialist who works with teachers to develop better methods for classroom presentations of information.

Gold Collar workers must be managed differently. Being both entrepreneurial and intreprenurial, they do not respond well to the carrots and sticks used by management in the Industrial Era. Smart managers will realize that key information managers "own their jobs" and do so with greater benefit to the economy.

Gold Collar workers are both the greatest producers and the greatest users of information; they insist on direct access to the very best and the very latest information in order to form their own judgments.

3. We are in the early stages of an entrepreneurial revolution. More and more people are becoming independent of large corporations, choosing to work in smaller, more entrepreneurial environments. The statistics tell a dramatic story:

- o In 1950, some 93,000 new businesses were formed. Today, more than 700,000 new businesses are created each year.

- o Since 1970, the U.S. has created some 40 million additional jobs – a 50 percent increase and an achievement unprecedented in economic history. Two-thirds of the new jobs have been created in companies employing fewer than 20 people, while Fortune 500 companies have actually lost employment.

Smaller, entrepreneurial businesses have greater needs for externally provided information services than large corporations, which can create and maintain their own internal information resources.

4. The U.S. is becoming a two-tier society. In the Industrial Era, we used to talk about the "haves" and the "have nots." Now, we must deal with the "knows" and the "know nots," i.e., those who know how to use the tools required to survive in the new society and those who do not.

With the high school dropout rate running at nearly 30 percent, the growth of a permanent underclass is the single greatest danger to U.S. competitiveness in the new global economy – and to peace and tranquility at home. Ways must be found to rescue the "know nots."

The Job Training Partnership program has been successful in helping unskilled adults re-enter the workforce. San Francisco's

Conservation Corps is one of several promising programs to train inner city youths for successful employment. Head Start is the greatest success story of all, and many libraries are beginning to offer services for children in child care centers.

**These programs and others that will be created require extensive library and information service support.**

5. A third wave of migration will alter our information needs. The first wave of migration was from the farms to the cities; the second wave was from the cities to the suburbs. The third wave of migration will be from the cities and suburbs to the exurbs. Why will this happen?

- o *New values and lifestyles* are leading many people to seek what they believe will be a better quality of life farther from the central cities.

- o *New information technologies* are freeing companies and individuals of the need to locate in big cities. For example, most major companies have already moved their data-processing operations out of the cities.

More businesses and professions are becoming location-free. Consultants, designers, engineers, architects, artists, composers, writers (including software writers), market researchers and traders are just a few among the many workers who have found that their offices can be any place that is equipped with telephone, computer, modem, printer and a fax machine.

Information technologies make these moves possible. Library and information service providers must adapt to the changes to ensure the competitive productivity of the location-free workers. (Can libraries remain location-dependent?)

### **The Challenge for Library and Information Services**

Information is the new strategic resource, replacing land, labor and capital. A sophisticated information infrastructure is the foundation upon which the new growth industries can be built.

The challenge to libraries as institutions is an awesome one. In an Information Era, libraries must serve as the gates to the future. But, while serving as agents to facilitate change for others, they must also change in profound ways themselves. In fact, the library of the future may bear little resemblance to the library of today.