What will happen to us in the 21st century, in the Third Millenium? What will things be like? How will we live, what will we do for a living, and who will we be? Where will we live? What will our libraries be like?

It seems that our population will be shifting somewhat. The latest census data indicate that nine states will gain more in new population and in new jobs by the year 2000 than others. These states are not all in the Sunbelt or in the West as some previous predictions had indicated.

<table>
<thead>
<tr>
<th>Population</th>
<th>Jobs</th>
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<tr>
<td>Arizona</td>
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<td>California</td>
<td>California</td>
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<tr>
<td>Rhode Island</td>
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+ 41.7%            + 54.9%            
+ 34.8%            + 48.6%            
+ 33.0%            + 45.3%            
+ 32.6%            + 42.1%            
+ 24.9%            + 37.7%            
+ 24.2%            + 36.4%            
+ 23.2%            + 35.0%            
+ 21.6%            + 33.9%            
+ 20.6%            + 32.2%            

It is interesting to note that in all cases, the percentage increase in new jobs in these nine states far exceeds the percentage increase in population. It would seem that these nine states have a bright 21st century.

We are not only a moving population, we are an aging population. The year 2000 will find the United States older in median age than ever. In 1982 the US median age was 30.6 years. By 2000, it will be 36.3 and by 2030 the median US age will be 40.8. That is significant when you consider that for many years the US median age was 25 or less. An aging society is also one that lives longer; by 2080, life expectancy will be 81 years in the US. Which is up from 74.3 in 1982 and 76.7 in the year 2000. As usual, females will be the majority throughout the age ranges. What will become of our so-called "youth culture," or does it just depend on how we define "youth"? Will the definition of middle age change to 50-65, instead of 35-50?

(Continued on page 30)
What then will our population characteristics look like in 2000? Well, we will be a country with an increasing minority population. In 1950, about 10.7% of Americans were non-white. By 1982, it was up to 14.5% and by 2000, 16.9% of Americans will be non-white.

In California, the changes in demographics are more pronounced. The population breakdowns are as follows: 1985, 63% white, 21% Hispanic, 8% Asian, 8% Black. 2000, 53% white, 27% Hispanic, 12% Asian, 8% Black. Changes of this magnitude make the state recognize that there will have to be adjustments in the way government treats the citizens, in the schooling patterns, in employment patterns, and in the distribution of labor throughout the state. (Population statistics from the Population Reference Bureau)

Our average citizen of the year 2000 will be a white woman, 36.3 years old, with a high school education, and perhaps some college. What will she do for a living? While it is certainly possible that Ms. Yr. 2000 will work in some job similar to traditional 1985 employment, it is certainly within the realm of reality that she could be engaged in providing a service to someone else. Service America! by Albrecht & Zemke gives these insights. By the year 2000, over 88% of new jobs created will be in service arenas. These will be jobs that help others in some fashion by providing a needed service. Things like:

- Appliance Repairs
- Desk Top Publishing
- Health & Fitness Consultants
- Professional Networkers
- Home Maintenance Agencies (cleaning, repair, etc.)
- Personal Maintenance (bill paying, tax services)
- Personal Care (clothing, imaging, colors)
- Marketing, Brokering, Investments
- Food Related Business (shopping, preparation, delivery)
- People Care (Day care for pre-school to seniors)
- Professional Humanists (interface with computer technology)
- Children's Services (clothing to therapy)
- Financial Planning
- Leisure Activities (travel to home entertainment)

Service providers will do things that many of us don't have time to do or don't want to do. A shorter work week can lead to more leisure time and more recreational activities, just as it can permit people to work at more than one job. The workforce will increase and grow older. There will be less room in the traditional areas for the young, as healthy senior citizens continue working at their professions.

Our young woman of the 21st century will need to provide herself with some of the basic things, like food, shelter, clothing and entertainment. By the Third Millenium prices will have increased. People will spend more than today. The USA will be an expensive place to live. It is expensive now and we can anticipate commensurate increases in inflation over the next 15 years.

In order to live at the same level, excluding home ownership, our resident of the 21st century needs to earn $40,000 per year to maintain the same standard of living as a person earning $25,000 per year in 1985. (Data from Population-Environment Balance, based on US Dept. of Labor figures.)

Ms. Yr. 2000 is 21.3 years old today. She wants things from her library today. Do we provide them now? Are we ready to provide them for her in the future? Do we know what she wants? If we don't know what she wants are we ready to work on finding out? The future will be what we make of it. It is in our hands.

THREE SCENARIOS

The following three scenarios are each different, and each possible. Which one applies to a particular situation is really dependent on the actions we take, on the paths we tread, and on the directions we provide.

Scenario One
- Status Quo
- Federal and State support low
- Local support moderate
- Pay Equity for Library Workers not achieved
- Really is just "Hanging in there"
- Shortages of qualified personnel
- New services hard to implement
- Traditional services maintained
- Technology partially accepted
- Services to specialized segments, those who use library
- Outreach not encouraged
- Buildings maintained, not improved

This Status Quo Scenario will indicate that some libraries will be strong, some weak. Strength and weakness are dependent on location, energy, local support groups, and individual efforts. Libraries maintaining the status quo won't be taking risk, won't be searching for new services to assist borrowers, they will be using most of their time to hold on to what they've got and do their best to keep up with the times. This is a dangerous arena and leads easily to Scenario Two unless vigilant care is taken to change direction and build toward recovery.

Scenario Two
- Losing Ground
- Federal support disappears
- State support lessons
- Local taxes high, tax limitation measures enacted
- Severe reductions in library budgets
- Services, Hours, Staff reduced
- Stereotypes become true
- TV triumphant, increases in illiteracy
- Information rich and information poor
- Increased stratification of society
- Innovative services impossible
- Traditional services curtailed
- Qualified personnel cannot be found, salaries too low
- Library suffers from self-fulfilling prophecy, low use leads to lower support, leads to lower use
- Library seen as irrelevant to the community, non-responsive
- Bureaucratic responses increase, personal service down
- Technology seen as a threat, avoided
- Lifeless, listless, dying slowly but surely
- "What's the use, no one cares."

The Losing Ground Scenario is certainly a possible spectre. It will come to pass in communities where the attitude and milieu is non-supportive and hostile, where the library hasn't even attempted to become part of the central core of the community. This is a defeatist situation. One where the individual has given up hope and cannot continue to cope with an apathetic atmosphere.

It is bleak, said and depressing. This is a situation wherein the library becomes incapable of responding to user needs, incapable of meeting demands of anything but the most primitive level, incapable. This situation means that the library will not be able to understand and reflect a changing population, a changing workforce, or a changing economy.

There is a way to avoid this scenario. It is the path of political involvement, the path of assertion, action, and alert response to the demonstrated needs and potential demands of the community served. I am sometimes accused of being overly political by some colleagues, but I submit that LIFE IS A POLITICAL PROCESS.

THE FUTURE OF LIBRARIES IS TOO IMPORTANT TO BE LEFT ONLY TO ELECTED OFFICIALS. IN THE SAME WAY THAT THE CONDUCT OF A WAR IS TOO IMPORTANT TO BE LEFT TO THE GENERALS. More about this later.

Scenario Three
- The FUN one
- Federal support for overarching needs, education, networks
- State support for regional needs, ILLs, training, systems, buildings
- Local support for specific local interests and general items
- Systematic and planned cooperatives
- Responsive and humane interfaces with technology
- Innovation encouraged, outreach respected
- Understanding of demographics and community
- Traditional services enhanced and extended
- Qualified, professional staff
- Personal reactions to people needs
- Timely responses, timely requests
- Understanding attitude
- Library INTEGRAL to community
- Library important to local government
- Pay Equity achieved
- Continuing education and training opportunities available
- User-given highest priority, user friendly library

This scenario, the Fun One, is achievable. It requires some work and a considerable level of effort, time and work. We can assume an integral place within the communities we serve if we pay close attention to our environment, understand the changing nature of our surroundings, and are prepared to make necessary changes in our services.

We have to know:
- Who uses the library and why
- Who does not use the library and why
- What the barriers to library use are and how to remove them
- How the community is changing, and in what direction
- How we can reach cultural & ethnic segments of the community
- How we can involve the community in solutions
- What these segments need from the library
- What new or non-traditional services can be proposed
- How new services can be implemented
- Where our services are needed
- When the climate is right to extend, reach out and promote

Political situations are certainly volatile, and it is inappropriate for the library to assume a partisan political attitude. However, it is important that librarians and library workers understand the local situation and have the ability to communicate the library's needs effectively. It is equally important that library support groups like Friends of the Library are adequately and properly informed so that they can understand and speak well on behalf of the library.

Coalitions need to be formed so that agencies like libraries can come together and support each other, so that people who care about people and the services needed can understand each other and cooperate, so that they can be complimentary instead of competitive. We all know how easy it is to divide and conquer. Strength is in numbers, long run achievements can come from effective coalition building and mutual support. I doubt that the method of political action will change much during the next 15 to 20 years. We may see great changes in our technical

(Continued on page 33)
1986 - 1987
SCHEDULE OF MEETINGS AND DEADLINES
OLA
(Tentative 5-28-86)

1986
June 28-July 3
ALA Annual Conference — New York
July 1
*OKLAHOMA LIBRARIAN deadline
July 8
ODL
July 12
ODL
July 18
Executive Board/Program Committee—ODL
August 15
*Submit Names of Nominating Committee to Exec. Sec.
*Submit Items for Bulk Mailing to be mailed September 1
ODL
August 19-20
Executive Board/Program Committee—TCCL
August 22
*OKLAHOMA LIBRARIAN deadline
September 1
Labor Day
September 1
Encyclopedia Workshop — Oklahoma City
September 9
ODL
September 11-12
Encyclopedia Workshop — Oklahoma City
September 17-18
ODL
September 19
Executive Board / Program Committee — Sheraton Hotel, Norman
September 20-27
Banned Books Week
September 24-25
ODL
September 24-28
ALA/American Assn. of School Librarians — Minneapolis
Sept. 28-Oct. 4
American Society for Information Science — Chicago
October 13
Columbus Day
October 14
ODL
October 16-17
Oklahoma Education Association Convention — Tulsa
October 24
Executive Board / Program Committee — Quarter Horse Inn, Stroud
November 1
*OKLAHOMA LIBRARIAN deadline
November 4-5
ODL
November 14
*Submit Items for Bulk Mailing to be mailed December 1
November 17-21
Children's Book Week
November 21
Executive Board / Program Committee — ODL
November 27
Thanksgiving
December 13
*Mail Division or Roundtable Ballots to Exec. Sec.
December 19
Executive Board / Program Committee — Pioneer Library, Norman
December 25
Christmas Day

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ability to reach prospective voters, but I doubt that the basic messages of support and need will be greatly altered. I also believe that the way that legislators and elected officials think won’t change too much either. They will still respond to the “squeeky wheel” and they will still measure public opinion and try to respond to it. What must change and increase is our ability to communicate effectively with those holding the purse strings.

I’ve said very little about what the library of the 21st century will be like. I believe that it must be a friendly, personal place. One which will respond effectively to user needs, and one which will attempt to forecast and be ready for new users and their potential needs. The library of the 21st century could easily have more machines than today, it could have much high technology. If libraries are totally automated, it is much more important for the library to be friendly, open and personal. Now that folks have automatic bank tellers, machines that vend newspapers, self-service gasoline stations, and speedy laser beam supermarket checkout stands it is ever more important that human beings deal with other human beings. Personal contact. As Nesbitt says in Megatrends, high tech demands high touch.

We can automate the life out of libraries or we can allow automation to give us freedom from routine clerical activities so that we can really provide services. This is kind of a scary thought. Often we tend to hide behind clerical routines and catalog cards rather than really dealing with what someone wants and needs. We will need to train ourselves and our staffs to understand automation and make it really work for us. WHEN WE LEARN TO UNDERSTAND THE COMPUTER IS A TOOL, LIKE THE TELEPHONE AND THE TYPEWRITER, WE WILL BE ABLE TO ADVANCE.

Our library of the Third Millenium will still have books in it. Books have been with us for five hundred years and I’m willing to bet that they will be with us for five hundred more. Why? Many reasons, not the least of which are the following: (They burn at 451°F, remember?) They don’t need any batteries or electrical cords. They are linear in design, but permit random access to all parts of their data. Their memory is built-in and permanent. They can be made to last for years and years, or can be quite flimsy. For those who live by acronyms: Book means Bound, Orderly, Organized Knowledge.

Books will continue to be a staple in a literate society. Probably because it’s really hard to cuddle up in front of a blazing fire with a computer.

Libraries will survive the 20th century and enter the Third Millenium with services, collections and staff looking forward to new challenges and the future. It is important that we are clear on what our prime mission is as a part of society. Libraries that are not aware of their mission, and alert to how it can impact society, can be in danger of losing perspective and of losing contact. Our prime mission is to collect the resources needed by our communities and make these resources available to our client group. Specific descriptions of what we need to do and how we need to do it must be devised by each particular library.

I heard a new acronym the other day (credit to Richard Halsey of SUNY; R.I.C.E. Libraries are rice. Brown, long grain, or enriched you might ask. It doesn’t matter. Libraries are Recreational, Informational, Cultural, & Educational institutions. I love it. I also know that by itself, rice is a rather bland grain, and that it takes on the flavor of other things. I also know that rice increases fourfold when cooked properly. I think the analogy carries itself out well. Take a library, add properly trained and assigned staff in correct proportion and you get services which are more than the sum of the combined parts. Libraries are more than the sum of their combined parts. They are more than meets the eye, they contain wonders and discoveries beyond belief. Andrew Carnegie said he used libraries like a university and then went on to build over 6,000 libraries in the US. How much more than meets the eye. The most important part of a library is the library staff. Library workers make libraries work. Without effective staff one cannot have effective service, and without effective service, one cannot have an effective library. It takes all kinds of jobs to make a library function well, from the person who selects the materials to the person who catalogs them, to the person who recommends them to the public, to the person who checks them in and out, to the person who shelves and re-shelves them. We need everyone on the team.

That is why it is important that everyone in a library be given the opportunity to understand the milieu in which the library operates. It is important that as much staff as possible understand why the library does what it does, that as much staff as possible understand the community, that as much staff as possible has an opportunity to contribute to the library’s future. The future is ours to shape. It is ours to mold. It will take much time and much effort. We need the best minds, the most active, alert, assertive and effective people that we can find.

We must take charge of where we are going. We must chart the course, set the path, give the direction. Sometimes we may feel like we are swimming upstream, going counter to current opinion. That doesn’t matter so long as we understand our role well. If we make fruitful coalitions, creative adaptations and informed decisions, we will be prepared for tomorrow. We will welcome its challenges as well as meet its changes. The future is ours to build and ours to mold. We must start today to get ready for tomorrow. I think it will be fun.

THANK YOU
I was in New York to do "Good Morning America" and the way they do this sometimes is that they will call me up at the last minute and say, "We want to get an illiterate on with you." It's sort of an uncomfortable feeling that they ask me to come up with somebody good and sometimes they will be very specific, say like a woman, a white woman or a black man, someone over 35, someone from the West or something like that. It kind of gives me an uncomfortable feeling to find them somebody. In any case, I helped them in this case. They found this man and flew him in just for that show. They flew him all across from Mississippi to New York just for those three minutes on the air and the poor guy was a wreck. I was too actually. It's always kind of nerve-wracking to do that. We did the show and after it was over we came out on the street and I said to him, "Boy, I am starving." I had been so tense the night before. I never sleep before those things and it's hard to eat. It doesn't seem worth sleeping when you have to get up that early in the morning. And suddenly, now that it was over, my adrenaline was dropping and I was hungry. And I felt weak. And he said, "Boy I'm hungry too. I was up all night also and didn't eat." It turned out we were in the same hotel. He said, "I wish I knew you were there because I was lonely." I figured I could not have learned something. We could have talked all evening. It's unfortunate. In any case, at that point, I said, "Well, let's eat something." And, he said, "Good I'm hungry." I said, "What the hell, ABC is paying for it. Why don't we go to the hotel." This was a real nice hotel—the St. Moritz right on Central Park in New York. We just walked into the dining room and the waitress seated us. The point of this is it's very easy to forget what this is all about because illiterate people don't bear any outward sign or anything and they've spent their whole lives disguising their illiteracy. So, you forget. I am telling this at my own expense. Here we just did this show. We were discussing the invisibility of the illiterate and their methods of concealment and self-protection and the enormous fear of humiliation under which they live. And, something in me just snapped and I forgot it all completely. We go into this elegant restaurant, this beautiful place, not just with a difficult menu, but a menu that was half in French. We sit down and the waitress looks at me and I say to her, "I'm not ready yet, let him order." That's what happens when you stay up all night like that. Anyway, the man panicked and she said, "What do you want sir?" He looked up and down at the menu and then, kind of like a regression, sort of withdrawing back to his childhood and maybe it's common to do that when you are frightened. You go back to something years ago. He was an elderly man. Suddenly, he looked up at the waitress and said in a curious, faltering voice, "Could I get some rolls and gravy." I don't know where that came from. I reflected later maybe out of his childhood. I'm from the North so I don't know. Maybe that's a southern dish or something. In any case, whatever it is, the waitress looked kind of annoyed; she looked mad. This is a classy place and they have things like omelette fines herbes and eggs benedict and this guy wants rolls and gravy. It doesn't sound dignified and she looked annoyed at him and said, "We don't have that" in a kind of cold voice. I got mad at her. I got so angry at her. When she came to me, she said, "What will you have?". I said, "I'll have rolls and gravy too." And then she got scared. She thought maybe something strange was happening to her. And she said, "I am sorry sir, we don't have that today." I said, "What kind of restaurant is this? Let's get the hell out of here." And we walked out and used room service. That's at my own expense, but it is kind of a bitter example of how difficult it is to recognize a form of oppression, of anguish, which is all around us and I am supposed to know about it and I make that error frequently.

If I sound weary to you, it isn't by accident. For most of twelve months now I have been away from home, a prisoner of United Airlines, visiting poor people, their teachers, their librarians, their allies coast to coast. I've been in over a hundred cities since last April, home for only seven nights from last summer to December. I spent Christmas in New York, a haunting experience. Christmas Eve, I visited mothers and children in an unimaginable, human warehouse, called a welfare hotel, an institution unique to New York City. These are homeless people, largely children and mothers, displaced, no home at all so they are packed into these terrible old hotels. Two thousand homeless people in one squalid building. Fifteen hundred and fifty children and about four hundred mothers, many of whom could scarcely read a word. I was there again week before last. One mother asked me if I could read her something she had just received from Bellevue Hospital and couldn't understand. I read it to her and told her that her baby boy had been lead poisoned, lead poisoned by the building in which the city had placed her. I met another semi-literate mother who was weeping, moaning to be more precise because after eight months of homeless pregnancy, her child was born blind. She was illiterate also, semi-literate. Another mother who couldn't read at all had filled out a food stamp application incorrectly because she was illiterate. Her welfare check had been cut off. She had no food but peanut butter for five days and she was in a state of panic. I imagine that she was starving already and then she turned on television and heard that
President Reagan was going to cut back on welfare benefits. She said she wasn’t scared to die, but she was frightened for her children.

Well, these people aren’t alone. Sixty million American adults, over one-third of the adult population cannot read and understand the Bill of Rights, an ordinary daily newspaper, a tax form if they have a job, a welfare form if they don’t, the word of God within the Bible or the word of man within the U.S. Constitution. Depending on which numbers you believe, the United States ranks somewhere between 15th and 50th worldwide in its literacy levels. The Washington Post pegged us at 49th. Among the top five nations in the world, according to ABC News, are Australia, the Netherlands, Finland, Luxembourg, and the Soviet Union. In book sales per capita, the United States now ranks 24th worldwide according to the AAP and actually it’s getting worse. Paperback sales dropped 17 percent in just six months of last year. Forty-five percent of American adults do not read newspapers at all. Only 10 percent of those abstain by choice. The rest can’t understand them. I was in Kansas City not long ago. Four in ten residents in Kansas City cannot read and understand the Kansas City Star. Five in ten New Yorkers cannot understand what the New York Times sees fit to print. They gave me a bad review. Forty percent of recent military recruits—forty percent—read somewhere between the fourth and eighth grade levels. In Illiterate America I noted that the Army has been forced to issue comic books to serve as manuals of instruction, a five page comic book for example to explain how to unlatch the hood of a jeep. We may wonder how long a comic book is to tell a soldier what to do with a cruise missile. Instruction manuals for the B-1 bomber system have to be written down for personnel who read at only grade school level. The cost of “dumbing” down the manual for the B-1 system — this isn’t for the planning of the bombs; it’s just for the instructions — is going to run about one billion dollars this year. That’s according to the New York Times so, it must be true. One billion dollars and we won’t spend more than one hundred million dollars to deal with this problem—one billion just for that, wasted. Wouldn’t it be simpler to teach them how to read than to rewrite the instructions? It would be even simpler not to build the B-1 bomber and use that money for literacy action. I didn’t intend to say that. I know I am in a conservative part of the country and I wasn’t going to say anything like that, but it’s too late now.

There are other expenses of that sort and other fears of that sort which ought to appeal to conservatives and liberals alike—safety, our security, at home or abroad. Sixty percent of prison inmates and eighty-five percent of juveniles who come before the courts are unable to read or do so only at a marginal level. Twenty-two percent of all American adults cannot write a check that will be processed correctly by their bank. Some number can’t address a bank deposit envelope well enough to get that check to their bank. One million teenage kids read at the third grade level. In case you think, as some of you might, that this is mainly a problem of eastern cities with large immigrant and non-white populations, consider Utah for a moment. I was in Utah not long ago and Utah is a very white state. It’s the whitest place I have ever been except New Hampshire at Christmas. Nice people, but white, pale. In Utah, 200,000 adults, that’s one out of five, can’t read a daily paper.

Now some of you may have read this week a front page story in some of the major papers, I saw it in the New York Times, announcing a Census Bureau report on illiteracy in the U.S.A. Did any of you see that? It was in front of the New York Times, a long story. I know it got a lot of attention because my phone has been ringing in my hotel rooms across America all week to ask me what I thought about it. It’s taken a long time to drag the Census Bureau kicking and screaming into the 20th century. As recently as 1980, they were insisting still that the United States is 99 percent literate. Actually that was in 1970. In 1980, they said we were 99.5 percent literate. I did a chapter in my book indicating my indignation, alarm that the Census Bureau would place our national self-interest second to short term jingoism in this foolish way, endangering our future while trying to present an impressive face to the international arena. I said it was very dangerous to deceive us in this way. So, maybe that’s one reason they finally decided to come up with something approximating reality. They are still not there. They have come about half way. What they state now is that 13 percent of all American adults, which comes out to about 20 million or 21 million people, can’t read at all. The figure is flawed for a number of reasons. First of all, it’s 1986 and they are drawing on numbers that were gathered in 1982. This is an administration that is much attracted to nostalgia and statistical nostalgia is a little risky anyway. And, they have had those numbers all along. It is curious they save them until now. Then, they arbitrarily decided that adulthood begins at age 20. They left out the two age groups, 18 and 19, most likely to be illiterate. They also arbitrarily excluded people in prison. Prisons, as we know, are the single highest locus of illiterate Americans. And, they discounted all who are homeless. Well, as this administration has discounted all who are homeless, hungry and illiterate, it makes sense to do that. But I don’t think the Census Bureau should have done that. Even if we accept their numbers and don’t nitpick the way I am doing, 20 million, updated to 1986, 25 million is an awful lot of people. It’s still less than the 60 million that I tabulate in my book. What’s the reason for the difference? It’s an issue not of numbers, but of definition. More precisely, of exactly what is it that constitutes a functional adult in a democracy. The Census Bureau has tested this time solely for the most simplistic reactions to the most simple questions. I got which blank do you mark if you want to deposit a check and that sort of thing. If we accept that an ability to read the simplest instructions, rules and road signs is all it takes to function in our nation, then it is probably accurate to say that somewhere around 25 million people cannot make the grade. If, however, we believe as I devoutly do, that one is functional in a democ-

(Continued on page 36)
I don’t believe that a democracy can long survive the cognitive exclusion of one-third of our electorate.

Freedom of the press is compromised, of course. I know as librarians, you are most concerned with censorship. Free press doesn’t exist for those who cannot read it. I am free to write what I want and you to put it on your shelves—except maybe in Texas. But, 60 million people cannot read my words, nor more important can they write their own. There is no prior censorship so absolute as this. We are taught in school that when we have a grievance—what do we say? I used to teach this to children in fourth grade, fifth grade. What do we do about it? We write a letter to our mayor, to city hall. That’s usually where we address the children’s energy. Actually, those of you who are teachers probably remember the real reason we do this has nothing to do with energy. It’s to teach margins. But, it’s also a letter in democracy. If you have a grievance, you write the mayor. If the mayor doesn’t answer (if he’s illiterate for example), you write to the governor. If she doesn’t answer (if she’s illiterate), you write to your elected congressperson in Washington. But, even the most decent mayor or governor or congressperson cannot answer letters that illiterates cannot write. All the instruments of discourse that we take for granted in a democratic nation are denied the man or woman who is exiled from the written word.

Three years ago exactly, end of April, 1983, President Ronald Reagan told us our nation is at risk. Remember that report, “A Nation at Risk.” Why, because of collapsing literacy skills. The President was right, but government policy for which both parties are responsible has failed to give an answer to this danger. Recent policies are not encouraging. One hundred million dollars is the total direct civilian federal allocation for a problem that is costing us, as we have seen, over $120 billion every year. Federal allocation for adult basic education, an excellent program, badly starved by federal cuts. A federal allocation of $100 million comes to $1.65 for each illiterate American per year. By my math it does, 60 into 100.
to be a careless and anesthetized shrug. It wasn’t his concern. Around
the time I spoke with Mr. Bennett, I
heard the words of an illiterate young
woman, young mother, from Arkansas.
“Don’t read to them,” she said, speak-
ing of her little boys. “I can’t read to
them. Of course, they’re leaving them
out of something they should have.
Donnie (that’s her younger boy) wanted
me to read a book to him. I told Donnie
I can’t read. I tried it one day reading
from the pictures. It didn’t work. Donnie
looked at me. He said, ‘Mommie, that’s
not right.’ He’s only five. He knew I
couldn’t read.” And, this woman swal-
lowed hard. It seemed as if she were
about to cry and she said this, “Oh, it
matters. You believe it matters.”
Prayers like that should not remain un-
answered. Mr. Bennett added one
other puzzling point. Asked who should
address this problem, he proposed it
should be the job of local corporations
and especially volunteers. Now, I am
great believer in the work of volun-
teers. I have been working with them
for 20 years. I am also very grateful
that some decent corporations in this
nation and some good publishers too,
like New American Library which pub-
lishes my books, have put their heart
and soul behind this. If I didn’t think
that private decency and local volun-
teers could matter, I would not be here
with you tonight. But, I am bewildered
still by Mr. Bennett’s words. Why it is
that the art of war should be a national
priority, while the art of living should
for ever be consigned to volunteers?
I should add, while my words are critical
of Secretary Bennett, this isn’t a parti-
san issue. It’s not an issue of the left
or the right. It’s obvious to you that I am
a little to the left of Mr. Bennett.
Indeed, I am far to the left of Mr. Ben-
nett. To be quite candid, I am from Mas-
achusetts—out there on the Marxist
fringe of the United States. To be even
more candid, I live in a small town north
of Boston, a town called Newbury Port.
I doubt any of you have ever heard of
it. Newbury Port, to my knowledge, is
the only town or city in the United
States in which George McGovern won
last year’s presidential primary in 1984.
So you see how hard I have to work
to join the mainstream.

I flew out on Monday of this week
from Boston all the way out to San
Francisco on United Airlines in order
to speak to 3,000 publishers of
America’s newspapers, all men, all
dignified, all but a few of them Repub-
cans. And of all indignities, I had to
share the spotlight with another author
by the name of Richard Nixon. Why
would I do that? I kept asking myself
that question. I kept asking it all the
time I was there. I don’t like Richard
Nixon and I don’t like United Airlines,
but I do like America and I am deter-
mined to rebuild bipartisan consensus
on this issue. I do wonder how I end
up in so many strange, Godforsaken
places. Yesterday I was in Orlando,
Florida. I went there from Richard
Nixon, right to Orlando, Florida. I kept
asking myself as I was walking around
under palm trees, why am I in Orlando?
Did I want to see Disneyworld? No. I
did not. Did I want to meet Mickey
Mouse? No, I did not. I just met him in
San Francisco. I was there for the
same reason that I am here with you
tonight because illiterate Americans
need your support.

I was in Philadelphia. This is a per-
fect case history of America. The spec-
ter of cultural collapse is very real in
Philadelphia. Consider this. There are
200,000 children in the Philadelphia
public schools, one of the largest sys-
tems in America, 200,000 kids. Sixty-
two percent of ninth grade students,
sixty-two percent, disappear before the
end of senior year.

Including those who drop out during
junior high, over two-thirds of Philadel-
phia’s students are now being re-
liated yearly to the slag heap of illiter-
ate America. None of those students
will be qualified to meet the job de-
mands of 1986, still less of 1990. But,
all those who are female have been
qualified by God, already, to be
mothers. Thousands are already
mothers. Tens of thousands will be long
before their 18th year of life. They
will not be reading books about prena-
tal care. They will not be reading warn-
ings about damage done to infants by
the alcohol, or drugs consumed by
childbearing women. When their hour
of labor comes, many will not even un-
derstand the surgical permission forms
they will sign before they are sent into
anesthesia. But, that of course is anes-
thesia only for an hour. Their children
will be given a lifetime of illiterate
anesthesia. No mother will read to
them when they are small. No mother
will have the power to confront the
problems of the schools that will await
them at the age of five. There will be
no Head Start programs for those chil-
dren. There will be no extra reading
teachers paid by Title I in elementary
grades. Those children will begin to
show the warning signs of failure by
grade four, the certitude of failure by
grade six. Two years later, many of
those children will be parents too. Is
this the best that Jeffersonian Dem-
ocracy can do?

The great poet, Archibald MacLeish,
was my first teacher at Harvard. I saw
him about three years ago, shortly be-
fore his death. He handed me his last
poem. It ended with these lines: “Tell
me dear friends where in the darkness
still stands the great republic—on it’s
hill?” Well, MacLeish perhaps was for-
tunate to die before he had to know an
answer. One-third of that republic
dwells in darkness and the darkness
grows like early twilight on the West
Virginia hills.

Why do illiterate people want to
read? We know why Washington wants
them to read. We know why business
leaders need them to read. Scholars
rarely ask a more important question
than why does the non-reader want to
read. I think the answer will be exciting
to you. In all reports that come from
Washington about the need for literacy
(continued on page 40)
KOZOL SPEECH continued from page 37

skills, every possible reason has been raised except for one. They tell us we need a literate population to defeat the Russians and, in the standard jargon of the business world, to build up our competitive edge against the Japanese. Right? Toyota is on the docks of San Francisco. They never speak of books. Now, listen to the answers illiterate people give. I ask this question when I talk to illiterate people, when I meet them at literacy centers. I say, "Why does this matter to you? Why are you here?" I hear three answers almost everytime. The first answer, the most common answer I hear across the board, black and white, all sections of the country, is the following. "I want to read the Bible."

Now, I don't know if you hear that in Oklahoma, but I hear it everywhere else. "I want to read the Bible."

And it stuns me, partly because I am agnostic and since I am Jewish, I am agnostic in the wrong religion. I am less agnostic now that I am approaching fifty. But, it always astonishes me. I am an old political guy from the sixties so I always expect them to say something angry like, "I want to read to seize power, to take control of the state or something." No, "I want to read the Bible." Whether it’s religious or just a longing for history, it’s moving. Maybe it's just a longing to answer that elemental question, where do I come from, who am I, where am I going. The second answer I hear is, "I just want to read books." One 80-year-old woman said to me (I said, "Why do you want to read?" I didn’t think it was for job training. It may have been.), she got mad at me, she yelled she said, "I am 80 years old; I want to read a book before I die." I thought it was marvelous. It takes illiterate people to speak of books. No one in Washington ever speaks of it. It’s always functional literacy to obey orders, to read regulations, to fill out forms. They are always speaking of competencies, a terrible word. Hope you don't use it in your work. I know some adult basic guidelines insist upon it, but resist it your heart. Competence was once a singular noun, spoke to a singular vision of humanity. Today, it has been pluralized and given an extra syllab—competencies. And as soon as we speak in those terms, we are speaking of mechanical proficiencies. That’s why it is so refreshing to hear someone say, "I just want to read a book."

And, the third reason I hear most frequently is this, "I want to help my kids; I don't want them to grow up to be like me." All three answers are really subsumed in one woman's response. This woman looked at me and I said, "Why do you want to read? Why are you here?" She whispered to me. She said; "I want to read inscriptions." Now, I thought that was a strange word when I heard it. That sounded weird. I thought of epitaphs. I had this horrible thought of illiterate volunteers going out with flashlights to the graveyards of America with their students. It would be kind of history, wouldn’t it? Just the facts, not too much fluff. Basics. Back to basics. Bennett would like that. But, that isn’t what she meant at all. Because I looked perplexed, she looked at me and said, "isn’t that the right word for scripture, for the Bible?" I realized what she meant and I said, "Yes, it is." And, she, seeming pleased to have her word validated by somebody else as any of us would be, smiled and said the word again, "Inscriptions." And she said it again. "I'd like to read the inscriptions." And then she tossed her head in a wonderful, whimsical way and she said, "I would kind of like to leave behind some of my own inscriptions too." People like that take my breath away. So many poor people have so much beauty in them. I always think nobody ever speaks that way at Harvard. I've never heard anyone speak in a way that would bring tears to my eyes. Nobody at Harvard even would use the first pronoun. They never say "I". You know how they talk there? I go over to the Faculty Club at Harvard. A friend takes me over there every so often. You see, it’s my father. Once a year, he takes me there for lunch. I listen to the way people talk there. They never say "I". They say "One. One might suggest. There is a certain learned body of opinion that believes... . It could, I think, be argued by some fellows... ." It’s like you are in a whole room full of third persons. There is a reason why they do this. It’s because it’s safe, right? Nobody can punch the third person in the nose for his beliefs. "He said it, not I. Somebody else. Any- one, not me," I asked my father why they talk that way. He is a doctor. I thought he would know. He said it's the food they serve there. For dessert at the Harvard Faculty Club, they serve lime sherbet. They always have that. I always think of that now as the dessert of alienation. I suppose some folks at Harvard and other universities can be eloquent. I don’t mean to monopolize eloquence for the poor. But, the point is there is an awful lot of beauty that we are not hearing in this nation. I won- der sometimes just how much beauty must be stillborn every year, how many poems will go unwritten, how many songs unsung or sung, but unrecorded, every year. How much of our possible aesthetic wealth is annually diminished. This won’t appear in figures about GNP. Perhaps it should for that too is part of what we lose today. In- scriptions is a very beautiful word. I love it because (and I didn’t think of this, I heard this from somebody else) an inscription isn’t typed, it’s chiseled into granite or concrete, stone, and it reminds us in a lovely way where our literate tradition takes it roots. It goes way, way back beyond the need to read a rule book or a job description. It goes back to the Bible, to the book of Exodus 4,000 years ago when Moses rose up early in the morning and he went up onto Mount Sinai as the Lord had commanded him and he took in his hands the two tablets of stone and on those tablets, as we know, he wrote ten ethical commandments. Not one of them was functional. Those words were inscriptions. If Jerry Falwell can do that, so can I.

The beauty of this is very important to me. Yes, we have to speak in literacy work of coping skills. We have no choice. We have to speak of survival skills. But, what's the worth of coping with our landlord, doctor, lawyer, bill collector, if we cannot cope as well with our oblivion to art and history and the recorded history of man’s persistence in the face of pain and fear? Who would want to inherit the earth only to find that the inheritance has been demeaned, diminished, lost, corrupted,
out of print? Literacy is a better thing than reading rules and street signs and instructions. Literacy exalts our spirit and renews our soul. Our nation's dignity depends upon our capability to repossess this treasure in the written word, the bound and printed book.

That, of course, is why the leadership of groups like yours is terribly important. If the libraries of this nation do not take the lead within this struggle, it is hard to know who possibly will. Or else, we do know who might. It will be military-minded people. It will be business-minded people. It will be functional people. It will be any people of the book. And, if you leave a vacuum, that is the kind of literacy we will have in the United States for all but very few.

Libraries have more than symbolic value, however. Libraries are trusted. In many cities that I visit, libraries are, frankly, the only public institutions that nobody hates. They may walk by them, but they don't hate them. I have never seen foul graffiti on libraries, not the kind you would see on public schools or police stations or businesses. Libraries are viewed as benign. People trust them. With trust, I think it fair to say, there goes responsibility. In California, as we've seen, the lead assumed by the state library has made impressive gains, sparked by a dynamic leader, Gary Strong, whom some of you know. The libraries in California began this effort two years back. I went out there to help them in the very beginning. It was called the California Literacy Campaign. Working now through more than 50 libraries statewide, the campaign has connected library resources with the energies of grass roots groups throughout the state. I was there in March and they were serving something like 10,000 adults. That's built up in just two years. It's still just a drop in the bucket; there are six million illiterates in California, but this is the best thing going in that state apart from Adult Basic Education.

Other states have now begun to move in the same direction. If the President's requested cuts in LSCA do not utterly destroy our library profession, we may see the replication of the California effort nationwide. I hope so. I was privileged to help and I continue as an ally to the folks in California. I have been out there now four times. I'm grateful to be able to regard myself tonight as your ally too. I hope the same thing will happen here.

Well, if I have been rather intense tonight, I won't apologize for it. I have lived with this anguish for almost two decades, twenty years. In a book that I published in 1967, Death at an Early Age, I described one of my students, a little boy eight years old named Steven, a child I saw destroyed in front of my eyes within the Boston Schools.

When I was teaching, I was a substitute teacher. I couldn't get in as a regular teacher because I had made the mistake of majoring in English and I wasn't certified. I was a sub. I was the 13th substitute teacher those kids had had that year alone, fourth grade. Most of those kids had never had a permanent teacher. By the time I walked into that room, some of those kids were talking to themselves. Steven used to sit and talk to himself, mumble to himself, gradually going crazy in that situation. By spring of fourth grade year, those kids were lucky if they were reading at the second grade level. An awful sight to see the destruction of the minds of so many children. And, we had good discipline. Those were the good old days, mind you. Those were the good old days before we ruined America with those dangerous ideas of Dr. King and Dr. Spock. We had good old-fashioned basic discipline. We had every child reading from identical, boring phonic readers. We had every child sitting in old-fashioned desks bolted to the chairs. We had good old-fashioned segregation, of course. And, when our kids misbehaved, we whipped them with good old-fashioned rattan sticks. You bought them in a local school supply store. That was the first lesson I got — how to whip a kid. They never did teach me how to teach reading. So we kept those kids in line. It didn't help them to read.

Steven, of course, isn't a little boy anymore. He is 29 years old. He called me on the phone one night while I was finishing Illiterate America. I describe this in the first chapter of the book. Steven is illiterate. He called me from prison. I had lost touch with him for a couple of years. Why did he call? To ask if I could assist him in his trial. He was on trial for murder. What had he done? He had just killed and killed a man who had somehow enticed him to his home, cheated him, and then insulted him as an "illiterate subhuman." Three poorly chosen words. And damn, if Steven didn't kill him. Steven has now been convicted to twenty years in prison. Steven's mother was illiterate. She couldn't read to him when he was a little boy. His grandparents were illiterate as well. What parental curse didn't destroy was killed off by the underfunded, overcrowded chaotic urban schools. Silent violence is repaid with interest. It will cost us $25,000 every year to keep Steven in prison. That's one expense, but then, what is the price that's been paid by Steven's victim? What is the price that will be paid by Steven? And what is the price that will be paid by this republic? When will we ever know what all school children learn — those to whom evil is done, do evil in return. Those words not my own. Those words of W. H. Auden might serve as Steven's epitaph and our own. And what of myself, well I deserted Steven and a lot of other kids like him when I took my own ambitions in my hand four years ago and decided to leave Boston. You see, I had lived there for 18 years in his neighborhood. Why did I leave? In order to achieve a selfish solitude in which to write this book. I moved to a small village in the country on the Merrimack (Continued on page 42)
KOZOL SPEECH continued from page 41

River, no doubt thinking myself Thoreau, sat by a wood stove and attempted to achieve that calm dispassion that would satisfy the calm dispassionate literary critics of New York. They always tend to damn my most recent book. They always say, "Unlike his earlier classic (then they refer to the last book that they tried to kill), this work shows an excess of emotion." So, in a sense, I moved to the country in order to cool off, hoping I would sound like somebody who writes for the New Yorker, temperate and dull like an editorial in the New York Times, oblique and vaguely cynical like the Wall Street Journal. And then, there was that call from Steven. Damn it, he had killed a man.

I know I shouldn't swear. I try to never curse when I am in church or with librarians. Sometimes I forget. This happened to me not long ago when I was speaking in a church, Catholic church as it happens. I grow angry when I am speaking on this issue. I grow intense. And, in this case, I just let loose with every foul word I know. Even though I am from Boston, I do know some. Suddenly, I looked up and realized where I was. It was easy to forget where you were because it was one of these very modern churches like an A-frame so there is absolutely no decoration, except one very large piece of decoration, but if you were standing here you wouldn't see it, right? Suddenly, I stopped in panic and looked around at what seemed to me to be the biggest crucifix I have ever seen. The priest of course jumped from his chair and took the microphone away so I wouldn't do it again. But then he smiled. He said to me, "Jonathan, you're Jewish, aren't you?" I thought, "Oh Lord, Old Testament Lord, please help me now." I said, "Yes, I am." And then he laughed and said, "Well then it doesn't matter. You can't go to heaven anyway. You won't go to hell because you never knew what the truth was." He said I would go to purgatory. I always figure purgatory must be something like United Airlines, like the waiting room of United Airlines in the Dallas/Fort Worth Airport. Or else, maybe it's the place reserved for those of us who know of deep injustice in our midst, but somehow never find the will to act. I am alarmed for this republic. Those of you who live or die by power of the printed word must share that terror too. I beg of you to hold this in your hearts. Thank you.

AWARDS

Nine librarians and laymen, a record number, received awards from the Oklahoma Library Association during its 1986 Conference in Tulsa.

Citizen's Recognition Awards were given to Dr. Larry Hayes, Vice Chancellor for Educational Outreach, Oklahoma State Board of Regents for Higher Education and to five legislators, Representatives Carolyn Thompson, Roy B. Hooper and Penny Williams and to Senators Paul Taliaferro and Al Terrill. Dr. Hayes has not only coordinated two studies of Oklahoma's academic libraries but has made significant contributions to the state's public libraries. The five legislators were honored for their sponsorships of the "Confidentiality of Library Records Act", approved in 1985.

Oliver Delaney and Aarone Corwin received Certificates of Appreciation. Oliver was recognized for his editorship of the Oklahoma Librarian and Aarone for her contributions to the Metropolitan Library System of Oklahoma County and to the Midwest City Library.

The Distinguished Service Award was given to Mary Sherman, Assistant Director of the Pioneer Multi-County Library for her inspired leadership, devoted service and unusual contributions to Oklahoma libraries and librarianship. This is the Association's most prestigious award.

Serving on the Awards Committee were Jo Herstand, Elizabeth Max, Michelynn McKnight and William Lowry, chairman.

1,000th Member. Dell Hewey and Lee Brammer congratulate Sharon G. Egan, Oklahoma State University Assistant Documents Librarian since December, 1985, as she becomes the Oklahoma Library Association's 1,000th member during the 1986 Conference in Tulsa.

1986
OLC CONFERENCE STATISTICS

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ATTENDANCE BY CATEGORY

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Final Meeting on
“Talkback Television”

The Membership/Recruitment committee of the Oklahoma Library Association held its final meeting of the year on Wednesday, March 19, 1986 over the regents for higher education “Talkback Television” System. The committee was part of a pilot project testing the feasibility of holding meetings over the state microwave system. The meeting sites were Edmond, Enid, Midwest City, Ponca City and Tulsa. Those who attended indicated it was a different but very acceptable way to hold a meeting. There will be limited access to the system in the future and the committee was fortunate to have been able to participate in the project. Members of the committee are Frances Alsorth, Kay Boles, Jean Bowers, Ernestine Clark, Cathy Cook, Linda Dunham, Dell Hewey, Carolyn Hust, Mona Sage and David Williams.

Oklahoma Library Association
Government Documents Roundtable

OLA/GODORT’s new officers for 1986-87 are:
Chair: Doris Westfield,
         Tulsa City-County Library
Vice-Chair/Chair Elect:
         Diane Calvin,
         Northwestern Oklahoma State University
Secretary: Johnese Petty,
         Oklahoma Department of Libraries

GODORT was involved in three programs at the OLA annual conference; all were interesting and well-attended. Reports from GODORT committees were presented at the short business meeting.

The State Plan for Government Publications Committee met several times this spring. They have written a collection development and resource sharing plan, which was in the March/April Oklahoma Librarian. The committee met again on May 16, at the Oklahoma Department of Libraries; they hope to have a final draft by the end of summer.
Libraries a Part of Learning Station in Space Design Projects by Libby Price

When nearly 3,000 students in Oklahoma City public schools worked on 75 classroom projects to "design a learning station in space" in 1985-86, most of them didn't forget that such a school in outer space or on a satellite station would have to have libraries.

One reason they didn't was that the architects who helped them, in a pilot project designed by the Oklahoma City Section of the American Institute of Architects, and their teachers were library-oriented.

However, the other reason was that the sixth grade youngsters involved in the city's Middle Schools seemed to know that information retrieval would be particularly important in space colonies, far from universities and city county libraries that many schools still depend on in Oklahoma.

One school, indeed, also realized that by the time such a space station became a reality, there would probably not be hard-back or paperback books as such, but instead, much information would be recorded and stored via disks and tapes.

This project, unidentified as to which school in the anonymity of a juried and competitive contest, included a big library section, with individual study carrels that students could use to study the tapes, as well as a big TV monitoring screen for group study.

Another project insisted that the library should be a "cheerful" place and even suggested the use of many colorful plants and other greenery to produce oxygen and use up the carbon dioxide of the closed environment in space.

On the first day of the exhibition at the Air Space Museum, I counted five models and projects that had well-developed plans for libraries. Fully 15 others mentioned libraries or included them in their plans, usually next to the various classrooms. Some indeed had classroom "pods" or "modules" especially designed to produce artificial gravity in the weightlessness of space, or a Zero-G atmosphere, that had the students worried at first about how to deal with it.

When the winners were announced at a March awards ceremony, the project at Taft Middle School that was directed by architect Alan Costic won a "people's choice" contest judged by two students from each participating school. Here there was a big library unit, part of a three level classroom module with intricate mechanisms to create the steady turning the students deemed necessary to stabilize normal gravity.

Another Taft Middle School project, with architect Jim Reynolds assisting the classroom teacher, also had a large library unit. This room won the award for best artistic model and project.

Most sophisticated project was one from Webster Middle School, which won the jurors' award (one of them a physics professor from Princeton university and one the editor of OMNI magazine) for the best technical project.

Best overall project was in Judy Standifer's class at Hoover Middle School, with Tom Allen as architect. These students, indeed, were given a trip to NASA's Manned Spacecraft Center in Houston by Southwest Airlines, garnering much publicity, especially on local television stations, for the trip.

Among the most interesting uses of library space was the inclusion of the drawing plans of a "library bubble." This project also had a swimming pool bubble.

It turned out that most students did not want to be deprived of their comforts and athletics — even though jumping in space was quite different than on earth.

Some included shopping malls — and those swimming pools — along with community centers.

But they did not forget libraries and the power of stored learning in books or on tapes that would help them cope with the problems of space — just as they do on earth.

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DIRECTORY OF OKLAHOMA

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OASLMS
Barbara Rather, Chair

Members of The Oklahoma Association of School Library Media Specialists turned out in force at the OLA Conference to participate in a variety of lively and informative sessions. Officers worked closely with Susan Silva of Children and Young People's Roundtable and Glenda Collins of the Public Library Division to co-sponsor six programs of interest to librarians involved in service to young people. Participants carried home tons of ideas, armloads of autographed books, and the usual compilation of brochures, posters, and articles.

At Friday’s luncheon, OASLMS members honored Administrator’s Certificate of Merit winner, William K. Martin, and learned of his efforts to further improve Noble’s Media Centers. Mr. Martin is an outstanding example of the extra commitment many administrators make to their media programs. He has contributed his support professionally as well as personally to create a warm, welcoming atmosphere in Noble’s libraries. Visitors may find themselves entertained by Mr. Martin’s story telling, read in a loft built in his spare time, or even admire a new carousel horse, carved by the superintendent to delight his students. Our congratulations go to Noble and their award-winning superintendent.

Many people worked behind the scenes to make this conference a success. Special thanks go to Martha Nickels and Lynne Fry, OASLMS officers who made sure all the autograph sessions and displays were properly organized; to Corrie Dorman, who was our connection with local arrangements; and to the new officers, Pat Cunningham, Nancy Pelton, and Ida Conway, who filled in, sometimes at a moment’s notice, wherever they were needed.

It has been a pleasure to serve as Chair of OASLMS during this eventful year. Next year will have many exciting activities to offer, beginning with the State Department of Education’s Encyclo-Media Workshop September 11th-12th in Oklahoma City. OASLMS

ALA Encourages Library Tie-ins to “Africans” Series

Beginning in October, “The Africans,” a nine-part prime time series and college-level television course on the geography, history and culture of Africa, will air on PBS stations. The American Library Association is encouraging local libraries to hold screenings and related programs.

Hosted by Ali A. Mazrui, an internationally known professor of political science and native of Kenya, the series presents a view of Africa “from the inside looking out.” Two new books will be available soon to accompany the series. They are: “The Africans: A Triple Heritage” by Mazrui and “The Africans: A Reader,” with essays by 12 scholars.

ALA’s Public Information Office has received funding from The Annenberg/CPB Project to produce a library packet about the series, with program suggestions, bibliography, poster and promotion ideas, which will be mailed to 14,000 public and college libraries in July.

The series is produced by WETA/Washington, D.C., and the British Broadcasting Corporation, with major funding provided by The Annenberg/CPB Project. Additional funding comes from the National Endowment for the Humanities, the Public Broadcasting Service and the Corporation for Public Broadcasting. Libraries are urged to contact state humanities councils for possible funding for library programs in connection with the series.

Broadcast of “The Africans” begins in October. The series will air weekly for nine weeks. It is expected the series will be rebroadcast in 1987. Check local listings for times and dates. Videocassettes will also be available for purchase and rental by calling 1-800-LEARNER. “The Africans” is closed captioned for the hearing impaired.

plans to take an active role by assisting with conference registration and acting as room hosts. Members who are willing to volunteer for the host committee should contact Anne Masters, OASLMS Chair, 1986-87, 131 S. Flood, Norman, Oklahoma 73069.

Affiliate With ALTA

More than 200 library boards have registered with the American Library Trustee Association’s (ALTA) Affiliation Program in its first year.

For an annual fee of $50 local public library boards can affiliate with ALTA, the only national library trustee organization, with some 2,000 members.

Sharon Jordan, ALTA executive director, said the affiliation program aims to provide a networking opportunity for boards for which individual membership may not be economically feasible but whose members do want access to helpful information.

Affiliates receive a “New Trustee Packet” of orientation materials on the role of the trustee and library management, Trustee Digest, a quarterly newsletter with concise summaries of articles of special interest to trustees from the library journals and the national press; and certificate of affiliation, suitable for framing. Affiliates may also call the ALTA office for information and referral on topics of concern.

To affiliate, send letter of request and check (payable to the American Library Association) for $50 to ALTA, American Library Association, 50 E. Huron Street, Chicago, IL 60611.
1985/86 was an exciting and eventful year for the Library Education Division. It is appropriate to thank all of those who "made our year": Dr. Frances Alsworth, Kay Britton, Linda Cowen, John Hinkle, Beverly Joyce, Ray Lau, John McCracken, Dr. Elizabeth Max, Dell Hewey, and last, but not least, a very conscientious and effective secretary/treasurer, Marjorie Webber.

The length of credits is indicative of the many changes that were made in the Division this past year. At the beginning of the year, the chair thought it would be advisable to organize an ad hoc planning committee to address the concerns of the Library Educators Division and to help plan the programs for the year.

This Ad Hoc Committee was convened monthly by the chair and held its first meeting on July 12, 1985. The Committee discussed a number of concerns that could be addressed by LED including standards for school, public and other types of libraries; the new certification requirements for school media professionals; literacy; recruitment of students for the library school; research.

The Committee worked so well, it was incorporated as a standing Committee into the by-laws and constitution of the Division.

Upon the recommendation of the chair, the name of the Division was changed from Library Educators Division to Library Education Division. The Division was thus opened to all persons interested in any phase of library education. It could provide a forum for the exchange of ideas, expertise and information in the areas of education in library and information science, continuing education, school library certification, bibliographic instruction and any other matters relating to education. The revised purpose and function of the Division was incorporated into the constitution.

A subcommittee of the Planning Committee (Britton, McCracken, Cowen and Hewey) was appointed to revise the by-laws and constitution of the Division to reflect the name change and re-organization.

During this year, the Division completed left-over business from 1983/84. It confirmed the resolution made in the previous year relating to the continuation of the publication of ODL's publication on library education programs. It also discussed the aborted Carroll survey.

The Division's fall business meeting and program was held in Tom Steed Career Development Center at Rose State. The theme of the program was devoted to the status and development of the telecommunications program of the State Regents for Higher Education based on the receipt of the $6,000,000 Kellogg Grant. Dr. Lee Walters and Barbara Buzin were guest speakers.

The Kellogg grant and its implications for libraries is so important to the libraries in the state, it was also adopted as the focus of the President's program for the OLA annual meeting. The Library Education Division opted to be part of that program.

A subcommittee of the Planning Committee (Hinkle, Joyce, Hewey) worked on the program for the annual meeting. Based on their proposal, the program, The Long Distance Learner, was the program to be presented by LED at the OLA annual conference.

The Ad Hoc Committee is now a permanent planning committee. In its March meeting, plans and program for 1986/87 were discussed.

The Nominating Committee chaired by Ray Lau nominated Beverly Joyce as chair elect for 1987/88. Kay Britton will assume the chair for 1986/87.

The committee also worked on increasing the membership of the Division. Small but steady gains were evident according to the report of the Executive Secretary of OLA.

MEYERS ATTENDS NATIONAL BICENTENNIAL TRAINING CONFERENCE

Duane H. Meyers represented the Oklahoma Library Association recently in a national training conference in St. Paul, MN, designed to generate state and local programs to celebrate the 200th anniversary of the U.S. Constitution in 1987. Meyers is associate director for management services at the Metropolitan Library System and serves on the OLA Intellectual Freedom Committee.

He participated in town hall meetings and discussion groups on current constitutional issues and heard about a variety of successful state and local bicentennial-related events. Workshops on nuts and bolts of bicentennial planning and media relations were also offered.

The conference was planned as a part of the American Bar Association's "We the People" project, a multi-faceted educational program in honor of the Constitution's 200th anniversary. Those attending represented nearly every state and will provide leadership in their states and communities in celebrating the Constitution's bicentennial. The conference was sponsored by the American Bar Association, with funding provided by the National Endowment for the Humanities, the General Mills Corporation and 3M Corporation.

Other national organizations participating in "We the People" include: American Library Association, American Newspaper Publishers Association Foundation, American Association of Adult and Continuing Education, American Association of Community and Junior Colleges, American Society of Newspaper Editors, National Association of Bar Executives, National Association of Broadcasters, National Cable Television Association, National Community Education Association, Office of Smithsonian Symposia and Seminars Smithsonian Institution, and Society of Professional Journalists, Sigma Delta Chi.
"Chain Gang"

Last month the State Legislature "linked up" with school media centers across the state in a special celebration. A "Chain Gang" composed of students and librarians invaded the capitol and linked up with thousands of paper chains.

The display, created by Oklahoma school children in a project sponsored by the Oklahoma Association of School Library Media Specialists and the State Library Resources Department, represents the books and activities children enjoy most in their libraries. It received notice from legislators and visitors to the Capitol alike as they paused to read the messages students had written on the chains. The festive blue and white links were draped on all four floors of the Capitol Rotunda and balcony railings.

They were officially presented to the Governor by students from Roy Clark Elementary, Union Schools; Orvis Risner Elementary, Edmond; and Eisenhower Elementary, Norman. The chains came from all corners of the state, representing hundreds of schools and thousands of students.

Media Specialists reported an enthusiastic response and an increased interest in reading as students prepared their links of the chain for the Capitol. The size of the display illustrates the growth of Oklahoma's school media centers of learning. Our state has made rapid progress in establishing school media centers through a state-wide system of Library Improvement Grants, as well as local commitment to developing programs.

As a result, our students have access to a vast amount of information resources and educational equipment from books to computers. In recognition of this, Governor Nigh proclaimed April School Library Media Month in Oklahoma. The celebration was officially launched with a State and National READ-IN and creation of the Capitol display. In addition, a statewide contest produced a series of video spot announcements written by students, which were aired during the month on commercial channels. Award winning spots were developed by Whittier Middle School in Norman, Monroe Elementary in Enid, and C.E. Gray Elementary in Bixby. Honorable Mention was awarded to Mayo Elementary in Tulsa and Grant Foreman and Franklin Elementary in Muskogee.

Congratulations to award winners and all others who helped make School Library Media Month a success!

OU LIBRARY SCIENCE SCHOLAR WINS NATIONAL AWARD

Charles R. McClure, professor in the University of Oklahoma's School of Library and Information Studies, has won a national award for his research paper on library reference services.

McClure is the recipient of the American Library Association's annual award for his paper "Unobtrusive Testing of Library Reference Services."

McClure and his co-author, Peter Heron, a professor at the University of Arizona, will be given the award and $500 at the annual ALA conference in New York in June.

The paper is based on two years of research in academic and public libraries, where McClure and Heron measured the quality of reference service libraries offered to their patrons. The project was partially funded by the Association for Library and Information Science Education.

Research of this type has direct and important benefits for academic and public libraries, McClure said. The research can assist library managers and reference staff in identifying specific areas of service for improvement as well as measuring the improvements over time.

ALA Introduces Toll-Free Number

Since May 1, ALA members can phone the headquarters office in Chicago at no charge by dialing an "800" toll-free number. The number is 1-800-545-2433; in Illinois, 1-800-545-2444; in Canada, 1-800-545-2455.

Hours of service are 8:15 a.m. to 4:45 p.m., central time, Monday-Friday. The service area covers the continental U.S., its territories (U.S. Virgin Islands), and Puerto Rico, Hawaii, Alaska and Canada.

The number has been established in response to an ALA Council resolution to investigate the feasibility of implementing a toll-free number to facilitate member communications. The Service will be monitored for one year, at which time it will be evaluated to determine whether it will be continued.
HINSHAW ELECTED TREASURER

Marilyn L. Hinshaw, Director of the Eastern Oklahoma District Library System, has been elected Treasurer of the AMIGOS Bibliographic Council, headquartered in Dallas, Texas. AMIGOS has 299 university, public and school libraries as members in the Southwestern states of Arkansas, Arizona, New Mexico, Oklahoma, and Texas. The membership elects twelve Board Members at an annual membership meeting each Spring. Hinshaw was elected to a two-year term on the Board in May of 1985. At the May 1986 Membership Meeting in Dallas, she was elected by fellow Board members to serve as Treasurer for the organization. As Treasurer, Hinshaw will chair the Budget and Finance Committee of the organization, which has assets of over five million dollars.

Hinshaw has been Director of the Eastern Oklahoma District Library System since June, 1982. She is a graduate of Emporia State University in Kansas, with a B.S. in Education and Master's degree in Library Science, and of the University of Missouri-Columbia, with a Masters in Public Administration. The Eastern Oklahoma Library District includes the counties of Adair, Cherokee, Delaware, McIntosh, Muskogee and Sequoyah. It provides library service through branches in the communities of Muskogee, Tahlequah, Sallisaw, Grove, Eufaula, Checotah, Stilwell, Jay, FJ. Gibson, Haskell, Muldrow and Westville, and through a Books By Mail program to rural areas of the six counties of the district. The Eastern Oklahoma District Library Administrative Headquarters is located at 801 W. Okmulgee, Muskogee.

FOURTH ANNUAL CALDECOTT CALENDAR READY FOR THE NEW YEAR

The cover of the 1987 Caldecott Calendar features a scene from The Polar Express by Chris Van Allsburg, winner of the 1986 Caldecott Medal.

The pages of the wall calendar display twelve full-color illustrations from Caldecott Medal and Honor Book winners of past years. Among the books featured are The Big Snow by Berta and Elmer Hader (Macmillan, 1948), Have You Seen My Duckling? by Nancy Tafuri (Greenwillow, 1984), Swimmy by Leon Lionni (Pantheon, 1963), and Mr. Rabbit and the Lovely Present, written by Charlotte Zolotow and illustrated by Maurice Sendak (Harper, 1962). The calendar includes a complete list of the books which have won the Caldecott Medal and the honor Book designations.

The Caldecott Medal was established in 1938 in honor of Randolph Caldecott, the 19th-century English illustrator. It is awarded annually to an outstanding American picture book by the Association for Library Service to Children, a division of ALA. The chair of the 1987 Calendar Committee is Karen Nelson Hoyle, librarian of the Kerlan Children's Literature Research Collection at the University of Minnesota Libraries.

AMIGOS MEMBERS SET FEES, ELECT TRUSTEES

Representatives of the almost 300 member libraries of the AMIGOS Bibliographic Council, Inc. recently approved the network's fee schedule for fiscal year 1986-1987. Members also elected five Trustees to the AMIGOS Board and two delegates to the OCLC Users Council during the group's 23rd Membership Meeting, held May 7 in Dallas.

The fee schedule, approved unanimously by the voting representatives present, featured only minor changes to the current year's schedule. Among the changes is an increase for 10% to 11% in AMIGOS' surcharge of OCLC fees. This increase will partially fund the training of members on the redesigned OCLC online system — the Oxford Project — beginning in early 1987.

Other changes include a newly established one-time New Member Service Fee of $800 for new affiliate members of AMIGOS, and an increase in telecommunications charges as a result of FCC approved tariff changes.

CALDECOTT CALENDAR 1987
Association for Library Service to Children
$6.95 23p. 9"x12" wall calendar
0-8389-5685-3 July 1986

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