

*Libraries and the Life of the Mind in America: Addresses Delivered at the Centennial Celebration of the American Library Association.*

For over the last four years I have devoted myself fully to the question of how networks can be used to advance science, scholarship, and other intellectually productive activities, wherever and whenever those activities occur and whomever is involved in them. And before that, I worked for eight years on providing acquisitions, cataloging, online public access, circulation, and other modern computer-based library systems to the Columbia University Library community. I tell you these things so that you appreciate my perspective on the theme of this Roundtable, and so that you understand my point of departure for this talk. I believe that networks like the Internet and that digital libraries like the sorts of information resources and services that can already be found in the Internet will be important features of all 21st Century research and education communities. Therefore, I also believe that they must as well be important features of all 21st Century libraries that serve those communities. Moreover, I believe that networks and digital libraries will transform our research and education communities, by changing not only how, and when, and with what resources questions are framed and addressed in these communities, but by changing the types of questions asked in those communities and the identity of who asks what sorts of questions as well. In short, I believe that networks and digital libraries will mean as least as much to the "life of the mind" in "knowledge communities" as roads and energy sources have meant to the "life of the body" in agricultural and industrial communities. At the dawn of the 21st Century we seem poised to change the ways in which we create, distribute, and use ideas and words at least as much as we changed the ways in which we create, distribute, and use things and commodities at the start of the 20th Century. At the EDUCOM annual conference in San Antonio, Texas last week, noted futurist George Gilder, author of the very well-received books "Microcasm" and "Life with Television" whose next book, "Telecasm," is eagerly awaited in the United States, characterized the situation that many of us now face as similar to the situation that would be faced by a cave dweller were he or she to come across a modern automobile in her or his environment. Gilder observed that such an individual would most certainly identify the automobile as a much improved cave: Our cave dweller would not see the automobile for what it really is: For that, he or she would have to see the automobile on a road, a related but, in this parable, a separate and missing piece of collateral technology. Gilder asks us to put ourselves in the place of the cave dweller, but instead of encountering an automobile in our environment we have encountered the personal computer. We tend to think of personal computers in terms of the mainframe computers we knew before them, and we will continue to do so until most personal computers are on information highways. Until then, it will be very difficult for most of us to see personal computers for what they really are: This is a theme that Richard Lanham has developed at length in his ground-breaking and mind-boggling work "The Electronic Word. Libraries, computer centers, disciplinary societies, and publishing houses typify the institutions, organizations, and professions that serve the life of the mind by supporting scholarly and scientific creation, communication, and publication. So it is quite natural even "necessary," now that I think about it to try to imbed the question of the impacts of networks and digital libraries on these institutions, organizations, and professions in the question of the impacts of networks and digital libraries on the life of the mind. This is what I will endeavor to do, in a suggestive rather than definitive sort of way, in this talk, using the life of the mind in higher education as my specific point of reference. The president and vice president of the United States, Bill Clinton and Al Gore, have made networking a national priority. The Clinton Administration has formed high powered, productive groups like the Information Infrastructure Task Force, inside the federal government, and the US Advisory Committee on the National Information Infrastructure, outside the federal government, and it has funded the new Telecommunications and Information Infrastructure Applications Program to stimulate the development of community and other networking applications through-out the United States. The Administration has also been working with Congress on the first complete make-over of Federal communications policy since the Communication Act of Legislation of this sort did not pass during

the 1st Congress of the Clinton Administration. It is widely reported that this legislation did not pass primarily because of disagreements between the large telephone companies and the large cable companies in the United States. Regardless, hopes are high that the next Congress will be back at work on this business in the late winter or early spring in Still another reason why networking is hot is that the concept of the "information highway" is now part of the popular culture. One not-so-serious but important sign of this development is that a steadily increasing number of people in the United States are bluffing their ways through an increasing number of cocktail party conversations about the information highway. The good news of this development is that the Internet community no longer has to look far and wide for press coverage. The bad news of this development is that the national media are doing about as good a job with covering the Internet as they are with other matters of national importance; which is to say, in my opinion, that they often do not do that good a job and that they on some occasions do an absolutely dreadful one. This is another clear reason why networking is hot, but it is an even clearer reason why the Internet is red hot. To a very large extent, interest in the "information highway" in the United States is right now being rapidly converted into usage of the Internet and of Internet resources and services. By the end of September the number of reachable computer hosts had grown by another The Internet community is now experiencing the largest process of migration in human history, with the number of Internet immigrants outnumbering or nearly outnumbering the number of Internet residents for over five years running now. Another thing that is heating up the Internet is the restructuring of the US region of the Internet from a National Science Foundation -based to a community most would say "market" -based model. By the end of April, , if all goes as planned, the NSFNet backbone will be decommissioned in favor of a new, open architecture and marketplace for US Internet transport services of which the most visible features will be predominantly privately owned and operated network service providers and predominantly privately owned and operated network access point operators. This new architecture and marketplace, if the hopes of the US Internet community are realized, will allow all types of traffic to be transported not just traffic consistent with the purposes of the research and education community, as has been the case to-date in the NSFNet-based US region of the Internet , and will allow private as well as public capital to be used to expand capacity private capital having generally not been used in the US region of the Internet because of the concerns of prospective investors regarding asset ownership and the difficulty of determining actual costs over the extended time periods of most business plans. Web "weavers" and "dancers" have already changed forever the look and feel of the Internet, and the expectations that untold numbers of users bring to networking. It is now clear to anyone who cares to notice that it no longer takes an expert in multiple technologies to use the Internet to develop and access multiple networked information resources and services that contain graphics, sounds, moving images, and other non-textual elements as well as texts. And, Web weavers and dancers are also giving real meaning to a new network metaphor, the metaphor of the Internet as a "web," that says much more about how the content of the Internet is organized than it does about how the conduit of the Internet is engineered. This emphasis on the content and deemphasis of the conduit at this basic metaphorical level is more important than has been commonly realized, at least to-date. A change of this sort in user behavior is very much in the interest of imagining as well as innovating the future of networks and networked information. Fixed settlements are beginning to emerge in the Internet environment, places that offer safe, reliable havens to scholars and scientists who are much more interested in their research and educational objectives than they are in discovering a new resource or charting a new territory in cyberspace. And, notions of private property, and fences that enforce those notions, are beginning to appear, prompting fears that the ideals of the open range and the public good will be soon be history all together. To my way of thinking, we are clearly at the end of the period in which cheap stunts, brilliant hacks, and acts of ignorance or desperation were the principal ways for creating useful and affordable Internet resources and services. I believe that we are now at the beginning of the period in which strategic thinking, careful research and development, steady progress over the long run, and significant investments will be the drivers of progress in the network environment. The great majority of the attention that is being devoted to the impacts of networking on higher education is being directed toward how networks are changing and may change the ways in which scholars and scientists communicate and publish, and how the information strategies, products,

and services pursued and offered by the institutions and organizations that support scholarly and scientific communication and publication may change as well. Topics commonly considered in such discussions include: Since these topics are already so well-covered in the literature and elsewhere, and since I am seeking a "higher" standard by which to plan networking and networked information activities and to measure the progress made and not made by those activities, I will say no more about these topics during this talk. The second area that has garnered a lot of attention in discussions about the impacts of networking on higher education centers on differences of opinion about whether certain facilities such as libraries and classrooms , functions such as cataloging and lecturing , and artifacts such as textbooks and periodicals will continue to be facilities, functions, and artifacts in the age of networks. I know that some librarians make this mistake, but this is a mistake made rather more often by non-librarians. Library collections have been and always will be but a means to an end. That end has been and always will be the enabling of access to the universe of knowledge that bears upon the thinking of the authors and readers in a given community. Since printed information is conveyed by physical artifacts like books and periodicals, effective and efficient management of that information toward this end has required conveniently located, comprehensive, well-organized collections of these artifacts. I believe that networks and networked information will soon reduce the need for such physical collections, particularly for new materials and resources which do not exist outside of network environments. I do not, however, see anywhere close to an equal reduction in the need for the human judgements and services that organize information, that make the resulting organization known, that assist authors and readers in their respective quests to find each other, and so forth. As was the case with the first category of impacts, since impacts of this second sort are already well on their way to becoming widely discussed and since I am trying to identify a still higher standard of discussion and action, I will say no more about facilities, functions, and artifacts in this talk. It has become clear to me that we will never be able to finally resolve questions about the impact of networking on communication, publication, and information strategies, products, and services nor will we be able to do the same for our questions about facilities, functions, and artifacts without getting a handle on the broader, and much more fundamental, question of what networking means to the research, teaching and learning, and community service missions of higher education institutions. We need to derive the future of the scholarly and scientific journal and monograph from an understanding of the future of scholarship and science; we need to derive the future of classroom and library facilities from our understanding of the future geographic and social organization of learning communities; and, we need to derive the future of cataloging and lecturing from our understanding of what people will do on their own and what people will need help with in this future, networked information environment. A quick assessment of what we know and do not know about this new, third category of impacts reveals that it is in the area of the research mission of higher education that the impacts of networking have been most felt to-date. Indeed, access to network connections and networked information have become singularly essential for attracting and retaining researchers, along with their projects and funds. The impacts of networking and networked information on the community service mission of higher education institutions are already very real, but they are also very uneven, reflecting the wide diversity of the communities in which higher education institutions are situated. However, the higher education community in the United States takes justifiable pride in the fact that many of its institutions and people affiliated with its institutions have played important role in establishing "civic networking" projects such as the Cleveland Freenet and the Blacksburg Electronic Village that offer the benefits of networking and networked information to the residents of the community in their area. But, the impacts of networking are just beginning to be felt on the teaching and learning mission of higher education institutions. This is the area in which the most exciting research and education networking breakthroughs will likely occur over the next five years. Costs and how to reduce them is a compelling, consuming interest and concern of all college and university administrators in the s. If benefit was the handle that our administrators grasped when they first placed networked resources and services onto their tables, cost will be the handle that they will grasp when they raise networked resources and services to their next level of development. Therefore, these administrators, in the main, are looking to those of us who are working on networks and networked information to increase the efficiency of higher education by using networks and

networked information to modernize the way that higher education institutions approach their research, teaching and learning, and community service activities. This is not to say that these administrators are not interested in what networks and networked information can do to make higher education research, teaching and learning, and community service more effective. Many, perhaps even most, of these administrators are very interested in how we will innovate the offerings of our higher education institutions using network technologies, resources, and services. They recognize that although efficiency measures will allow higher education institutions to continue to serve their current constituencies, only effectiveness measures will allow these institutions to serve the large and more diverse constituencies that the 21st Century will call upon higher education institutions to serve. Finally, a small but steadily and growing number of administrators are looking to networks and networked information, and those of us who work on them, to drive the revitalization of their particular higher education institutions by facilitating the complete transformation of not only how things get done and when and where they get done but of what gets done and by whom. Changes of this magnitude are quite difficult to grasp at this early a stage of our bringing networks and networked information to task in simply efficiency and effectiveness terms. But it is not too early to begin considering how those changes will not only recalibrate the relationships between higher education institutions and their existing constituencies, and create relationships between higher education institutions and their potential new constituencies, but will as well renew the relationship between higher education and the social goals and processes that higher education must serve. First, networking and networked information enable a very much improved "context of work" for researchers and for their projects and programs. This new context of work will be constituted by access to and interactions among three resources that are fundamental to every researcher, research project, and research program: The immediate, even intimate, "co-presence" of types of people and types and formats of knowledge in networked communities, coupled with the rapid and frequent interactivity enabled by basic networking technologies, yields a context of work in which ideas and facts can flow so widely and with such little resistance and such high resolution that productivity can rise to much higher levels and knowledge can accumulate at much faster rates than here-to-fore attained or even imagined. Second, networks and networked information enable a world in which "immersion" and "immediacy" are the normal rather than the exceptional learner experience, and they also enable a world a world in which learning is a life-long rather than solely an activity of the young. We now have within our reach the technological means to construct learning environments that have the information density of the Library of Congress, the pedagogical skill of Socrates, and the excitement and holding power of a video game. Networked learning environments of this sort promise that each and every learner will be able to marshal faculty, library, laboratory, and other resources at her or his own pace according to her or his own schedule and in a setting of her or his own choosing and in close contact and cooperation with other learners. And third, networks and networked information enable the easy and regular flow of communications and ideas that is necessary for the identification and management of the sorts of interesting and appropriate activities and initiatives that bring higher education institutions and their communities closer together. In some cases these activities and initiatives will arise from concerns about economic development, in other cases they will arise from concerns about elementary and secondary education, and in still other cases they will arise from a desire for expert knowledge to be applied to some community problem or objective. Networked communication allows ideas and proposals to be brought forward, discussed, and disposed in a very much more responsive fashion than has generally been the case to-date, and this responsiveness fosters the trusting, positive attitude that is essential to productive relationships. I will now discuss each of these three opportunity in slightly more depth. This information is recorded on various media, conveyed by various artifacts, and embodied in the minds of various colleagues. It is the information that is so important to the researcher that he or she simply cannot trust anyone else to deal with it. This sort of trust and delegation of responsibility for acquiring and managing information resources is the distinctive characteristic of the second zone in which the world of work of each researcher is situated: This zone is also populated with information resources that researchers cannot afford or otherwise cost-justify and which they decide to cost- and access- share with others. Researchers rely upon libraries and disciplinary societies, in the main, to manage the information in this zone. And, most researchers worry that there may well

be something in this zone that will, sooner or later, completely change their world of work, for the better or worse but, most likely, for the worse, and by the hand of someone other than themselves. I believe that networks and networked information have already begun to expand each of these zones, and that the rate and scope of expansion will increase for some time into the future. Although occupants of the inner two zones generally acknowledge the expansion of the outer, third zone, and the occupants of the inner two zones also generally acknowledge the expansion of the innermost zone, it is not generally acknowledged by the occupants of the innermost zone that the middle zone is expanding. This is a rather too convoluted way of saying that libraries and disciplinary societies need to do a much better job of linking their networking and networked information efforts to those of their constituents and clients if those constituents and clients are to appreciate, let alone to participate in, those efforts. The impacts on teaching and learning are just now moving to the center stage of the networking community, and the picture we have of those impacts will be much clearer in three to five years than it is at present. Nonetheless, it is possible and useful to speculate about how the use of networks and networked information will change our approach to teaching in certain key ways. For instance, it is obvious that, in the main, the new approach to teaching and learning will deliver educational experiences through networks rather than through campuses, and that students will access those educational experiences through courseware running on workstations while guided by teachers who will be much more accessible through electronic mail and conferences than teachers have ever been in person rather than accessing those experiences through lectures presented by teachers in classrooms. These two changes are much easier to state than they are to make, and there is certain to be a wide range of variation around each of them, but they are changes that will most certainly be realized in the new approach to teaching and learning that is enabled by networks and networked information. Two other changes come quickly to mind, but they are somewhat more speculative than were the first two. First, the interactions that will take place under the new approach to teaching and learning will be relatively more open than has been possible under the old one. Hypermedia approaches, such as those that have come before us at this Roundtable, change the way that students interact with the "knowledge base" of a given course, but networks also promise to change the ways in which students interact with each other and with their teachers..

## 2: The Life of the Mind in a World Transformed by Networks and Digital Libraries

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He often takes well known events and researches them, serving up the bizarre twists and turns hitherto unreported and relatively unknown. Perhaps you recall his TV or radio show simply by the way he brought each tale to an end, i. It took over 50 years to complete and contains more than 15, pages. Apparently he was the best in his field, a true expert. But the production of this dictionary was a massive undertaking and so Dr. Murray would require assistance. Now a certain Dr. Minors, when he heard about the project, wrote a letter to Dr. Murray, offering his assistance. Murray was rather nonplussed about Dr. It took a keen mind and total dedication to pull off something so grand. Murray wrote back, feigning a positive response, knowing that he was not the least interested. After receiving the letter, Dr. Minors wrote an amazing letter back to Dr. In the letter he included "dozens of items, definitions, references Murray realized that he had been corresponding with a genius. So he quickly dispatched another letter to Dr. Minors expressing his gratitude and soliciting any further guidance, criticism, or help Dr. Minors might want to offer. Immediately the letters began pouring in from Dr. Minors with thousands of valuable insights, many of which eventually made their way into the Oxford dictionary. But up to this time, Dr. Minors had never met. Murray knew of this "mystery scholar" was his address: Murray determined the two must meet and so he invited Dr. The latter was not able to come, for physical reasons, but would be glad to have Dr. Murray come to visit him. A few days later Dr. Murray traveled to Wellington College Station where he was greeted by a uniformed gentleman who escorted the scholar to Dr. Minors was a convicted mad-dog murderer. He knew facts, but understanding, like the proverbial four-leaf clover, apparently eluded him. In short, there was a Grand Canyon size gulf between his knowledge and his life. Have you ever noticed how easy it is to desire knowledge for its own reward? Minors, but have you ever become aware that the more you focus on gaining knowledge for its own sake, the more meaningless life becomes. The problem is two fold. Second, like candy, it cannot satisfy in the long haul because it only addresses a small, however important, dimension of who we are. Knowledge or facts are not personal, in themselves, and therefore, those who worship their accumulation will become something other than, dare I say, less than, fully human. God created the mind. God created it; it is designed for life in relationship with God, people, and the world, not just to fix itself upon inanimate objects, events, things, etc. Nor was it meant to objectify and depersonalize God and other people. It was not designed as a CD ROM or hard drive, that is, to simply store information to be spit out at a later time. It was designed for so much more! Neither is the problem, as is so often offered up as "insight" among evangelicals, a problem of thinking too much and acting too little. I am convinced that those who repeatedly say this are either threatened by those who are knowledgeable about this or that topic or they want to keep the less knowledgeable in the dark so that they might exert influence over them. Abandon this idea; it is sub-Christian. It still misses the proper place God gives the mind in his plan of creating and redeeming. As I recall, Jesus said, "Love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength" Mark Thus we cannot talk properly about the life of the mind apart from its ultimate object, i. Like a wise orchestra conductor, who himself seeks to please the audience of heaven, the renewed mind in Christ continuously leads the woodwind, stringed, brass, and percussion faculties of the soul in the harmonious, sweet sounding worship of the One and Only true God. Every day our lives spring forth with new songs of love for the Lord; the humble mind leading its close friends, conscience, will, emotions, memory, and the five senses in the playing of various melodies for the Lord. Whether in the study of culture or creation, sociology or science, the mind informed by Scripture, listening to the Spirit of God, and committed to truth, is a mind pleasing to the Lord. Any other mind is living out its former connections with depravity and ushers forth nothing but a cacophony of disparate sounds, a disjointed and dishonoring representation of reality. The mind was never designed to function as an automaton with "things" as its chief focus. Such an orientation, as we might find in many areas of modern science-enamored as it is with creation over Creator-is the mind having skidded off the well marked

highway and over the embankment. In reality, it is idolatry. Rather, it was given to make communion with the Lord a reality, not to stand in judgment over God. God wanted to be known so he created sentient beings-beings that possess the faculty we call mind, i. The mind is designed and redeemed by him so that a person might grasp intelligent service to God and pursue it while rejecting dishonorable service. In other words, we must not talk about the life of the mind apart from its design, calling, and therefore duties. Do you see, then, how utterly beneath the mind God created exists a life given to the mere study of creation or some facet thereof? Such a pursuit for its own sake is demeaning to the mind and therefore demeaning to the One who created it. Yet the mind in submission to and in agreement with God i. Bantam, , We are creatures endowed with powerful faculties.

### 3: IDEALS @ Illinois: Libraries and the Life of the Mind in America (Book Review)

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### 4: Americans'™ attitudes toward public libraries

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### 5: Richard M. Weaver, : a life of the mind - ECU Libraries Catalog

*Libraries and the life of the mind in America. By Marie-Thérèse Pouillias. OAI identifier: oai:www.enganchecubano.com Provided by: Biblioth que.*

### 6: The Life of the Mind | www.enganchecubano.com

*In his most famous book, The New England Mind: The Seventeenth Century (), Miller adopted a cultural approach He was an authority on American Puritanism, and one of the founders of what came to be known as 'American Studies'.*

### 7: The Life of the Mind in America - Wikipedia

*The Life of the Mind in America: From the Revolution to the Civil War is a book by Perry Miller It won the Pulitzer Prize for History.*

### 8: Libraries and the life of the mind in America - CORE

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### 9: www.enganchecubano.com " the life of the mind in America

*Life of the Mind, interdisciplinary conversations with UC faculty, will return p.m., Tuesday, Oct. 30, in Annie Laws ( Teachers/Dyer) with a lecture by Sarah Stitzlein, professor of education and affiliate faculty in philosophy.*

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