Reader services in libraries: a day in honor of Margaret E. Monroe. 1982

Madison : Library School of the University of Wisconsin--Madison, 1982

The Second Muriel L. Fuller Memorial Lecture

READER SERVICES IN LIBRARIES

A Day in Honor of
Margaret E. Monroe

Edited by
John J. Boll

Library School of the University of Wisconsin—Madison
1982

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READER SERVICES IN LIBRARIES

A Day in Honor of
Margaret E. Monroe

The 1981 Alumni Day

of the

Library School

University of Wisconsin--Madison

May 1, 1981

Edited by
John J. Boll

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1982

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EDITOR'S PREFACE

This small volume pays tribute to two remarkable women, Muriel Fuller and Margaret Monroe. It contains the second Muriel L. Fuller Memorial Lecture which was part of a day of activities planned in honor of Margaret E. Monroe on the occasion of her retirement. It is fortuitous that Professor Monroe delivered this scholarly highlight of the day, since her own teaching, research, and conceptual advances in adult education and services are so closely entwined with those which motivated Professor Fuller's professional work.

The Muriel L. Fuller Memorial Lecture Series was originated and funded by friends, colleagues, and former students of Professor Fuller's. It is a tribute to a forward looking, humane, and positive woman and is intended to continue her work by bringing to the library community ideas that reflect Professor Fuller's wide-ranging interests. The first lecture, in October of 1979, took the form of "Muriel Fuller Day" at the conference of the Midwest Federation of Library Associations in Milwaukee, during which Nancy Friday spoke on "Changing Women's Roles in a Changing Society." The meeting contained a full day of activities and workshops on continuing education, one of Muriel Fuller's major interests and activities. No publication resulted from the first lecture.

In this second lecture, Professor Monroe provides historical perspective to the concepts of adult learning and library services to adults, and then charts goals for the future. A response by Ronald Gross, consultant and writer on adult and continuing education, concluded the professional part of Margaret E. Monroe Day. Subsequently, the UW--Madison Library School Alumni Association honored Professor Monroe at a Luncheon at which friends and colleagues reflected on this master teacher's influence on their professional lives. In the afternoon, the Library School gave a reception in Professor Monroe's honor. Much of the day's success was due to the untiring efforts of Charles Bunge, then the Library School's Director.

In the compilation of this record of May 1, 1981, Kathleen Weibel provided much helpful and supportive advice, and Koleen Markham did a fine job of typing.

May this small volume provide a glimmer of the respect and affection in which so many hold Margaret Monroe and the memory of Muriel Fuller.

John J. Boll
Editor

Madison, Wisconsin.

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READER SERVICES IN LIBRARIES

A Day in Honor of Margaret E. Monroe

Including
The Muriel L. Fuller Memorial Lecture

Friday, May 1, 1981
University of Wisconsin
Madison, Wisconsin

THE MURIEL L. FULLER MEMORIAL LECTURE
10:00 A.M.

State Historical Society of Wisconsin
Auditorium

Welcome and Introductions

Charles A. Bunge
Director, Library School
University of Wisconsin-Madison

Remarks in Memory
of
Muriel L. Fuller

Arthur S. Krival
Chairman, Communication Programs
University of Wisconsin Extension

Adult Services:
Prediction and Control

Margaret E. Monroe
Professor, Library School
University of Wisconsin-Madison

A Fish Tries to Dance:
One Reader's Response
to
Library Adult Services

Ronald Gross
Author of
The Lifelong Learner

(Continued)

LIBRARY SCHOOL ALUMNI ASSOCIATION LUNCHEON
12:30 P.M.

Lowell Hall
610 Langdon Street

Presiding:

Margaret Birk
President,
Alumni Association

Reflections

Eliza T. Dresang

Kathleen M. Heim

Miriam Pollack

Rhea Rubin

Carla J. Stoffle

Gail A. Schlachter

Alumni Association Business Meeting

(Immediately following luncheon reflections, in the same room)

RECEPTION

3:00 - 5:30 P. M.

Robert P. Lee Lounge
Wisconsin Center
702 Langdon Street

Friends and colleagues are invited to meet Margaret Monroe informally and to wish her well on her retirement.

Margaret E. Monroe was Director of the Library School from 1963 to 1970. Since that time she has spent full-time in teaching, research, and service as Professor in the School. Her career before coming to Wisconsin included teaching at Rutgers University and practice as a librarian at New York Public Library. She is known nationally and internationally for her contributions to the literature and practice of library reader services.

Contributions by friends and colleagues toward a gift of appreciation for Professor Monroe have been used to establish a fund to support and enrich the advanced studies programs of the Library School. Further contributions to this fund may be sent to Charles Bunge at the Library School or to the Margaret E. Monroe Fund at the University of Wisconsin Foundation.

(Continued)

Muriel L. Fuller was on the library science faculty of the University of Wisconsin-Madison and the University of Wisconsin-Extension from 1962-1977. Before that, she practiced as a librarian in Wisconsin and Michigan. When she died in a boating accident in 1978 a lecture series was established through gifts contributed in her memory by friends and colleagues. The first lecture, in October of 1979, took the form of "Muriel Fuller Day" at the conference of the Midwest Federation of Library Associations, during which Nancy Friday spoke on "Changing Women's Roles in a Changing Society." Contributions to the *Fuller Memorial Fund* can be sent to Charles A. Bunge at the Library School.

THE SPEAKERS

Margaret Baird Birk received her M. S. degree from the University of Wisconsin--Madison Library School in 1957. She is Director of Libraries for the Fort Atkinson School District and High School Librarian. In 1981, she was President of the University of Wisconsin--Madison Library School Alumni Association.

Charles A. Bunge: Professor Bunge was Director of the University of Wisconsin--Madison Library School from 1971 to 1981 and has now returned to full-time teaching at the school.

Eliza T. Dresang received her Ph.D. degree from the University of Wisconsin--Madison Library School in 1981. She is Manager of Media Services, Madison Metropolitan School District.

Ronald Gross is Director of the Independent Scholarship Project sponsored by the Fund for the Improvement of Postsecondary Education, and Senior Consultant to the Office of Adult Learning Services at the College Board, New York, New York.

Kathleen McEntee Heim received her Ph.D. degree from the University of Wisconsin--Madison Library School in 1980. She is Assistant Professor at the Graduate School of Library and Information Science, University of Illinois, Urbana-Champaign.

Arthur S. Krival is Chairman, Communications Programs, University of Wisconsin--Extension.

Margaret E. Monroe: Professor Monroe was Director of the University of Wisconsin--Madison Library School from 1963 to 1970, at which time she returned to full time teaching and research. She retired as Professor Emeritus in 1981.

Miriam Pollack, a 1978 graduate of the University of Wisconsin--Madison Library School, is Head of Adult Services, Cook Memorial Public Library, Libertyville, Illinois.

Rhea Joyce Rubin is a 1973 graduate of the University of Wisconsin--Madison Library School. She is Program Advisor, Senior Centers, Humanities Program, National Council on the Aging.

Gail Ann Schlachter: Dr. Schlachter is a 1967 master's degree graduate of the University of Wisconsin--Madison Library School. At the time of her talk she was Assistant University Librarian for Public Services, University of California at Davis. She is now Director, American Bibliographical Center, ABC/Clio Press, Santa Barbara, California.

Carla Joy Stoffle received her master's degree in library science from Kent University in 1969. She is Assistant Chancellor for Educational Services, University of Wisconsin--Parkside.

PART 1

INTRODUCTORY REMARKS

By

Charles A. Bunge

Good morning. I am pleased indeed to welcome you to the second Muriel Fuller Memorial Lecture. My name is Charles Bunge. I am currently Director of the Library School of the University of Wisconsin--Madison, one of the University units where Muriel Fuller served with distinction for fifteen years. I counted Muriel among my dearest friends and colleagues and mentors.

As you can see from your program, this lecture is part of a larger program of activities honoring another friend and colleague and mentor of many of us here, Margaret Monroe. I think only a combination of Margaret Monroe and Muriel Fuller could have brought people in this busy time of the year from as far away as Davis, California, Syracuse, New York, and perhaps further.

The fund that was established at the time of Muriel's death, and the lecture series it supports, are administered by a committee representing the Library School, University Extension, the Library School Alumni Association, and the Wisconsin Library Association. For purposes of planning the entire day, this committee was expanded by the addition of a representative of the Library School faculty and a representative of Margaret's current students. Besides myself, the committee consists of Arthur Krival, Barbara Arnold, Sally Davis, Mary Woodworth, and Eliza Dresang.

Our schedule for this morning includes some reflections on Muriel Fuller's memory by Arthur Krival, the second Muriel L. Fuller Memorial Lecture by Margaret Monroe, and a response by Ronald Gross. At the luncheon which will follow these presentations, associates and former students of Margaret's will reminisce about her contributions to li-

brarianship and her influence on their careers and outlook.

Arthur Krival is currently Chairman of the Communications Program Area of University Extension, where Muriel Fuller had the major share of her university appointment during most of her years here. He will now help us reflect on her memory.

M U R I E L L A U R A F U L L E R

Born Holmen, Wisconsin, September 28, 1912;
Died Lake Pomona, Kansas, June 17, 1978.

REFLECTIONS ON MURIEL FULLER

By

Arthur S. Krival

Thank you, Charles, for the opportunity to say a few words about Muriel. Professor Fuller was my friend and colleague for about fifteen years in Extension, and I am very pleased to participate in the lecture series which memorializes her. From the time she joined us in 1963 until her retirement and her very active emeritus status, and her much too early death in 1978, I came to know her more and more, and to rely on her more and more for advice, guidance, and a kind of gentle tenacity that somehow got us through some very tricky spots. She was as busy during that brief retirement as she had been before. She taught an extension class for us in La Crosse; she planned several new projects for our department, things that she felt we really should do, that we might be remiss if we didn't, and that she was quite willing to do for us. And she was teaching again in Kansas at the time of her death. That kind of schedule was characteristic of Muriel. During the years I knew her she worked unceasingly in service to her profession, to improve library services in Wisconsin, to improve continuing education programs and opportunities for library personnel in the state, and to improve the status of librarians. Her work in advancing her profession is well known to members of the W.L.A., the A.L.A., the Adult Education Association, the national and state associations in which she held a number of offices.

I knew Muriel also as a very energetic worker on behalf of her extension colleagues, as a member of our Faculty Senate, as the president of the Extension Chapter and the Wisconsin Conference of the American Association of University Professors, as chairperson of our Library Science Department and as the first chairperson of a new and rather experimental, very slim Department of Communication in 1972-1973. That small department, which was molded originally out of

a very small group of a librarian, a journalist, a teacher of speech and a few oddly placed people, was a forerunner of today's very active, and I think productive, communication programs area in Extension. Its very existence and its success owe a great deal to Muriel.

Muriel's personal life was given largely to community service; service seemed to be a great part of her activity. She also supported the cause of intellectual freedom and the struggle against censorship wherever it threatened the free exchange of ideas. She gave her time and her energies to many programs promoting world peace and international understanding. Like many of us at this university, Muriel Fuller took our institutional slogans very seriously. As much as anyone I have known, she personified the Wisconsin idea that the boundaries of the campus are the boundaries of the state. That slogan never sounded stale nor trite when she uttered it. Muriel Fuller's quiet and resolute service to her profession, her university and community, brought honor to her and thus to her colleagues. She left her mark on University of Wisconsin--Extension as few others have done. Through this lecture series, as well as in the legacy of her achievements, that imprint will be with us for a long time. Thank you.

AN OUTLINE OF MURIEL FULLER'S PROFESSIONAL ACTIVITIES*

On her way to becoming a librarian Muriel received the bachelor's degree in education from Wisconsin State Teachers College in La Crosse in 1935 and taught English in the high schools of Birchwood, Wisconsin (1935-1937) and Ontario, Wisconsin (1938-1942). From 1942 to 1943 she attended the University of Wisconsin Library School in Madison and received the B.L.S. degree in 1943. For the following four years she was Assistant Librarian, and from 1947 to 1953 Librarian, of the Public Library at La Crosse, Wisconsin, where she became active in emerging national adult education projects and earned a reputation as an imaginative and effective librarian and administrator.

In 1953 Muriel moved on to the state level, and to a neighboring state, becoming Public Library Consultant and Specialist in Adult Education at the Michigan State Library from 1953 to 1962. Concurrently with that position she attended the University of Michigan, receiving the master's degree in adult education in 1956. From 1956 to 1959 she was also Director of the A.L.A. Library-Community Project in Michigan. In 1962 she returned to Wisconsin as Lecturer at the University of Wisconsin Library School in Madison. In 1963 she became Assistant Professor and, in addition to her classroom lecture duties, also received a joint appointment as Chairperson of the Department of Library Science, University of Wisconsin Extension. She rose to the rank of Associate Professor in 1966 and Professor in 1975. In 1977 she retired as Professor at the Library School but continued to be active professionally and to work with the University of Wisconsin Extension. She died, at age 65, in a tornado-caused excursion boat accident on Lake Pomona, Kansas, together with colleagues from the School of Library Science, Emporia (Kansas) State University, where she was teaching in summer school.

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*This outline did not form part of the day's proceedings.

Professor Fuller was active in the work of professional associations in whose mission she believed. She was a member of the American Library Association and of its Adult Services Division, and President of the latter 1962-1963; she was also a member of the Adult Education Association, the Adult Education Association of Michigan, the Adult Education Association of Wisconsin, the Continuing Library Education Network and Exchange, the Wisconsin Library Association, the Midwest Federation of Library Associations, the Church and Synagogue Library Association, the American Association of University Women, the Wisconsin State Historical Society, and Altrusa. She was a pioneer in all aspects of continuing education for librarians, and foremost in providing it by means of two-way closed circuit telecommunication.

Gentle and open to people, she was a generous and supportive friend. She believed that education made a difference in society; she believed that effective library service could change people's lives for the better, and she furthered both goals with determination, innovative thinking, and skill.

J.J.B.

PART 2

MARGARET ELLEN MONROE

INTRODUCTION OF MARGARET E. MONROE

By

Charles A. Bunge

As you know, one of Muriel's strongest areas of interest and service was library adult services. We are fortunate to have a nationally, even internationally, known teacher and writer in that area to speak to us today.

Margaret Monroe was born in New York City. She earned a bachelor's degree in English and a bachelor's degree in librarianship from New York State College in Albany. After teaching high school English for two years, she received in 1939 a master's degree in English from Columbia University, while also working as the librarian of the School of Nursing at St. Luke's Hospital, in New York City.

Margaret is one of that remarkable group of people who worked at New York Public Library and then went on to have great impact on library services in other areas. She spent thirteen years at New York Public, as Young People's Librarian, Branch Librarian, and Readers' Adviser. Margaret shared and applied the insights she gained through her studies and her practice at New York Public as Director of A.L.A.'s American Heritage Book Discussion Program during the 1950s, and as a faculty member at the Rutgers University Library School from 1954 to 1963. Along the way, she was also a Fellow of the Fund for Adult Education and earned her doctorate at Columbia University Library School.

That brings us to her Wisconsin years and to a record of accomplishment (which certainly was well under way by the time she came to us as director in 1963), which makes it so appropriate that she deliver today's Muriel L. Fuller Memorial Lecture, and that we honor her throughout the day.

Margaret Monroe has served the University of Wisconsin--Madison with distinction since she joined its faculty as professor and director of the Library School in 1963. Under her leadership the school began to grant the Ph.D. degree and an Advanced Studies Certificate. The school also received through her initiative major outside funding, for example for work with independent learning materials and for research on reading of the adult new literate and the library's role in serving their needs. Upon Margaret's resignation from the directorship in 1970, Dean Stephen C. Kleene wrote,

> Under your directorship, the Library School has doubled or more in faculty, in student body, and in offerings of courses and services. The outstanding quality of the school as it has grown under your directorship has been recognized through professional positions awarded to members of its faculty, and in other ways. We are fortunate to be able to face the future on the solid basis that you have provided.

Since that time, Margaret has continued to make major contributions to the work of the School, both internally and in its outside services. A significant feature of her recent service to the University is her participation in the establishment of the Faye McBeath Institute on Aging and Adult Life and her service on its Executive Committee.

Beyond the campus level, Professor Monroe has rendered outstanding service to librarianship in Wisconsin and the country at large. In both New Jersey and Wisconsin she conducted surveys and participated in association committee work that resulted in forward-looking legislation for state aids to public library systems. She has been elected twice to the governing council of the American Library Association, and she has served as president of one of the association's major divisions. Her clear thinking and leadership have been recognized by her election to the presidency of the Association of American Library Schools and by her appointment to the chairmanship of the Committee on Accreditation of the American Library Association, in which position she played a major role in the formulation of new

official standards for accrediting library school programs. She has been very active in the Wisconsin Library Association, having served, for example, as chair of the Public Library Division and of W.L.A.'s Intellectual Freedom Committee.

Margaret Monroe is a gifted teacher who can convey to her students an exhilerating sense of mission. Her former students at the master's, specialist, and doctoral levels hold important positions throughout librarianship and library education, and are quick to credit their success to her influence. Especially noteworthy have been the special courses and institutes that she has developed and taught. These include a year-long advanced graduate institute on library social action programs in 1971-72 and courses on library services to older adults, the latter developed under federal grants through the Faye McBeath Institute. In recognition of her effectiveness as an educator, she was given in 1972 the Award for Distinguished Service to Education for Librarianship. This national award, given by Beta Phi Mu, honorary fraternity in graduate library education, is presented to only one person per year and is considered the top award in the field of library education.

The importance of Professor Monroe's contributions to the knowledge base of librarianship through her scholarship and publications is internationally recognized. Her work is especially noteworthy for the way it has facilitated the interplay between practice and principle. She is especially skilled and creative at abstracting and generalizing principles and conceptual frameworks from practice and at articulating these explanatory and organizing paradigms to guide the development of practice, education, and research in the field.

One area in which Margaret Monroe has had a sustained record of productive scholarship is that of the public library as an agency for adult education. Her 1963 book, *Library Adult Education*,[1] is still

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(1) Monroe, Margaret E., *Library Adult Education, the Biography of an Idea*. New York: Scarecrow Press, 1963.

considered the seminal work on the development of the adult education idea in libraries. Throughout the 1970s she made important contributions to the literature of reading guidance and adult services in libraries. In recent years she has helped public librarians conceptualize and implement the library's role as a community learning center and as an agency for the "out-of-classroom" or "open university" mode of learning. When the College Entrance Examination Board initiated its Library Independent Study and Guidance Project it was to Margaret Monroe that the board turned for consultation and for the development of training materials for participating library staffs.

As one looks at the reputation of the Library School and of Margaret Monroe, nationally and internationally, the area in which her impact has been most visible is that of library services to persons and groups with special needs, such as the disadvantaged and institutionalized. In an area of librarianship that has sometimes been characterized by sentimentality and the imposition of services from the outside, Professor Monroe's writings have been very important for their emphasis on community analysis and the collaborative planning of services by professionals and representatives of the groups to be served. Her reputation in the area of bibliotherapy and library services to institutionalized persons was recognized at the international level by an invitation to deliver a paper on this topic in 1974 at the Washington meeting of the International Federation of Library Associations.(2)

Professor Monroe is now in the initial stages of writing a book that will pull together and crystalize the theoretical structure of the field of adult services in libraries. In her various writings and graduate teaching, over a period of 25 years, she has made major

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(2) Monroe, Margaret E., *Bibliotherapy: Trends in the United States*, by Margaret E. Monroe and Rhea Rubin. Presented at the International Federation of Library Associations Conference, Sub-Section of Libraries in Hospitals, Washington, D. C., November 1974. [Madison, Wis.?]: 1974.

contributions to this body of theory, and the profession will benefit greatly from her writing such a book. Margaret tells me that her talk today will be somewhat of a preview of that book. I am deeply honored to present to you Margaret E. Monroe, who will speak on *Adult Services: Prediction and Control.*

ADULT SERVICES: PREDICTION AND CONTROL

The Second Muriel L. Fuller Memorial Lecture

By

Margaret E. Monroe

Thank you very much, thank you Charles. I wasn't expecting this review but I appreciate it, and it was beautifully done.

I was invited for today to give the Muriel Fuller lecture. I accepted with alacrity because it was to me a very important occasion, and the role of presenting a lecture was one that I was pleased to fulfill. I am happy indeed that there are people here today who represent not just librarianship but adult education, the field of social welfare, the joint disciplines which Muriel and I both over the years have drawn upon to develop an important aspect of librarianship, the aspect of public library services to adults.

May Day, which *today is*, May Day rings in the ears of University of Wisconsin Library School folk in a very interesting way because it has a long tradition of alumni gatherings in times past. I believe we haven't had a May One Alumni Association meeting for at least fifteen years, so I find it very appropriate that, what is probably my last official attendance as a faculty member, would indeed come on May Day. You know that May Day has a lot of other connotations, too. I guess all the rebellious social change folk use May Day as a time for annual expression. Maybe that's appropriate, too. And you might not know that May One opens Older Adult Month this year. So there are lots of reasons why, as I approach retirement from my field of social action in librarianship, I find May One a very good time to talk about "Adult Services: Prediction and Control."

"Adult Services" has always had something of the atmosphere of May Day -- flowers, enthusiastic young librarians, color and motion,

abundant concern for people, and -- with luck -- a maypole dance that went straight to the hearts of the budget makers. That was its reputation in its fledgling years when Miriam Tompkins worked in the Milwaukee Public Library, serving trade unions and the laboring classes under the rubric "adult education;" and when Jennie Flexner advised readers in Louisville, Kentucky and then the New York Public Library -- as blue-eyed, red-haired, vivacious, intelligent and empathetic a librarian as even her own high standards could require; and when such famous adult educators as Lyman Bryson and Alvin Johnson applauded the late-burning lights in the neighborhood libraries as small groups of people met to discuss the ideas in great literature -- new, exciting, hopeful forms of library service in the young world of the 1920s and the 1930s.

For those stern public library administrators who rejected color, motion, maypoles, flowers and enthusiasm in this era, "adult education" was *not* the promising chrysalis about to become a glorious "adult services" creature that would capture the world for public library use, but rather an all-consuming worm to be extirpated before it ate great holes in the bibliographic tapestry and filled the bibliothecal halls with wings, nests, and crawling creatures. The stern administrators lost, the library's public won, and "library adult education" survived the exterminators by marrying itself to librarianship and changing its name to "adult services." So much for library history! We begin *in medias res*, and the end of the tale is not yet.

As we begin to share these thoughts on the occasion of the Muriel L. Fuller Memorial Lecture, I bring to mind Muriel Fuller, Director of the La Crosse Public Library, as I first knew her in 1950 -- an exemplar of that new adult services librarian, with the color, motion, and vivacity that accompanied her fine penetration of what adult education meant to library adult services -- the *un*stern administrator, whose direction and purpose was steady and creative, and whose concern for people and skill in community relations brought the full spectrum of

the community into public library use. I recall that the American Heritage Project looked to La Crosse Public Library's intensive involvement of trade unionists in its discussion programs as one of our shining examples!

And so, with the name of Muriel Fuller come other ringing names of adult education/adult services exemplars -- John Chancellor of New Haven, Chicago, and Mt. Horeb; Lowell Martin of Chicago, New York, and Ticonderoga; Grace Thomas Stevenson of Seattle, Chicago, Tucson and Imperial Beach; Mildred Van Deusen Matthews of New York and Portland, Maine; Ralph Beals, Sigrid Edge, Ruth Warncke, Helen Lyman, Eleanor Phinney, Rose Vainstein, Marion Hawes, Muriel Javelin, Walter Stone, Robert Ellis Lee, Amy Winslow and Lester Asheim -- each with their current counterparts associated with the development of adult services in public libraries. These and others are the maypole dancers! The enthusiasts! The *son et lumière* folks! The "flower people"! The caring, concerned librarians!

I never saw Ralph Beals, the austere director of the New York Public Library, dance to the maypole, but it was he who brought Great Books into public libraries, and he was the librarian who said that the adult education role of the public library was to "infuse authentic information into the thinking and decision-making of the community." These are two important strands in the weaving of the maypole dance! Even Beals's doughty predecessor as director of the New York Public Library, Harry Miller Lydenberg, saw the advisory service as essential lest the general user stand helpless before the rich stores of the bibliographic resources. Grace Stevenson probably *has* danced to the maypole (she danced at many Adult Education Association guitar fests!) but her familiar ringing tones in A.L.A. conference sessions challenged all stern administrators to look to their consciences before they stripped down to their traditional priorities. Lowell Martin, who -- like John Adams -- probably has danced a minuet, sought to give structure to the adult education movement in public libraries, and built

the adult education principles of "libraries as local learning centers" and "adapting services to special publics" into standards for public libraries in 1956, 1966, and in *Library Response to Urban Change* in 1969[3]; there has been no more stalwart and effective defender of the Maypole than Lowell Martin. Ruth Warncke's effective work in building community study as the foundation piece to services through the A.L.A. Library-Community Project exerted enormous shaping power on the dance; and Helen Lyman's studies in 1954[4] and 1974[5] brought national attention to library adult education and to library service to special publics. The weaving of many strands have brought the colorful, fast-evolving forms of services to adults to this moment.

And I am here today to say --

"What's past is prologue. We are now only at the beginning!"

Why the beginning -- now? This is the moment at which adult services -- that May child, born of reference services coupled with human concern, that May child of color, motion, dance, and caring -- moves into adult responsibility in a new style, and begins to exercise serious concern for prediction and control. The austerity of these terms -- prediction and control -- need not strip the colors, the evanescence from the humanized bibliographic services. Be assured by our national experience with the sciences; these past twenty years, our cleanly structured scientific knowledge of the universe has led to the

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(3) Martin, Lowell A., *Library Response to Urban Change; a Study of the Chicago Public Library* [By] Lowell A. Martin, Assisted by Terence Crowley and Thomas Shaughnessy. Chicago: American Library Association, 1969.

(4) Lyman, Helen Huguenor, *Adult Education Activities in Public Libraries; A Report of the ALA Survey of Adult Education Activities in Public Libraries and State Library Extension Agencies of the United States.* Prepared for the American Library Association by Means of a Grant from the Fund for Adult Education. Chicago: American Library Association, 1954.

(5) Lyman, Helen Huguenor, *Reading and the Adult New Reader.* Chicago: American Library Association, 1976.

incomparable aesthetic ventures to the moon and to Saturn, where we have been rewarded by colors and vast perspectives beyond our earlier imaginings. So, here in librarianship are captured austere principles which will enable fulfillment of the exotic promise in library adult education and in adult services.

Definitions --

Prediction: the professional act of foresight that allows the adult services librarian to anticipate accurately the outcome of service policies under varying sets of conditions and with varying publics. This leads to the capacity to regularly provide effective service of complicated sorts.

Control: the professional exercise of library initiative with the user public to assure that the plans developed through sound prediction have an opportunity to be carried to fulfillment; this is rooted in the need for accountable professional planning and leads to the realization of highly significant public service.

These are austere definitions. Let me relax and ramble a little way with each of these. Let's start with *prediction.*

Perhaps I should point out first that I speak of predicting outcomes or service *policies,* not of particular instances of service to specific users -- who remain free as the wind to respond in whatever way each chooses, and *do*!

And let me also make clear that as I talk of *prediction* here, I am relating it to the exercise of control only as the control of a finely calibrated tool, a finely calibrated program. Prediction, as I speak of it now, is focussed on the professional act of foresight that allows the adult services librarian to anticipate accurately the outcome of service policies under varying sets of conditions and with

varying publics, and provides the necessary feedback to the professional librarian in adjusting the proposed service policy to the desired outcome.

Let me comment on two important sources from which public librarians have drawn to anticipate or predict the outcome of service policies: first adult learning principles, and second, the life task concept evolved in human development psychology. I shall illustrate first the librarian's use of adult learning principles.

The early detailed descriptions of fine advisory and community group services provided in the 1920s and 1930s by Flexner, Tompkins, and Chancellor show them to have been guided by superb instincts and intuitions. As the adult education movement matured into the field of adult learning theory, concepts of learning emerged by which public librarians began to predict outcomes of service policies. Let me illustrate with three brief accounts from the experience of the Detroit Public Library.

From the mid-1930s to the mid-1950s the Detroit Public Library's annual community co-sponsored Program Planning Institutes were based on several important learning principles. Two central principles were: (1) that the involvement of learners in planning their own learning led to more productive learning (hence the library invited collaborative planning with the very community organizations that wanted help in planning programs); (2) that new learning resources require new program methods, and program planners must be knowledgeable in the new methods as well as the new materials (hence, Detroit's Program Planning Institutes that introduced films as program materials also involved introduction of skills in film discussion). These were new concepts in the 1930s.

Detroit's program planners' needs were truly well met by these one or two day institutes which were conducted annually over twenty

years with active involvement of a wide group of city organizations. Only a basic change in the population structure of Detroit brought these to an end, as the educated middle-class, affiliated with clubs and organizations, moved from the city and a new undereducated, unaffiliated population with quite different needs and interests replaced them.

My second Detroit Public Library story illustrates the important learning principle of "the teachable moment," the provision of the educational experience at the moment of greatest relevance. At the height of city-wide chaos during the Detroit race riots of the early 1940s, the public library quickly organized an impressive, month-long exhibition on the Races of Mankind, based on the celebrated anthropologist Ruth Benedict's research materials, and a solemn procession of hundreds of Detroit viewers day after day felt its impact then as they could at no other time. The heart of "the teachable moment" lies in the choice of timing, in matching library service to moments of heightened public interest. Such matching of heightened concern with the design of public service is one factor that can lead us to predict and therefore plan for good outcomes.

My third Detroit story is a matter of hindsight rather than foresight. I find this an especially rewarding tale. In 1952, the Detroit Public Library, working collaboratively with the Historical Society, the Art Museum, and Wayne State University Extension, under the creative leadership, I expect, of adult educator Hamilton Stilwell, organized a city-wide year-long program, *Detroit's Adventure in the Arts*. It was a four-phase program, beginning with a three-month sequence of neighborhood discussion groups on the arts, moving to a month-long flood of central city exhibitions and mass media popular arts programming with a wealth of gallery displays in stores, banks and other downtown public places. The third phase focussed on lectures, concerts, gallery shows in abundance throughout the city, while the final 13 weeks focussed on a weekly evening open-ended radio show

where a half-hour panel of art experts were held on the air regularly for two hours or longer answering Detroiters' questions on the arts. Complicated, creative -- and successful! How could the planners predict it would work? How did they dare risk thirteen weeks of questions on the arts?

Four years later two adult educators, Cyril Houle and Charles Nelson, elaborated their scheme of adult learners that provided for me an explanation of why this had worked! Houle and Nelson said, in 1956, that there are four levels of learners in relation to any subject: the inattentive (those who don't know what the subject is all about); the attentive (those who now grasp the basics, know the people involved, sense the important issues); the actively concerned (the increasingly knowledgeable who give considerable time to the topic and are committed to its importance); and the experts (who provide leadership and advance the field). *Detroit's Adventure in the Arts* had skillfully activated the actively concerned and some of the attentive in the first phase of discussion programs; they brought the mass of inattentive to some degree of attention in the second phase with exhibitions and media programming; they provided an abundance of diversified learning experiences for the newly attentive and those actively concerned in the third phase; and the final phase brought the experts and the attentive public together in a beautiful built-in evaluation of the achievement of a city-wide heightened interest in the arts. The Houle/Nelson adult learners conceptualization applied to the program "explained" its success -- predicted its inevitable success, if you will. I had admired the program; now I understood its professional aesthetics.

Adult Learning principles, then, have enhanced the power of librarians to predict, to exercise foresight, to anticipate the outcome of service policies under varying sets of conditions and with varying publics.

Now let us look at the "life task" concept as a guide to prediction. From the first appearance of Robert Havighurst's *Developmental Tasks and Education*[6] in 1949, the field of the psychology of human development began to make its important contribution to public library service. The needs and interests of adult learners find focus within these developmental tasks. In applying the "developmental task" to the librarian's service, I found it important to reconceptualize it as "life tasks," and even on occasion as "social tasks," these tasks which, according to Havighurst, people must perform "on time" and "well" to lead a happy life. Freeing ourselves from Havighurst's single-structure middle-class set of life task categories, and studying our individual special publics in detail, our analysis of their interests and needs, their "life tasks," in the great array each presents, provides a sound foundation for design of adult services. Each special public, with its unique lifestyle and its individual pace of maturation, must be understood by the public librarian: only the librarian's close involvement in the important activities and purposes of the special publics will provide the needed clues and feedback around which library services can be meaningfully designed. The life tasks of the Harlem Community in the 1960s that led to the thirst for endless copies of *Manchild in the Promised Land*[7] and *The Autobiography of Malcolm X*[8] were significantly different from the life tasks of suburban Baltimore County residents whose thirst for Harold Robbins' *The Carpetbaggers*[9] was insatiable. Each public must be understood

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(6) Havighurst, Robert J., *Developmental Tasks and Education.* Chicago: University of Chicago Press, 1948 [i.e. 1949] Subsequent editions published by Longmans.

(7) Brown, Claude, *Manchild in the Promised Land.* New York: New American Library, 1965.

(8) X, Malcolm [pseud. of Malcolm Little], *The Autobiography of Malcolm X.* With the assistance of Alex Haley; introd. by M. S. Handler; epilogue by Alex Haley. New York: Grove Press, 1965.

(9) Robbins, Harold [pseud. of Harold Rubin], *The Carpetbaggers.* New York: Simon and Schuster, 1961.

for its unique frustrations, interests, needs, "tasks"!

Prediction is not doomsaying. Prediction is the professional act of foresight based on internalized perceptions of learning principles and life tasks and a host of other areas of technical knowledge. Prediction is a professional tool.

Let me now explore the meaning and potential of *Control.*

Control: "the professional exercise of library initiative with the user public to assure that the plans developed through sound prediction have an opportunity to be carried to fulfillment."

In these days of emphasis on planning with measurable objectives and of accountability for the accomplishment of goals, the librarian's traditional stance of "readiness-to-serve" has an ante-bellum look (*you* choose which war -- perhaps the war of the inner cities in the 1960s would do.)

In the past, reference services rested in the comfortable position of readiness-to-serve, until special librarianship and John Cotton Dana shook them up with the Business Branch of the Newark Public Library in the early 1900s. If the public library's mission is to bring the contents of its resources "into the consciousness of living individuals" (Pierce Butler), or of "infusing authentic knowledge into the thinking and decision-making of the community" (Ralph Beals) or of providing the needed resources to the diffusion agents of public knowledge in their fight against "costly ignorance" (Patrick Wilson), some specific impact on society is expected of public libraries. *If something specific is expected of us, we must be in a position to exercise some control over making it happen.* Control -- the professional exercise of library initiative with the user public.

The Maypole dancers over the years have recognized the importance of taking library initiative with the public. Before 1926, Joseph Wheeler as director of the Youngstown (Ohio) Public Library sent the public library message into homes printed on the shirt-cardboards from the local laundry. Ernestine Rose hired a soap-box orator to hail people into the library from the streets of Harlem during the Depression. By the 1940s the "publicity" aspect of public relations had won its general acceptance.

Neighborhood libraries in every big city system in 1910 hired "foreign assistants" to talk to the new special publics in the street, the grocery, and the neighborhood meeting places -- in their own language! Not only did librarians build personal credibility among the newcomers, discover their needs and interests, and identify the "teachable moments," but they were also able to involve the newcomers in collaborative planning of the services the public library would be prepared to provide. The Mothers Clubs among the foreign born were seen by adult service librarians as bridging between the life experience elsewhere and the new life experience in the United States, helping adults to articulate their needs and assist them to resources to meet those needs.

The strategy of *Control* in no way exerts control over the user, but does allow the librarian to exert control over the opportunities which the library creates to meet the user on the user's terms. This concept of professional control through the exercise of library initiative with the user public is essential to assuring that soundly designed services have an opportunity to be carried to fulfillment.

I envision four distinct relationships of the adult services staff with the community in activating the use of library resources and services beyond the traditional "readiness-to-serve" and "publicity" positions. The first, as already illustrated with the Mothers Clubs, with the Detroit Public Library's "Program Planning

Institutes", is collaborative planning with its special publics. Such collaborative planning allowed the groups and organizations to identify their needs, to contribute their knowledge of group interests, to react to possible services proposed by the library staff, and to carry the word of the now-relevant program to their membership -- thus assuring for the service an activated user public. The technique of collaborative planning is now widespread among public library adult service programs. Joint planning in the arts and with groups of older adults are current patterns with greatest visibility.

A second relationship established in the program of activating use of the library is based on the recognition that there are many forces in the community that, willy-nilly, *are* controlling the library user and propelling him to library use -- employers, government, organizations to which the "user" belongs, whether trade union or church or study club. The identification of the pressures generated by these forces and analysis of those for which library service may be relevant is part of the adult service librarian's task in community analysis. As businesses open new lines of work, requiring employees to gain new knowledge and new skills; as local governments adopt new regulations; as schools establish new parent responsibilities; as neighborhood associations require the exercise of new civic skills -- public libraries need to work with these community forces to supply the library resources suitable to help meet the need, and at the right time and in the relevant places.

A third aspect of the program of activating use of the public library lies in the collegial relationship between the adult services staff and the related educational and informational agencies: the media, the adult learning programs of public institutions, the public education programs of civic organizations or civic-minded special interest groups. Here the public library adult service policies set a variety of forms of collaboration, from supply of requested materials, to meeting space and publicity, to cosponsorship, to collaborative

task force. The adult services staff remain sensitive to educational moves in the community and seek out occasions to serve, to support, to share.

So, there are three distinct relationships of the adult services librarian in the community in activating the use of library resources and services -- collaborative planning with users, service to the community forces precipitating library use, and shared service planning with other agencies. Then there is a fourth significant relationship of the library to the community.

This fourth relationship of the adult services librarian to the user public in the program of activating use is based on the fundamental assumption that public libraries, like other major social agencies, have a mission recognized by society and thus have responsibility in that society for the development of that area. Librarianship as a profession has assumed its mission to include the protection of the right of individuals to the exercise of intellectual freedom, and librarians regularly have defended that right. In the same way that medicine recently has perceived its mission to be with preservation of health (not just with caring for the ill) and public health and community medicine have grown as important aspects of the health sciences profession, and in the way that very recently law has begun to assume responsibility for counseling as well as for adjudicating, so librarianship has perceived its role in maintaining the community climate for the exercise of intellectual freedom.

The examination of public issues, the exploration of alternatives in public policy, the confronting of both popular and unpopular perspectives with a full array of information are all essential to the climate of intellectual freedom. What has too often narrowed to the protection of the tawdry or debatable but popular book under the name of "intellectual freedom" needs this much-expanded context for the activation of the community in the exercise of intellectual freedom.

The Enoch Pratt Free Library's Deiches Fund Lecture Series with book exhibitions and reading lists and discussion programs took seriously this mission in a long-term program of public education in the examination of public issues. The New York Public Library's American Heritage Discussion Program, which in an inspired moment of professional insight became a national program just as Joe McCarthy rose to the height of his cataclysmic power, became a program of public education that activated users who urgently needed the open, democratic freedom to discuss books, films, ideas at the very moment when discussion itself was being labeled subversive. Norman Cousins and the *Saturday Review* bravely came out to commend the American Library Association for its contribution through the American Heritage program and the Library Bill of Rights.

So, let me repeat: *Control:* the professional exercise of library initiative with the user public to assure that the plans developed through sound prediction have an opportunity to be carried to fulfillment. This is rooted in the need for accountable professional planning and leads to the realization of highly significant public service.

Prediction and Control. *Prediction* as foresight to anticipate outcomes of service policies, and *control* that permits the exercise of library initiative to assure plans may be carried to fulfillment. These are the next steps in the professionalization of adult services. These are the new beginning.

What's past is prologue.

On with the dance!

INTRODUCTION OF RONALD GROSS

By

Charles A. Bunge

We asked Ron Gross to respond to, or to elaborate on, Margaret's talk because he has a rich background of training and experience in adult learning, and because he is enthusiastic about the place of the library in lifelong learning. He has shared his insight with librarians at other meetings. For example, when the New York State Library System brought together its adult learning services librarians last year, Ron was asked to keynote their conference, as he was at the A.L.A. meeting last December.

Ron has carried this message to audiences nationwide through his book *The Lifelong Learner*(11), which extolls libraries as "the second home of lifelong learners, where they have traditionally found exactly what they want, when they want it." Ron believes that librarians and libraries can and should be at the center of the emerging "learning society." Today, perhaps he will challenge us to take the initiatives necessary to make that happen.

Ron is not a professional librarian, but an informed enthusiast about the role of libraries in society. His background includes serving with the Ford Foundation, the Fund for the Advancement of Education, and the Academy for Educational Development. In preparation for celebrating the nation's Bicentennial Anniversary, the U.S. Office of Education commissioned Ron to write the official bicentennial essay on

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(11) Gross, Ronald, *The Lifelong Learner*. New York: Simon and Schuster, 1977.

independent learning, called, *Nation of Learners.*[12] Currently he is director of the first Independent Scholarship Project -- serious national research being done by people who are not academically affiliated -- a kind of scholar whom libraries have traditionally served. He is also senior consultant to the Office of Adult Learning Services of the College Board in New York City. The *New York Times* has profiled him as the founder of "The Invisible University," to which he will welcome us today.

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(12) Gross, Ronald and Beatrice, "Nation of Learners," *American Education,* 11 (March 1975) 16-17, 21, 26-29. Republished under the title "Lifelong Learning," p. 97-103 in *A Nation of Learners.* U. S. Dept. of Health, Education and Welfare, Office of Education. (Washington, D. C.: U. S. Government Printing Office, 1976.)

A FISH TRIES TO DANCE:

ONE READER'S RESPONSE TO LIBRARIES' ADULT SERVICES--

RESPONSE TO MARGARET E. MONROE'S LECTURE

ADULT SERVICES: PREDICTION AND CONTROL

By

Ronald Gross

Thank you. First, let me share with you the trepidation that I have in being up here. Professor Monroe kindly sent me an early draft of her speech so that I could begin thinking about my response as she was working on it, and she wrote, "I intend to improve this considerably before delivery, but I wanted to share this rough draft with you." I read it and wrote back immediately, "If you improve that draft you will topple me right off the platform before I even get my turn, so *please* do not improve that draft any further." Well, she went right ahead and improved it.

On the other hand, I am compensated because I feel a kind of bond to her and you, like the farmer about whom Ezra Pound tells a story in the *ABC of Reading*.(13) Pound gave the farmer a copy of Emerson, came back a month later, and asked him how he liked it. The farmer thought for a minute and said, "That fellow has a lot of my ideas."

My foreboding about coming here today was sharpened by the fact that, over the past year or two, I have gone through the strange but nice experience of being sort of handed from one librarian to another -- I am thinking of people like Kathleen Weibel, Jacquelyn Thresher, Linda Crowe, and people in California and Iowa and Tennessee. All of them used me for special occasions, and I began to notice that they all had

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(13) Pound, Ezra, *ABC of Reading*. New Haven: Yale University Press, 1934.

something in common, that they formed a sort of network of people who were trying to advance and enliven libraries and librarians: Color, motion, vivacity and caring characterize all of these people. They had a certain spirited visionary quality about what the possibilities were in the field. They were very effective in what they were doing and they all mentioned that Margaret Monroe lay behind, or was at the root of, what they were doing. This is the first time I have met Margaret Monroe personally, but I have been hearing her name for quite a while, and it is really a great pleasure to share this day with her and with all of you.

I should explain the title of my piece. Having heard Professor Monroe's wonderful imagery of the dance that librarians do or don't do, you will understand half of the reason for my title, *A Fish Tries to Dance*. Now let me tell you about the *fish* part. That is an allusion to Woody Allen's response to a final examination question when he was asked to explicate the causes of the War of 1812 by explaining the American position and the British position on the fishing rights dispute. He looked at the question for a while, and then he wrote on the first page, "I know nothing about the American position on the fishing rights dispute that led to the War of 1812." Then he turned the page and wrote at the top of the second page, "I know nothing about the British position on the fishing rights dispute that led to the War of 1812." Then he turned that page and wrote at the top of the third page, "I will therefore write this essay from the point of view of the fish." So, I am here today, to talk from the point of view of the fish, and I really have only one qualification to do so, a purely genetic one. I have here the report of the New York Public Library for 1974-75. In that report the library did a nice thing: they ran at the top of each page a picture of a user with a little quote from the user. Most of these users are just the sort of people that you would expect--Arthur Schlesinger, John Kenneth Galbraith, Cornelia Otis Skinner, Agnes De Mille, DeWitt Wallace. Well, there is among this group one scruffy, disreputable looking old guy, my father

Michael Gross, who says, "My indebtedness to the New York Public Library goes back half a century. I did not have formal education beyond elementary school, yet I have written a half dozen text books and almost a hundred articles for magazines. Down the years the library has been my teacher, my guide and an unfailing source of information on every research problem. Without this cheerfully given expert aid, most of my work could not possibly have been completed." This genetic background, and the feeling that we share many of the same ideas, make me welcome this opportunity to react to Margaret Monroe's address, *Adult Services: Prediction and Control.*

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Why is the library such a congenial place for adult learners?

The library liberates; it does not coerce. No one is compelled by law to use it. It does not test us at the door to see if we are smart enough to make use of it. It does not tell us what to learn. It does not insist that we learn in a particular way. It does not dictate what materials we should use. It does not command us to learn in a particular cognitive style. It does not set the hours when we shall be ready and able to learn. It does not tell us to avoid co-operating with others in our learning. It does not test and grade us. It does not have any bias of one particular educational method, institution, or agency.

These are powerful positive conditions. They set the scene for adult learning as it should be: voluntary, flexible, convenient, economical, congenial, accessible, non-threatening, multi-faceted -- and above all, taking its cue and its course from the learner.

I believe that the library, at least as much as the school or college, is the most appropriate focus of lifelong learning, the basic resource for lifelong learners. It always has been. As I wrote in *The Lifelong Learner* in collaboration with Joseph Covino

of the Great Neck Library on Long Island, New York: "the library has always been the second home of free learners. Here they have traditionally found exactly what they want, when they want it, without... bureaucratic hassles."(14) I have advocated among policy-makers in Albany and Washington that funds for lifelong learning be funneled through libraries, and through learners themselves.

The point has been beautifully put by James Flexner in his introduction to Whitney North Seymour's book *For the People: Fighting for Public Libraries:* "Does education mean only taking courses?" Flexner asks. "Surely self-education, once universally recognized as basic to American spirit, remains basic to all learning... Libraries are the capitals of self-education. The young today speak of 'doing your own thing'. In the arena of knowledge, the most universal and flexible tool for doing your own thing is the library. Why does government regard sending citizens to school and often on to college as so important that the opportunity should be furnished free by the state, and yet allow libraries to languish."(15)

Now, I'd like to respond from the context of adult education and lifelong learning to the two main points which Margaret Monroe has invited us to think about with her. She talked about *prediction* and *control,* and there are indeed some new findings and fresh initiatives in the adult education and lifelong learning fields which may add to your strength in achieving those two grand goals.

With regard to *prediction,* the most notable recent study has yielded data which illuminate a key question: *what makes adults seek*

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(14) Gross, Ronald, *The Lifelong Learner,* New York: Simon and Schuster, 1977, p. 93.

(15) Seymour, Whitney North, *For the People: Fighting for Public Libraries,* by Whitney North Seymour and Elizabeth N. Layne; foreword by James Thomas Flexner. Garden City, N. Y.: Doubleday, 1979, p. xiii.

to learn? What provokes, drives, or otherwise impels people to undertake to learn a given thing at a given point in their lives?

The study is *Americans in Transition: Life Changes as Reasons for Adult Learning*, by Carol Aslanian and Henry Brickell, published by the College Board.(16) This study adds fresh detail and fresh insights to the adult learning principles deriving from the life-tasks that Dr. Monroe mentioned. Taking off from the life stages and life phases research which Gail Sheehy has popularized in her best-selling book *Passages*,(17) the findings reveal why today's American adults, as they turn up at the library door, are choosing to learn.

According to Aslanian and Brickell's findings, half of all adult Americans 25 years old and older learned or studied some topic in the past year. Why are half of all adults learning?

Almost 85 percent of all adult learners named some change--some transition--in their lives that caused them to start learning when they did. Adults attributed about half of their learning to changes in their jobs or careers. They had to learn in order to get a job, to keep a job, to do better in their job, to advance in their career. Another dominating factor was family life transitions--getting married, getting a divorce, moving to a new location, having a baby, children growing up, and so on. Further, from telephone and face-to-face interviews, we have a good idea of what the adult learner looks like--his family profile, his employment status, his occupation, how he spends his time, where he learns, when he learns, and what he learns.

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(16) Aslanian, Carol B., *Americans in Transition: Life Changes as Reasons for Adult Learning*, [by] Carol B. Aslanian [and] Henry M. Brickell, with the assistance of Marsha Davis Ullman. New York: College Entrance Examination Board, 1980.

(17) Sheehy, Gail, *Passages: Predictable Crises of Adult Life*. 1st ed. New York: E. P. Dutton, 1976.

What are the implications of these findings?

Now the providers of educational opportunities and resources can be advised and then plan as to how, when, and where to serve adult learners. Information and counseling centers can determine the best direction to point adult learners. Public policymakers, with this knowledge, can shape programs to meet the needs of adult learners. Librarians can use this data, and the human insights it provides, to further sharpen their sensitivity to the kinds of help their patrons may need at any one point.

Now, I'd like to address the second principle affirmed and articulated by Dr. Monroe, *control:* The first three forms which this takes, she argued, are collaborative planning with users, seizing on developments and trends within the community, and working with other providers of adult learning opportunities. (I feel also strongly about her fourth and final one, by the way -- standing up for intellectual freedom -- but you cannot meet all trains in any one speech.)

My own way of thinking about these three modes of control, from the point of view of adult education and lifelong learning, is through the image of what I've called "The Invisible University." "The Invisible University" is the term I use for the wealth of resources and opportunities available for lifelong learning. These ways to learn and grow range from small grass-roots groups in the women's movement, through "learning exchanges" serving whole communities, to major national projects. The Invisible University includes libraries, museums, films, television, and organizations that offer opportunities to learn on a more flexible, freer basis than just taking a course or program at a college or school.

Perhaps the quickest way to get a picture of the catalog of this Invisible University is simply to think of the bulletin board or wall of announcements in your library. I'd hope that wall contains the

widest possible variety of learning opportunities, from announcements from major institutions of higher learning, to cards on which individual patrons have announced their learning needs ("I'd like to get together with someone interested in computer programming of simulations," "I can teach needlepoint in return for child care" "Who wants to join a group to read Shakespeare along with viewing the plays on public television?")

You'll find a quick run-down of The Invisible University in my book *The Lifelong Learner.*(18) Basically, it is not a place, of course. It is a conceptual key to a whole range of places, people, and resources that are useful and fun to learn from.

What I am really describing here can, I think, be summed up in a phrase that has come more and more into use: "Appropriate Technology."

Appropriate Technology is that impulse in a variety of fields that seeks to get the best out of technological aids, without becoming their servants, by keeping them small, manageable, cheap, and what Ivan Illich calls "congenial." When we ask ourselves, what is appropriate technology for lifelong learning?, I think the answer comes fairly readily. It is *not* sending everyone back to college - that is the big, bureaucratic, impersonal, institutionalized, expensive answer. (It also has become too costly just in terms of the price of gasoline.)

Appropriate technology for lifelong learning means tools, resources, and people who help in the ways you librarians do:

*that are at the disposal of the learner;

*that permit the maximum of choice and flexibility to suit the learner's needs, style, and taste;

*that are cheap and plentiful;

*that can be provided locally rather than centrally.

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(18) op. cit.

What might some of them be?

*A good book and a light to read it by!

*Those lovely little tape cassettes that are the most promising undiscovered medium of learning and sharing in our culture, through which one can bring the world's leading minds into one's own home to learn from, while driving to and from work, while mixing the vichysoise or doing yoga -- minds like Margaret Mead, Arnold Toynbee, Carlos Castaneda, Frank Lloyd Wright, Carl Rogers, Isaac Asimov, and Buckminster Fuller.

*Networking and sharing learning in the community.

*Whole courses by leading experts on film or video-cassettes, such as the Alistair Cooke series *America*,(19) for screening at home or by community organizations through the libraries or systems in Buffalo, Elmira, Garden City, Poughkeepsie, and Yonkers among others.

*The postal service. (Ivan Illich once said to me: "I live out of the way in Cuernaca, so I send a lot of letters, and get a lot of letters back. That's my Invisible University.")

*Above all, people, like yourselves, who are caring, skilled, and knowledgeable.

Let me give an example from one learner's experience. When I wanted to learn general semantics, I did not pay to take one of the locally-offered courses, with an instructor who was an unknown quantity, a syllabus which might not suit my personal needs, the hassle of having to get to a certain place at a certain time every week, and the cost. Instead, I went the library learning route. Fortunately, I fell into the hands of one of your colleagues -- a sensitive, resourceful, intelligent, highly professional adult services librarian. With her help, I got the most renowned lecturer in the country to deliver this course in my living room whenever I felt in

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(19) *America* (13 programs, film and videocassette). BBC-Time-Life, 1973.

the mood - even though he was in San Francisco and I was in New York. How? By borrowing a set of S. I. Hayakawa films from my local library.

I augmented Hayakawa on film with other experts on tape cassettes, to which I could listen at my convenience. My television viewing of commercials and sitcoms provided ideal case-studies on which to use the concepts I was learning. Books, journals in the field, and phone interviews with some of the leading experts completed my do-it-yourself "course". I proceeded throughout at my own pace, skipping things I wasn't interested in, digging deeply into topics of personal interest. The result: no grade or credits to show, but I acquired a potent mental tool which I use virtually every day. I enjoyed myself tremendously, and I proved to myself that self-directed learning, nurtured and facilitated by a professional who has a thorough mastery of her field, using a wide variety of resources, can be an ideal form of education.

All our studies show that adult learners do not, for the most part, want to be taught but do want and need help. But even they cannot tell us yet just what help they need, in many cases. It is going to be up to us to work with them, individually and collectively, to find out. Different people and groups will need different things.

Here again, it is my conviction that the library approach to learning is broader, and more deeply true to the intensely individual quality of true learning, than most of what goes on in higher education. For in that field too, facilitators and so-called "Educational Brokers" have emerged in the past few years. But their function is to match up the individual with the right program among the many offerings of diverse postsecondary institutions. That is something that librarians often do very well, too, but librarians can go further than just putting a round peg in a round hole of the same size. Librarians can and do create, out of the infinite riches of resources for learning in all media, those from which a particular person, at a

particular point, can best benefit. Guided by such librarians, adult learners can truly cultivate their incredible diversity of learning styles:

*For some it will be access to co-learners;

*for others it will be awareness of media materials like cassettes or films or video courses;

*for others it will be finding opportunities for learning experiences or internships;

*for others it will be help with literacy and coping skills;

*for others it will be information about the place to which they are going to find a job, or the field they want to enter;

*for others it will be materials to aid their learning from a public television series like *The Shakespeare Plays*,[20] or *Connections*;[21]

*for others it will be guidance on how to prepare for CLEP (College Level Examination Program) or Regents External Degree examinations;

*for others it will be data on financial aid available for going back to college full-time, or for pursuing graduate work;

*for some it will be aid in clarifying the goals, or structuring, a personal learning project.

In conclusion, let me say that I see very specific prospects in the immediate future for a closer connection between the library world and that of adult education and lifelong learning. Richard Peterson, principal author of the definitive survey *Lifelong Learning in America*,[22]

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(20) *The Shakespeare Plays* (12 programs, videocassette). BBC-TV and Time-Life, 1979.

(21) *Connections* [*A Historical Look at Technology*] (10 programs, film and videocassette). BBC-TV and Time-Life, 1979.

(22) Peterson, Richard E., *Lifelong Learning in America*, [by] Richard E. Peterson and associates. 1st ed. San Francisco: Jossey-Bass, 1979.

sees libraries as "the key facilitators of adult independent learning -- the pillars of the non-institutional sector of the future learning society." The Adult Education Association of the United States has had a task force prepare an important report on lifelong learning for adults through libraries, as the basis for its movement in this direction.(23) Elizabeth Stone, president-elect of the American Library Association, has expressed to me, both personally and officially, her deep conviction about the importance of adult learning services in libraries, and her intention to work hard on this during her tenure.

You, in this room, are on the cutting edge of this adventure in human development. You are working with the only inexhaustible resource available to us: the power within each person to shape and reshape the self, in ways large and small, to become more fully what we want to be. Men and women, rich and poor, young and old, are finding in this adventure of self-creation some of their most life-affirming pleasures. I wish you every success in helping our fellow Americans become the people they want and need to be.

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(23) Conroy, Barbara, and others, *Lifelong Learning for Adults Through Libraries*. Washington, D. C.: Adult Education Association of U. S. A., 1980.

PART 3

A DAY IN HONOR OF MARGARET E. MONROE:

PRESENTATION CEREMONY

MARGARET BIRK

This morning we had a chance to hear stimulating ideas from Margaret Monroe and Ronald Gross. Now that we have also had culinary refreshment we are gathered to give some of Margaret's colleagues and friends a chance to express their ideas and appreciation. To start this part of the program, I would like to introduce Charles Bunge.

CHARLES BUNGE

Thank you, Margaret.

As you know, today's events were planned by a committee consisting of representatives of the Library School faculty and staff (Sally Davis, Mary Woodworth and myself), as well as Margaret's present and former students (Eliza Dresang) and the Library School Alumni Association (Barbara Arnold). Interestingly enough, there is another committee, or planning group, which was formed, as I understand, spontaneously, and which is composed of former students and colleagues from around the country. When Margaret announced her intent to retire -- initially at the end of the next academic year, the Spring of 1982 -- these people said, "Margaret's career and import have been of national significance and should be recognized in a very significant way."

We hope, Margaret, that you will be surprised and pleased to know that there is under way a book of essays on the reader services, that is intended as an honor to you. The initial group that got the ball rolling, and who have done a great deal of work, are Kathleen Weibel, a current doctoral student of Margaret's, Peter Hiatt, one of Margaret's friends and colleagues and a student of hers at Rutgers, Eliza Dresang, another current doctoral student of Margaret's, and Miriam Pollack, another former student of Margaret's.

We have with us at the head table as many of the authors of the essays in that book as could be with us, and they are each going to share with us a few remarks about their chapters. They are: Eliza Dresang, Manager of Media Services, Madison Metropolitan School District; Kathleen Heim, Assistant Professor at the Graduate School of Library and Information Science at the University of Illinois; Miriam Pollack, Head of Adult Services at Cook Memorial Public Library in Libertyville, Illinois; Rhea Rubin, Library Consultant in Oakland, California; Carla Stoffle, Assistant Chancellor at the University of Wisconsin--Parkside; and the book's editor, Gail Schlachter, Assistant University Librarian, University of California at Davis.

ELIZA DRESANG

It has been my privilege to work with Margaret Monroe closely for the past three years. She is my major adviser in my Ph.D. work, and she has challenged me and guided me, and served as a model for me in both my academic and my professional life. The influence that Margaret has had on me is permanent, as is the influence that she has had on librarianship and on library education. The book which Charles Bunge has described is to pay tribute to her lasting contribution. My part in the book was to write the Introduction, and my role today is to introduce the book to you and to acquaint you briefly with the contributions of the authors who could not be present.

The title of the book is *The Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe.*[24] Library public service is imperative, that is, an urgent duty not to be avoided or evaded. The fundamental functions of library public service are information, instruction, guidance and stimulation regardless of the type of library

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(24) *The Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe.* Gail A. Schlachter, editor. Littleton, Colo.: Libraries Unlimited, scheduled for publication Spring 1982.

or the objective of the service. The confluence of these four functions forms a paradigm, that is, an accepted model or pattern, which can be applied to the investigation of all library public service. The essays written in honor of Margaret E. Monroe who had conceptualized, practiced and taught the service imperative throughout her career, present both historical and contemporary evidence that these four functions are, indeed, the cornerstones of library public service in the United States. The contribution this volume makes to librarianship is to elucidate the functions of the service paradigm in order to facilitate the education for service, the examination of existing service, and the planning of future service.

The service paradigm gradually emerged over the course of the century, and the historical development of its component has been discussed in most detail by Rothstein in *The Development of Reference Services*, 1955,(25) and Monroe in *Library Adult Education*, 1963.(26) The authors of *The Service Imperative for Libraries* both update and validate the seminal works of Rothstein and Monroe. The objectives, or aims, of providing library public service may be reference, education, recreation or culture. The information, instruction, and guidance functions identified by Rothstein, as well as the stimulation function identified by Monroe, have a role in meeting these objectives. Each of the authors in the first major group of essays in *The Service Imperative for Libraries* emphasizes only one of the four functions of library public service. The author of the first essay, Mary Jo Lynch, deals with the information function of library public service as it exists in the beginning of the eighties. As society has changed, the

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(25) Rothstein, Samuel, *The Development of Reference Services Through Academic Traditions, Public Library Practice, and Special Librarianship*. Chicago: Association of College and Reference Libraries, 1955. (ACRL Monographs, no. 14) Issued also in microfilm form, as thesis, University of Illinois, under title: *The Development of Reference Services in American Research Libraries*.

(26) op. cit.

information function of the library has changed. As Lynch documents, the political, social, technological, and economic climates of society influence the ways librarians search for information, and indeed the very nature of the information gathered and disseminated. The remaining three essays in this part of *The Service Imperative for Libraries* are written by authors who are present here today--Stoffle on instruction, Rubin on guidance, and Heim on stimulation.

The second major group of essays is entitled *Education and Evaluation*. The service imperatives cannot exist in isolation for, indeed, the service is imperative--librarians must be educated to serve and they must be prepared to evaluate the results of their efforts. The authors of the two essays in this second group of essays, rather than attempting to be comprehensive and to relate their discussions of education and evaluation to each of the four functions of library public service, focus on the information and instruction function within the given objective of reference service. In the first essay in this part, Bill Summers presents current information on preparation for reference work of librarians in a sample of A.L.A. accredited library schools. He suggests ways in which the apparent state of education for information and instruction needs can be altered to be in line with the actual practice of these functions. Assessment of reference service by Ellen Altman includes a short summary of the state of planning, followed by a description of the number of studies attempting to measure reference service. Much of what Altman has to say indicates that librarians are searching for better and more adequate systems of measurement and evaluation of service. Once a paradigm exists and is agreed upon, it is worth further examination. If the service paradigm is as widely accepted as the essays in this volume would indicate, and if it can serve as a model for those planning and examining library public service, it should receive further articulation and specification. A foundation for this kind of refinement exists in the works and teaching of Monroe.

In the final contribution to the volume Pollack, who is here today, has described in an annotated bibliography the essence of

Monroe's writings during her career as practitioner, library school director, and library educator. Many of the themes discussed in the essays find their roots in the writings of Monroe. It is hoped that these essays written in honor of Margaret E. Monroe will firmly establish the service model and will encourage the further refinement of the paradigm.

CARLA STOFFLE

I feel very honored to have been asked to do the chapter on *Library Instruction*. I am not a student of Margaret's in the strict sense of having had the opportunity to work and study under her, but I am vicariously a student of Margaret's. When I went to library school, coming out of the Peace Corps, one of my first concerns was to find out what libraries were doing to make information available to people, and library school faculty wisely refused to answer my questions and told me to go read and find out myself what libraries were doing. In doing that, of course, I ran across the work of Margaret Monroe and decided immediately that I wanted to be a public librarian. I spent that entire year collecting materials, taking library school courses on the public library, adult services and so on. I knew that's where my future was. Unfortunately, when I graduated, the only public library job available was at New York Public, and my husband thought it was too much to commute from Lexington, Kentucky, to New York, so I ended up at an academic library.

I'm not sure if I am typical of the library-use-instruction librarians of the last ten years, but I know that, when I got into an academic library, it occurred to me that I could take out my frustration at not being an adult services librarian in a public library by doing in the academic setting what I had learned from Margaret. For me, library instruction was a critical part of that mission: Helping, being provocative in helping the adult user. It made a tremendous difference in my career, and as I wrote my chapter and thought about it, I was reinforced even more in my idea that academic librarians

should really act like adult services librarians, like public librarians. In the chapter on instruction we tried to update Rothstein by summarizing the history of instruction and then looking at the trends in the last twenty-five years in library user education. We focused on basic trends across literature and then looked at the topic by type of library. From that background we went on to discuss methods and materials, and then tried to predict the future. In all of that we had Margaret's work in mind, and I hope that it is worthy of Margaret's contributions to the profession. Thank you.

RHEA RUBIN

I did the chapter on *Reading Guidance*. I first read Margaret's articles on reading guidance and bibliotherapy when I was in junior high school. My elementary school librarian had given me the greatest of gifts: two words--reading guidance, and bibliotherapy--so that I could search the literature, because she thought that that was what interested me when I worked in the elementary school library after school. And she was right--that is what interested me. So I started reading everything I could, and of course I kept coming back to Monroe's work. I came to the University of Wisconsin as an undergraduate and immediately went to see Margaret who said "You are not ready for library school; go learn something and come back." And that's what I did--I came back four years later. I was very lucky to be able to work with her and for her, to have her teach me first through her written work, and then in person, what those two words meant. They have meant a lot to me and to my career, and I tried to summarize them in the chapter.

Basically, I learned five major concepts from Margaret: First, the concept of a continuum of services, with reading guidance coming out of reference services just as bibliotherapy extends reading guidance. Second, she taught me the necessity of an interdisciplinary approach to that, as to anything else. Third, she taught me to consider ethical and professional problems that were inherent in guiding readers--basically, the concepts of privacy and concern. Fourth, the

concept of developmental tasks which she and Ronald Gross both mentioned this morning, is something that to me is very relevant. Fifth and, most important, she taught me the importance of personalized service, and the community approach to library services, rather than one which we conjure up in the library schools or other places and present to the public as finished products. These are the main teachings that have influenced me and therefore influenced the chapter that I wrote, and I hope that these concepts will continue to influence me and future library school students.

KATHLEEN HEIM

Well, I'm like everyone else. I came here wanting to become an information scientist, and Margaret ruined it. I didn't come to study under her, but I was assigned to her as a teaching assistant, and I had to listen to what she had to say. I found out that all the things that I had been doing as an adult services--no, as a reference librarian in an academic library, actually had some structure to them if you turned them around on their side and looked at them. And I realized that I liked what I had been doing, now that I saw it whole. After persisting in my desire to still look like an information science person, I went to the University of Illinois where I am now teaching adult services, reference, library administration, and government publications. When I interviewed for that position I thought I was interviewing for the information science position, but they hired someone else and said "Well, the way you talk you are a perfect person to teach these other courses." So, Margaret certainly changed the way--no, she kept me thinking about what I had been thinking about all along, and she got me back on the path.

My topic for the book was *Stimulation*, and that, Margaret, is why I wrote you that frantic letter last Fall saying "I am preparing a new course; would you please tell me exactly what you meant by stimulation?" You must have thought I was the most conscientious teacher in the universe.

Stimulation is activation of the library's clientele. It is a lot of things. It is a concept that Margaret formalized, thought through and gave to the field. I talk about it in two veins--the public relations-publicity aspect of outreach, and the creation of a climate for use of outreach. It is a very complicated and difficult concept to put into words, as I complained vociferously to our poor editor many times, but I enjoyed doing it, and I enjoyed rereading everything Margaret ever wrote, which I think we all must do.

I would just like to end with one quick little story. When I was Margaret's graduate assistant (and I still have the note) I came in to work at a time that I thought was bright and early, at 8:30 on a Monday morning, and there was a little note in my mailbox dated 11:00 p.m. Sunday night: "There's a wonderful meeting tomorrow morning at 7:30 you mustn't miss."

MIRIAM POLLACK

It has been my privilege to compile and annotate a bibliography of the works of Margaret Monroe--100 publications: 84 different books, articles, chapters, reviews and reports. While numbers are impressive, it is the variety and quality of the content that inspires. Her work reveals that, above all else, Margaret Monroe is a teacher educating not only those of us who sat in her classroom, but the profession as a whole. One often finds her quoting Ralph Beals regarding the purpose of the public library, the infusion of authentic information into the thinking and decision-making of the community. By her example she taught us how this can be done, by *her* infusion of authentic information into the thinking and decision-making of the library profession. Margaret is continually reminding us that authentic professional knowledge is based on theory and research. Her clear picture of the current issues, needs, and developments in American society and the role of librarianship within it, has provided a shifting context for her recurrent themes of collaborative planning, community involvement, stimulation, and individualized service. From her

earliest to her most recent writings these themes are evident. Young people's reading in wartime 1949 encouraged librarians to use materials--library materials--to respond to the concerns of those going to war. In the mid-sixties she introduced independent study core courses for the nontraditional library student. During the late sixties and early seventies Margaret was concerned with training librarians to serve the disadvantaged and to provide outreach. She was involved in a year-long library social action institute held at the UW-Madison. The seventies witnessed her concern with bibliotherapy, learners' advisory services, information referral, and services to an aging population. She reminded us of the need to respond to technological advances if libraries were to remain relevant institutions. Margaret has commenced the eighties with a study of the cultural role of the public library. Margaret, we are indebted to you: through your teaching and writing you have shown us our possibilities as individuals, and the potential of our profession.

GAIL SCHLACHTER

When I was in library school I never thought that I'd come back to pay a debt, and yet I have come back, gladly, to pay the debt back in a personal and in a professional and in a permanent way--a great debt to a great individual. I never thought, when I was a little girl, that I would be a librarian today. I never thought, when I was a teenager or when I graduated from college, or when I went through two master's degrees, that I would be a librarian today. It was only because times were tight and it was difficult to get a teaching position, and I was at loose ends, that I was in a conversation with a friend about what to do with the rest of my life. And my friend said to me, "Go to library school. You never waste anything you have learned when you become a librarian." Above all, I guess, I'm intellectually frugal. There was nothing that could appeal to me more than the idea that the three years I had just spent on other master's degrees would not be lost. And so I went wandering in to library school, feeling I was quite a gift to this profession. Until that point I had

not realized it existed, but it came as quite a surprise to me that, in fact, people did go to school to be librarians. With that mental state I came in and met Margaret Monroe, who was then Director of the Library School. After I had paraded in front of her what I thought were quite impressive scholastic and academic achievements and qualities, she leaned across the desk and said to me, "Yes, but just because you have that record as a graduate student in history and the School of Education, doesn't mean that you can do well in library school." At the time I didn't know what that meant. I thought she was talking about comparative difficulty of classes but over the years I think I have come to understand what she really meant: the responsibility, the excitement, the challenge, and the requirements that it takes to be the type of librarian that Margaret has always thought about and written and planned for and tried to direct students into becoming. I think that, had I gone in to speak to another director of a library school, I would also be a librarian today. But I don't think I would appreciate or respect or dedicate so much of my attention to the field if I had not been first introduced to Margaret's thoughts and her aspirations and her expectations. So it is with great gratitude that I find myself editor of *The Service Imperative for Libraries*. I want to tell you, Margaret, that thousands of hours of effort and thought and worry and anxiety and fear and trepidation and consternation have gone into this book written by people in a field where the flow of information is at its base, and yet we kept that flow of information about the work on this book a secret from somebody who has her touch on the pulse of librarianship. That is no mean feat!

It is with great respect and affection and appreciation, and most of all humility, that we present you with this token copy of the book of essays that are dedicated in your honor. The volume itself will be ready in the Spring of 1982.

MARGARET MONROE

I feel moved to respond--and say thank you. Thank you very much. And when these pages are filled . . .

MARGARET BIRK

The prestige of a school is determined by the leaders of that institution. As graduates of the University of Wisconsin Library School we know that we have been very fortunate in having outstanding leadership over the years. I personally had Rachel Schenk as my mentor, and some of you have had the privilege of being students while Margaret Monroe was at the helm. Others of you have gained your knowledge under the supervision of Charles Bunge, and some of you will continue your education under the direction of Dr. Jane Robbins-Carter. We all acknowledge that we have been very fortunate in the leadership we experienced, we are all proud to say that we are graduates of the University of Wisconsin Library School.

Giving an apple to our special teacher is a way of saying "Thanks for helping me." The Executive Committee of the Alumni Association decided to do just that. So this afternoon I am very proud to present to Margaret and Charles each an apple by which to say a special "Thank you" for helping us.

(Margaret Monroe and Charles Bunge each receive a pewter apple.)

PUBLICATIONS

Library School
University of Wisconsin-Madison

William L. Williamson, ed., THE IMPACT OF THE PUBLIC LAW 480 PROGRAM ON OVERSEAS ACQUISITIONS BY AMERICAN LIBRARIES; PROCEEDINGS OF A CONFERENCE HELD AT THE WISCONSIN CENTER, MADISON, WISCONSIN, MAY 12, 1967. Out of print.

Margaret E. Monroe, ed., READING GUIDANCE AND BIBLIOTHERAPY IN PUBLIC, HOSPITAL AND INSTITUTION LIBRARIES; A SELECTION OF PAPERS PRESENTED AT A SERIES OF ADULT SERVICES INSTITUTES, 1965-1968.
($3.00 + 4th class postage at 1 lb.)

William L. Williamson, ed., ASSISTANCE TO LIBRARIES IN DEVELOPING NATIONS: PAPERS ON COMPARATIVE STUDIES; PROCEEDINGS OF A CONFERENCE HELD AT THE WISCONSIN CENTER, MADISON, WISCONSIN, MAY 14, 1971.
($3.00 + 4th class postage at 1 lb.)

William L. Williamson, ed., A SEARCH FOR NEW INSIGHTS IN LIBRARIANSHIP: A DAY OF COMPARATIVE STUDIES; PROCEEDINGS OF A CONFERENCE HELD IN THE LIBRARY SCHOOL COMMONS, HELEN C. WHITE HALL, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN, APRIL 25, 1975. ($4.00 + 4th class postage at 1 lb.)

Mary L. Woodworth, ed., THE YOUNG ADULT AND INTELLECTUAL FREEDOM; PROCEEDINGS OF AN INSTITUTE HELD JUNE 14-18, 1976, AT THE UNIVERSITY OF WISCONSIN.
($4.00 + 4th class postage at 1.5 lbs.)

James P. Danky, Jack A. Clarke, Sarah Z. Aslakson, eds., BOOK PUBLISHING IN WISCONSIN: PROCEEDINGS OF THE CONFERENCE ON BOOK PUBLISHING IN WISCONSIN, MAY 6, 1977; INCLUDING A DIRECTORY OF WISCONSIN BOOK PUBLISHERS.
($4.00 + 4th class postage at 1 lb.)

Margaret E. Monroe, ed., SEMINAR ON BIBLIOTHERAPY; PROCEEDINGS OF SESSIONS, JUNE 21-23, 1978, IN MADISON, WISCONSIN; SPONSORED BY THE LIBRARY SCHOOL AND THE FAYE McBEATH INSTITUTE ON AGING AND ADULT LIFE, UNIVERSITY OF WISCONSIN-MADISON. ($5.00 + 4th class postage at 1.5 lbs.)

James P. Danky, Jack A. Clarke, Sarah Z. Aslakson, Barbara J. Arnold, eds., PERIODICAL PUBLISHING IN WISCONSIN: PROCEEDINGS OF THE CONFERENCE ON PERIODICAL PUBLISHING IN WISCONSIN, MAY 11-12, 1978.
($6.50 + 4th class postage at 1.5 lbs.)

John J. Boll, ed., READER SERVICES IN LIBRARIES: A DAY IN HONOR OF MARGARET E. MONROE. THE 1981 ALUMNI DAY OF THE LIBRARY SCHOOL, UNIVERSITY OF WISCONSIN-MADISON, MAY 1, 1981. INCLUDES THE SECOND MURIEL L. FULLER MEMORIAL LECTURE, BY MARGARET E. MONROE.
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