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. 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

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


(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 men-
tioned this morning, is something that to me is very relevant. Fifth
and, most important, she taught me the importance of personalized ser-
vice, 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 fu-
ture 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 librar-
ian 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 per-
son, I went to the University of Illinois where I am now teaching adult
services, reference, library administration, and government publica-
tions. When I interviewed for that position I thought I was inter-
viewing 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.)