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 unspiritual 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


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.

---

Subsequent editions published by Longmans.


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!