Introduction

Kathleen M. Heim

This issue of Library Trends presents an array of articles selected to demonstrate how patterns of library service emerge. New models of service may be viewed as consisting of three components: the activities involved, the functions performed, and the publics served. This collection covers a variety of emerging patterns. Some of the papers discuss intensified service to a cross section of special publics: adult new readers, citizens' groups, the academic community (at levels of both elementary and higher education), adult learners, and health care workers. Other papers consider emerging patterns which demonstrate response to such stimuli as new technology (video and cable, information brokerage), reevaluation of the library's mission (Consortium for Public Library Innovation), and shifting societal norms (bibliotherapy).

The first part of this issue is composed of three conceptual pieces that examine the idea of emergent services from different points of view. Margaret Monroe provides the ideational synthesis that undergirds the entire issue; Thomas Shaughnessy looks critically at administrative response to emerging patterns; and Leigh Estabrook offers an iconoclastic, sociological explanation for the dysfunction of some types of emergent services.

Monroe's formative model, which illustrates the concept of emergent services, frames the other contributions to this issue and provides a fluid set of constructs from which to identify the components of an emergent service. Monroe characterizes emerging patterns as highly innovative responses emanating from creative intellectual theory, extensions of ex-

Kathleen M. Heim is Lecturer, Graduate School of Library Science, University of Illinois at Urbana-Champaign.
tant services, or a honing of specific techniques that enable refinement of currently useful service. She contends that both recognition of a new pattern of service as it emerges in the single instance and sensitivity to adaptations of service are important professional responsibilities.

Shaughnessy notes that the development of new services is directly related to organizational survival since services and programs are the primary means by which nonprofit institutions deal with their environments. His observations on the integrative devices within large organizations, the means to change structure, and staff development are pragmatic comments on the many internal and external forces which impinge on the library when it is viewed as an open system responsive to new services.

Surveying community library services since the 1964 Library Services and Construction Act (LSCA), Estabrook contends that little systemic change has taken place. She identifies occupational and organizational factors that shape the direction of library services. Her stark central question, "why have community library services failed to become integrated with traditional public library services?" probes the larger social milieu from which new services emerge. Her analysis of the reasons for staff and administrative resistance to the implementation of nontraditional service technologies rests on an examination of organizational factors affecting the ways programs and services contribute to the goals and operation of professionals within libraries and of the organization itself. Her hard conclusion is that while the development of techniques to extend services to the disadvantaged may have been consistent with the philosophical goals of the library profession, they were inimical to the instrumental goals of the profession itself. Estabrook identifies those processes whereby intentions to provide total library service are subverted.

With the societal, organizational and professional context of the emerging service pattern established in the first part, the remainder of this issue is devoted to particular instances of emerging service. Suzanne Boles and Barbara Smith detail the history of the Learner's Advisory Service, an especially appropriate example of a new service in that it clearly demonstrates many of the components of Monroe's emergent service model. The service is the result of a 4-year experiment which enabled ten libraries to develop services to aid adults learning on their own. The individual experiences of the participating libraries were used to develop service aspects. The Learner's Advisory Service, as developed through the experiment, was in fact founded on a long tradition of library commitment to the educational role of the library, and illustrates how research
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and experimentation can refine existing service commitments into a new service.

Ernest DeProspo's comprehensive discussion of the Consortium for Public Library Innovation (CPLI) first considers the response of library administrators to the demands of fiscal accountability, and then chides some contemporary writers who feed the lack of a theoretical framework for library administration by muddled articles reflecting the fear and uncertainty generated by this time of economic stringency. DeProspo calls for library administrators to establish outside organizational alliances as a means to overcome such reactionary impulses. His article outlines the response of selected libraries to the stimuli of the "Guidelines for Public Library Service" issued by the Public Library Association. These libraries formed CPLI (an outgrowth of the organizational structure established to implement the project for adult learners discussed by Boles and Smith) to develop useful, innovative and improved library services by means of an organization committed to experimentation, research and evaluation. This consortium is a vivid example of Monroe's pronouncement that it is a professional responsibility to provide the environment for the emergence of new service models. The commitment of CPLI members to experimentation and innovation is a bulwark against the panic mentality produced by economic constraints. DeProspo states that "resistance to change is the norm, for innovation requires fundamental and conscious choice to alter behavioral patterns." Thus, DeProspo joins Estabrook and Boles and Smith in underscoring the belief that in order to activate response to philosophical change, professional resistance to emergent patterns must be overcome.

The emergence of the library's role in literacy education from 1955 to 1980 is the topic of Helen Lyman's article. Her detailed descriptions of a constellation of projects and programs developed during this past quarter-century, having grown from a definition of the public library as an agent for social change, show how the marshalling of a wide variety of resources can culminate in a new service. Literacy education as outlined by Lyman manifests the most positive aspects of professionalism. Perhaps because libraries have long been viewed by some as adjunct to the educational community, the environmental constraints detailed by Estabrook have not been so influential in this instance. Lyman meticulously describes the many bridges between the library community and the educational community for a mutual goal of literacy.

Joan Durrance provides an overview of library service which supports citizen groups, which she defines as nonprofit, citizen-initiated,
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voluntary and attempting to influence decision-makers. The citizen group as described by Durrance is an outgrowth of the political and social upheaval of the 1960s. Of all the emergent services described in this issue, library service to these groups is in its most formative stages. Durrance's model, "The Role of Citizen Groups in Information Transfer," the studies she cites, and her own ongoing research provide a foundation for further analysis of this special public.

Broadest in its response to the societal stimuli which produce new library services, according to Rhea Rubin's characterization, is bibliotherapy as a library program which helps to satisfy the public interest in self-actualization. Viewing this service as an extension of the development of the institutional library, Rubin sees bibliotherapy as a response not only to self-actualization needs, but to preoccupation with psychological causation, mainstreaming and deinstitutionalization as well. Rather than keying its service to a demographically identifiable public, bibliotherapy is considered by Rubin as appealing to three broad groups which might include individuals of all types: patients and prisoners, individuals with behavioral or emotional problems, and the normal person in time of crisis.

The most specialized emergent service discussed here is that to health care workers. Agnes Roach provides a clear picture of the technological complexities and sharp judgments that must be made by health science librarians as they operate as members of health care teams. The librarian in a medical environment is the recipient of the most advanced information and retrieval systems, operates often in a crisis situation, and must respond coolly and correctly with vital information for members of the health care team. Roach documents many instances of the health science librarian's response to the changing demands of medical technology. Perhaps it is a result of the mission orientation characteristic of the medical field, yet the integration of the librarian in the health care team has emerged more quickly than any other service under consideration in this issue.

Margaret Grazier narrates the long-term integration of the school library media specialist as curriculum consultant. Intellectually and philosophically, the librarian's involvement in curriculum development is solid. Grazier gives an overview of the major concepts of curriculum theory in order to provide insights into the concerns of some media specialists with a library science orientation about the limitations of the educational technologist's viewpoint. Important for its precise account of the history of the curriculum development concept for the school
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library media specialist, Grazier's paper offers also a cogent portrayal of the internecine struggles which prevent a service's full emergence.

Alan Guskin, Carla Stoffle and Joseph Boissé write about the academic library as a teaching library from the dual perspective of university and library administrations. As outlined in the papers by Shaughnessy and DeProspo, the administration's response to external stimuli is a fundamental influence shaping the new pattern of library service. Guskin, Stoffle and Boissé begin with the premise that the 1980s will be a period of fiscal restraint for higher education and that libraries committed to collecting, storing and retrieving information and materials will be forced to accept a deteriorating situation. To respond to present challenges, the university library must become a teaching library, actively and directly involved in supporting the mission of higher education: teaching, research and community service. The core of the teaching library is bibliographic instruction and the development of a teaching library and its implementation require a realignment of staff from the traditional, passive mode of academic librarianship to the political and administrative processes of university life. The totality of the academic library's response to the external stimuli of the new mood in higher education is reflected in the emergence of a new pattern of service not only within the library, but within the entire institution of higher education as well.

B.K.L. Genova discusses video and cable technologies to demonstrate how integration of new technologies into society can affect the delivery of library services. She provides a history of video and cable use in libraries and offers an overview of emerging services. Factors affecting these services include the efforts of public libraries to respond to community needs, the effects of fiscal restraints, and the problems of rapidly evolving technology. Genova's description of current video and cable services and her projection of video and cable's potential illustrate that new technologies themselves can generate new services — but that these services must be implemented with a constant monitoring of the technology's integration with traditional library services.

Robin Crickman looks at the information professional as the individual who will emerge as a link between the public and the wide spectrum of information services and products available today. Unlike the traditional librarian, who often regards education in the use of resources as a service, the information professional will render service in direct response to user need without demonstrating how or where the information is obtained. The emergence of the information professional is, as Crickman documents, a response to society's valuation of information.
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Alice Wilcox provides a view of library cooperation among systems which shows how library networks facilitate the exchange of materials and information and thus foster new service patterns. Without the stimuli of cooperative agencies, many programs such as cooperative cataloging and wide-scale interlibrary loan would not have developed so rapidly. The presence of the cooperative agency is a stimulus to new patterns of service at the regional and national levels.

Finally, a word needs to be said about the editorial responsibility for this issue. Margaret Monroe was invited by the Graduate School of Library Science Publications Committee to serve as guest editor of this issue on emerging services and she submitted an outline of topics and suggested authors. However, illness prevented her from continuing with the editorial responsibilities, and I was invited to coedit this issue. I have worked with the authors but have consulted with Dr. Monroe frequently. I hope that the final result is an appropriate collection which clearly demonstrates her dynamic model of service. Dr. Monroe is celebrating her twenty-fifth year as a library educator, and many of her former students have participated in an ongoing celebration of her influence on their careers. Since several of the contributors here are her former students, I hope that this issue, too, stands as testimony to her vital contributions to librarianship. Special thanks are due to the editorial staff at the Publications Office—Linda Hoffman, Holly Wagner, David Mason and Catherine Donovan.