MARGARET ELLEN MONROE
INTRODUCTION OF MARGARET E. MONROE

By
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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 exhilarating 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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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 crystallize 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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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*.