

Stepping into the old
growth forest to appreciate
a legacy of collaboration
and outreach from
Conference LOEX (1971-
1980)

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University of Iowa

Questions for you

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Conference LOEX

- Eastern Michigan University (EMU) receives grant from Council on Library Resources and National Endowment for the Humanities (CLR-NEH) to reimagine their library services in 1970
- Spearheaded by the Director of EMU Library, A.P. Marshall
- Library Outreach Orientation Program
- *Conference on Library Orientation for Academic Libraries*
 - Annual conference begins in 1971
- Library Orientation Exchange (LOEX) clearinghouse initiated in 1972 after First Annual Conference





The Context

Image: "Forest Views" by William B. Mershon. Courtesy of University of Michigan Library Digital Collections



Monteith students discuss their futures in front of the Monteith Administration Building.

[Monteith College Library Experiment](#)



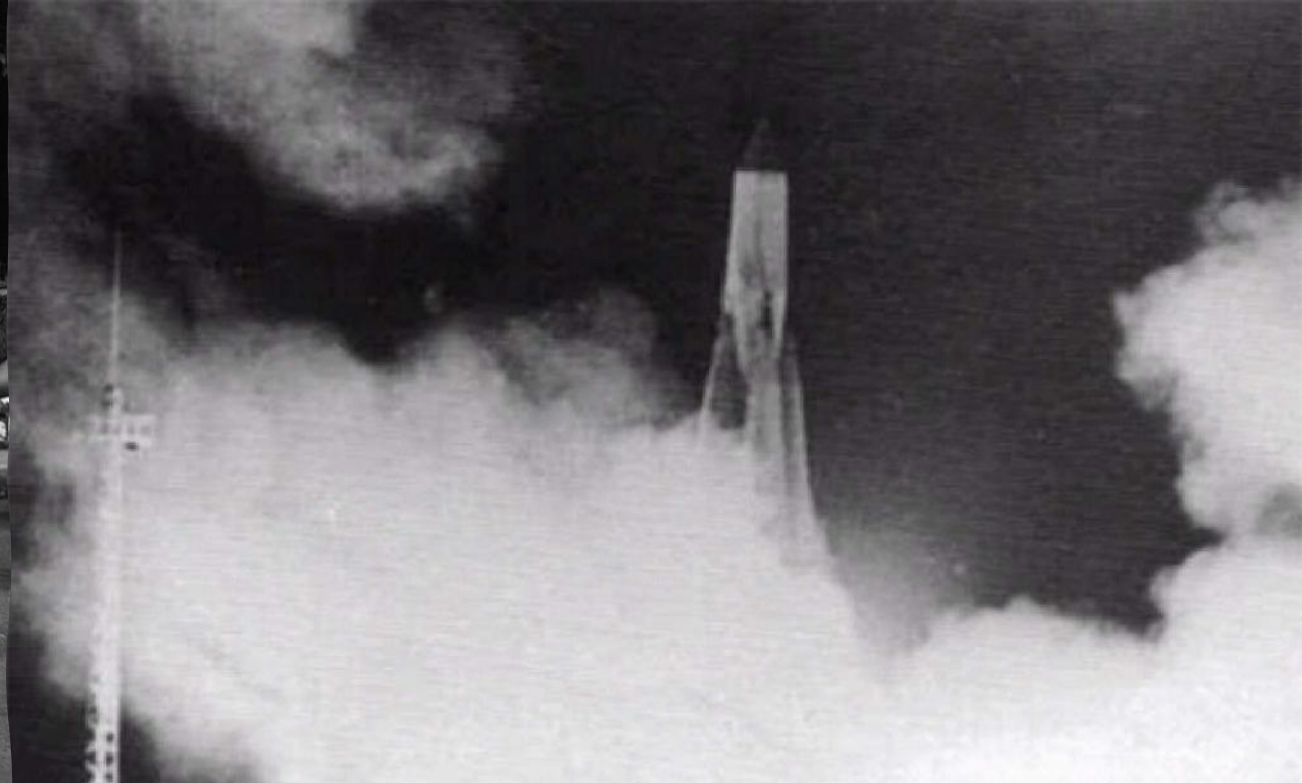
Evan Farber, College Librarian (1970) - [Earlham Archives](#)

Knapp & Farber

- Patricia Knapp's Monteith Experiment (1960)
- Evan Farber's Earlham program (1960s)



Clinton Twelve walking to Clinton High School, Tennessee, Sept. 5, 1956 Photo © Knoxville News Sentinel, Fair use image



Launch of Sputnik (1957). Image from National Air & Space Museum.

National Developments

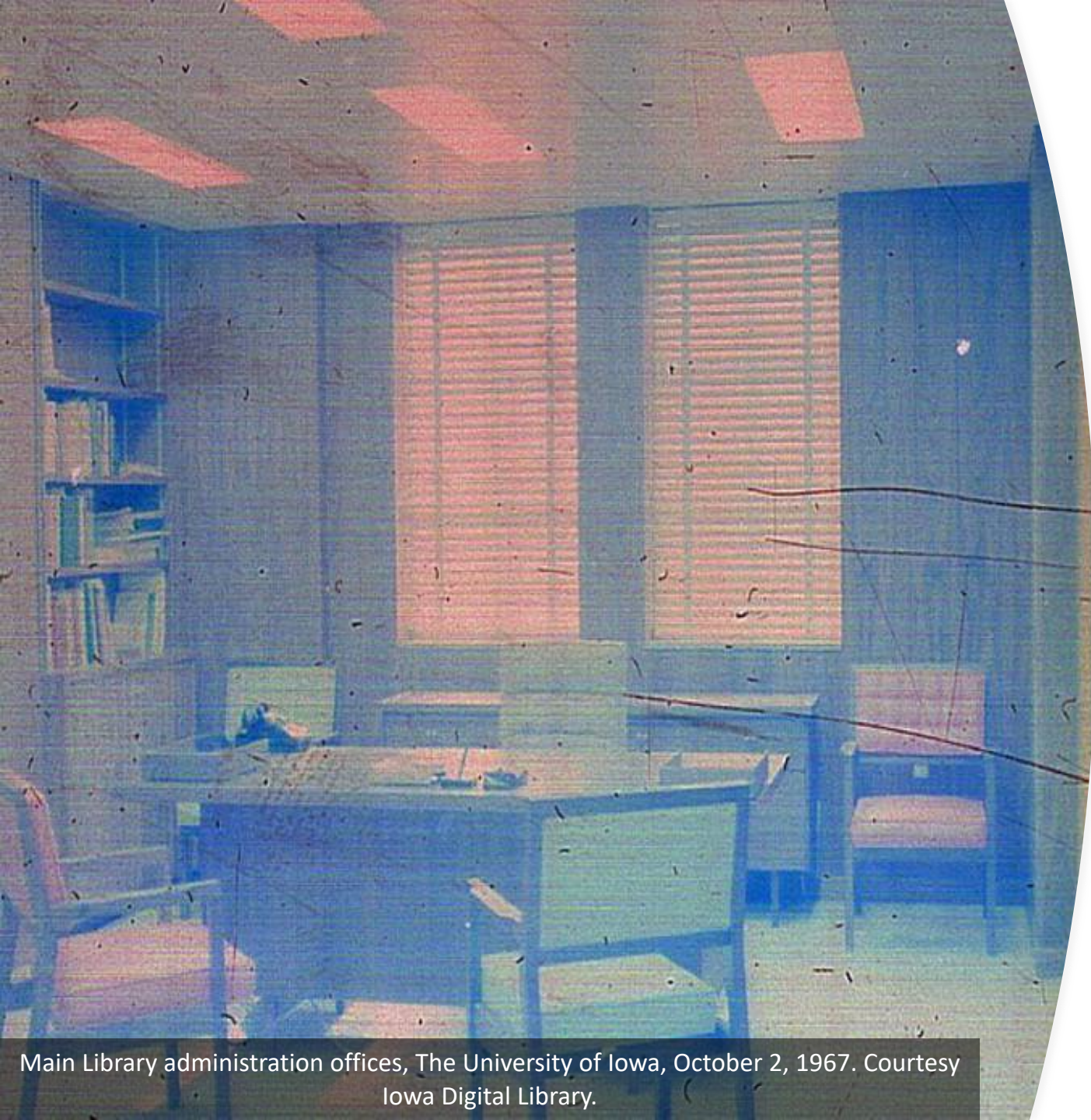
- Launch of Sputnik, first Soviet satellite (1957)
- U.S. Government invests heavily in higher education
- Between 1959-1969, university enrollment more than doubled

Curricular Reforms

- Push for inquiry-based education
- Independent study
- Relevance in curriculum



Lecture with George Forell, The University of Iowa, 1960s. Courtesy of Iowa Digital Library.



Library Professionalism

- Low status and limited autonomy
- Routine clerical work
- Bureaucratic and hierarchical structure

Main Library administration offices, The University of Iowa, October 2, 1967. Courtesy Iowa Digital Library.

A dark, monochromatic photograph of a forest floor. The scene is filled with fallen logs, bare branches, and dense undergrowth. The lighting is low, creating a somber and textured atmosphere. The text 'Outreach' is centered in the middle of the image in a large, white, sans-serif font. Below it, the word 'Internal' is centered in a smaller, white, sans-serif font.

Outreach

Internal

Millicent Palmer

- Held title of “Instruction Librarian” at Southern Illinois University
- Presenter at First LOEX Conference in 1971
- Librarians have an “intellectual and ethical obligation to provide bibliography and library instruction.”



Image Courtesy of Southern Illinois University-Edwardsville Archives.

By the time a student walks off the commencement scene clutching his diploma and smugly turning his tassel, much of the knowledge he has spent so much time and money acquiring has already been changed, modified or re-interpreted. His professors have labored to teach him to be logical, philosophical, appreciative, creative, critical, and a seeker of truth, but have they taught him how to independently continue these precious processes? Have they crippled his capacity for independent learning by permitting him to lean exclusively upon the intellectual crutch of pre-selected reading lists? On the other hand, have they reinforced his already inadequate searching methods by asking him to do independent searching without providing knowledge of productive search techniques? Do they assume that the library has somewhere provided the necessary knowledge and skill?



Millicent Palmer

Plainly, the library profession, in its frenetic attempt to keep from drowning in multitudinous materials and accelerating user needs, has underplayed its teaching role, or more detrimentally, has played it so badly that only a fresh script and a new cast will be able to improve its ratings.

– Palmer, 1971

The Ghost of Library Instruction Past

- Myth of Library Competence
- Myth of the Card Catalog



Mary Jo Lynch

If we do not see the difference clearly and say so by what we do and what we do not do, students and faculty will never get the message and students will continue to insist, when we come to a classroom to tell a group about the library resources which will help them solve a particular research problem, “But I’ve heard the library lecture.” The “Ghost of Library Instruction Past” will continue to haunt us.

– Lynch, 1972



Image from [College & Research Libraries News](#), 1994.



Library Outreach Program

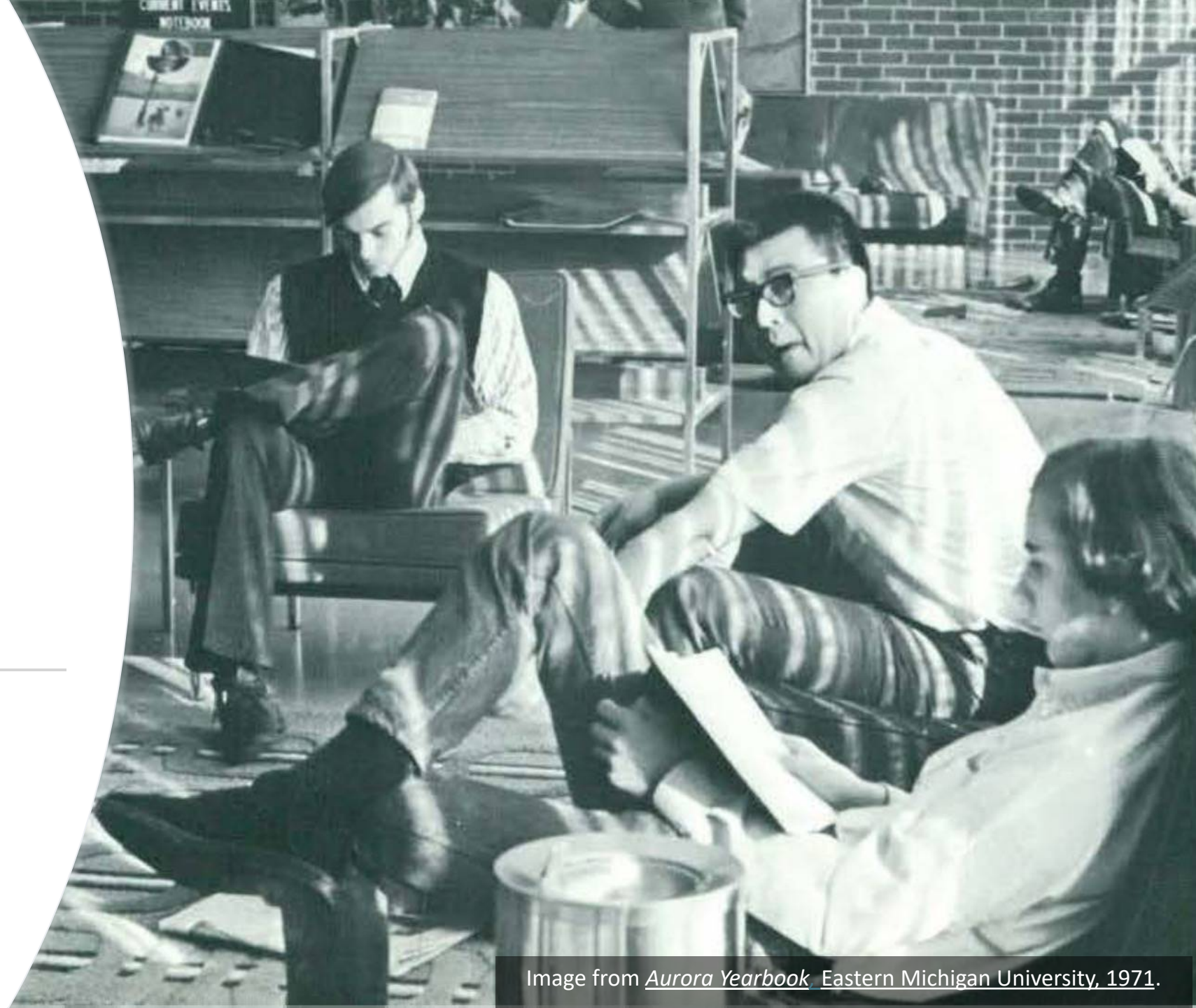


Image from *Aurora Yearbook* Eastern Michigan University, 1971.

Ann Andrew and Hannelore Rader

Although the Outreach Program was born into a favorable environment, it has not always found an approving reception. Not only is it difficult for many students and faculty members to accept this change in emphasis upon the role of the library; the librarians themselves have experienced a re-evaluation of their own roles, and many are finding their own self-image undergoing change.

– Andrew & Rader, 1971



Tom Kirk and Hannelore Rader. Image from [College & Research Libraries News, 1999](#).

A. P. Marshall

I believe that college and university librarians have a professional stake in the direction education is to take. It is not enough to select books and prepare them for use by the chance patron. It seems to me that we also have a role to play in finding directions, in pointing the way, and in helping to 'cure the ills' as we diagnose them. In a general sense, these are the goals of programs about which this conference has been concerned.

- Marshall, 1974



A.P. Marshall. Image from Wikipedia.

A. P. Marshall

See yourselves not only as librarians, but also as educators with a point of view which can be refreshing.

- Marshall, 1974

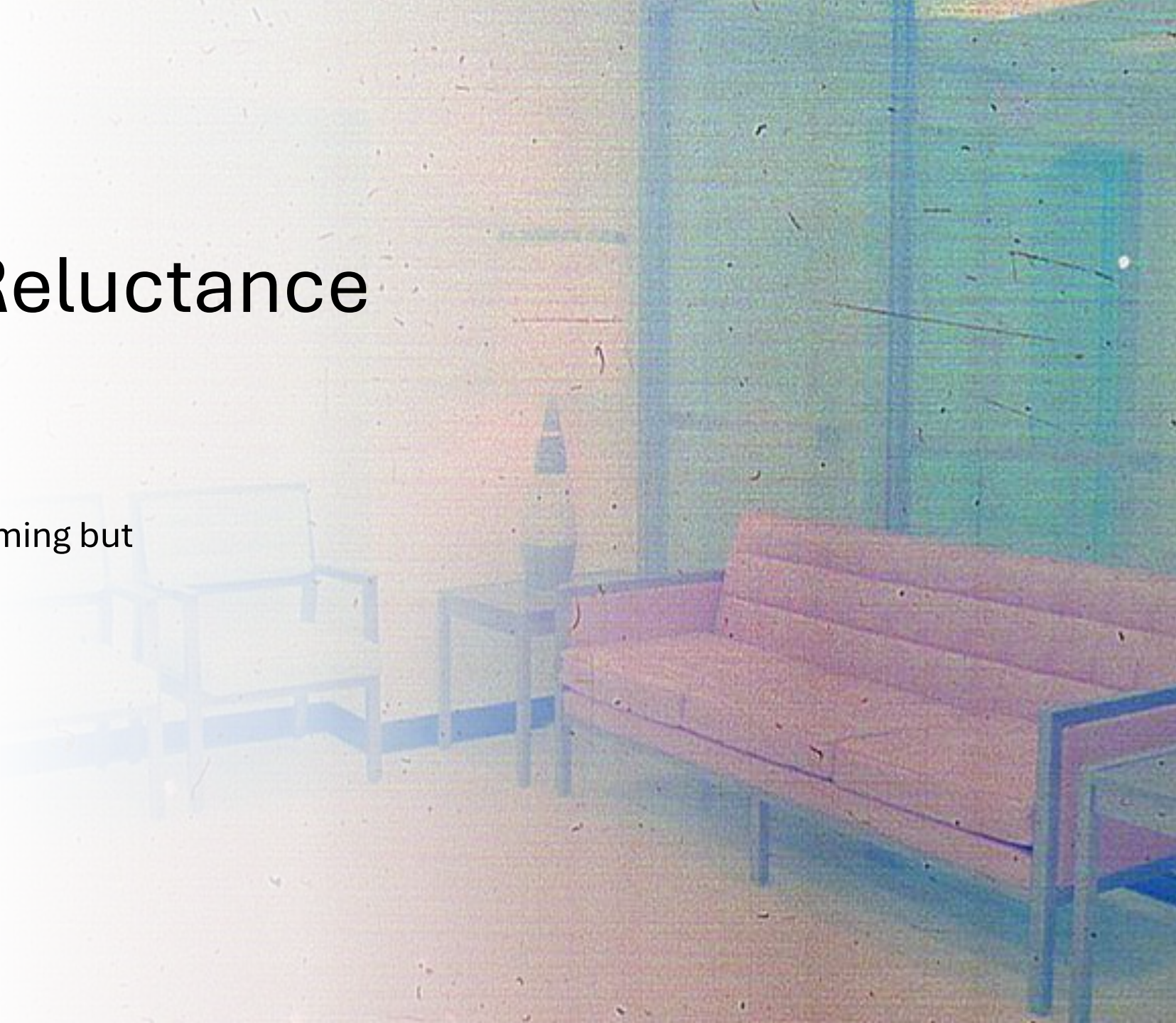


A.P. Marshall. Image from Wikipedia.



Administrative Reluctance

- 1970s was a time of budget cuts
- Retrenchment
- Library instruction as up-and-coming but still seen as experimental





Connie Dunlap

- University of Michigan librarian
- Spoke at Fifth LOEX conference regarding financial concerns of administrators

To wait until adequate staff is available to initiate new programs is to relegate them forever to oblivion and continued reference to lack of money will be taken only as an alibi for non-performance. It is here that administrators must start to earn their money. In any work situation, but particularly in one in which staff will be required to make an extra effort, the most important thing any administrator can do is to create an atmosphere in which things can happen and then stimulate and encourage the staff in order to make things happen. Staff must be given the time and the freedom to be creative; staff must be given the chance to try something new and, if necessary, even the chance to fail, for a plan may seem perfect on paper but may in practice prove unsatisfactory—and often more is learned from failure than from success. In any event, the threat of failure must not be allowed to stifle creativity.



Image from *College & Research Libraries News*, 1988.

Joe Boissé

In the period of affluence which ended with the early years of this decade, emphasis was generally placed on the construction of new libraries and the acquisition of collections to fill the stacks. In many libraries, public services -- and I include bibliographic instruction in that area -- was a stepchild. Library reports regularly stressed the growth in the size of collections. Statistics generally emphasized collection growth and circulation, neither of which is an indicator of real service. Quite naturally, directors were appointed who would pay attention to these concerns.

Boissé, May 12-13, 1977

Frances Hopkins

We need to free ourselves from the stultifying bureaucratic and technocratic mold of conventional librarianship without totally breaking the necessary practical connection of bibliographic instruction with the physical library.

Hopkins, 1980



Librarian processing materials at Main Library, The University of Iowa, 1972.

Courtesy Iowa Digital Library.



North side administrative offices in the Main Library, The University of Iowa, April 1970.

Courtesy Iowa Digital Library.

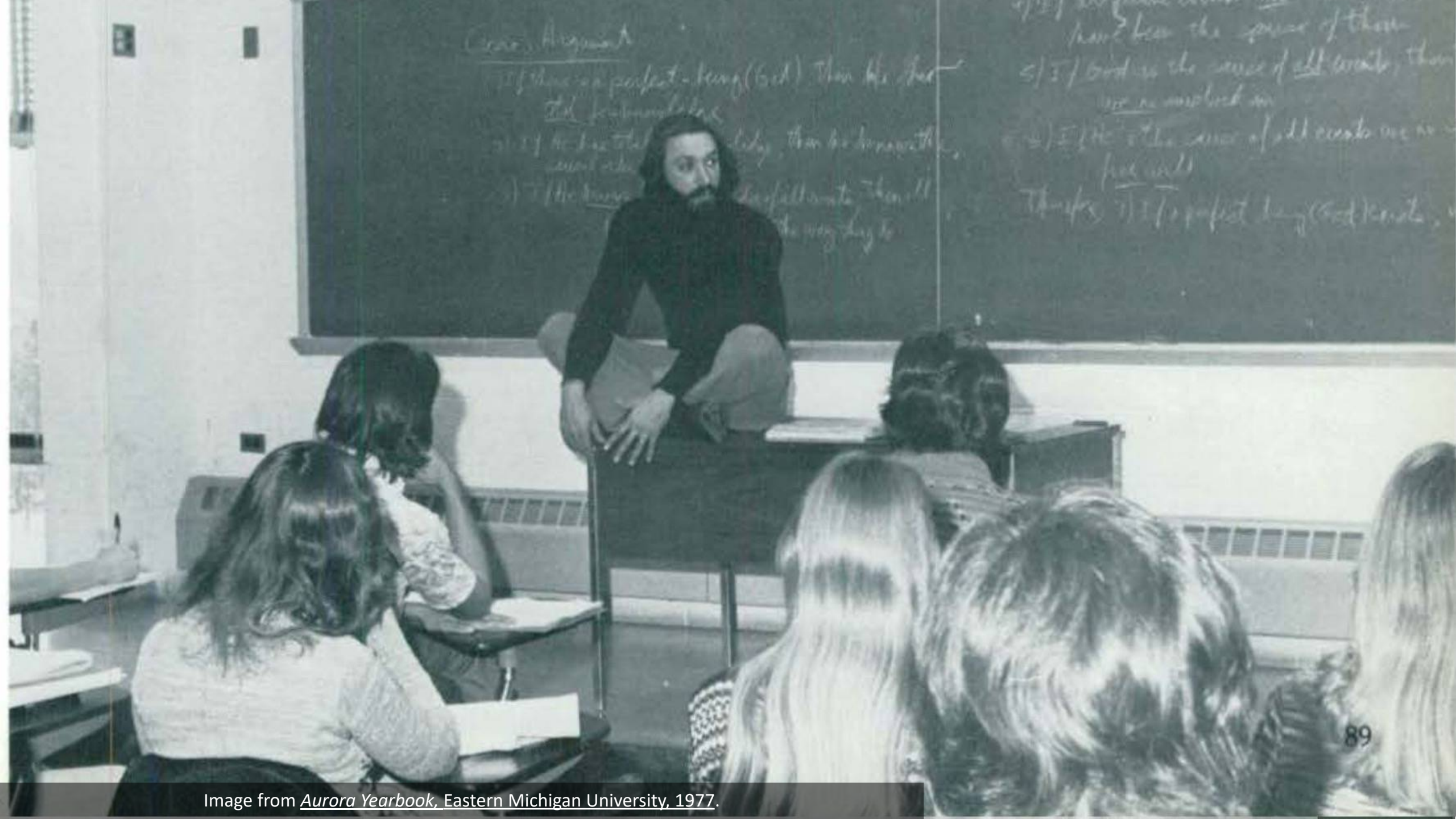
Reaching Admin

- Internal public relations campaign
- Wait for the right time
- Advocate for faculty status



Outreach

External



Causes Argument

If there is a perfect-being (God) then he has
the following properties
1) If he has total knowledge, then he knows all
2) If he is omnipotent, then he can do all
3) If he is omniscient, then he knows all
the way they do

... have been the source of them
S/I/ God is the source of all events, then
we are involved in
... I/ He is the cause of all events we are
not involved in
Thanks I/ I/ perfect being (God) knows,

Image from *Aurora Yearbook*, Eastern Michigan University, 1977.

Verna Melum

- Librarians must “take the initiative in contacting all faculty” which is a “continual process.”
- Reach faculty in informal ways such as “a suggestion made over a cup of coffee or over the desk, a memo about a new abstract, an offer to prepare a bibliography.”

Melum, 1971



Image from *Aurora Yearbook* Eastern Michigan University, 1971.

Mary Jo Lynch

...study the catalog, the official publications, the student publications; attend meetings of the faculty senate, the student body, faculty and/or student groups concerned with campus issues; work on university committees, have lunch, coffee, cocktails, not always with your colleagues from the library, but often with faculty and students. Be as much a part of the university community as possible.

Lynch, 1972

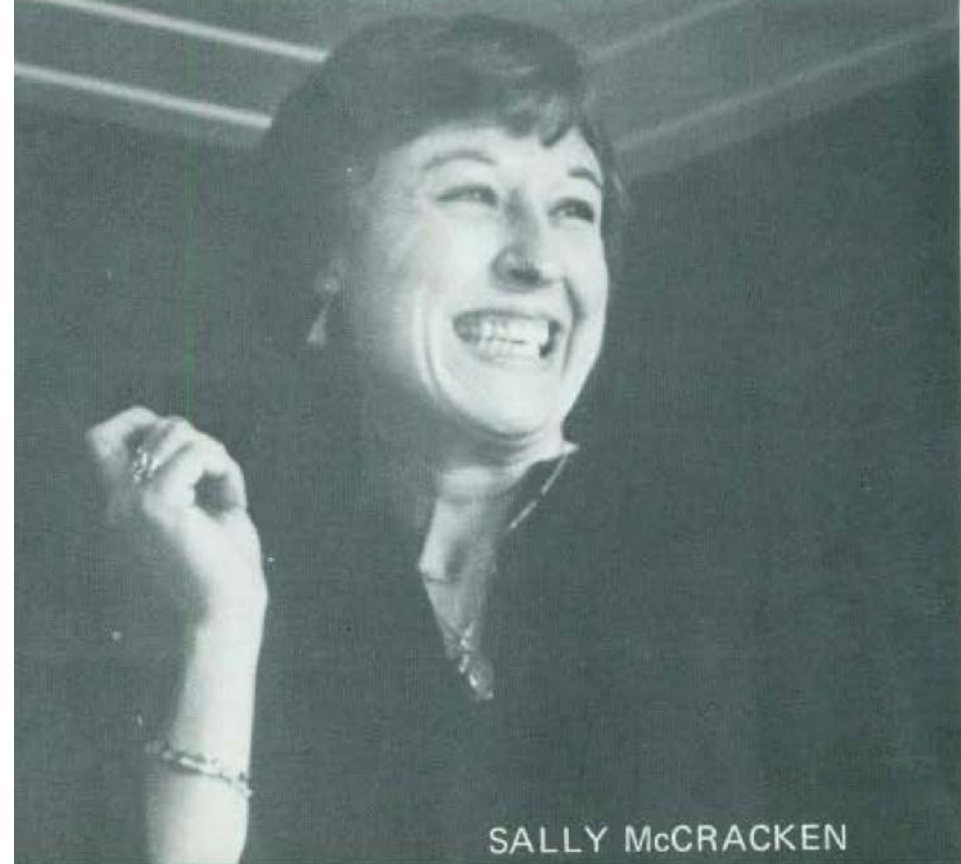


Image from [College & Research Libraries News](#), 1994.

Reaching Faculty

One of the recurring concerns voiced during the past four conferences has been the problem with faculty involvement in library instruction. Even though part of the Fourth Annual Conference dealt with this problem, it became apparent that an in-depth discussion of it would be of tremendous value to librarians involved in bibliographic instruction. It is hoped that a future conference will focus on this problem.

Rader, 1974



SALLY McCracken



Paul Volz, Biology-NASA project

Image from [Aurora Yearbook](#), Eastern Michigan University, 1971.



5th LOEX Conference

- “Faculty Involvement in Library Instruction: Their Views on Participation in and Support of Academic Library Use Instruction”

Papers and summaries from the
Fifth Annual Conference on
Library Orientation for Academic Libraries
held at Eastern Michigan University,
May 15-17, 1975

FACULTY INVOLVEMENT IN LIBRARY INSTRUCTION

Their Views on Participation in and Support of
Academic Library Use Instruction

edited by

Hannelore B. Rader

Orientation Librarian
Eastern Michigan University

Published for the
Center of Educational Resources,
Eastern Michigan University
by

Pierian Press
ANN ARBOR, MICHIGAN
1976

Mary George

Competent and friendly secretaries are God's gift to bibliographic instruction. If you can arrange to be on the mailing list for committee minutes, announcements, and other communiques, and if you can manage somehow to tap the departmental grapevine and get invited to departmental parties, you are really in business! Consider yourself a member of the department and you will be treated as one. Such seemingly minor matters as attending departmental colloquia or sitting in on committee meetings really make an impression.

George, 1975



Images from *Aurora Yearbook*, Eastern Michigan University, 1975.

Mary George

As different people have mentioned repeatedly at this conference, faculty members provide all-important public relations and publicity contacts with their own colleagues and with the students they teach and counsel. Their comments to chairmen, to library directors, and to university administrators can make or break a bibliographic instruction program.

George, 1975



Image from *Aurora Yearbook*, Eastern Michigan University, 1975.



Collaboration

Image: "Forest Views" by William B. Mershon. Courtesy of University of Michigan Library Digital Collections

Project LOEX

- Project LOEX was “at the center of knowledge of the flurry of activity and enthusiasm in bibliographic instruction” (Kirkendall, 1976)

	As of Dec. 1974	As of May 1975	As of Dec. 1975	As of May 1976
<i>Members</i>	240	258	442	487
<i>Friends</i>	—	—	—	119

	As of Dec. 1974	As of May 1975	As of Dec. 1975	As of May 1976
<i>Materials in Collection</i>	1,261	1,500	3,834	5,117

Not counting the letters accompanying any materials or research assignments which LOEX has filled, this line of statistics represents the additional correspondence LOEX has completed. These figures further emphasize the growing interest in bibliographic instruction programs today.

	As of Dec. 1974	As of May 1975	As of Dec. 1975	As of May 1976
<i>Circulation:</i>	342	75	3795	2150

	As of Dec. 1974	As of May 1975	As of Dec. 1975	As of May 1976
<i>Requests for Information</i>	64	80	274	293



LOEX Conferences

- Fostered collaboration and fueled grassroots movement
- Attendance regularly increased
- 1979 LOEX conference attendance
 - 150 librarians and library students
 - 26 states and Canada
 - Colleges, universities, and community colleges

Evan Farber

[This conference] is for the many persons here who perhaps don't have colleagues who are eager or even willing to talk about library instruction. For them, these few days serve as - if not spiritual renewal - certainly professional reinforcement and encouragement, and they have the chance to learn again that they are not alone, that there are other librarians who share their philosophy and objectives, their plans and frustrations, and that there are programs that are well on their way which can offer counsel and inspiration.

– Farber, 1975



Image from book cover, *College libraries and the teaching/learning process*

Concluding thoughts

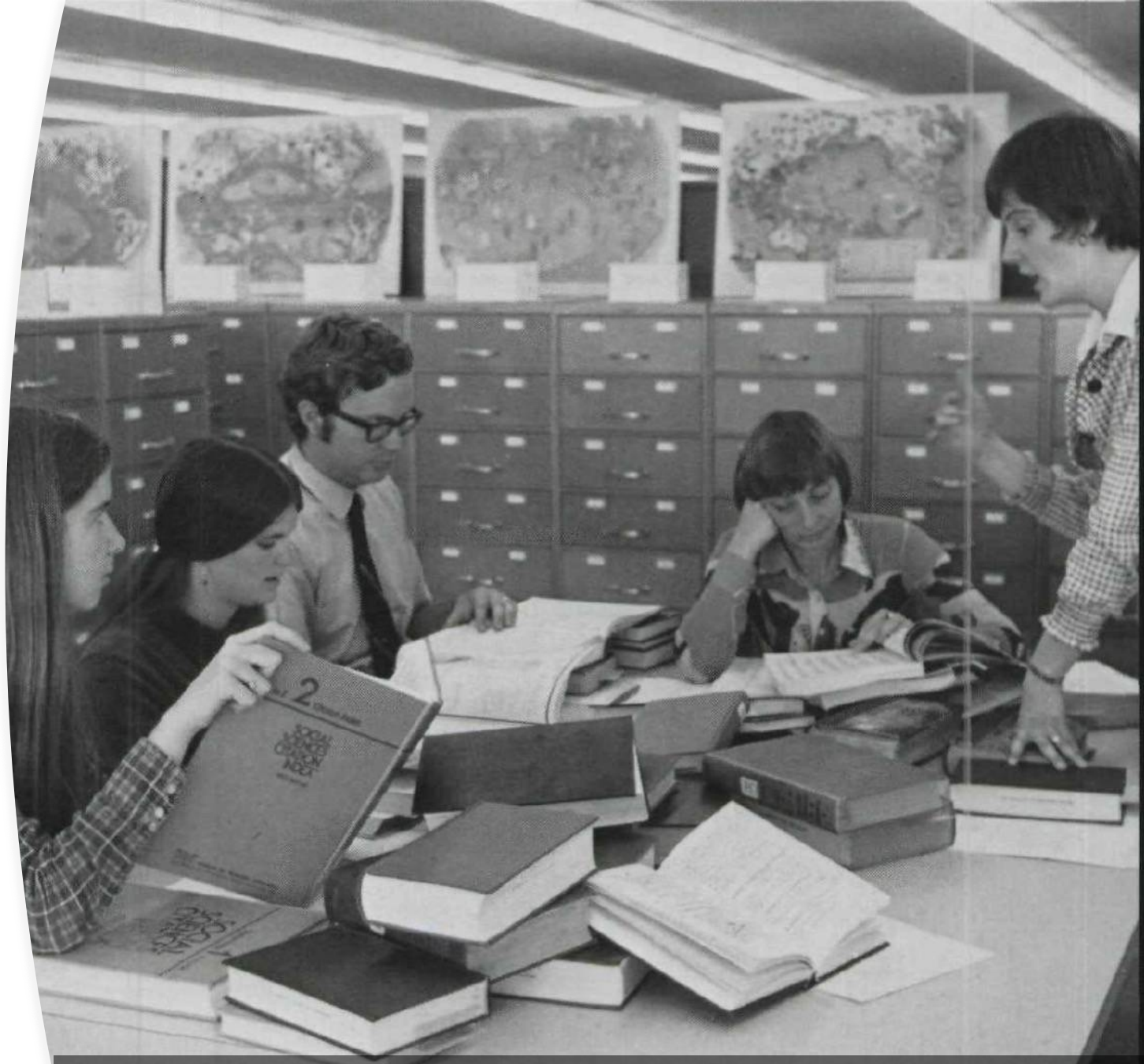


Image from *Journal of Academic Librarianship*, 1, W. H. Webb [Photographer], "Graduate Bibliographic Instruction in the U of M Library," 24–25. Copyright (1975).

Thank you!

Questions?