DOCUMENT RESUME

ED 152 336

IR 005 973

AUTHOR   Dosa, Marta L.
TITLE   Information Counseling: The Best of ERIC.
INSTITUTION   Syracuse Univ., N.Y. ERIC Clearinghouse on
                 Information Resources.
SPONS AGENCY   National Inst. of Education (DHEW), Washington,
                 D.C.
PUB DATE   Dec 77
GRANT   NIE-R-76-0027
NOTE   44p.
AVAILABLE FROM   Syracuse University Printing Services, 125 College
                 Place, Syracuse, New York 13210 (IR-22, $2.00 plus
                 postage)

EDRS PRICE   MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS   Adults; *Annotated Bibliographies; Community
                 Information Services; *Counseling; Educational
                 Counseling; *Information Needs; *Information
                 Services; Information Sources; Library Reference
                 Services; *Literature Reviews
IDENTIFIERS   Information Analysis Products; *Information
                 Counseling

ABSTRACT
         This bibliography and review has been compiled to
offer starting points for an individual who is interested in
exploring the interdisciplinary nature of information counseling (IC)
and to discern differences and common features between IC and its
counterparts in social work, adult education, and library service. An
introductory essay enumerates the major elements of IC; provides a
definition of IC as it is used in the context of the bibliography;
reviews various approaches to IC in the professional literature; and
discusses the interdisciplinary perspectives with which IC can be
identified and the three primary areas where IC occurs--information
and referral service, adult education counseling, and library
reference interview. This is followed by a list of references cited
in the essay and a bibliography of ERIC documents together with
selected journal articles cited in the Current Index to Journals in
Education (CIJE). Entries were selected for inclusion by the
following criteria: (1) programs or experiments described were
characteristic of the diversity of new trends and practices; (2) each
study illustrates some of the elements that are common among these
trends and practices; and (3) each fits into an interdisciplinary
framework. Sources included range from research reports to subjective
descriptions of programs. Each entry in the bibliography includes
author, title, originating source of document, date of publication,
ED number, and abstract. (JPF)

INFORMATION COUNSELING

THE BEST OF ERIC

by

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December 1977

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TABLE OF CONTENTS

4.

ORGANIZATION OF THE BIBLIOGRAPHY

While this is primarily a bibliography of ERIC documents and journal articles cited in Resources in Education (RIE) or Current Index to Journals in Education (CIJE), the first section of the bibliography includes additional sources in support of the introductory essay. The major portion of the bibliography is divided into three areas where information counseling occurs: Information and Referral Services, Adult Education Counseling, and the Library Reference Interview. ERIC abstracts or annotations appear with the citations in these three sections.

Items with ED numbers which are not available through the ERIC Document Reproduction Service (EDRS) are indicated by a single asterisk; availability sources for these are included in the review in RIE. Those which may be ordered from EDRS in microfiche but not in photocopy are indicated by two asterisks. For information on ordering ERIC documents see page 39.

While citations with EJ numbers are not available through EDRS, these journals are widely available in libraries, and copies of articles from a number of the journals indexed in CIJE are now available through University Microfilms. Order information and journal names are provided in CIJE beginning with the September 1977 issue.

- Follow-up;

- Collection of data and feedback information;

- Reassessment and evaluation of the process.

The client-counselor relationship might include some of the following concerns: the information seeker's right to the information source; individual privacy and data security; subjectivity of judgment and advocacy effectiveness; dynamics of the helping relationship; the measurements and cost of the counseling process; and other issues of social, psychological, and economic nature.

Definition.

For the purposes of this review, information counseling (IC) will be defined as the interactive process by which an information professional (a) assesses the information needs of an individual or organization; (b) determines the optimal ways to fill such a need and assists the client in information use; and (c) assures systematic follow-up and feedback in order to evaluate the effectiveness of counseling. Client assistance may be provided on at least three levels:

(a) Supplying the needed information rather than a bibliographic citation; .

(b) Helping the client to identify and use information resources;

(c) Referring the client to the source most likely to produce the best answer.

In this process, the information counselor combines the techniques of interpersonal communication, research, and information transfer in order to better meet the information needs of individuals and organizations. Counseling might be as appropriate in an interaction concerning technical information as when non-technical information is desired.

IC in the Professional Literature

The approach to user satisfaction through needs assessment, inter-
viewing, and counseling is not new. The term "counselor librarianship"
appeared frequently in the 1950's, and in the more recent literature,
the counseling function has been discussed in the context of both
libraries and the total community. Penland (1971), in a state-of-the-
art review of concepts, practices, and sources prior to 1970, identified
three types of client-practitioner (here called patron-librarian)
interaction:

  (a) "Reference" interviews are defined as negotiation of often
      one-time requests for fairly specific information.

  (b) "Advisory" interviews are concerned with helping the client
      to articulate information requests and often extend to more
      than one session.

  (c) "Counselor" librarianship interviews typically deal with
      concerns and needs which are met by referring the user to
      community information resources beyond the library.

Murphy and Nilon (1974) suggested that "the tendency in the past
has been to believe that librarians are all-understanding and to empha-
size that confusion, or 'noise,' in the communication channel is due to
the user's lack of definition and communication skills. Research now
suggests a more humble approach." (p. 288). A survey of continuing
education carried out by these authors in 1973 indicated that: "It is
rather a matter of librarians perceiving the need and then planning
for the instruction than a lack of opportunity" (p. 301).

Hershfield (1972) reinforced the notion of using a broad approach
to societal information needs and resources. In "Information Counselors:
A New Profession?", he suggested that "librarians do not necessarily
require a library in the usual sense to practice their profession. By
beginning to apply their skills of acquiring, organizing, storing, and
retrieving information to human information problems, wherever they may

exist, librarians can begin to assume the role of professional information counselors" (p. 30). Hershfield's inventory of requisite competencies included, among others, the analysis of communities, definition of client groups, identification of information needs, survey of community information resources, documentary research, packaging of information, person-to-person communication, interviewing, work with organizations, and the design and operation of information systems.

In response to these suggestions, J. I. Smith (1972) of the ERIC Clearinghouse on Library and Information Science offered the concept of marketing as a discipline focused on building linkages between producers and consumers. He identified the County Agricultural Extension Agent, the State Technical Services Program Coordinator, and the Educational Extension Agent as counselors in critical problem areas, who apply the marketing approach.

Such suggestions for counseling program development were followed by recommendations for a curriculum for information counselors, and descriptions of experimental education projects. At the 1975 meeting of the American Society for Information Science (ASIS), Debons (1975) offered further analysis of the competencies for information counselors that had been suggested by Hershfield. He subsumed them under three basic functions: (a) diagnosis of motivational and personality factors related to the information user and the need, (b) prescription of information resources and technologies, and (c) continuous surveillance and evaluation. The paper described recommended curricula for practitioners, researchers, and educators in information counseling. At the same ASIS meeting, Covert and Dosa (1975) reported on an experimental graduate seminar and related field experience that brought together teams of students who were preparing for professional roles in either

investigative reporting or information counseling. Teams worked together
in investigating and researching controversial environmental affairs.

The concept of counseling individuals in relation to their informa-
tion problems has immediate affinity with notions of "need" and people
who are "information poor." In recent years, applied research on infor-
mation needs has created considerably more interest in the information
professions than the older and larger body of literature on the use of
information. Chapters in some volumes of the Annual Review of Information
Science and Technology (ARIST) (1966-) provide a good road map to need
studies. An interesting, although uneven, compilation of views on the
information needs of special groups was produced by a conference spon-
sored by the National Commission on Libraries and Information Science
(NCLIS). These proceedings (Cuadra and Bates, 1974) and a series of
hearings on information needs constituted the basis of the NCLIS report,
Toward a National Program for Libraries and Information Services: Goals
for Action (NCLIS, 1975). Conceptualizations and descriptive accounts
of information need assessment play an important role in the collection,
Information for the Community, edited by Kochen and Donohue (1976).
Dervin's three-phase project, The Development of Strategies for Dealing
with the Information Needs of Urban Residents (1977), is intended to
determine the effectiveness of such new perceptions as the client-in-
situation approach to the needs of individual citizens. In all these
research and policy studies, the dominant role of the information
counselor as the intermediary between needs and resources takes on
clearer outlines.

Interdisciplinary Perspectives

Historically, several professional areas can be identified which
have developed counseling strategies and research frameworks in order

to better understand and optimize client-counselor relationships. The various schools of thought in psychiatry and psychology, the diversified methodologies of social work, personnel management, guidance counseling, and ministerial work have all induced changes in the counseling process. (Useful definitions and clarifications are offered in Alfred Benjamin's The Helping Interview, 1969.) In many ways, all these fields are relevant to the understanding of the development and effectiveness of information counseling. However, it is practical to focus on a few selected applications of the counseling approach, particularly on those which are closest to the concept of information counseling. These are (a) information and referral; (b) adult educational counseling, and (c) library reference and question negotiation. Each of these areas deals with concerns which overlap with the concerns of information counselors, e.g., the integration of information and access to human services; assistance in the selection of educational programs and opportunities; and assistance to people in selecting information sources in a library.

However, it would be entirely misleading to interpret information counseling as either the mere application of social work and educational counseling techniques or the extension of the library reference function to a more personalized service. Rather, information counseling has emerged in response to the challenge posed by the increasing complexity of information needs, requests, situations, and resources. The Objective of this bibliography is to give some examples of programs, research projects, and key information sources from each of the above three fields, in order to assist individuals to discern differences and common features between information counseling and its counterparts in social work, adult education, and library service.

11

Information and Referral (I&R)

As the structure and eligibility requirements of human services in a community become more and more complicated, the need for effective information and referral services becomes imperative. The main functions of these services are (1) linking people in need of services with the appropriate agency or program, and (2) collecting and making available data about human services and thus assisting in the community planning process by discovering duplications or gaps in programs. The function of referrals might be part of each agency, or it might be integrated in a community-wide system.

Long (1976) described the counseling functions of an I&R service in these terms:

> I&R centers provide counseling or casework services, escort services (to agencies), outreach or case-finding services... for the development of new service programs. (p. 56)

From the point of view of information and library practitioners, Licht's paper on "Neighborhood Information Centers" (1976) is especially intriguing, because it offers comparisons between problem counseling (i.e., assisting clients with their human problems) and information counseling (i.e., helping people locate and use relevant information resources).

Croneberger and Luck, in "Defining Information and Referral Service" (1975), provide the fundamentals on operations both within and outside of libraries.

The recent literature of I&R services is extensive and diversified. Programs developed for various populations, as well as for various localities, are described without much attempt to derive valid generalizations for the over-all social need to provide access to information on human services. Therefore, only those major themes which run through the entire

12

literature can be touched upon in this bibliography. One of the dominant themes is the neighborhood information center or citizens' information center. It is usually in the context of these centers that I&R services take place. Examples include the 1972-74 Neighborhood Information Center (NIC) Project undertaken by the public libraries of Atlanta, Cleveland, Detroit, Houston, and Queens Borough, which received much attention in the literature from several different points of view. Other library-based programs are listed in Becker's directory (1974).

In our review, the outlines of two broad categories of the neighborhood or citizen information center emerged and had to be distinguished: (1) the integrated I&R service developed by local governmental agencies, and (2) the library-based I&R service, usually housed in a public library and serviced by a team of librarians and paraprofessionals. Notwithstanding its institutional affiliation, an Information and Referral service includes the following functions:

(a) Need assessment of the client population,

(b) Resource file or directory of human services in a community,

(c) A mechanism to provide subject access to this file,

(d) Client interview and counseling,

(e) Information service or "information-giving,"

(f) Referral of clients to the appropriate services,

(g) Follow-up and sometimes personal escort service,

(h) An effort to reach the community and raise awareness of the I&R service.

A comprehensive study by Long, Information and Referral Research Findings (1975), undertaken for the Administration on Aging, is a thorough examination of concepts and practices, and it serves as a key reference work on the topic. A significantly new perspective is offered

by the monograph, Cultivating Client Information Systems, by G. E. Bowers
and M. R. Bowers (1977), which deals with information support for social
service agencies and data systems incorporating client-related informa-
tion. Both the conceptualizations in their essay and the practical
information in the abstracts they have provided are of high quality.

Adult Educational Counseling

The dividing line between the social case worker's counseling of
clients on their human problems and educational counseling is not always
clear, especially if these two kinds of advisement take place at the same
location, e.g., a neighborhood information center. Education is very
much a human problem, and the adult's need to know about community ser-
vices and resources is often inseparable from the need to find out about
educational programs. Thomas, from the Ontario Institute for Studies in
Education, wonders: "When does information-giving or counseling with
respect to a human problem take on an educational character? At what age
does an individual need clearly declare itself as a need related to
learning or education? We don't know" (Ironside and Jacobs, 1977, p.v).
Thomas raises this question in Trends in Counselling and Information
Services for the Adult Learner, a rich source of information on concepts,
trends, and innovations.

Educational counseling is defined by Ironside and Jacobs (1977) as
the activity "referring would-be learners who know what they want to the
places where they can get it; helping less confident individuals define
their interests and needs; identifying sources of financial support;
offering testing services; developing group counselling situations; and
training counsellors for individual institutions" (p. 11). This inventory
of functions attests to the difficulty of defining this complex human
exchange in a precise manner.

The literature, which is less extensive/than the knowledge base of Information and Referral services, deals with counseling in the context of both formal educational programs and independent study. The latter permits the student to proceed at his/her own speed and to use his/her own learning style. A survey by Carp, Peterson, and Roelf (1973) of 3,900 adults showed that 77 per cent of them were interested in gaining more skills or knowledge in a selected field. This is a strong indication of a "learning society." It suggests that educational counseling is a much needed social resource which should be acknowledged as such by policy makers and practitioners. However, Ironside and Jacobs (1977), in their study of the international literature, found that "the lack of discussion of the counseling and information-giving function in many overviews raises the suspicion that insufficient attention has been paid to this activity because its importance has been (and still is) seriously underestimated" (p. vii).

Such realistic diagnosis is an indispensable basis for the healing process. Although the bibliography offered by Ironside (1977) is not extensive, it projects an encouraging picture of serious efforts. Included are sources on counseling services, the counseling relationship, information use and dissemination, and information-seeking behavior. Professionals from various backgrounds who are interested in the "helping relationship" would benefit from such sources as the practical "Counseling and Interviewing Adult Students," or the philosophical "Information Sources, Dogmatism, and Judgmental Modifications."

Many authors see a diversification of roles in educational counseling and information services in the future. Feingold, in "Facing Careers in the Year 2000" (1975), discusses such functions as helpers in decision making and specialists in knowledge processing. These are roles that have

11

been perceived also by information practitioners, and they are emerging in a variety of institutional frameworks. Another role of growing visibility is that of the facilitator in the utilization of research. M. C. Havelock and R. G. Havelock (1974) describe Project LINKER, a "local information network of knowledge for educational renewal," based in the Merrimack Education Center in Chelmsford, Massachusetts. Brickely and Trohski (1974) report on the characteristics of "educational information centers" and methods for their evaluation. EICs are defined as those centers that communicate research results to local educational decision makers and practitioners. They are engaged in the transmittal of bibliographic information, e.g., references to educational research reports in the ERIC data base, and thus they are akin to the interests of information professionals.

Educational brokering services are described by Heffernan, Macy, and Vickers (1976) as providing counseling, advocacy, assessment, and referral services. A directory of these innovative facilities is included in this report. Still another approach to adult learning is the model called the community learning center. The one in Seattle, Washington profiled by W. T. Miller (1973) demonstrates the outreach efforts of these centers, as it fuses educational and social outreach for the benefit of the currently underserved members of the community.

Up-to-date information is effectively communicated through meetings and conferences, such as the seven innovative conferences arranged at an urban university in order to provide educational and career information to adults. This project is described by Leavengood in "Mid-Life Counseling" (1977).

High priority is accorded to interpersonal communication between counselor and adult learner in a two-part report by Havor, Torq, and

DeProspo: The Role of the Public Libraries in Adult Independent Learning (1976). This report offers systematic and well-documented information, as well as a training manual for interviewing and need diagnosis developed by the New York College Entrance Examination Board. It is this concern for effective interpersonal relationships and dyadic interaction that links the Information and Referral counselor, the adult education adviser, and the user-oriented reference librarian; in spite of their different professional backgrounds and training.

The Library Reference Interview

In his textbook, Introduction to Reference Work, under the heading "The Personal Touch," W. A. Katz (1969) characterizes the reference interview in these words:

> A reference interview consists of two parts. Usually both processes are going on simultaneously in the mind of the reference librarian, but for purposes of clarification they may be divided. The first concerns communication with the patron, learning about him and what he really needs. The second is the search strategy, or where a likely answer is to be found. (v.2, p.46)

The reference interview has a longer history and a more repetitive literature than either the social worker's referral service or the educator's guidance counseling of the adult learner. Katz provides references to some of the early discussions of the "patron-librarian" relationship, reaching as far back as 1902.

In recent times, the new areas of specialization that have sprouted from the concern for the user of information services include question-negotiation, man-system interface, dyadic exchange, and human information processing. The scope of the activity itself has continuously widened from library reference work to human information transfer in any environment and situation. This trend is exemplified by Wolek's The Interpersonal Dimensions of Information Search (1970).

In his Question-Negotiation and Information Seeking in Libraries,
Taylor (1967) observed that "there are a few good but unsystematic papers
on the reference functions, but very little has been done of an analytic
nature" (p.2). His analysis of the process of negotiating a query resulted
in the identification of five levels of information: (1) subject defini-
tion, (2) objective and motivation, (3) personal characteristics of the
inquirer, (4) relationship of inquiry description to file organization,
and (5) anticipated or acceptable answers.

Some of the documents on question-negotiation published since the
mid-sixties and incorporated in the ERIC data base conjure up the same
themes one encounters in the parallel strains of referral services and
educational counseling. In the library environment, these themes may
be recognized as (a) the diversification of reference service into
non-conventional practices and sources as described by Schrag and Boyer
(1975); (b) the need for a dynamic attitude toward client advocacy and
the understanding that the library is a subsystem of a larger system of
service delivery, as urged by Owens and Braverman (1974); (c) the impor-
tance of interpersonal communication skills and the rapport they create
with the library user (Gothberg, 1976); and (d) the application of computer
technology, e.g., GRINS, an on-line system for the negotiation of inquiries
described by Green (1967).

Knowledge into Practice

Although the practice of counseling in several professions is
paralleled by research on human information processing, decision making,
and interpersonal communications, the lines of action and the lines of
research seldom intersect. This results not only in the loss of potential
mutual clarification and enhancement, but weakens the utilization of

research findings by practitioners. Conceptualizations and paradigms from research, if identified and systematized, could form the beginning of a theoretical undergirding of the process of information counseling.

Sorely needed understanding of the nature of the counseling process and its role in alleviating the human service information needs of both individuals and groups could be more easily attained through the joint work of researchers of different disciplines and professional backgrounds. Moreover, there is a great need for information dissemination activities to provide linkages between theoretical investigations, development, and practice. Since counseling and client advocacy in one form or another are at the heart of several professions, the dissemination of information would be based on not only a multidisciplinary, but also a multiprofessional perspective.

Scope of this Compilation

This bibliography has one major goal--to offer starting points for an individual who is interested in exploring the interdisciplinary nature of information counseling. Sources included here range from research reports to subjective descriptions of programs. All approaches received consideration in order to show the variety of efforts and to demonstrate the types of professional backgrounds and environments from which the concern for information counseling is emerging.

Abstracts were selected by these criteria: (1) programs or experiments described are characteristic of the diversity of new trends and practices; (2) each study illustrates some of the elements that are common among these trends and practices; and (3) each fits into an interdisciplinary framework.

Many areas had to be omitted from this review to avoid making the
compilation too diffuse and unmanageable. Topics excluded are man-
machine interface; library instruction; information support for decision-
making; information networks such as the invisible college and gatekeepers;
trust-based relationships; the helping interview; advocacy; citizen parti-
cipation; and consumerism. The emergence of the new field of information
brokerage, as demonstrated by the large attendance at a workshop held
at Syracuse University and reported in Information Broker/Free-Lance
Librarian--New Careers--New Library Services: Proceedings of a Workshop,
April 1976, Syracuse, New York (IR 005 346), also falls outside the
scope of this bibliography.

This source, then, is intended for those who are interested in
exchanging ideas, working in teams of various professional backgrounds,
and developing an understanding of how insights and practices in different
client-oriented fields can reinforce each other's effectiveness.

17

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   Number PB-190-828.

INFORMATION AND REFERRAL SERVICES

Austin, Michaél J. and others. Personnel and Staff Development Planning for the Human Services. Volume I. Final Report of the Florida Board of Regents, Office of Career Planning and Curriculum Development for the Human Services. Tallahassee, Fla.: State University System of Florida, 1975. 127p. ED 119 571. (For Volume 2, see Florida Human Service Task Bank.)

The Office of Career Planning and Curriculum Development for the Human Services was established in September 1972 to study the problems associated with manpower utilization and the lack of career mobility within the Florida Department of Health and Rehabilitative Services (HRS). Objectives of the study were: (1) to identify the contributing factors and supplementary problems associated with these areas; and with (2) recruitment; (3) screening; (4) job preparation and training; (5) deployment; and (6) performance evaluation. Approaches were (1) measurement of work behavior using a variation of the work diary and time log methods of work measurements, and (2) a structured questionnaire that functioned as the basic vehicle for identifying biographical characteristics of the worker and some basic environment information. The results of this job analysis are an empirical data base in the form of a Manpower Management Information System and Human Service Task Bank.

Becker, Carol A. Community Information Service: A Directory of Public Library Involvement. Student Contribution Series No. 5. College Park, Md.: University of Maryland, School of Library and Information Services, 1974. 92p. ED 100 325.*

Intended primarily to facilitate communication of ideas between public library personnel interested in providing community information and referral services, this directory lists public libraries already engaged in such services. The document begins with a brief examination of the concept of community information and referral service, assesses the characteristics of this service, gives the justification for the public library's role in providing information about community resources, and follows the historical growth of this service. Public libraries involved in community information and referral services are listed by state, and the entries include types of activities, funding levels, and funding sources. The document includes a short bibliography on information centers. An extensive appendix contains the questionnaire used to gather information, sample letters, and promotional materials developed by public libraries.

Berman, Leslie M. Bridgeport Public Library Human Resources Information Network, Community Information Service. Final Report. Bridgeport, Conn.: Bridgeport Public Library, 1976. 121p. ED 143 318.

Background description, project summary of the first year, results of a survey of project participants, and second year summary are included in this final report of the Human Resources Information Network (HRIN) project of the Bridgeport Public Library. Objectives, activities, budget, and planning are reported for this project, which was designed to coordinate, improve, preserve, and make available the collection on human resources existing in Bridgeport. Details of agency visits, developing information collections, cooperative acquisitions and networking, and staff participation are also provided. The first year summary reports that the project was successful in helping to establish the library as an information agency within the community. The second year summary reports on design of the community information referral service. Goals, methods, personnel, the community resource file, and the subject index to the file are described. The project can serve as a model for establishing community information services in libraries. Recommendations are: (1) legitimize the service by committing library funds to its operation; (2) initiate publicity and outreach programs in the community; and (3) expand the scope of the service to reach specific city neighborhoods. HRIN agency questionnaire, subject index, sourcebook, sample publicity, and surveys are appended.

Bosworth, Lewis A. Decentralization and Student Development: What Is a "Decenter" and How Does It Work? Paper presented at the Annual Meeting of the American College Personnel Association, Atlanta, Georgia, March 1975. 83p. ED 109 546.

Included in this presentation is a description of the student handbook containing rules and regulations of the campus, and information about transportation, housing, health services, extracurricular activities, and other data. A telephone network is described which operates around the clock to give students access to a wide variety of topics including curriculum requirements and legal services. Other services offered include: staff directory, a learning skills program, specialized handbooks for lower classmen and for upperclassmen, a dial service to someone from the Dean's office, and a campus assistance center. These campus services attempt to respond to the needs of all students.

Bovay, Sue. "Community Information Service in the Monroe County Library System: A Model." Drexel Library Quarterly 12 (January-April 1976): 93-110. EJ 143 244.

Describes the activities of the Monroe County System's Urban Information Center.

Brooks, Rae and Danielson J. Eastman. Project IRMA; Development and Demonstration of a Computer-Assisted Citizen Information Resource System to Enable Urban Residents to Make Use of Available Public Services. Final Report. Volume I. New York: Administration and Management Research Association of New York City, 1974. 91p. ED 104 447.

> The Information and Referral Manual (IRMA) project is an ongoing, comprehensive urban services information system that produces and maintains directories of city agency services and functions for New York City. The directories describe services offered, office locations, telephone numbers, hours of operation, eligibility requirements, and procedures for receiving services. This report chronicles the project from its inception through the design and field testing phases. IRMA uses the Data Retrieval System (DRS) for its data base management system, and it has been designed to be applicable to other governmental bodies as well as New York City.

Brooks, Rae and Danielson J. Eastman. Project IRMA: Development and Demonstration of a Computer-Assisted Citizen Information Resource System to Enable Urban Residents to Make Use of Available Public Services. Final Report. Volume II, Appendix. New York: Administration and Management Research Association of New York City, 1974. 352p. ED 104 448.

> The Information and Referral Manual (IRMA) project is an ongoing comprehensive urban services information system that produces and maintains directories of city agency services and functions for New York City. Contained in this document are the appendices to the final report for the project. It includes: (1) the administrative order that initiated the project, (2) findings of a survey of similar systems in other localities, (3) a description of the potential uses of IRMA, (4) results of the testing and evaluation of early IRMA directories in the field, (5) results of pilot testing of agency and service organization information collection procedures, (6) examples of the initial and final directories produced by IRMA, (7) descriptions of the computer hardware and software support systems for IRMA, (8) data element definitions and report samples for the IRMA data bases, and (9) a bibliography.

Childers, Thomas. "The Neighborhood Information Center Project." Library Quarterly 46 (July 1976):271-289. EJ 145 120.

> Results of a five-city pilot project on information and referral (I&R) services--the nature of I&R, the public library's role, evaluation of the three-year program, the project's implications, and the future of I&R.

Childers, Thomas. Third Year Continuation of a Research and Design Criteria for the Implementation and Establishment of a Neighborhood Information Center in Five Public Libraries: Atlanta, Cleveland, Detroit, Houston, and Queens Borough. Final Summary Report. Houston, Tex.: Houston Public Library, 1975. 73p. ED 143 366.

The 1972-1975 Neighborhood Information Center (NIC) Project was undertaken in Atlanta, Cleveland, Detroit, Houston, and Queens Borough to demonstrate the feasibility of using existing library branches as neighborhood information centers. This summary evaluation utilized data from site visits, interviews with staff and clients, a questionnaire survey of resource agencies, and existing narrative and statistical reports, evaluations, and minutes to describe the nature of information and referral services in the public library. Each city's NIC was evaluated in the areas of service objectives, site, community involvement, publicity, NIC in the context of other library services, staffing, delivery of services, administration, future activities and plans, strengths and areas of attention, users, and resource agencies. The project made visible the libraries' attempts at information and referral services, and facilitated exchange of ideas and information. However, more objective measurements and research were needed. The study recommended the collection of data descriptive of information and referral operations, determination of more uniform definitions, and/or controlled field experimentation to determine the most efficient configuration for effective service delivery.

Covert, Catherine and Marta L. Dosa. "An Experiment in the Joint Training of Environmental Information Specialists." In Information Revolution. Proceedings of the 38th ASIS Annual Meeting, Volume 12. (Boston, Massachusetts, October 26-30, 1975), pp. 65-67. Washington, D. C.: American Society for Information Science, 1975. ED 118 066.*

A brief report on an experimental graduate seminar and related field experience at Syracuse University that brought together teams of students who were preparing for professional roles in either investigative reporting or information counseling. Teams worked together in investigating and researching controversial environmental affairs.

Croneberger, Robert and Carolyn Luck. "Analyzing Community Human Information Needs: A Case Study." Library Trends 24 (January 1976):515-525. EJ 131 373.

Describes both the formal and the informal methods used by the Detroit Public Library in analyzing the information needs of the residents to be served by the library's information and referral program.

Croneberger, Robert and Carolyn Luck. "Defining Information & Referral Service." Library Journal 100 (November 1, 1975):1984-1987. ED 124 652,

Functions and operations of the information and referral services both within and outside the library.

Dervin, Brenda and others. The Development of Strategies for Dealing with the Information Needs of Urban Residents: Phase II--Information Practitioner Study. Seattle, Wash.: University of Washington, School of Communications, 1977. 873p. ED 136 791.

This study constitutes the second phase of a three-phase project whose purpose is to develop strategies for dealing with the information needs of urban residents. The focus is on how the information practitioner can effectively deal with individual citizens. From Phase I (ED 125 640), an approach, called the client-in-situation approach, was developed. The purpose of this Phase II was to determine how well information practitioners cope with the client-in-situation approach and on what aspects they most need training. Data were collected via self-administered questionnaires to two samples of information practitioners serving adult citizens in the Seattle metropolitan area: 126 librarians from the two public library systems and 141 practitioners from human service agencies. The respondents filled in a two-hour questionnaire from which, among other things, they described their clients, their training strengths, and their visions of ideal systems for helping citizens. The findings led to a major conclusion: information practitioners are not using, for the most part, a client-in-situation approach and need comprehensive training.

Donohue, Joseph C. "Some Experiments Fail: The Public Information Center at the Enoch Pratt Free Library." Library Journal 100 (June 15, 1975): 1185-1190. EJ 119 700.

Describes and evaluates a public library information and referral service.

Eidleman, Mary Landry. Information and Referral Service for Residents of Maryland's Eastern Shore. Interim Report. Baltimore, Md.: Maryland State Department of Education, Division of Library Development and Services, 1977. 44p. IR 005 290.

The purpose of this project was to provide an information and referral service for the residents of a three county rural area via the public libraries. The need for this service has been documented by studies done by public libraries and state agencies in Maryland. Project staff have been trained to develop community information file directories with subject indexes. Library staff as well as the project staff have received training in the use of file directories and in communication skills necessary for an information and referral service. The service has made the public

libraries the centers for community information and has increased
cooperation between agencies and organizations in the counties.
The information and referral service has been more successful in
two of the libraries because of necessary commitment to the project
by library administrators, library staff, and library trustees.

Farley, Jeannie. _Chenango Development Project—Peoplemobile Project
Evaluation._ Ithaca, N. Y.: Cornell University, Cooperative Extension
Service; State University of New York, Ithaca; College of Agriculture
at Cornell University, 1971. 22p. ED 096 093.

In October 1970 the New York State College of Agriculture and
Life Sciences at Cornell University and Cooperative Extension
launched a research and action pilot program to improve the
quality of life in Chenango County. High priority areas included
the improvement of social services delivery and the increased
participation of low income families in the economic, social, and
political life of the county. The need for the Peoplemobile was
suggested by the field staff and confirmed by research studies
during the first year. It appeared that the persons most in
need of help—the rural poor—were being helped the least.
Therefore, the project staff obtained a used schoolbus and
staffed it with college-age summer assistants with special
areas of expertise (e.g., services offered by different agencies).
The Peoplemobile took its first trip in June 1971, providing
information to approximately 200 individuals or families.
Overall, the evaluation of the project concluded that the People-
mobile should be continued. Also, the project found evidence to
suggest that: (1) there is need for a bridge between the rural
poor and the agencies; (2) low income people sometimes need
support in dealing with their problems; (3) low income persons
need help, particularly legal, in clarifying their problems;
and (4) the problem of helping agencies to help the rural poor
is an urgent and complex one.

_Florida Human Service Task Bank. Volume 2. Final Report of the Florida
Board of Regents Office of Career Planning and Curriculum Development for
the Human Services._ Tallahassee, Fla.: State University System of
Florida, 1975. 260p. ED 119 572. (For Volume 1, see Austin, Michael J.
and others, _Personnel and Staff Development Planning for the Human Services._)

This practical guide for training and personnel specialists
working in the human service agencies provides an understanding
of how the Human Service Task Bank and the Manpower Management
Information System (MMIS) can be used to address personnel and
training problems. The Manpower Management System and the Human
Service Task Bank are a data base that grew out of a study of the
problems associated with manpower utilization and the lack of
career mobility within the Florida Department of Health and
Rehabilitative Services. This document discusses: (1) the basic
elements of the human service task bank; (2) the human service
task bank for curriculum design; (3) five functions and eleven

roles of human service work; (4) functional job analysis scales;
(5) codebook for task component designations; (6) codebook for
functional knowledge and skill categories; (7) outline for
delivery of human services; (8) outline for the human service
supervisor; and (9) the human service task bank.

Franklin, Hardy R. and F. William Summers. Evaluative Study of the
Neighborhood Information Center Project, 1974. 111p. ED 142 194.

The 1972-1974 Neighborhood Information Center (NIC) Project was
undertaken in Atlanta, Cleveland, Detroit, Houston, and Queens
Borough to demonstrate that urban public libraries could be a
vital force in daily living by providing free information and
referrals to low income communities, and by adapting in non-
traditional ways to meet neighborhood needs. This evaluation
addressed system administration, project administration, and
community, agency, and professional impact. Data was collected
on user and request characteristics, user satisfaction, agency
opinion, and interviews with 55 NIC staff and library administra-
tors. Findings for each project showed that: (1) where adminis-
trative support was strong, consistent, and articulated to the
staff, NIC had greater acceptance by and impact on staff,
community, and agencies; (2) service was more successful where
staff made themselves known in the neighborhood; and (3) high
morale prevailed in all projects. All libraries conducted NIC
outreach and publicity efforts, and reported a high degree of
acceptance and cooperation by social and service agencies;
however, little local project evaluation was undertaken. The
study concluded that the total project achieved its basic
purposes and pioneered a new service showing promise for
increased public library effectiveness. Questionnaires and
tabulations are appended.

Information and Referral; Program for Workshop. San Francisco:
San Francisco Public Library, Bay Area Reference Center, 1976. 64p.
ED 136 753.

This compilation of proceedings and documents from the Bay Area
Reference Center Workshop on Information and Referral, held in
September 1976, contains information pertaining to: (1) personal
style of the reference librarian, (2) initiating and maintaining
an Information and Referral Resource File, (3) interagency coopera-
tion on human service Information and Referral file, (4) funding
and publicity for Information and Referral services, and (5)
follow up and evaluation of procedures and referrals. Documents
appended include: (1) sources of further information on Informa-
tion and Referral, (2) suggested categories of information, (3)
publicity hints and examples, (4) information needed from referral
resources and clients, and (5) information relating to national
Information and Referral standards and criteria.

Kochen, Manfred and Joseph C. Donahue, eds. Information for the Community. Chicago: American Library Association, 1976. 282p. ED 125 538.*

The 17 essays collected in this text are concerned with measuring community information needs (especially in health and welfare) and designing library service systems to satisfy those needs. Part I provides background which helps to identify the needs of individuals and groups and traces the development of information and referral services. Part II describes existing community information services, and parts III and IV deal with the present status of relevant research.

The Library as the Community Switchboard. Bay Area Reference Center Workshop, February 14 and 15, 1973. San Francisco: San Francisco Public Library, Bay Area Reference Center, 1973. 91p. ED 101 744.

In a two-day workshop at the San Francisco Public Library, the staff of the Bay Area Reference Center (BARC) led discussions on how the library can serve as a community information and referral center. Various speakers reviewed the problems and possibilities of such a service and presented guidelines for the establishment, volunteer staffing, and evaluation of a community switchboard service. Several people who worked on local switchboards discussed the techniques which helped them to listen more creatively. The BARC staff enacted a role play that focused on the librarian's concerns over how much counseling is permissible. Librarians for the Peninsula Library System outlined the procedures they used to produce their community resources file, Inforama. The creators of the "Peoples Yellow Pages" answered questions on the development and marketing of this directory of alternative institutions and service agencies. This report is a transcript of the workshop discussions.

Licht, Harvey A. "The Information Professional and the Neighborhood Information Service." Special Libraries 67 (March 1976):121-126. EJ 132 938.

The neighborhood information service (NIS) is a relatively new social service which could benefit from the experience of the information profession.

Luck, Carolyn. "Staff Training for the Information Center." Drexel Library Quarterly 12 (January-April 1976):69-80. EJ 143 242.

Orientation and training of staff for information and referral (I&R) work in libraries must be based on a clear understanding of the following: (1) what I&R is as a set of tasks; (2) what knowledge, skills, and resources are needed to perform those tasks; (3) to what degree the needed knowledge, skills, and resources are already possessed by the staff.

Plotnik, Arthur. "Summing Up After Three Years: The Success of Information and Referral Services in the Five-City Neighborhood Information Center Project." American Libraries 6 (July-August 1975):412-413.   EJ 119 698.

For slumping libraries in search of a meaningful expansion of community services, this is the one most likely to do the trick.

Thoman, Cherie A. The Cambridge/Ellicott Office of Resident Life Information and Referral Service. Paper presented at the Annual Convention of the National Association of Student Personnel Administrators, Atlanta, Georgia, April 3-6, 1977. 88p. ED 133 680.**

Recent literature regarding communication systems on college campuses documents a growing inability on the part of college communities to effectively process information. Many colleges and universities have begun to establish information and referral services in response to this problem. While the information and referral service/center concept appears to be a viable approach for dealing with the information overload problem, many existing services are little more than basic instruments. Very few services can be termed genuine information and referral systems. In addition, due to the magnitude of the problem, many campuses find it difficult to know how or where to begin. This paper illustrated how a Resident Life Department with several campus agencies has begun to "organically" develop an Information and Referral service which meets the criteria of a complete system. An "organic" approach provides rationale for "going into business" at the same time developmental planning continues. This paper has four major focuses: (1) a definition of the problem citing recent research and sampling previous models, (2) a description of the University of Maryland's "organic" approach, (3) a detailed description of the system itself, and (4) a detailed summary of "how to" develop the instruments.

Turock, Betty. "Women's Information & Referral Service Asks Community for Answers," Wilson Library Bulletin 49 (April 1975):568-572. EJ 114 580.

An information service designed to meet women's needs operates at the Montclair, New Jersey public library.

Waters, Richard L. Interface with Local Information Agencies. A Community Information Network. Paper presented at the Biennial Conference of the Southwestern Library Association, Galveston, Texas, October 1974. 27p. ED 100 340.

The role of the library to collect, catalog, and dispense information has a new application in several communities around the country: providing the local citizens with information on governmental and social services vital to life in the community.

At least a dozen new community information centers have been established in urban areas with various funding sources and administrative organizations. The future of the public library as one of perhaps several dispensaries of community information is promising, as there is a need for such services and many libraries are ready to meet this need. With sufficient attention given to staff training, staff for these programs may be recruited from the neighborhood. Not every library is suited to this utilization, nor should be. Information on community resources is often not in print, and must be sought out, compiled, and continuously updated. Computers are well suited to this sort of function, and, once put into a computer, these services can be sold. It is recommended that librarians develop methods of cost accounting on the services to aid in future program development.

Yin, Robert K. and others. _Neighborhood Communications Centers: Planning Information and Referral Services in the Urban Library._ Santa Monica, Calif.: Rand Corporation, 1974. 62p. ED 101 735.*

The potential development of information and referral (I&R) services in branch libraries was explored by examining five cases where such services have been initiated. The extent to which the public library system is appropriate for information and referral services was carefully examined in the light of its ability to carry on seven functions: (1) needs assessment; (2) development of the directory used to make referrals, (3) staffing, (4) publicity, (5) accessibility to users, (6) record-keeping and follow-up, (7) relationship with other agencies. Five I&R services operating in five cities in the United States were chosen for the study. To a varying degree, each of four was library-affiliated; the fifth was not. Library sponsorship of I&R services was an asset from the standpoint of staffing, accessibility to users, and cooperative relationship with other agencies. It was neutral in terms of needs assessment, directory development, publicity, and record keeping. I&R services will necessitate extensive telephone use for referrals. It is anticipated that libraries will be able to make the adjustment. The study concludes with a discussion of possible roles of federal and state governments in developing I&R services in other cities.

ADULT EDUCATIONAL COUNSELING

Brickley, Richard R. and Carolyn V. Trohoski. *The Evaluation of Educational Information Centers.* TM Report No. 34. Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1974. 15p. ED 099 424.

Educational Information Centers are defined as those encompassing a broad range of search, retrieval, and dissemination activities aimed at providing both increased and more effective communication of results of research and development in the educational field to local educational decision makers and practitioners. Evaluation issues are approached in light of these components: user needs, information resources (data bases), question negotiation (search and retrieval), impact and utilization, and cost effectiveness. Centers referred to herein are characterized by predominant reliance on the ERIC (Educational Resources Information Center) data base, supplemented by locally acquired additional materials; formalized interface procedures with their clientele; and a decidedly user-oriented product concept wherein the emphasis is on the user community developing the questions and the information service providing responses thereto. A chart illustrating a number of centers and the subject of their evaluation questions, and the R.I.S.E. (Research and Information Services for Education) information center evaluation form with questions ranging from topical coverage on the product to service concerns, client usage, and knowledge of the service are included.

Eberhard, John P. and others. *Performance Guidelines for Planning Community Resource Centers.* Washington, D. C.: American Institute of Architects, 1976. 93p. ED 126 849.*

Planning guidelines for community resource centers (CRCs) are introduced by an overview of current thought and existing programs in education, information, library, communication, and social services. Criteria for locating and housing a CRC are discussed. User diagrams, space diagrams, and performance guidelines are provided for ten services which may be parts of a CRC. These include programs for preschool age, school age, and adult learners; public attractions; sociocultural activities; lending services; information and referral; group interaction; leisure browsing; and community media. Brief narratives are accompanied by illustrations, charts, and diagrams. Appendices contain a summary of varying user needs based on user characteristics, a furnishings and equipment checklist, a physical facilities checklist, and information sources.

31

35

Establishing Community Advisement Centers: A Proposal. Sacramento, Calif.: California Postsecondary Education Commission, 1976. 51p. ED 119 795.

In 1974, the California legislature directed the California Postsecondary Education Commission to develop a plan for establishing independent postsecondary education counseling centers to service California residents not enrolled in a college or high school. On the basis of interviews, a review of the literature, and site visits to existing counseling centers, the Commission developed three alternate plans for pilot advisement centers. Each center would provide: (1) a comprehensive testing program to enable clients to assess their educational strengths and weaknesses, career skills, and interests; (2) current information and advice on all public and private postsecondary education opportunities in California; (3) information and counseling about career options, requirements, and opportunities in the state; (4) information on costs of education and opportunities for financial aid; (5) current information about special programs (such as child care) or services of educational institutions and agencies in the community; and (6) a referral service to help clients obtain needed counseling information not directly provided by the center. Included in the proposal is a plan for an information system which would help coordinate and disseminate existing information about local opportunities, programs, and services.

Feingold, Norman. Facing Careers in the Year 2000. Counselor's Information Services: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Special Supplement, Volume 30, Number 3, September 1975. Washington, D. C.: B'nai B'rith Career and Counseling Services, 1975. 7p. ED 116 057.*

This speech, delivered before the World Future Society Second General Assembly, is a call to a future-oriented society guided by both short- and long-term futuristic goals. The author believes it important that we act rather than react to our changing roles. There is a need for a new professional counselor with professional education and training for new roles. Such roles include helper in complex decision-making and specialist in processing and disseminating up-to-date knowledge about the changing world of work. The author also describes his projections of needs for human service workers that will result from anticipated social, economic, and vocational changes. He regards it as essential that change be implemented by a concerted interdisciplinary effort.

Gazda, George M. Systematic Human Relations Training for Paraprofessionals
1974. 22p. ED 105 303:

Systematic Human Relations Training (SHRT) is predicated on the
basic assumption that there are certain core helper-offered.
conditions that are necessary in a helping relationship, i.e.,
empathy, respect, warmth, concreteness, genuineness, self-
disclosure confrontation, and immediacy. This, however, is
only part of the model. The second basic assumption is that
the preferred stages of problem exploration and resolution
include the three steps, or goals, outlined by Carkhuff: helpee
self-exploration leads to helpee understanding leads to appropriate
helpee action. The author details these three steps and explores
the concept of "helping is learning" as an element in training
the paraprofessional. The SHRT model allows for different goals
for different levels and/or amounts of training. The model
indicates that an internship-type experience with an "expert"
trainer is the preferred mode for developing a trainer. In
addition, this paper reviews the process of training in system-
atic human relations as well as the qualifications necessary
for a trainer or trainee. The author concludes by citing
extensive research on groups trained through the SHRT model
and proposes areas for future research.

Havelock, Mary C. and Ronald G. Havelock. Project LINKER. Case Study of
the Merrimack Education Center. Local Information Network of Knowledge
for Educational Renewal (LINKER). Final Report. Chelmsford, Mass.:
Merrimack Education Center, 1974. 95p. ED 094 728.

Using the case study approach, the Merrimack Education Center
was examined (1) to test the linkage model developed by Ronald
Havelock, (2) to provide a model description for the benefit
of others who wished to duplicate the centers' program, and
(3) to provide feedback to the center itself. The study pro-
duced a thumbnail sketch of the center; a description of the
principal linkages between the center and local education
agencies' resource persons and groups, and practitioner persons
or groups; a description of the center's philosophies and
strategies; a description of the center's major programs; an
identification and verification of the important impacts of the
center; and an identification of the weaknesses in the center's
role as a linkage agency. To acquire information, extensive
on-site interviews were conducted with local education agency
members, and data were also obtained from the school system
clients of the center. The result of the case study documents
in detail the innovations in the center's local education
agencies as a result of knowledge utilization and fully described
the processes of resource utilization, communication, and innova-
tion in a systematic manner.

Heffernan, James M. and others. Educational Brokering; A New Service for Adult Learners. Syracuse, N.Y.: National Center for Educational Brokering, 1976. 93p. ED 136 833.**

The emerging educational brokering service, functioning between adult learners and educational resources, aims to help them find their way into formal postsecondary education via counseling, advocacy, assessment, and referral services. This monograph presents nine major issues concerning the educational brokering service: (1) definition and introduction, (2) services, (3) clients, (4) staff, (5) organization structure, (6) relationship with other institutions, (7) reaching-out strategies, (8) sources of funding, and (9) evaluation of the service. Following the introductory material, each chapter outlines current problems, reflections, and projected strategies pertaining to the discussed issue. A directory of brokering agencies and suggestions for using this monograph, along with an inventory of developmental issues for further discussion, are appended.

Ironside, Diana J. Counselling and Information Services for Adult Learners in North America. Educational Documentation and Information. Geneva, Switzerland: International Bureau of Education, 1976. 67p. ED 130 675.*

Some 286 items relating to counseling and information services for adult learners in North American are cited, and abstracts are given for the 144 considered most significant. Trends and issues revealed by the literature are discussed in an introductory section. Citations with and without abstracts are listed together under eight subject headings: (1) counseling and testing programs; (2) counselors, counseling relationship, and learner needs; (3) vocational and career counseling; (4) information use and dissemination; (5) information-seeking behavior and activities; (6) information/counseling services to special learner groups; (7) nontraditional forms of learning; and (8) adult education context, issues, and projects. A substantial portion of the items cited were found in the data base of the Educational Resources Information Center (ERIC); ED numbers are provided. There is an author index.

Ironside, Diana J. and Dorene E. Jacobs. Trends in Counselling and Information Services for the Adult Learner. Toronto: Ontario Institute for Studies in Education, Department of Adult Education, 1977. 105p. ED 143 332.*

This review of the literature on the topic of counseling and information services for adult learners was commissioned by UNESCO in autumn 1974. Topics addressed include (1) social context of adult education in the 1970's, (2) need for services, (3) trends in counseling, (4) trends in information services, (5) services to women and the disadvantaged, and (6) innovations in the field. An extensive annotated bibliography covers the above topics as well as vocational and career counseling; services to families, single men, professionals, the aged, and handicapped; and nontraditional forms of learning.

Leavengood, Lee. Mid-Life Counseling: New Dimensions in Theory and Practice. Innovative Conferences to Meet Adult Needs. Paper presented at the Annual Convention of the National Association of Student Personnel Administrators, Atlanta, Georgia, April 3-6, 1977. 10p. ED 136 181.

> This paper summarizes seven innovative conferences designed to meet the educational and career counseling needs of adults. The conferences were developed at an urban state university, and can be adapted to and adopted by community colleges, private colleges, and other universities. The purposes of these conferences were (1) to give educational and career information and encouragement to adults, (2) to give information to state personnel working with adults in community college and other state universities, and (3) to give educational and career information to individuals in policy-making positions in industry, labor, education, and government. The conferences spoke to current needs of adults in a community without committing the adults or the institution to long term programs. The institution, by serving the needs of all ages, became a more viable part of the community.

Mavor, A. S., J. O. Toro, and E. R. DeProspo. The Role of the Public Libraries in Adult Independent Learning. New York: College Entrance Examination Board, 1976. 193p. ED 126 936.

> The Office of Library Independent Study and Guidance Projects, College Entrance Examination Board, and 11 participating public libraries report on the adult independent learning program. This is a historical and descriptive analysis of accomplishments between July 1972 and June 1975. Coverage includes project planning and coordinating activities at the national level, and service planning, staff training, and service testing and evaluation at the individual library level. The data represent the first efforts of the participating libraries to describe the adult independent learner, to characterize learning projects, and to evaluate the effectiveness of in-depth advisory and information support services. Appendices contain training manuals, a sample training plan, and common data system forms.

Miller, W. Tom. Seattle Community Learning Demonstration Project. Final Report. Olympia, Wash.: Washington State Library, 1973. 110p. ED 140 849.

> This is the final report of the Seattle Community Learning Center. The objectives of the project were to extend education and social outreach to members of the community not presently served in adult basic education, occupational skills, childcare, health assistance, family counseling, recreation, and community and governmental participation to provide services and activities for the benefit of the total community. The report summarizes the project activities including progress in project design and development, community involvement, educational and social service concepts and the development of library and informational resources, technological systems, concepts, and governance considerations. Projected

operational requirements showing estimated costs and implementation funding sources are included, as well as recommendations for project continuance or similar planning projects.

Tentoni, Stuart C. Counselor Effectiveness Through Radio Communication. Paper presented at the Annual Meeting of the American Personnel and Guidance Association, Dallas, Texas, March 6-9, 1977. 16p. ED 136 183.

This study determined the effectiveness of the use of radio as a means of providing immediate feedback on student counselors in a practicum setting. Using a non-equivalent group experimental design, 10 experimental subjects were compared to 10 control subjects with respect to counselor effectiveness. The experimental subjects were given immediate feedback via radio, but the control subjects were not given this type of feedback. The radio equipment consisted of an FM wireless microphone, a transistor radio, and an earphone. The experimental subjects wore a concealed radio unit and earphone over which they received feedback in the form of the word "good" spoken by a practicum supervisor. The Counselor Evaluation Rating Scale was used to measure counselor effectiveness. The adjusted post-test mean score for counseling effectiveness for the experimental group of subjects was significantly higher than the corresponding score for the control group.

THE LIBRARY REFERENCE INTERVIEW

Gothberg, Helen. "Immediacy: A Study of Communication Effect on the Reference Process." Journal of Academic Librarianship 2 (July 1976): 128-129. EJ 143 288.

A library user exposed to immediate communication with a librarian is more satisfied with the reference interview and question negotiation than when communication is non-immediate, but there is no difference in satisfaction with information transfer. "Immediacy" evolves from the relatively positive feelings generated in the user by the librarian's verbal-nonverbal response.

Green, James Sproat. GRINS, An On-Line Structure for the Negotiation of Inquiries. Studies in the Man-System Interface in Libraries, Report Number 4. Bethlehem, Pa.: Lehigh University, Center for Information Sciences, 1967. 66p. ED 019 090.* (NTIS Report No. AD-660-089)

In general, problem solutions can be found along a continuum of abstraction from the specific to the general. There is, at any given point in the development of the solution, a most efficient or optimum strategy. In information retrieval systems, the ultimate solution is usually obtained at a more specific rather than at a more abstract level. The question negotiation process is viewed as an efficient preliminary strategy which enables an information seeker to obtain his information goal with the least amount of overall effort. In order for a problem solution procedure to remain efficient, a means for predicting when to change strategies must be provided. In the particular example of question negotiation, this prediction is based on the rate at which the definition of the user's need develops. An on-line computer program called GRINS is described which implements the information specialist's role in the negotiating of a user's need. This program communicates with the user in his natural conversational idiom. When the negotiation is judged by GRINS to be as well developed as it is likely to get, a search is made of the available documents. This search produces an ordered list of the 63 best documents which come closest to the user's expressed need. The structure of the program is modular so that improvements may be easily made. Some such improvements are suggested.

Owens, Major R. and Miriam Braverman. The Public Library and Advocacy; Information for Survival. Commissioned Papers Project, Teachers College, No. 5. New York: Columbia University, Teachers College, 1974. 105p. ED 098,991.

Information can play a vital role in assisting inner city residents to cope with major survival problems. The provision of supportive information increases the effectiveness of all

types of advocacy. The limited success achieved by recent
library outreach programs in the inner city is partially due
to the absence of a commitment to advocacy by the library
profession and a lack of systems capable of supporting
advocacy efforts. The improvement of information delivery
services must begin with an understanding of the library
as a subsystem within a larger overall services delivery
system. Libraries must utilize systematic approaches to
the identification of information needs and develop formal
linkages with major information sources. To improve profes-
sional attitudes toward service and advocacy, library educa-
tion must be restructured, encouraging the librarian to
practice as an information specialist and advocate.

Schrag, Dale R. and Calvin J. Boyer. "Nonconventional Information Sources
and Services in the Library: Our Credo." RQ 15 (Fall 1975):8-12.
EJ 124 581.

Libraries must provide more than the usual reference services
by tapping community information sources such as social agencies,
religious organizations, local clubs and societies, local busi-
nesses, and residents who have special knowledge. The library
must also take an active, rather than passive role in delivering
information.

Taylor, Robert. Question-Negotiation and Information-Seeking in Libraries.
Studies in the Man-System Interface in Libraries, Report Number 3.
Bethlehem, Pa: Lehigh University, Center for Information Sciences, 1967.
88p. ED 015 764.* (NTIS Report No. AD-659-468)

This report is a study of two types of the process of question
negotiation in libraries and information centers. Through taped
interviews with special librarians and information specialists,
five levels of information were isolated which are consciously
sought and received by the librarian in the negotiation process.
These are (1) subject definition, (2) objective and motivation,
(3) personal characteristics of the inquirer, (4) relationship
of inquiry description to file organization, (5) anticipated or
acceptable answers. The second type of negotiation, self-help,
is that in which the inquirer alone negotiates with the total
information system. Undergraduate students in courses in the
information sciences reported on this process resulting from
a self-generated information need—the decisions and strategies;
the sources used, both human and print; the complexities and
failures of their process; and the ambiguities of their question-
asking strategies. Four such reports, including system charts,
are shown. The two types are compared with recommendations for
improving the displays at the interface between inquirer and
system.

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