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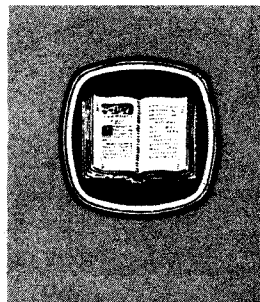
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Counselor Librarianship: A New Departure

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Foreword

This Occasional Paper has been developed from material prepared some time ago for a seminar session on The Teaching Function of the Library at the University of Illinois Library School. The basic ideas were first presented in 1951,(1) and their results are partially summarized in a forthcoming article.(2)

Special acknowledgment is gratefully made to Paul C. Greene and Eugene Dutton, Director and Assistant Director respectively of the Student Counseling Bureau at the University of Illinois, Chicago Undergraduate Division; to Bill L. Kell, a U.I.C. clinical counselor; to William H. O. Scott, Chief Counselor Librarian at the U.I.C. Library;(3) and to all members of the latter's staff. The names of other individuals to whom the author is indebted are cited among the footnotes.

"U.I.C." is a local, unofficial designation for "University of Illinois, Chicago Undergraduate Division." This abbreviation has been sponsored by the school's weekly student newspaper.

Part I: U.I.C.: History, Philosophy, and Library Objectives

Over the years there have been many definitions of the word "library." One which the U.I.C. likes best is "a group of services utilizing a collection of books;" for neither books, quarters, nor staff can make a library. A library is no better than what it is able to do for its users. Its services and collections must be appropriate to a particular clientele, and must be actively employed in their behalf.

This definition takes on special significance for all types of academic libraries in the light of the following statement of B. Lamar Johnson:

"Few, if any, members of the faculty have an opportunity to know instruction, instructors, and students as well as does the alert librarian. The objectivity of the librarian's viewpoint is enhanced by the fact that he is not a day-by-day participant in classroom routine. If, however, students come to the library with enthusiasm, with purpose, and with understanding, the librarian observes this as they work on their assignments. On the other hand, if they come with vague and indefinite assignments or with assignments which to them appear to be purposeless, the librarian knows it. He is with students when they meet problems and when they discover interests. He can, therefore, also be a valued member of the guidance and counseling staff. He acquires incalculably valuable information regarding teaching and its results; regarding students, their abilities, their successes, their frustrations, and particularly their learning problems."(4)

Although Johnson goes on to outline the instructional role of a fully-developed library program, he nowhere suggests any specific arrangements that would enable a college library to develop its services to the point where it could participate effectively in a fully-developed student counseling and advisement program. In fact, he devotes two other chapters in his book to actual or possible arrangements relating to the psychology, advising, counseling, and personal adjustment of college students, without once mentioning librarians.

At the time Johnson's work appeared, however, the U.I.C. Library had been participating for nearly a year in an institution-wide counseling and advisement program, under arrangements which deserve consideration by various kinds of libraries. Not only does the U.I.C.'s Counselor Librarianship plan, now in operation for three years, make provision for the instructional development of library service--including much that Johnson has suggested--but it also takes modern psychological principles, personnel methods, and administrative arrangements thoroughly into account. Since this Occasional Paper will discuss this new departure--and some of the present service activities--in considerable detail, presentation of the U.I.C. Library's history, philosophy, resources, and general program is necessary at this point.

U.I.C. and Its Library

The Chicago Undergraduate Division of the University of Illinois was founded in Fall 1946,(5) and, now that the World War II veterans are gone, has a student body of nearly 4,000 coming directly from the Chicago high schools. The faculty numbers almost 300. The curricula consist of parts of the programs offered by the University of Illinois' Colleges of Liberal Arts and Sciences, Commerce and Business Administration, Engineering Sciences, Education, and Fine Arts.(6) Over the years there has been a long-standing need(7) in Chicago for expanded capacity for higher education at low cost, since thousands of potential students cannot afford to go to college away from home, or to pay the steadily advancing tuition rates of the private institutions already existing in the City. Various University of Illinois committees, and a special bipartisan Legislative Commission, are currently investigating the possibilities of moving the school from its temporary, rented quarters on municipally-owned Navy Pier to a suitable new campus. With proper facilities, very much wider offerings could be provided for an estimated 10,000 to 20,000 students per year by 1972.

Administratively, the U.I.C. Library is an integral part of the University of Illinois Library system which has its headquarters at Urbana, and the local Librarian reports directly to the Director of Libraries,(8) as well as indirectly to the local Dean.(9) The Library now possesses a book stock of nearly 68,000 volumes (including 6,000 reference books), subscribes to almost 600 periodicals (the bulk of which it binds), maintains 24 drawers of up-to-date vertical file pamphlet

material, and has a full-time staff of twenty-six, including twelve post-graduate librarians. Its quarters include a Reserve Book Station (75 seats), a Main Reading Room (673 seats), and a Fine Arts Reading Room (40 seats), the latter (opened in the Fall of 1952) being intended as the prototype of an eventual series of perhaps eight subject divisional reading rooms.

In Spring 1951 there were the following internal departments, of which all but one are still in operation: Acquisitions (handling books only), Catalog (handling books and non-periodical serials), Serials (acquiring all serials, fully processing periodicals, and actively participating in the general reading room program), Circulation, and Reference.

In its early years, the Library was hard-pressed to provide the necessary resources and services, since no staff or materials had been transferred from Urbana, and since it had been founded at the time of the peak volume of returning G.I.'s. In time, however, the staff was able to direct some of its attention from the scramble of acquiring books, setting up quarters, building an organization, and establishing service routines, toward questions of basic educational philosophy and long-time library objectives. The eventual result was that the Library decided--in order to provide better utilization of its book collection and a more suitable "group of services" for its clientele--to replace its Reference Department with an entirely new Department of Library Instruction and Advisement, staffed by Counselor Librarians instead of by Reference Librarians.

Four factors led to the organization of this new service unit in 1951: general education, library instruction, certain requests which the U.I.C. Student Counseling Bureau made of the U.I.C. Library, and a locally growing concern as to possible limitations of the conventional reference approach for library service programs intended for undergraduate college students.(10)

General Education

By 1949 it became apparent that the Library was being committed to furtherance of that type of education known as "general education."

Although there had been a general education movement for some time, special impetus had been given in 1945 by the "Harvard Report,"(11) and by the inauguration of the Journal of General Education in 1946. The literature of the field was already quite extensive,(12-14) and many institutions had reorganized their offerings in the light of recommendations discussed there. Broadly speaking, "general" education, as opposed to specialized education (although the two cannot be completely sundered), is education thoughtfully designed to produce well-adjusted--and well-informed--citizens for modern democratic society. It is not primarily interested in the development of technical practitioners, professional specialists, or "gentlemen."

As agencies of a tax-supported state university, all three of the colleges chiefly comprising the Chicago Undergraduate Division are vitally concerned in just such "education for citizenship."(15) It is to the local College of Liberal Arts and Sciences, however, that the major general education burden falls. Accordingly, its Associate Dean(16) appointed a faculty committee to investigate the curriculum-planning implications of the movement. This body's statement of general education objectives, to be used in the development of new courses and the realignment of old ones, was unanimously adopted by the faculty of the College on February 22, 1949 as follows:

I. "General Objectives

1. To help the student learn to think.
2. To stimulate and, if necessary, to arouse the student's intellectual curiosity.

II. "Specific Objectives, enabling the student:

1. To develop a set of personal values and standards which respect the rights of others, and are personally satisfying.
2. To develop responsible citizenship.
3. To communicate effectively.
4. To appreciate and understand the scientific method.
5. To understand and appreciate the factors which make for individual and community health.
6. To lay the groundwork for a satisfying family life.
7. To broaden interests in leisure time activities.
8. To select a vocation which will yield a maximum of personal satisfaction."(17)

Several months passed before the Library staff began to grasp some of the service implications of these educational objectives, but gradually it became apparent that:

1. "All U.I.C. Library activities should tend toward the opening up of new vistas of knowledge, and the voluntary following through of chains of interest, in directions individually appropriate to each student.
2. "The library staff should encourage discrimination in the use of the several sorts and levels of library materials for different purposes. Books, etc. should be presented as tools, sources, and works of art, rather than as 'authorities.' No 'spoon-feeding' should ever be done. Students should be encouraged to, and shown how to, 'think bibliographically' whenever the situation demands.
3. "More specifically, the library should encourage reading and the development of reading taste, stress sportsmanship and the rights of others in the enforcement of library rules, contribute to the communications program of the English Department, make available appropriate segments of the printed record of science and elucidate the bibliographical keys which unlock it, assemble and service a wide variety of materials not only on all curricular subjects but also on social and family affairs, health, hobbies, sports, and vocations."(18)

Library Instruction

From these two sets of objectives, a stepped-up program of library instruction seemed to be indicated. Accordingly, the staff began to redefine its library instruction objectives as follows:

1. "To stimulate student interest in, motivation toward, and habit of use of the library for general reading, information, and study.
2. "To inculcate certain fundamental ideas regarding the physical arrangements, general content, and over-all procedures of the local library, and of libraries everywhere.

3. "To introduce all students to a selected group of elementary library tools, and to give practical experience in the techniques by which these and other tools may be effectively used.

4. "To suggest how the world of books and journals reflects, influences, and is a part of all sciences, arts and professions, and how--critically chosen and systematically used--books and journals may broaden intellectual outlook, contribute toward the implementation of social and civic responsibilities, increase efficiency in practical affairs, enhance personality resources, and sharpen the zest of living--all life long."(19)

The importance of library instruction for all types of general and special education has been unusually well-expressed by a prominent library educator:

"Ability to locate needed information and to use organized libraries effectively is one of the marks of the educated man. This ability enables him to put his learning to work, whether as a leader in government or business, a citizen in his community, or simply as a mature individual in his own home. Skill in using printed and similar resources becomes increasingly important as the body of recorded knowledge expands without it [the adult] can only wait for what the most convenient means of communication place before him. It is not too much to claim that competence to get at recorded knowledge as needed helps the adult to free himself from mass control and to realize his potentialities as an individual."(20)

Workers in professions other than librarianship have also implied its importance. For example, one of the deans of the modern student personnel movement has said:

"The inability to use the school's library effectively has a tendency to lower grades. Furich ... came to the conclusion that there was a positive relationship between reading in the library and scholarship."(21-22)

"Investigations have shown that many students do not know how to use the library effectively. The counselor should explain to the amateur how to acquire library techniques and, by tactful discussion, stimulate his interest in the wealth of wisdom available for his benefit Simply 'knowing his way around' in the library will help arouse and maintain the student's interest and persistence in academic tasks."(23)

Library instruction, nevertheless, is frequently slighted and inadequately handled in colleges and universities today, even though references to library instruction philosophy and activities occur in the literature of librarianship back into the nineteenth century. In many cases, no library instruction is attempted even yet. English teachers or other instructors--who may or may not have a sound grasp of applied bibliography and its library implications for undergraduates--do what they can at some institutions, often with very good results.(24) At other schools, overworked reference, circulation, catalog or acquisition librarians--and even library administrators--attempt to train students in the use of the library on a more or less voluntary basis to the extent that their regular duties will permit.

Certain weaknesses seem to recur in library-sponsored library instruction. Usually there is no special library staff organization created to develop it. At many institutions there is a general shortage of library personnel, and often the available library instructors are not wholly suitable for such work, or are so pre-occupied with other affairs as to be less suitable in effect than they otherwise could be. Scheduling arrangements are likely to be sporadic. Adequate coordination

with other faculty teaching operations is not invariably achieved. Library instruction is not always effectively related to the everyday work and life of the students. There is apt to be unsatisfactory student motivation for such programs, and inadequate realization by the students of what the library staff is trying to do for them. The teaching materials frequently have not been specially prepared for the particular groups that are to be reached. Instead they may have been originally developed for library instruction at the high school level, or they may contain various elements and viewpoints that have been carried over from library school syllabi, and which are of marginal utility for undergraduates. Traditionally, librarians have not usually been trained as teachers, and for this reason the classroom effectiveness of some library instructors has occasionally been lower than it might have been.

For the needs of the U.I.C. Library, much of the library instruction literature of the past fifteen or twenty years did not seem to be very useful, although a number of important new ideas were encountered.(25-28) The student library "handbooks" systematically collected by the Library often proved to be mere formalized guide-books to particular buildings or sets of reading rooms. They frequently contained needlessly elaborate technical discussions of cataloging minutiae, etc., and sometimes consisted primarily of mere bibliographies of reference books, annotated or otherwise. The basic processes of utilizing complex library materials rapidly, efficiently, selectively and critically, in quantity and in sequence for specific purposes were all too seldom presented in terms of actual undergraduate needs.

Personal conversations with college and university librarians were not always encouraging. Several administrators, in fact, tended to express a sense of weariness and futility about the whole field of library instruction, as if nothing really constructive could ever be done about it. Students at some institutions were described as working out their own techniques of library usage for better or for worse by trial-and-error, although many librarians disagreed with the statement that: "if, without detailed instruction, a student must fumble through the public catalog and spend hours doing what a trained librarian might do in minutes, that would seem to be only an essential part of the business of learning."(29)

Despite these discouraging precedents, the U.I.C. Library staff was optimistic about library instruction possibilities in the period 1949-1951, and made several intensive and not unsuccessful attempts to put their library instruction objectives into practice.

The U.I.C. Student Counseling Bureau

While this library instruction activity was in progress, and before the Library staff could get very far with many of their other general education objectives, a completely new factor entered the picture. Staff members of the U.I.C. Student Counseling Bureau began to ask the Library to provide them with certain types of assistance toward furtherance of the general counseling and advisement program of the whole institution. In the very beginning, only specially organized vocational pamphlet files, etc., were requested, but, in time, more and more library aspects of the Bureau's program were extrapolated. Since this U.I.C. agency plays a crucial part in the story that follows, a pause for a brief survey of its program is essential.

The Student Counseling Bureau is an educational unit that is administratively parallel to the U.I.C. Library, and which deals with individual members of the same student population that crowds the reading rooms every day. It consists of a core of nine full-time clinical psychologists who have had post-graduate training in the student personnel field, and a supplementary staff of twelve or more part-time--

usually quarter-time--counselors selected from the teaching departments of the several U.I.C. colleges. These faculty counselors are systematically developed for counseling roles by means of carefully planned pre-service and in-service training sessions continually in progress.(30) They work closely with the clinical counselors, and routinely refer to them all student cases which are beyond their own abilities. The Bureau's testing section gives all entering freshmen complete batteries of objective psychological tests. These aids are utilized by the entire counseling staff in connection with individual counseling interviews, and are systematically followed up with more advanced tests as the needs of individual counselees dictate.(31-32)

The Bureau's work covers not only the areas of educational planning and vocational guidance, but social-emotional-personal problems, reading efficiency and study skills as well.(33) The counselors--whether professional or locally-trained--help students to clarify, redefine and specify their needs; gain needed insights, information and understanding; as well as to develop suitably objective attitudes toward themselves, their fellows, and their difficulties. They help students to reach decisions, to solve problems, and to develop courses of action appropriate to their individual interests, needs, and abilities. Sometimes, in addition to personal interviews,(34) group discussion techniques are used. With channels of communication set up with practically all U.I.C. curricular departments and co-curricular services, the Bureau carries on an extensive program of referral and re-referral of individual students to and from other agencies for specialized help of various kinds, thereby insuring that all of its activities can be of maximum benefit to its clients.

Possible Limitations of the Reference Approach

The additional work which the Bureau called upon the Library to assume--modest and relatively conventional as it was in its original form--was, at first, looked upon as something of a burden, because of the many other commitments of the already over-worked staff. As time went on, however, its implications seemed to go deeper and deeper, and to become more and more interesting and challenging, as fuller understanding of the Bureau's program and philosophy was achieved. Some of these implications eventually came to be verbalized as follows:

"Reference and readers' advisory librarians are often forced to place heaviest emphasis in their daily work on library materials, bibliographic techniques, and the literal, surface aspects of the particular problems presented to them from hour to hour.

"Their individual patrons--sentient and sensitive, at varying stages of development, sometimes well-informed subject experts, often ignorant and unable to read well, occasionally arrogant, not infrequently frightened, likely to be under some sort of pressure, and often baffled or frustrated--tend to register on them as impersonalized, uniform statistics.

"This situation is frequently inevitable because of limited staff resources in the face of heavy pressure for more and more library service.

"In the best libraries the chief emphasis has always been placed--when-ever personnel arrangements have permitted--upon the patron as an individual person. That is to say, it has been placed upon the satisfying of his total individual needs (insofar as a library can satisfy them); both those needs he expresses freely, and those he is not able to communicate, or, in fact may not even be fully conscious of.

"However, few librarians have, as yet, awakened to the important library service implications of certain of the findings in the fields of general and

applied psychology: findings which throw light upon the needs, make-up, and motivation of individual persons, both within themselves, and in their social relationships. The past ten or fifteen years have seen some of the more striking of these findings supply the bases for the personnel service organizations now maintained by many colleges, universities, business firms, government departments, and other agencies. There has also grown up in the personnel field a large body of practical procedure, important programs of graduate work and research, and a tremendous literature, of which librarians, as yet, have taken little real advantage."(35)

In the light of this statement, certain aspects of the existing library program were looked at in a critical spirit, and various questions were raised regarding the general philosophy of college library reference work. Some of these questions were:

1. Do college librarians usually know all that they perhaps could know about undergraduate psychology and educational needs?
2. Have all the elements usually present in college library reference work been derived from special understanding of undergraduate needs and abilities as they are today, or have some of them been derived from other sources?
3. Are the urgent, day-to-day teaching and research needs of college faculty members sometimes given undue precedence over the needs of their undergraduate students, which may be of a very different character?
4. Is there a formal reference tradition of organization for advanced bibliographical research, stemming from university and special library conditions, which has sometimes been needlessly emphasized in undergraduate library practice?
5. Have college reference librarians occasionally been unduly influenced by the rapid-fire, fact-finding approach that has often characterized reference work in some of our public libraries?
6. Have library schools in the past reinforced some or all of these elements by assuming that the needs of various kinds of reference librarians--school, college, university, public, special--could be met in a general omnibus reference course?
7. Do "bibliographical methods" and "library materials" courses in library schools often place great stress on particular books, or groups of books, and on service techniques, while the many types of reference patrons--and their differing needs--do not always receive equivalent attention?

Various tentative answers to these questions suggested that there might be significant limitations for undergraduate library users in the conventional reference approach, and that librarianship at the college level possibly should give more careful attention to the student patron as an individual person.

The U.I.C. Library has not been able to prepare final answers to all of the above questions, even yet. The idea developed, however, that the Student Counseling Bureau's requests could be interpreted and extended to mean that specialized counseling skills might be added to library skills to produce a library program of unusual value. In fact, it was suggested, with the advice of members of a faculty committee, that effective utilization of modern psychological ideas and techniques by the Library might do much toward the achievement of the U.I.C. general education objectives. The opinion was also voiced that the whole program of counseling

and advisement at U.I.C. would be materially strengthened, if the Library could provide more personalized student services, integrated with the general student guidance program.

Systematic exploration of the philosophy, literature, and activities related to the Counseling Bureau's program was a next step, and it proved to be rich and fruitful for the Library. Before it was over, it involved efforts to understand some of the history and content of modern psychological science, consideration of the relatively new "student personnel point of view," and study of the more or less complex process which the Bureau called "counseling."

Some highlights of counseling and applied psychology will be useful at this point to give depth and perspective to the work of the Student Counseling Bureau--and to Counselor Librarianship--before discussion of the development of the U.I.C. Library's present service program is continued.(36)

Part II: Counseling and Applied Psychology

Psychological Background

Only in comparatively recent times has psychology dealt with real and whole individuals. In fact, until late in the nineteenth century, an age-old philosophical dualism divorced the human mind from the human body. Differential psychology, the modern study of differences between individuals, could not arise until after the experimental work of Wundt, Galton, and Cattell had laid the groundwork for the scientific mental tests which now provide so much objective data regarding particular persons.

Although the medical profession has been aware of problems of insanity for hundreds of years, psychiatry did not get out of its custodial phase until almost the turn of the century, when the effects of the bio-social approach developed at the Johns Hopkins University, and the psychoanalytical movement (among others) began to influence it profoundly. The findings of early psychiatry were not particularly fruitful for guidance workers, educators, etc., since almost all of its generalizations were based on case histories of abnormal individuals, and it concerned itself chiefly with cures, rather than with the adjustment or development of normal people.

World War I, with millions of draftee soldiers, gave tremendous impetus to the mental testing movement, to which Binet and Thorndike (for instance) made outstanding contributions: Momentum was also given to the vocational guidance movement (Parsons, Kitson, et al.) by the needs of the discharged service men at the war's end. Both testing and vocational guidance in turn contributed to the new field of industrial personnel work (Valentine, Tead), which came strongly to the fore in the 1920's.

This decade witnessed--perhaps as a further effect of Freudian influence--major development in the mental hygiene movement (Beers, Burnham), partly because of the influence of the rapidly-growing field of social work. With its utilization of many of the findings of psychiatry, but with its emphasis on prevention and normality, the mental hygiene movement has strongly influenced all subsequent psychological achievements.

Experimental psychology has been continuously in progress since the 1870's, and, with Pavlov and other 20th century investigators, made significant contributions

to developmental psychology, and to child psychology, in pre-school and secondary education (Watson, Dewey, etc.). These latter "schools" of psychology also emerged in the 1920's and acquired an influence that is still tremendous. Psychiatric social work, and the group aspects of general psychology (social psychology: Young, G. H. Mead), influenced by mental hygiene and the science of anthropology, became increasingly important during the years of the great depression.

Gestalt psychology (Wertheimer, Kohler, Koffka), stemming originally from experimental work in visual perception, and later from study of the behavior of apes, came to exert more and more influence, especially in the 1930's. Cutting across many of the various "schools" of psychology, it placed valuable emphasis on organic wholeness, behavior patterns arising from various causes, as well as on the interdependence and simultaneous interaction of all parts of an organism or group. Its contributions to education have been powerful. Special work on emotions and bodily changes (Cannon, Dunbar) paved the way for psychosomatic medicine.

Other psychological "schools" of continuing influence in recent years are personality psychology, dynamic psychology, and individual psychology (Hall, Murray, Allport, Murphy, etc.). All of these have been influenced by mental hygiene, developmental and experimental psychology, as well as by Cannon and the Gestaltists, and are somewhat related to each other. From them, and to them, the differential psychology of the present day has drawn, and has contributed, many valuable concepts.

More recently, the correlation of certain psychotherapeutic experience with experimental learning theory (Hull, Mowrer, Dollard) has led to important educational insights so new that their full value has not yet been fully utilized. Experimental work of all kinds continues unabated in the 1950's, but is more and more being correlated with clinical experience. Clinical psychology has been playing a steadily accelerating role since the start of the 1940's. Both psychiatry and clinical psychology are making important contributions at the present time.

The student personnel movement began to assume its present form during the 1930's, and has drawn upon and benefited from all these psychological streams, especially differential psychology. Educational advisement, from which it sprang, however, is quite old, and actually parallels the growth of the library reference service movement. (37) Thus student personnel work goes back to the earliest days of free elective courses and co-education--the time when the German tradition of ignoring the student's life outside the classroom was beginning to break down. Very small beginnings have led to all the present deans of men, deans of women, deans of students, faculty advisers, residence hall counselors, directors of student activities, placement officers, testing services, etc., culminating in centralized agencies such as the U.I.C. Student Counseling Bureau. From pioneer installations at certain universities, including Northwestern and Minnesota, similar bureaus are increasingly being considered as necessities throughout the country at all educational levels from high school to university.

During World War II all kinds of psychiatrists and psychologists--from psychoanalysts to student counselors--found themselves working together on urgent war-time projects. The result was that many of the old barriers between the various "schools" tended to break down, and increasingly the various streams of psychological thought have been tending to coalesce ever since. The emphasis on testing, placement and therapy in the military services, and the accelerated veterans' programs later on, gave great incentive to all aspects of psychological and psychiatric technique. Vocational and industrial applications received impetus from the post-war prosperity, while the recent and current educational crises caused by the G.I. bill of rights and the rising birth rate of the 1940's have skyrocketed all educational applications.

The fields of general and applied psychology are still growing and developing, but many of them have suddenly come of age since the war. Every year more and more coherent patterns of theory and practice are emerging. Now, for example, there are numerous standard textbooks on student counseling procedure, and standardized administrative organizations for student personnel programs are being developed.

The Student Personnel Point of View

Of all recent psychological developments, the U.I.C. Library was most specifically interested in some of the possibilities offered by the student personnel movement. It soon appeared that there was, and is, a definite "student personnel point of view"(38-42) underlying all the activities of the U.I.C. Student Counseling Bureau, and of the similar agencies at other institutions.

This viewpoint primarily concerns itself with the maturing of individuals, considering "the whole student in the whole institution"--both his intellectual development and his all-around personal growth. It is "student-centered," and various techniques and subject matters are to be drawn upon at various times as the needs of particular individuals and specific groups require. In accordance with differential, developmental, and personality psychology, each student is thought of as unique with respect to his personal pattern of abilities, interests, motivations, problems, goals, etc., and, in line with the Gestalt approach, he is considered as a total functioning unit. A student's classroom or library performance thus should be understood in relation to, for instance, his personal goals and capacities, his social life, and his home environment. Each phase of an individual's activities is seen as related to all other phases to some degree. Each student's progress, or lack of progress, is believed to affect, and to be affected by, that of many of the others in the group or groups of which he is a member. Appropriate groups thus are crucially important to the development of each individual.

To the present-day personnel worker, students are many-faceted organisms interacting in physical, social, emotional, as well as educational, situations. Well-rounded development is thought to be an ideal for each individual, and the fostering of such personal development is considered as a basic educational objective for each institution. Every student, however, is to be thought of as a responsible participant in his own growth, and not as a passive receiver of doctrine, information, or skills. Teachers, advisers, counselors, librarians, and other academic workers are expected to begin with the student where and as he is, and aid him in understanding and developing his personal and social potentialities, along with his intellectual aptitudes. They should stimulate him to develop suitable values and standards for his life, to set up appropriate goals, to acquire, master, and utilize suitable information and skills, to work out suitable programs for his own actions, to attempt to solve his own problems, and to play an effective personal part in the activities of appropriate groups, thinking of himself as a contributor to the democratic way of life.

In summary, the philosophy embodied in the current student personnel point of view recognizes the vast complexity of the human personality--and the tremendous differences between individual people. It emphasizes and seeks to exploit the capacities for all types of growth which exist within the persons composing student groups. This philosophy works to build citizenship, and motivates a great deal of student-centered activity on many campuses and in many school buildings today. It is closely allied both with so-called "progressive" education and with "general" education. In fact, the U.I.C. general education objectives were found by the Library to have been strongly influenced by the student personnel point of view, and Johnson's book(43) was seen to reflect it from beginning to end.

Counseling: Definition and Function

The process known as counseling is a tool of many different kinds of applied psychology, and draws on many "schools" of psychology for its philosophy, data, and techniques. It is at the heart of much student personnel work, and is the cornerstone of Counselor Librarianship.

Surprisingly, the word "counseling" is not adequately defined in any general dictionary, although it has been loosely used for many years to connote almost any kind of guidance and advisement. A broad definition embodying the student personnel point of view perhaps could be cited as follows:

"Counseling is a personal, dynamic, and purposeful relationship between two people, the counselor and the counselee, in which procedures vary with the nature of the counselee's need. Counselor and counselee together approach a mutually defined problem (or problems) with mutual consideration for each other to the end that the counselee--the younger, or less mature, or more troubled of the two--is aided by the counselor to self-clarification of, and a self-determined resolution of, his problem(s)." (44)

This is to say that counseling is much more than advice-giving, although advice is often crucial to the counseling process. It involves more than the solution of an immediate problem. It concerns itself primarily, and especially at the start of an interview or series of interviews, with attitudes--attitudes that block or motivate thinking and learning, and that make learning and thinking possible or impossible. It is secondarily concerned with facts or actions, although these are absolutely vital both to the counselor and to the counselee.

Successful counseling leads to changes within the counselee that will enable him to make wiser future decisions, as well as to extricate himself from immediate difficulties. For this reason, counseling differs in certain respects from teaching, advisement, conventional library reference work, and various types of "guidance." (45-50)

The Counseling Process

In the counseling process, the counselee progresses to the point where he can make decisions, solve problems, etc., through thinking and learning that the counselor encourages and enables him to do for himself in relation to his personal goals, values, plans, beliefs, feelings, and the objective facts of his own past and present situations.

The counselor draws upon the full resources of modern psychological theory and technique. As a rule, his first job is to gain the counselee's confidence, and to try to understand him as a whole person. Under ordinary conditions, the counselor may next work toward enabling the counselee to understand himself in relation to his environment, and toward the setting up of self-reliant, problem-solving, "heuristic" (51) attitudes within him. The counselor does so, in part, because, if a counselee's funds of information and experience are insufficient for his needs, the counselee with suitably changed attitudes will be more ready, and more able, to discover and make full and proper use of such further information and advice as he may require. Information and advice for which he is not yet ready may do the counselee relatively little good, particularly if he does not yet know and understand what his own strengths and weaknesses are. Fear, hate, resentment, discouragement, negativism, dependence, and rejection are examples of attitudes which often block thinking, learning, and self-development.

When the counselee is prepared for it, the counselor will sometimes undertake to give much of the needed advice and information himself, while on other occasions he may only suggest where it can be found and how it might be used. More rarely, he will find it necessary to give detailed instructions of one kind or another, perhaps in relation to the means of obtaining specific types of information, or possibly with respect to their application to the counselee's particular problems.

Being a good listener frequently is a chief function of a counselor; once some worry is unloaded, the student may be able to take over for himself. Quite often, however, the counselor will ask a series of skillfully phrased questions either at the beginning of an interview, or at a later stage. Where a counselee proves to be well-informed already, a searching interrogation or pointing up of issues, based on understanding of the individual, may be just what is needed to provide him with appropriate stimulation, motivation, and self-assurance. Sometimes all the counselor can do is answer--or refer--questions framed by the counselee. Tests of various kinds are often useful, and discussion of their results or findings may be helpful on occasion. (Tests will be taken up in more detail later on in this paper.)

The aid given by a counselor is apt to take almost as many forms as there are individual students, and usually differs significantly from that given by an adviser. Unlike an advisee, the counselee is encouraged and--if necessary and possible--shown how to assume initiative and responsibility for the rational handling of various aspects of his own life, as well as for the solving of any immediate specific problems that he may have. The counselor works in various ways to motivate the counselee to find out and evaluate for himself the objective facts of his situation, to understand and evaluate his feelings relative to those facts, and eventually to do for himself whatever (if anything) can or should be done with or about those facts. An adviser is much more apt to assume definite personal responsibility for telling his advisee exactly what he should do on a particular occasion, or in relation to some specific problem. Advisement usually is, thus, a more or less one-way process. The adviser, moreover, does not ordinarily perform the long-term developmental function which is intended to be the special province of the counselor.

In dealing with a student's problems, the counselor frequently must face various questions and dilemmas, not only the counselee's, but his own. Should he, for instance, work first toward immediate release of a counselee's tensions so that a more satisfactory working relationship and more objective attitudes can be established, or should he work to complete his own background knowledge of the student, and his counseling records, before attempting to initiate the necessary self-developmental processes? When the immediate need is quite urgent, various specific smaller situations sometimes must be met before any attempt can be made to get at more chronic and fundamental matters. Other questions frequently involve the formulation of adequate diagnoses, so that appropriate techniques--in suitable sequences--can be chosen to fit the needs of each individual counselee. (Further discussion of counseling diagnosis will be made later on.)

Among the myriads of specific questions that a counselor may find himself trying to answer in order to carry on an interview, or series of interviews, there might be some more or less like the following:

Did this student come to me of his own free will, or did someone "sales talk" or threaten him?

Why is he so tense (so relaxed)?

Is he telling me all the facts as he sees them? To what extent is he rationalizing or covering up?

- What attitudes does he associate with these facts?
 What other facts (attitudes) are also involved in his situation?
 Is the problem which he is presenting actually all that needs to be dealt with, or is it merely symptomatic of something else much deeper?
 Are other people interfering unduly with (not playing an adequate part in) this person's problems (life)?
 Is this student expecting (trying to do) too much (too little)?
 Am I projecting too much of my own feelings and experience into his situation, instead of "seeing" him as he really is?
 Do some of the words we have been using mean exactly the same thing to him as they mean to me?
 Has he developed (regressed) since our first interview, or since the last time I saw him?
 Have I gone too far (not far enough) in suggesting to him what he should know and what he might do?
 Should I postpone further counseling activity until another time?

How one particular counselor answers the specific questions that are appropriate with a certain counselee will, of course, greatly influence that counselor's procedure, and the success or failure of the interview or interviews. It should be borne in mind, however, that the questions which the counselee asks--both of himself and of the counselor--are sometimes even more important to successful counseling outcomes. Counseling is a two-way process. As a rule, it goes much deeper than does advisement, is much more time-consuming, and should have a more lasting effect.

Manipulations of the counselee's environment (e.g., arrangements for his transfer to another curriculum, curtailment or enlargement of his extra-curricular activities, etc.) can be considered by counselors, as well as by advisers, when desirable on particular occasions. Quite often the counselor's chief service, however, simply will be referral of the counselee to the proper specialized agency for further assistance or advisement after the student has developed satisfactory attitudes.

Depending on the nature of the counselee's problem or problems, the amounts of time available, and the various characteristics of the individual student, the counselor--who must be properly trained--will make systematic use of psychological data, approaches, and techniques tested through years of scientific experiment and clinical experience. The modern counselor is apt to throw greater or less responsibility for decisions upon the counselee at different times, depending upon the response and capabilities of that individual, until the counselee is at last ready to be completely responsible all by himself for initiating and carrying out any course of action that may be mutually agreed upon, or which he may determine for himself at a subsequent time with suitable use of necessary advice and information.

At the point where a learning or self-developmental (heuristic) attitude or "set" has established itself in the counselee's mind, the counselor is in a position, if the need exists, to collaborate with the counselee--to be his active assistant in seeking and evaluating suitable problem solutions. Moreover, he is able to do so at that point without impairing the counselee's feeling of self-responsibility. In fact, the counselor often may then be as directive, advisory, and information-giving as he chooses; for the counselee is ready for whatever help his partner (the counselor) may be able to give him, and prepared to apply it to his own situation with intelligence and with due allowance for his own capacities, etc. He will also be prepared to collaborate with other student personnel workers to whom he may be referred.

Two "learning theory" psychologists present the end results of counseling as follows:

"Descriptively, the individual, free from reactive need for independence (negativism) and reactive need for dependence (overconformity), free from fear and from the passivity of discouragement, does indeed appear to undertake hopefully, and often effectively, such expanding activities as he finds congenial and possible."(52)

Thus, by changing attitudes, counseling frequently enables individuals to realize personal potentialities that have been unavailable to them up to that time.

Four Factors in Counseling

More specifically, the counseling process sometimes may be said to involve four factors: acceptance, understanding, communication, and collaboration.

The counselor must accept the counselee as he is, often suspending judgment until deeper insight is possible, and until the counselee has begun to accept the counselor as his partner and assistant. The counselee must come to accept himself and his situation and his prospects as they actually are, not as he "feels" or wishes they were.

Ideally, the counselor attempts to understand the individual to (or at) the level to which he is willing to be understood. Not all counselors, however, necessarily try to understand all the facts about the counselee and his specific problems right at the start. Sometimes it may be best for the counselor to concentrate first, for a time, on the manner in which the counselee conveys what he is trying to say. As already pointed out, the feelings and attitudes which the counselee associates with such of the facts as he may know, sometimes will be of greater significance than the facts themselves. By the same token, the counselee must understand the counselor and what he is trying to do. Thus the counselor must see that he makes himself and his intentions fully and properly understood, using whatever tact, patience, and techniques may be necessary.

Communication is essential to the counseling process for, without it, collaboration and understanding are impossible, and the processes of thought and learning cannot be facilitated. Communication is easy when mutual acceptance has taken place, and is progressively easier as mutual understanding is achieved. To fill in gaps and amplify such communication, and especially to clarify various points, both the counselor and the counselee may ask each other a great many searching questions, as already has been indicated.

Collaboration makes it possible for the individual to progress much faster than he ever could on his own. In its highest form:

"Counseling is more than remedial work, more than therapy, more than aid in the making of decisions. It represents a way in which people can work together to understand our common human life and at the same time try to enrich it. At its best it is science devoid of coldness, faith not dependent on mysticism."(53-54)

The best librarians have, of course, always attempted to accept and understand, communicate with, and collaborate with, their "readers," despite the fact that they have seldom been trained as counselors.

Counseling "Schools"

There has tended to be a variety of counseling "schools" stemming from various of the "schools" of psychology, and utilizing differing bodies of data, divergent

viewpoints, varying approaches, and occasionally, diverse techniques. As the years have passed, however, and especially since 1946, more and more unity has been achieved among counselors through correlation of clinical experience with experimental findings.

Counselors of the "non-directive," "Rogerian," or "client-centered" type(55-57) attempt to develop their own personalities so that in their manner, words, attitudes, and expressions they may be able to respond appropriately to the emotional aspects of what their counselees may be trying to tell them. They often ask themselves: "What is the feeling, what is the emotional content, behind this client's words?" Whenever possible, they endeavor to understand and to speak to this feeling and to this content rather than merely to the counselee's literal meaning. Sometimes they will rephrase the remarks of a counselee who may have over-intellectualized his problem, in such a manner that he may be helped to feel as well as to think. More frequently, however, non-directive counselors will attempt through their words, expressions, etc., to act as simple reflecting "mirrors" through which their clients can see their problems less emotionally and more objectively, and so be encouraged to draw appropriate conclusions of their own.

The most orthodox Rogerian counselors are apt to use directive and advice-giving techniques rather sparingly. Counselors with a strong pedagogical orientation, however, sometimes may tend to be on the directive side. Other counselors may employ many types and combinations of techniques. "Learning theory" psychologists consider education and psychotherapy to be more or less continuous in principle. Counselors of this persuasion--including several at U.I.C.--are likely to think of a counseling interview as a specially structured learning situation.(58) Many such counselors are quite eclectic in their counseling philosophy and in their choice of techniques, using both directive and non-directive techniques freely--sometimes even with the same counselee, depending on his needs at different times.

All of the best counselors--whatever their school--give their clients warm, friendly, considerate, personal attention that enables them to relax and to get on with the business for which they came. If a person does not have a balanced, outgoing personality, accompanied by a deep love for, and experience of, people, he simply cannot be a counselor although he may sometimes serve reasonably well as an adviser.

Kinds of Counseling

Counseling is sometimes spoken of as if it could be broken down into three or more kinds or divisions, viz., educational, vocational, and social-emotional-personal. However, it seldom can be this simple. Usually there are social-emotional-personal overtones to both educational and vocational counseling. Personal problems frequently have educational and vocational aspects, and the educational and the vocational cannot always be separated, since an individual's education will, to a large extent, condition his future vocation and vice versa.

In accordance with the student personnel point of view, undergraduate counseling attempts to deal with whole individuals in relation to a whole institution. Thus, each counselor at U.I.C.--and each Counselor Librarian--is expected to take his clients more or less as they come, with a minimum of screening, whether their problems are educational, vocational, or personal. They attempt, in general, to carry on counseling procedures without any major preconceptions as to whether they are going to do one particular kind of counseling or another. Nevertheless, individual counselors because of special interest, background, and experience do specialize to some extent, and inter-referrals among them are not infrequent when a particular counselor's special knowledge or skill will supplement that of a colleague.

Counseling Levels

Counseling, as described above, can be thought of as operating on several levels, and only coming fully into its own on the uppermost levels.(59)

The first level is the simple answering of questions, as by a clerk in a registrar's office, or at a very routine type of library information desk. The second is advisement (say) by a faculty adviser at registration time, by a health officer dealing with a problem of personal hygiene, or by a typical readers' adviser or reference librarian recommending a specific book, a group of books, or an appropriate bibliographic technique.

It is at the third level that counseling as such properly begins. Here there must be specially chosen and selectively educated personnel workers, as, for instance, part-time faculty counselors developed by adequate in-service training, and possessing the proper personal qualifications. A significant amount of the work of the U.I.C. Student Counseling Bureau(30) is at this level, and it is toward this level that the U.I.C. Library endeavors to operate its Counselor Librarianship program.

At the fourth level comes what has been called "clinical counseling." This activity can only be carried on by full-time psychologists with requisite graduate training and clinical experience, as is true with the remainder of the interviewing in the U.I.C. Student Counseling Bureau. Such counselors, of course, handle referrals made to them by their third level collaborators, as well as accept counselees who approach them directly.

Full-scale psychiatric consultation sometimes might be considered as a fifth level, but it is not any direct concern of Counselor Librarianship. Seriously maladjusted or disturbed students are systematically referred by clinical counselors to such psychiatric workers and clinical psychologists in a consulting or hospital setting as proper management of their individual cases may demand at particular times. As the 1950's go on, however, more and more therapy seems to be in process at the clinical counseling level, while ever greater attention is being given to the development of the whole person at all counseling levels.

Counseling Diagnosis

There have been many attempts to group the various types of counselees by the nature of their problems, so that the process of understanding them can be facilitated. Pepinsky(60) tentatively set up the six diagnostic categories that many clinical counselors use today. They are: Lack of Assurance, Lack of Information, Lack of Skill, Dependence, Self-Conflict, and Choice Anxiety.

Lack of assurance usually does not present a complex clinical problem, but it should never be an excuse for superficial treatment, since it often masks much deeper problems. The handling of lack of information often is relatively simple, once suitable heuristic attitudes have been set up in the counselee. The counselor should refrain from excessive or unnecessary assistance in the counselee's information-getting process, and should make sure that the latter interprets his new information correctly and applies it wisely. Lack of skill likewise can be relatively simple to remedy, since a wide variety of specialized referral agencies may be brought into play for purposes of education and re-education. The client must be self-motivated to go to these agencies, and self-motivated in his subsequent learning process-- wherein may lie the counselor's major problem. Like lack of assurance, lack of skill may merely be the visible symptom of some much more fundamental maladjustment.

With dependence, the client has apparently learned to lean on others, and should be re-educated toward self-reliance. Dependence sometimes involves much more than that, however, since it may represent the counselee's way of controlling one or more significant people in his environment. The counseling process is apt to be slow and tedious when this is true, so that it calls for a great deal of technical skill. Group therapy is frequently valuable for cases of this type.

There are three sub-categories of self-conflict. They are: cultural self-conflict, inter-personal self-conflict, and intra-personal self-conflict. All are apt to be the result of some highly emotionalized learning which the counselee has undergone--perhaps in his childhood. Counseling, for such clients, is likely to demand the maximum of patience and professional ability, while self-conflict is apt to predominate among the referrals which the counselor makes to outside clinical psychologists and psychiatric agencies.

Choice-anxiety often may be hard to treat, but sometimes it can be handled with comparative ease. One common approach is to motivate the counselee to accept one of the choices in his dilemma and to play down the other. A second method succeeds through the counselee's learning to bide his time until changing factors in his situation cause the problem to "solve itself."

Any set of diagnostic categories cannot be useful beyond a certain degree, because practice has shown that large numbers of counselees can only be classified adequately under two or more of these headings simultaneously. At the third counseling level, and in Counselor Librarianship, the categories involving lack of assurance, information, and skill overwhelmingly predominate. While cases falling under the other three headings usually can be handled at the fourth level, it is from these categories that referrals to higher levels are most frequently made. For a discussion of how Pepinsky's categories can be utilized in a reading room situation, see a recent article by U.I.C.'s Chief Counselor Librarian.(3)

Mental Tests

In order to understand the student fully, and to diagnose his case more satisfactorily, the Student Counseling Bureau utilizes a wide variety of mental tests.

These aids-to-counseling are particularly useful for high-level counseling since, in the hands of a fully-trained clinical counselor, they can yield far more data and bases for valid conclusions than a mere layman (or untrained adviser) could ever derive from them. Well-chosen tests, properly administered and scored, can give dependable objective information about the characteristics of a specific counselee, in addition to the subjective information which only the counselee himself can supply. Interpreted in the light of all the principles of differential and personality psychology, test findings frequently prove to be valuable instruments toward mutual acceptance and understanding between counselor and counselee.

A counselor at the fourth level thus should have a thorough knowledge of the nature, variety, limitations, validity, and reliability of mental test results, while a sub-clinical counselor or librarian doing counseling should have at least a good fund of general information on these topics.

In addition to the numerous varieties of the familiar intelligence test, there are multitudes of achievement, aptitude, and interest tests covering almost all conceivable individual characteristics. Many of them, like the projective Rorschach tests, can only be administered and interpreted by specially trained experts, so that most counseling bureaus of any size have separate testing sections staffed with

skilled psychometrists in order to provide the various levels of counselors with as much as possible of the special information they need for use with their counselees.

All such tests must be specifically appropriate for the particular needs and condition of each individual counselee, and should be employed only when they will make specific contributions to the interviewing process. Tests and test results must be presented by the counselor in such a way that the counselee doesn't mobilize mental defenses against their possibly unpleasant findings, or fail to take full advantage of the information that they may afford. Mental tests are tools, and frequently save many hours of interviewing time. Counseling, however, is often successfully carried on without the need for tests of any kind. At U.I.C. the general guidance tests given all freshmen are often supplemented by further tests, whenever individual counselees are self-motivated to take them.(31-32) The Counselor Librarians participate in the use of mental tests.

Counseling, Advisement, General Education, and Librarianship

More than one educator has said that "too much time is spent teaching students how to apply themselves to books and too little time in teaching students how to apply books to themselves."(61) Thus there is important unfinished business for libraries to undertake through enlargement of their services. For a library that is committed to general education (or to any kind of education), the following statement from two counselors at Harvard indicates that a collaborative counseling approach of the sort described may be worth considering:

"... progress toward democratic maturity itself seems to consist of the development, in broadening sectors of life, of a point of view analogous to the heuristic set."(62)

At the U.I.C. Library, its service implications are urgent, since these writers mean--among other things--a point of view that enables the individual student to learn to think and which works to arouse his intellectual curiosity.

Counseling, as presented in previous sections of this paper, certainly does not represent any impossibly far cry from much of the reference and readers' advisory work being done today in libraries of all types. Counseling and the accomplishment of counseling results, however, are by no means easy, and call for extensive understanding of what modern applied psychology has to offer, for systematic training, and for supervised experience under skilled counselors. By conventional library school curricula, however, librarians have usually been trained for the more directive advisement approach, and it is probable that almost no library school is yet equipped to prepare librarians for "counseling" in the full sense of the term. Thus before any discussion can be attempted of the U.I.C. Counselor Librarianship program--which involves specialized in-service training--certain of the distinctions between counseling and advisement should perhaps be stressed again.

The major emphasis in counseling, as already shown, is not upon any information that is to be imparted, but upon aiding of the individual toward self-motivation and self-decision: that is to say, it is developmental in character. Advisement on the other hand is mainly concerned with the correct solution of particular problems, and is directive and advice-giving to a much greater extent than is counseling. In ordinary undergraduate reference work, for instance, or in other types of college advisement, the librarian or other adviser tends to transmit information, taking upon himself responsibility for directing, guiding or advising students toward the meeting of specific immediate needs. A counselor, as contrasted with an adviser, is chiefly concerned with encouraging students to ask searching questions about themselves, their situations, and their problems, and to take personal responsibility for

seeking for themselves intelligent and realistic answers of their own. Frequently, both advisement and counseling must go forward concurrently--preferably collaboratively--if counseling is to be most effective. The importance of this fact cannot be too strongly emphasized.

Counselor-trained librarians should be able to do much to encourage readers to "apply books to themselves," through extension of existing types of library service. The best reference work sometimes tends in the direction of counseling, but its chief concern mostly is with the transmitting of information, and the solution of more or less immediate problems, so that usually it is advisement in the above sense. Readers' advisory work and bibliotherapy, with their attention to longer-term individual needs, often come much closer to counseling, although it is believed that application of full counseling attitudes and methods to them also might bring them to fuller development.(63)

Part III: U.I.C.'s New Departure

U.I.C. Library: 1949-1951

To return from a long digression, the most strenuous efforts were made at the U.I.C. Library between 1949 and 1951 to implement the general education, library instruction, and Student Counseling Bureau objectives with the existing facilities. By the end of the school year 1950/51, however, it became obvious that six basic requirements would have to be met before full success could be expected:

1. New and carefully-planned administrative arrangements within the Library for library instruction.
2. Improved liaison with appropriate U.I.C. departments, especially the English Department and the Student Counseling Bureau.
3. More library staff members.
4. Library staff members specially qualified for general education, library instruction and counseling.
5. Removal of some of the possible limitations for undergraduates thought to be implied in the conventional "reference" department.
6. Utilization of appropriate aspects of applied psychology and of modern student personnel philosophy and methods.

Certain incidents involving individual undergraduates illustrated the value and importance of the student personnel point of view, and brought some of the Library's thinking to a sharper focus. One particularly complicated case, for example, had far-reaching effects. A boy who had seldom frequented the Library--let's call him Jones--had waited until three days before his term paper was due before getting started on it. Economic factors necessitated his being employed at night, while he was under heavy maternal pressure to get good grades, he could read neither rapidly nor well, and he carried an unusually heavy academic schedule.

Jones was found one day in a state of worry, frustration, and bewilderment at the card catalog. The reference librarian questioned him briefly, and then gave him careful advisement covering not only the card catalog, but reference books, periodicals, indexes, note-taking, etc. Nevertheless, Jones was discovered by another

faculty member in the student lounge a few hours later with his paper not yet started, and in a condition of tension, anxiety, and fatigue that precluded any academic achievement whatsoever. The librarian's well-meant efforts had only served to increase this student's mental and emotional confusion, and intensified a deep sense of personal failure and inadequacy.

The instructor sent Jones to the Student Counseling Bureau and, in the course of six or eight weeks, some of his many problems began to be brought toward solutions through utilization of a number of student personnel agencies. In the Bureau a part-time faculty counselor soon referred Jones to a full-time psychologist. Concurrently with his heuristic interviewing procedures, the clinical counselor encouraged Jones to consult a social agency for possible help in connection with a complex home situation, gave him some vocational guidance, referred him to the office of the Associate Dean of his college for reduction of his academic schedule, put him in touch with a faculty adviser in what he decided might be his major subject field, and found a place for him in a remedial reading group--which eventually sent him back to the Library. (If necessary, the counselor also could have referred him to the local University health officer, the speech therapist, the veteran's adviser, the student employment officer, the scholarship committee, various outside psychiatric services, etc.)

From this incident it appeared that if the reference librarian had been better equipped to deal first with this student as a person--before attempting to handle his bibliographical problems--better library and student personnel service could have been rendered. A suggestion thus came to be made that it might be a good idea for library staff members to take some or all of the in-service training given to the part-time faculty counselors of the Student Counseling Bureau.

The eventual outcome was a written Proposal(1) for a complete reorganization of some of the Library's services, which, after discussion with the local Administration, the Student Counseling Bureau, and the Director of Libraries, was put into effect at the beginning of the next school year. This administrative change implemented the Library's growing recognition and understanding of student personnel work.

Reorganization: Counselor Librarianship and In-Service Training

In brief, the following reorganizational steps were carried out in 1951:

1. The Reference Department was abolished and was replaced by an entirely new department specifically designed to carry out as many as possible of the Library's objectives of general education, library instruction, counseling, reference and readers' advisory service. This new unit was called the Department of Library Instruction and Advise ment, and it came to be staffed by Counselor Librarians(64) instead of by Reference Librarians.

2. Various transfers of funds provided more suitable salaries, two more professional positions, and a full-time clerk-typist.

3. Job descriptions and personnel specifications for Counselor Librarians having been written and distributed, an intensive recruitment program led to the procurement of three, and later four, seasoned librarians with professional training and special qualifications. These individuals were believed to consider librarianship a positive educational force, and to have: enthusiastic interest in the educational and total individual development of young people, deep knowledge of books and other library materials, important reference and library instruction experience, genuine ability for classroom teaching and group discussion leadership, and mature,

out-going, friendly personalities. Because it was important that these appointees be acceptable to the Student Counseling Bureau as potential faculty counselors, senior Bureau members assisted in the interviewing process.

4. The new professional staff members were given the faculty titles of Instructor or Assistant Professor of Library Science in accordance with regular University of Illinois Library policy, (65) since they were to perform classroom teaching as part of library instruction.

5. With the cooperation of the Counseling Bureau, these new appointees earned their library titles of "Counselor Librarian" by participation in the pre-service and in-service training programs of the Bureau. By the end of their first year, they were considered by the Bureau to have fully qualified as part-time faculty counselors, although their training still continues.

The in-service program, being basic to the whole library reorganization, deserves special attention at this time. Though capsulized, this "course" is not a simple or hasty proposition, since it presents material that has been developing over a one hundred year period.

It begins with reading and group discussion covering such areas as: the student personnel movement and its point of view; human nature and needs (especially undergraduate human nature and needs) in specific individual and group situations; human differences; the developmental approach to student problems, educational, vocational, social, and personal; problem identification and problem solving; similarities and differences among teaching, advisement, and counseling; varieties of techniques in individual counseling and advisement interviews; group guidance and group discussion leadership; learning processes, especially as related to reading efficiency and study skills; counseling and guidance records, their use and interpretation; the kinds, uses, and limitations of tests and test results; technical information sources; referral procedures; referral agencies; follow-up methods; etc.

Next come observation interviews, mock counseling situations staged with other counselors, and, finally, supervised experience in handling a small part of the regular case-load of the Student Counseling Bureau. Tape recording devices are frequently used to insure that the maximum learning value is received from retrospective study and group discussion of completed interviews. At the present time, in addition to keeping up with current student personnel literature, the four Counselor Librarians still participate to some extent in the normal counseling work of the Bureau for training purposes.

In the light of all that has gone before, a Counselor Librarian as developed at U.I.C. may perhaps be defined as follows:

A rigorously-selected, trained and experienced librarian, with special personality and job qualifications including reference, teaching, and group discussion leadership ability, who, through a carefully-planned in-service counselor training program that he undergoes, is able to:

1. Perform conventional reference, library instruction, and readers' advisory work in new perspective, and with unusual effectiveness, through application of modern personnel philosophy and procedures;
2. Serve as a trained counselor, adviser, and group guidance leader at the part-time, sub-clinical level; and

3. Give library assistance to clients of post-graduate clinical counselors, or make suitable referrals, as appropriate on occasion.

How this definition has worked out in actual everyday practice at the U.I.C. Library will be the concern of many of the pages which follow.

Department of Library Instruction and Advisement

As presently organized, the Department of Library Instruction and Advisement consists of a Chief Counselor Librarian, three Counselor Librarians, a full-time civil service clerk-typist, and several part-time student assistants. In addition, several other professional staff members participate in the library instruction activities, and give relief coverage at the service desks (lunch hours, overloads, illnesses, etc.) on a more or less strictly "reference" basis.

In the day-to-day operation of the program, each Counselor Librarian is held personally responsible for development and coordination of one or more specific aspects of the Department's work under the over-all direction of the Chief Counselor Librarian. To insure that each Counselor Librarian keeps abreast of all areas, the individual assignments are rotated and recombined in various ways from time to time. Assuming, for ease of presentation, that there are five Counselor Librarians instead of the present four, these assignments might be laid out as follows in a typical semester:

1. One Counselor Librarian devotes much of his time to library instruction, including preparation and distribution of teaching materials, development of lesson plans and assignments, organization of classroom schedules, maintenance of contacts with the English Department, etc.

2. Another gives attention to coordination and development of reference, bibliographical, and readers' advisory work, including desk schedules, reference book selection, preparation of bibliographies and reading lists, maintenance of the general pamphlet files, etc.

3. A third Counselor Librarian is in charge of the vocational pamphlet files, occupational book selection, and all aspects of the vocational guidance part of the program, including liaison with, and support of, the vocational work being carried on in the Student Counseling Bureau.

4. A fourth specifically concerns himself with educational advisement, selecting materials for acquisition, organizing the educational pamphlet files and the college catalog collection, etc., and with keeping in touch with and supporting the educational advisement and counseling done by the Bureau and other U.I.C. agencies.

5. This same individual also gives special attention to the area of reading and study skills, selecting and organizing suitable library material, keeping abreast of the Bureau's reading and study skills program (including its voluntary conferences, non-credit "classes," etc.), and working to improve the Library's coordination with it.

6. The fifth Counselor Librarian (now one or more of the four) would be primarily concerned with the personal adjustment files and book stock, and with their proper utilization by students, counselors, librarians, and faculty advisers.

Present assignments are made approximately along lines such as these, but the fifth Counselor Librarian is badly needed at this time, in view of the heavy volume of work on hand.

As the name of the Department implies, instruction in the use of the library is perhaps its major function, at least for several months each year. The Department's other work includes operation of the Advisory Information Desk, counseling, liaison activities, and "housekeeping."

Advisory Information Desk

Advisory Information Desk activities include reference work, readers' advisory service, and assistance toward educational, vocational and social-emotional-personal counseling, as well as library instruction questions and conferences.

Some 4,989 reference questions were recorded in the academic year 1952/53. Thus reference work is second only to library instruction in the total volume of the Department's activity, and it predominates among the activities at the Advisory Information Desk. It is believed, however, that the answering of reference questions and the provision of assistance toward the solution of bibliographical problems is now being done in a manner more commensurate with general education philosophy and student personnel methods. Thanks to the in-service training, greater interviewing finesse is possible, while the amounts of time spent with individual students are, on the average, greater than in the past. More effective effort is also being made to encourage students to, and to show them how to, think through their reference problems and formulate their questions more suitably before going off on long, involved searches.

Assistance toward counseling plays a relatively small part statistically, but is distinctly time-consuming, so that it is no insignificant part of the departmental program. Sometimes it may include elementary "bibliotherapy" with counselees specially referred to the Library by counselors in the Student Counseling Bureau. Such cases often involve matters of vocational and educational choice, study skills, or personal problems involving selective reading. More frequently, however, the Library's assistance toward counseling consists in helping students who apply directly to it for information and assistance from the extensive book, periodical, and pamphlet literature that has been assembled in general and applied psychology; self-understanding and personal adjustment; reading techniques and study methods; educational planning, including selection of curricula, colleges or professional schools; occupations, vocational guidance, and the market for college-trained personnel; etc. With their library instruction training, many students--including counselees sent to the library by the Bureau--make effective use of these materials on their own without any assistance whatsoever from members of the library staff.

Readers' advisory services beyond such assistance toward counseling are not lacking at the Advisory Information Desk. They cannot be carried on, however, to the extent which an active general education program obviously demands until more Counselor Librarian staff is available. Preparation and following up of specially prepared reading programs, etc. for individual students call for massive amounts of professional time that are wholly lacking at present. Eventually such student reading assistance should come to involve almost every area of curricular and co-curricular interest.

"Library Instruction Questions" and "Library Instruction Conferences" involve, or take place at, the Advisory Information Desk, but are counted separately from "Reference Questions" and from instances of "Assistance Toward Counseling" in the Library's statistics. Both of these reading room activities are treated in more detail in the next section of this paper.

The Advisory Information Desk is U.I.C.'s successor to its former Reference Desk. This change of name, however, does not imply that reference work and other

customary library activities have been curtailed. By making reference service, readers' assistance and library instruction part of the broader areas of general education, applied psychology, student personnel work, and reading and study skills, the significance of these typical library services has probably been enhanced. At this renamed desk--which is constantly manned--all the philosophy, techniques, and resources of librarianship, education, and psychology that contribute to the U.I.C. program are translated into individual student terms.

If the undergraduate can find here a skilled librarian, an effective teacher, and an efficient counselor, he will receive sympathetic guidance and understanding instruction that will enable him to define his problems, recognize their implications, and deal with them more effectively. Thus the partial specialization temporarily assigned to the several Counselor Librarians gives way to simultaneous operation of many functions as individual students approach the desk with their specific concerns. Each inquiry is dealt with by the Counselor Librarian to whom the student applies, regardless of whether it involves an "information" or "search" reference question, guidance in untangling a complicated part of the cross-reference network in the card catalog, technical help in connection with a term paper, reading advice, aid with compilation of a bibliography, a request or referral for vocational or educational planning assistance, or an inquiry implying a problem of some other type.

In this process, various aspects of library advisement and the several types of counseling are constantly found to be inextricably intermingled. Superficially, nearly every question asked at the desk could be considered as an information or fact question, both in the reference sense and in the counseling sense. When the inquirer is met as a unique individual, however, rather than as a mere consumer of bibliographic materials and techniques, his question may involve unexpected discoveries. What at first seems to be a simple reference question may involve, for instance, an improper and handicapping study habit, or some unfortunate mental or emotional block, so that much more than bibliographical advisement is required. Vocational assistance quite often tapers off into educational counseling, as the academic and on-the-job-training requirements of a particular career choice are discussed in the light of the differing interests, goals, problems, backgrounds, and abilities of the particular student. Moreover, educational matters frequently raise questions of vocational direction, etc. To the degree that apparent fact-questions are discovered to be problems actually involving matters other than simple lack of bibliographic information, and to the degree that such things are dealt with, or are referred to the proper agency, the Counselor Librarianship program in the reading room goes beyond conventional reference desk service.(3)

Relatively few U.I.C. students who come to the Library seem to have more than one or two urgent personal difficulties which have to be considered at the same time, and the direct answering of specific questions still meets the greater part of all expressed student need. Thus typical cases in the current experience at the Advisory Information Desk are seldom found to be as complicated or as difficult as was Jones', whose problems involved not only his original reference or information request--whatever that was--at the card catalog, but library instruction needs, a reading skill deficiency, an improper educational program, serious economic problems, emotional dependency, too little sleep, too little play, and a generally inadequate personal understanding of--and adjustment to--the facts of his difficult situation.

The present Counselor Librarians, even in their capacities as part-time faculty counselors in the quarters of the Bureau, could have made only a start in the handling of his difficulties, which called for the participation of a wide variety of student personnel workers, but they could have made a very good start. They attempt, whenever possible, to work with student attitudes and to get below the surface of

individual requests--even "obvious" requests such as Jones originally presented. By knowing when to send students to the Bureau, or elsewhere, and by becoming a much more effective part of the U.I.C. network of student referral and re-referral agencies, the Counselor Librarians have extended the Library's student usefulness significantly in the past three years.

A skilled reference librarian knows how to determine whether or not a reader who asks for (say) "an encyclopedia of zoology" really wants to know how to cure the skin ailment of his pet possum, and all Counselor Librarians must be reference experts. Given sufficient opportunity, however, a Counselor Librarian can often recognize whether the full answering of a specific reference question, or other inquiry, will completely satisfy a reader's needs, or whether other types of assistance actually may be required. This is why Counselor Librarianship is thought of as something especially appropriate for undergraduates in a college or university library.(66)

Library Instruction

Library instruction began on a smaller scale at U.I.C. long before 1951, but has been greatly expanded by the Counselor Librarians. Not only was the organization of their department specifically intended to foster library instruction, but all of them have had previous teaching experience, usually at the college level. One Counselor Librarian has a Master's degree in English in addition to his post-graduate library science degree, while two of the others have significant amounts of teacher-training in their backgrounds. These factors have played an important part in the results that have been achieved.

Because of wholehearted support from the English Department,(67) and from the Associate Dean of the College of Liberal Arts and Sciences,(16) acquisition of library skills and library knowledge has been considered since 1949 to be basic to the whole U.I.C. general education program, and something in which every student must be proficient by the end of his freshman year. Under University regulations, all students are required to take two freshman rhetoric courses. Association of library instruction with these courses insures that students in Commerce, Engineering, etc., as well as in Liberal Arts, are uniformly reached by the Library at the very beginning of their college careers. Usually there have been from 70 to 90 sections--20 to 25 students each--of freshman rhetoric every semester, and each student receives four clock hours of library instruction in his rhetoric classroom, one hour in connection with Rhetoric 101 and three hours in connection with Rhetoric 102. Estimating 45 class periods per typical U.I.C. section for each rhetoric course, the total library instruction classroom load carried by the Library in the school year 1952/53 was found to be equivalent to 7.4 full-time rhetoric sections. Since the average teaching load of a full-time rhetoric instructor at U.I.C. is usually four sections, the library instruction program (exclusive of the "orientation," "laboratory" exercises, and conferences that will be discussed further on) may be said to be almost equivalent to the work load of two regular classroom teachers who operate full-time. Library instruction, thus, represents a major undertaking for the four regular and other temporary library instructors.

In their roles as library instructors, the Counselor Librarians try to stress general education, books and reading, study skills, and the student personnel point of view. This part of their work, like the rest, is intended to be student-centered rather than library-centered, and they try to bring to it every appropriate aspect of individual and group guidance technique which they have acquired from the in-service training program. Generally speaking, library instruction at U.I.C. involves six major components: orientation, Rhetoric 101 instruction, Rhetoric 102 instruction, outside reading, "laboratory" exercises, and individual guidance.

With the cooperation of the Registrar, library instruction begins with a well-attended voluntary orientation hour during the general orientation week preceding each semester. There is a simple welcoming lecture which is followed by a brief tour of the Main Reading Room. Appropriate films are sometimes shown. Chief stress is placed upon physical arrangements, circulation procedures, advisory information services, and encouragement of a favorable attitude toward the Library as an integral part of college life. The major results of this orientation have been a heavier circulation load at the start of each semester, and greater use of all library facilities. The orientation program apparently breaks down fears and embarrassment, and builds up familiarity and confidence on the part of the Library's newest patrons. Many students who do not participate in the lecture-plus-tour seem to "get the word" about the Library from various of their fellows who do.

In Rhetoric 101 librarians take over full responsibility for the single class period that is devoted to the library in each of the many freshman sections. In classrooms full of live-wire students, a question and answer or discussion approach is used, while formal lecturing is deliberately employed whenever appropriate. The ground covered includes reading and the world of books and journals, parts of books, the card catalog, and the Readers' Guide to Periodical Literature.

In Rhetoric 102 the three class periods are preliminary to a term paper assignment involving elementary "research" methods. The library instructors are not responsible for the term papers that are finally prepared, but the discussion and/or lecture procedures are intended to facilitate such written work. The librarians first present additional periodicals and periodical indexes. Then they stress the variety, usefulness, form characteristics, and subject interrelationships of selected standard reference books, using a specially prepared reference book chart which is placed in the hands of all students. Finally, they illustrate, with personalized examples, many of the steps to be taken in handling various types of materials in quantity and in sequence for a "library search." The students thus learn how to locate and utilize library materials specifically appropriate for a particular project or needed in order to meet a specific problem. Whenever possible, some of the discussion time is devoted to library implications of proposed term paper subjects selected by individual students in each section.

In line with the general education objectives, emphasis is always placed upon bibliographical thought processes, and upon the efficient correlation of library materials and techniques by means of such thought processes. Throughout all three days of Rhetoric 102 library instruction, every effort is made to call the students' attention to the importance of library skills for their future college courses, and for related work in the numerous occupations, avocations, and professions of the larger world beyond college.

To support this teaching work, and to facilitate the student's learning process, the Department of Library Instruction and Advisement has developed the third edition of the Library's student library handbook(68) into a full-fledged, 50-page library instruction text and reference book, illustrated by student artists, and embodying a substantial portion of U.I.C.'s library, educational and counseling philosophy. This booklet, which also describes the Library's objectives, quarters, organization, resources, and program, thoroughly presents for purposes of assigned outside reading all of the subject matter taken up in the classroom sessions. It has been made a "required" text by the English Department and is sold through the local University Bookstore. Sometimes, also, there are reserve book assignments in a pamphlet prepared by a well-known public library,(69) since the Handbook does not attempt to annotate individual reference books.

The textbook and classroom aspects of the program are welded together and driven home by laboratory exercises involving the critical handling, and selective use, of typical library materials. Before each class session, and frequently afterwards, mimeographed problem sheets are handed out. These work-sheets call for true-false and multiple-choice answers requiring much bibliographical thinking and manipulation. At times when these exercises are in active progress, the Library's Main Reading Room--the largest reading room in the State of Illinois--is taxed to capacity, and often there is considerable congestion at the purposely spread-out card catalog, and at the Advisory Information Desk, even though several staff members are simultaneously on duty.

Excessive wear and tear on individual books, and the copying of each other's papers by the students, is minimized by the preparation of several versions of each problem sheet. Beat-up "library instruction" copies of key reference titles are temporarily substituted for many of the Library's regular working volumes. These "laboratory" exercises are graded like any other assigned work in Rhetoric, and each final exam includes a section on library usage prepared by the Department of Library Instruction and Advisement. The library problems are subject to constant reworking and improvement, not only to spread further the wear and tear on the book stock, but also to keep up with new titles and new editions, eliminate "bugs," etc. Primarily, the exercises are constructed to illustrate basic principles, and to eliminate the most common types of elementary reference questions before they occur.

In addition to group advisement in the classroom, individual guidance is constantly available in the reading room. Not only were there 2,193 library instruction questions answered in the course of the 1952/53 "laboratory" program, but some 1,289 voluntary library conferences were held with individual students. Each year these interview sessions deal not only with difficulties experienced in connection with normal library use, or in connection with the instruction exercises, but also involve preliminary planning and later follow-up assistance related to individual projects, including term papers. The student counseling viewpoints and techniques inculcated by in-service training thus are put to good use, since these conferences sometimes prove to be fruitful sources for assistance toward educational, personal, or vocational counseling, and on occasion lead to referrals to various members of the faculty, to the Counseling Bureau, or elsewhere. Quite often, individual students insist upon talking with the specific library instructor who originally handled their Rhetoric section.

There are a number of advantages in this type of library instruction program. For one thing, all students are reached, and a certain level of student library competence can be assumed by instructors in all U.I.C. departments, after library instruction in rhetoric has been completed. Another advantage lies in the fact that the program is not long-drawn-out, so that a relatively high degree of student interest can be sustained. Stimulation rather than "spoon-feeding" is the basic objective. The intention is to present enough material to motivate the student and enable him to work effectively on his own, but not so much as to overload and discourage him. Trivial bibliographical technicalities and other unsuitable elements are strenuously avoided, while the pleasures and values of library resources are stressed as much as possible.

The chief disadvantages of U.I.C.'s library instruction program lie in the wear and tear on the individual library instructors, who--few as they are--reach some 1,600 to 2,000 different students in their classrooms each year. During the peak of the library instruction season each semester they must go into different rhetoric classrooms day after day to present the same general materials again and again. They must do so without the cumulative rapport which the regular freshman instructors

are able to build up with their students as a matter of course, as the semester wears away. This last point, however, is compensated for when the students turn up individually in the Library. They all know who their library instructor was, even if he has no recollection of them. Further learning thus can begin right where the classroom work left off.

Counseling, Liaison Activities, and "Housekeeping"

To keep their counseling proficiency sharp, all of the Counselor Librarians are scheduled for a small amount of interviewing each week as part of the general faculty, or third level, counseling program. One of these librarians will not infrequently suggest to a student--given preliminary assistance in the reading room--that he come at a specified time to see him again in the quarters of the Counseling Bureau, where conditions are much more conducive to conversation and full utilization of counseling techniques and tools. In the period June-December 1953, the four Counselor Librarians handled 203 separate interviewing sessions with individual students in the Bureau, and it is expected that in January-May 1954, there will be scheduled some 250 more. As a rule these sessions are approximately one hour in duration. Individual students often are scheduled--as appropriate--for several interviews with the same counselor on successive days. In the Bureau, of course, the Counselor Librarians have full access to the excellent mental testing facilities that are available.

Liaison activities involve many things in the field of public relations, and various personal contacts with members of U.I.C. curricular departments, student organizations, and co-curricular services. First of all, the Counselor Librarians keep themselves closely informed as to the activities, plans, and resources of all the other departments of the U.I.C. Library. Next, they keep themselves aware of relevant problems and developments in as many other teaching and service agencies on campus as possible, through widespread personal contacts, and occasional meetings with faculty groups.(70) Contacts with student groups are attempted likewise whenever occasion offers.

In preparation for--and in support of--all their other work, the Counselor Librarians carry on "housekeeping" operations, including book selection, and other activities. Although the Library's general book selection program is not a function of the Department of Library Instruction and Advisement, the Department contributes to its over-all effectiveness. In addition to making such book, pamphlet, periodical, or other recommendations as the daily operation of the reference, library instruction, counseling, and readers' advisory programs suggests, the Counselor Librarians are responsible, with the help of the Student Counseling Bureau, for selection of nearly all books and other materials relating to educational advisement, occupations and vocational choice, reading efficiency and study methods. They share the book selection responsibility for general and applied psychology and personal adjustment with the faculty representative from the Department of Psychology in the College of Liberal Arts, the clinical counselors, and the personnel management experts in the College of Commerce and Business Administration.

In the field of pamphlet literature for almost all subject fields, the Counselor Librarians practically have a free hand, since the Library's extensive and constantly-weeded vertical file collections have been placed within their province. Although the general pamphlet holdings can be considered excellent, those relating to all counseling and student personnel fields are probably outstanding of their kind in the Chicago Area.

Concurrently with reference work and book selection, reading lists and bibliographies are constantly prepared, many of which are issued in the U.I.C. Library

Information Circular series. The Counselor Librarians also assist in preparation of bulletin board exhibits, and in writing of releases for the student newspaper.

Results to Date and "Unfinished Business"

Some of the contributions of the new library department are difficult to measure, since library activities and educational efforts generally have long-term effects, rather than immediate results. Certain trends indicative of success, however, seem to be apparent in some of the responses of the student body post hoc.(10)

1. Circulation of books to students for home use has increased far out of proportion to the acquisition level, and even increased in certain years when U.I.C.'s enrollment was dropping rather than going up. At the same time, rising use of library materials in the reading rooms has necessitated employment of many more part-time student assistants for shelving service.

2. The phenomenal numbers of reference questions--especially "elementary" reference questions--reported in the Library's earliest years have dropped to a marked degree, as mass production or group guidance methods of library instruction have replaced the repetitious "tutorial" approach which, in the period 1946-1948, was practically the only library instruction approach possible.

3. Since the coming of the Counselor Librarians, students with library self-confidence and ability to "think bibliographically" more and more are attempting to exhaust routine sources on their own before seeking help. Thus, while reference questions became fewer as early as 1949 and 1950, they have assumed a rather more "advanced" and difficult character since 1951.

4. By the academic year ending May 1953, however, in addition to being more complex, the total number of reference questions was found to have increased significantly over the previous year, exclusive of library instruction activity, counseling, and assistance toward counseling. Reference work at U.I.C. certainly has not suffered because of the change in departmental organization.

5. The shift in emphasis from "reference questions," to "library instruction questions," "library instruction conferences," "assistance toward counseling" in the reading room, and actual counseling in the Counseling Bureau, has produced a new "climate" of library activity. The response of individual students to the more personalized service has been excellent, and enthusiastic collaboration between student and librarian has often been the order of the day. The emphasis on developmental matters, and on "heuristics," has, in the opinion of the staff, gone far toward removing some of the possible limitations of the conventional reference approach for undergraduates. General education objectives and student personnel ideals are being served to a greater extent than in the past.

6. Much favorable comment has been received from members of the student body, the Administration, Counseling Bureau staff and other faculty members in the past three years.

It will be asked, perhaps, how so few library staff members can have accomplished so much in such a comparatively short time. One answer is that the Department frequently operates under considerable strain, since various items of "unfinished business" hamper some of its operations. Much of the present success, however, can only be attributed to the enthusiasm, good nature, hard work, senses of proportion and humor, lack of waste motion--and waste emotion--of the four Counselor Librarians.

Among the more important items of the Department's "unfinished business" are:

1. The Department is understaffed. The four Counselor Librarians sometimes work under heavy pressure because of the increasing enrollments of the past two years at U.I.C. All predictions indicate that this pressure will accelerate, rather than diminish. More professional and clerical help thus must be provided as soon as possible. Readers' advisory service is not the only activity which is suffering as a result of this pressure. Several aspects of the counseling side of the Department's program have been limited as well, particularly the number of "assistance toward counseling" and counseling interviews that can be undertaken.
2. The large amounts of personal attention implied in counseling and assistance toward counseling not only require plenty of floor space, but floor space specifically adapted to such activities. Thus the present quarters of the Department of Library Instruction and Advisement are too small. Moreover, they were originally laid out for a strictly reference-type program. The present space arrangements, and various makeshifts that have been necessary, are proving to be more and more inconvenient as time goes on. This is one problem, however, that cannot be solved until the Library has acquired a suitable new building--and other appropriate facilities--on the full-scale new campus now being projected for U.I.C. Future library building plans must make full allowance for all the requirements of Counselor Librarianship.
3. Useful--though experimental--record forms are currently being used for certain aspects of library counseling and advisement interviews. From this beginning, as soon as staff arrangements permit, there must be developed a still further improved system of individual case history records, comparable to--but appropriately different from--those kept by the Student Counseling Bureau. Such case records would provide an even more objective basis for understanding of student needs, for evaluation and interpretation of the results of the Department's work.
4. Testing programs should be devised, with the collaboration of the English Department and the Student Counseling Bureau, so that Library Knowledge and Library Skills--before as well as after library instruction--can be more effectively studied in relation to U.I.C.'s various programs, to the general education objectives, and to all appropriate library service activities. Such testing programs would aid the Counselor Librarians in improving their reference, readers' advisory, library instruction, and counseling work, and would also help to prove or disprove some of the assumptions upon which typical college and university library programs--especially library instruction programs--operate today.
5. Only freshman rhetoric classes are reached in the present library instruction program. There is evidence, however, both at other institutions and at U.I.C., that students majoring in various subject fields might benefit from appropriate specialized library instruction. Expansion of U.I.C.'s library instruction will have to wait until more staff members are available. Present plans, however, envision one or more sessions of library instruction in fields such as chemistry, business administration, engineering, history, education, English literature, etc., and the projected system of divisional reading rooms might help in the implementation of such plans. A small start has already been made by the present Fine Arts Librarian, who is encouraged by members of the Architecture and Art faculty to discuss fine arts library materials in certain of their classes.
6. When the time comes for more advanced and graduate curricula to be added to U.I.C., suitable expansions of the present Department of Library Instruction and Advisement can be readily made. Specialized reference librarians, research bibliographers, etc., can be added without difficulty, and without disorganizing the

undergraduate program. It must be emphasized, however, that the current research and development needs of the present U.I.C. faculty are in no way being slighted at the present time.

Despite its "unfinished business," the reorganized U.I.C. Library participates effectively in the total counseling and advisement program of the institution to which it belongs, in addition to operating its standard library services in a manner thought to be more commensurate with its professional and educational responsibilities, and more in line with educational trends and the science of applied psychology. The staff believes that they are adding something new to library science. The resulting eclectic concept, Counselor Librarianship--whereby librarians are enabled to become members of an institution's counseling staff--represents a new departure which deserves understanding both by the library world and by professional counselors.

Other college libraries might consider repeating U.I.C.'s experiment in order to test further the validity of the described operations and the soundness of the basic hypotheses. Student counseling bureaus associated with schools, colleges and universities could seek to stimulate their local library staffs to similar pioneering. It should be noted, however, that any such concept as Counselor Librarianship would perhaps have been impossible before (say) 1946. The fields of clinical psychology and personnel work have been moving so fast that those librarians who remember the dry-as-dust structural psychology of their college days need to bring themselves up-to-date. Conversely, many psychologists must learn--as did some at U.I.C.--what modern librarians are really like.

Part IV: Implications For Other Kinds of Libraries

If U.I.C.'s experiments were all that were involved, Part II might have been significantly shorter. Many librarians and some psychologists, however, have been increasingly concerned in the past ten or fifteen years with the implications of applied psychology for librarianship, and with possible implications of librarianship for all sorts of psychological activity.

Bibliotherapy, originally proposed by a psychiatrist,(71) now plays a major role in many types of institutional libraries and psychotherapeutic agencies.(72) In 1939, a faculty member of a prominent library school stressed the importance of a mental hygiene and personality development approach for adult reference and readers' advisory services,(73-74) while the St. Paul Public Library added a trained vocational counselor to its staff on an experimental basis in the same year.(75)

In 1942, and again in 1950, technical psychological publications have urged psychologists to consider library work as a fruitful field in which their philosophies and skills could be put to important use.(76-77) From 1939 to 1944 there was a joint committee of the American Library Association and the American Association for Applied Psychology "to facilitate cooperation between librarians and psychologists on problems of mutual interest and concern."(78) Although greatly hampered in its work by the war, this body included a number of prominent workers from each field, and made serious efforts to up-grade both psychological services and librarianship. A representative of the Special Libraries Association was included on this committee at one time.

No similar committee was established after the war, and the A.A.A.P. has since been amalgamated into the American Psychological Association. Nevertheless, some practicing librarians have attempted to utilize various aspects of applied psychology in their daily work. School libraries have been concerned with student guidance

work, (79-81) while college and university librarians have had their attention called to the possible place of counseling and student adjustment activities in a progressive library program. (1,4) As the present paper indicates, one library has set up an undergraduate program utilizing principles and techniques drawn from the student personnel field. Public librarians, too, have not been uninterested in recent years. One metropolitan library has been the scene of research that suggests that counseling and bibliotherapy may be profitably associated with readers' advisory services, (63) while a recently published book declares:

"Training and experience in the fields of psychology and sociology, with special adaptation to library requirements, would add immeasurably to the value of library service. When training such as this is given to a person with a natural liking for people, we have a librarian who knows how to bring books and people together in one of the most vital and delightful of relationships." (82)

Now is a good time, perhaps, for individual librarians, library administrators, library schools, and professional committees to consider further what might be done to make even more use of applied psychology. Psychological literature contains stimulating books and articles that possibly deserve to be more widely read by library workers, and which are usually present to some degree on most library shelves. Many libraries--academic and otherwise--already have in their communities accredited psychologists and psychological agencies with whom they might profitably collaborate, if suitable opportunities could be fostered. Both librarianship and psychology might benefit by such interprofessional cooperation.

In conclusion, various possibilities can be summarized as follows:

1. A variety of educational institutions--high schools, junior colleges, four-year colleges, universities, etc.--now have student personnel programs that are not dissimilar to that now in existence at U.I.C. Thus, Counselor Librarianship of the U.I.C. type possibly could be considered by many other libraries: school, college and university.

2. Application of modern personnel attitudes and techniques to selected library activities should--on the basis of the U.I.C. experience--help to align library programs more closely to library ideals, and do much to personalize library services. It has been suggested that, in a school or college library, student counseling philosophy added to conventional reference and library instruction traditions can contribute much toward further satisfaction of legitimate student needs.

3. Where there is no counseling center staffed by trained counselors, or in non-academic libraries, e.g., large public libraries, prisons, hospitals, corporations, etc., one or more full-time psychologists with clinical counseling backgrounds perhaps could be employed to give suitable in-service training to library staff members. Client referrals by public library Counselor Librarians would, of course, be to appropriate agencies in the community.

4. Library schools might give more attention to the implications of applied psychology and personnel work for librarianship--especially the implications of the counseling movement for reference, readers' advisory service, bibliotherapy, guidance, library instruction, etc. Other aspects of modern psychological methods might be more fully considered in relation to library personnel administration, time study and job analysis, evaluation and improvement of internal technical operations, determination of reader needs and how well they are being served, etc. Additional study, experiment, and research is perhaps required in all of these areas.

5. Individual librarians, library administrators, library associations, etc. perhaps should give more thought to these same principles and possible applications. Systematic perusal of some of the best of recent psychological literature, and active collaboration with practicing psychologists, might yield rich dividends for many types of library service and even for library technical processes.(83)

6. Members of the psychological profession may be overlooking valuable resources for furtherance of their programs through school, college, university, public and special libraries. Psychologists and psychological associations possibly should take further steps to see that their field is enriched by more of the types of collaboration which only trained librarians can give.

As stated at the outset of this Occasional Paper, U.I.C. considers a library to be "a group of services utilizing a collection of books." Counselor Librarianship, and other library applications of applied psychology, offer possibilities of a "new departure" for many kinds of library services, which should be given special attention in the years to come.

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- Williamson, E. G., et al.: The Student Personnel Point of View. Washington, D. C., American Council on Education, 1949.
- Williamson, E. G., ed.: Trends in Student Personnel Work. Minneapolis, University of Minnesota Press, 1949.
- Wolf, M. D., and Wolf, J. A.: The Student Personnel Program; Its Development and Integration in the High School and College. New York, McGraw-Hill, 1953.
- Wrenn, C. G.: Student Personnel Work in College, with Emphasis on Counseling and Group Experiences. New York, Ronald, 1951.
- Zerfoss, Karl, ed.: Readings in Counseling. New York, Association Press, 1952.

FOOTNOTES

1. Maxfield, D. K.: A Proposal for a New Type of College Library Department. (U.I.C. Library Information Circular, No. 117, May 21, 1951)
2. Ibid.: Counselor Librarianship at U.I.C. College and Research Libraries 15:161-166, 179, April 1954.
3. Scott, W. H. O.: Counselor Librarianship. Illinois Library Association Record 7:3-8, Sept. 1953.
4. From Chapter XV entitled The Library: An Opportunity in B. Lamar Johnson's General Education in Action (Washington, D. C., American Council on Education, 1952, pp. 328-341). Italics have been supplied. (This chapter also appears in shortened form as an article in College and Research Libraries 13:126-130, April 1952. It is perhaps unfortunate that Johnson aimed this article specifically at the junior college library, since the opportunities he stresses are important for any academic library, whether school, junior college, four-year college, or university).
5. Temmer, H. E.: How to Build a University from Scratch. College and University 23:413-418, April 1948.

6. The only graduate program currently offered is that of the School of Social Work. Administratively, this school is not a part of the Chicago Undergraduate Division, although it is served by the U.I.C. Library.
7. See: Report to Gov. Adlai E. Stevenson, of the Study of the Structure of the State Tax-Supported System of Higher Education in Illinois, made by a staff under the direction of the Division of Higher Education, Office of Education, Federal Security Agency. [Springfield, 1950.
8. Robert B. Downs.
9. Charles C. Caveny.
10. Illinois. University. Chicago Undergraduate Division. Library: Annual Reports, Nos. 1-7, 1946/47-1952/53. (U.I.C. Library Information Circular, Nos. 17, 36, 62, 102, 115, 125, 135, 1947-1953). These reports give a full account of the Library's history, development, resources, objectives, and program, including service statistics.
11. Harvard University: General Education in a Free Society. Cambridge, Mass., 1945.
12. McGrath, E. J.: A Bibliography in General Education. Educational Record 21:96-118, Jan. 1940.
13. Lyons, W. N.: A Further Bibliography on General Education. Journal of General Education 4:72-80, Oct. 1949.
14. For a discussion of general education and its relationship to the system of free elective courses promoted by C. W. Eliot (President of Harvard University, 1869-1909), see: Newman, R. P.: A Patron Saint for General Education. American Association of University Professors Bulletin 39:267-280, Summer 1953.
15. A recent definition (Johnson, op. cit., p. 2) of general education is: "General education is that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen. General education is complementary to, but different in emphasis and approach from, special training for a job, for a profession, or for scholarship in a particular field of knowledge." General education is closely related to the student personnel movement which is discussed infra in Part II.
16. H. W. Bailey, formerly Director of the Student Personnel Bureau (now Student Counseling Bureau) on the Urbana campus.
17. Illinois. University. Chicago Undergraduate Division. Library: Annual Report, No. 3, 1948/49, p. 14. (U.I.C. Library Information Circular, No. 62, July 1, 1949). Also appears in 1951/52 Report, pp. 2-3.
18. Ibid., No. 6, 1951/52, p. 3. (I.C. No. 125, July 1, 1952). Slightly revised. (An earlier version appeared in 1948/49 Report, p. 14.)
19. Ibid., No. 3, 1948/49, p. 8. (Also appears in 1951/52 Report, p. 3)
20. Lowell A. Martin, then of the Columbia University School of Library Service, in an unpublished report dated Jan. 1952.
21. Williamson, E. G.: How to Counsel Students; a Manual of Techniques for Clinical Counselors. New York, McGraw-Hill, 1939, pp. 377-378.
22. Furich, A. C.: The Significance of Library Reading Among College Students. School and Society 36:92-96, July 16, 1932.
23. Williamson, op. cit., p. 357.
24. Clark, E. M.: How Motivate Student Use of the Library? American Association of University Professors Bulletin 39:413-420, Autumn 1953.
25. Rugg, Earle: A Library Centered Program of Teacher Education. College and Research Libraries 2:42-47, Dec. 1940.
26. Sellers, R. Z.: What Shall We Do for Our Freshmen? Wilson Library Bulletin 24:360-365, Jan. 1950.
27. Newton, Charlotte: Individualizing Library Instruction. Wilson Library Bulletin 19:108-109, Oct. 1944.

28. Block, H. M., and Mattis, Sidney: The Research Paper; a Co-operative Approach. College English 13:212-215, Jan. 1952.
29. Barnes, E. B.: The University Library--Services or Resources? Library Quarterly 22:177-179, July 1952.
30. For an account of the part-time faculty counselor program at the University of Illinois' main campus at Urbana, from which the U.I.C. counseling program has evolved, see: Gilbert, W. M.: Training Faculty Counselors at the University of Illinois. In Williamson, C. G., ed.: Trends in Student Personnel Work. Minneapolis, University of Minnesota Press, 1949, pp. 301-309.
31. For a general account of the testing and record program of the Student Counseling Bureau at Urbana (and later in Chicago) see: Bailey, H. W., et al.: Counseling and the Use of Tests in the Student Personnel Bureau at the University of Illinois. Educational and Psychological Measurement 6:37-60, Spring 1946.
32. For discussion of the University's testing program in Chicago, see: Dutton, Eugene, and Carter, O. P.: A Comprehensive Machine Program for the Processing of College Freshman Guidance Tests. College and University 28:236-246, Jan. 1953.
33. The field of reading and study skills as presented at U.I.C. includes reading for speed, reading for comprehension, studying textbooks, learning to concentrate, remembering, organizing time, taking reading or class notes, preparing for examinations, etc.
34. Erickson, C. E.: The Counseling Interview. New York, Prentice-Hall, 1950
35. Maxfield, D. K.: A Proposal for a New Type of College Library Department. (U.I.C. Library Information Circular, No. 117, May 21, 1951), p. 1.
36. For background of Part II see books and other materials listed in Psychological Abstracts and the Education Index. Works such as those which appear in the Select Reading List given at the end of this paper, however, introduce the viewpoints and methods involved in counseling and the student personnel point of view, and contain very complete bibliographical apparatus. Some of the books are used in the U.I.C. in-service training program for faculty counselors. It is surprising how few of these works, and others like them, make any reference to librarians or to library services.
37. Kaplan, Louis: The Growth of Reference Service in the United States from 1876 to 1893. ACRL Monographs, No. 2, Feb. 1952.
38. Williamson, E. G., et al.: The Student Personnel Point of View. Washington, D. C., American Council on Education, 1949.
39. Wrenn, C. G.: Student Personnel Work in College, with Emphasis on Counseling and Group Experiences. New York, Ronald, 1951.
40. Arbuckle, D. S.: Student Personnel Services in Higher Education. New York, McGraw-Hill, 1953.
41. Woolf, M. D., and Woolf, J. A.: The Student Personnel Program; Its Development in the High School and College. New York, McGraw-Hill, 1953.
42. In the writer's opinion, the recently published Student Personnel Work as Deeper Teaching (New York, Harper, 1954) by Esther Lloyd-Jones and M. R. Smith is disappointing, since it fails to distinguish between the work of counselors and the work of advisers, and inadequately stresses advances made in the counseling field since 1946.
43. Johnson, B. L.: General Education in Action. Washington, D. C., American Council on Education, 1952.
44. Combining, with slight modification, two separate definitions which appear in: Wrenn, op. cit., pp. 59-60.
45. Williamson, E. G.: How to Counsel Students; a Manual of Techniques for Clinical Counselors. New York, McGraw-Hill, 1939.
46. Tyler, L. E.: The Work of the Counselor. New York, Appleton-Century-Crofts, 1953.
47. Blum, M. L., and Balinsky, Benjamin: Counseling and Psychology; Vocational Psychology and its Relation to Educational and Personal Counseling. New York, Prentice-Hall, 1951.

48. Hahn, M. E., and MacLean, M. S.: General Clinical Counseling in Educational Institutions. New York, McGraw-Hill, 1950.
49. Brayfield, A. H., ed.: Readings in Modern Methods of Counseling. New York, Appleton-Century-Crofts, 1950.
50. Zerfoss, Karl, ed.: Readings in Counseling. New York, Association Press, 1952.
51. "Heuristic" conditions would be conditions "which lead a person to find out for himself" (Webster's New International Dictionary). Counseling and many forms of advise-ment and instruction perhaps may be said to be types of "applied heuristics."
52. Perry, W. G., Jr., and Estes, S. G.: The Collaboration of Client and Counselor. In Mowrer, O. H., et al.: Psychotherapy; Theory and Research. New York, Ronald, 1953, pp. 95-119. (The quotation appears on p. 98).
53. Tyler, op. cit., p. 19.
54. That counseling may have religious aspects and implications is recognized by some counselors. For instance, see: Lifton, W. M.: Counseling and the Religious View of Man. Personnel and Guidance Journal 31:366-367, March 1953.
55. Rogers, C. R.: Counseling and Psychotherapy; Newer Concepts in Practice. Boston, Houghton Mifflin, 1942.
56. Ibid.: Client-Centered Therapy; Its Current Practice, Implications, and Theory. Boston, Houghton Mifflin, 1951.
57. "Client" seems to be the psychological term analogous to the librarian's "reader." The present writer, however, prefers the word "counselee"--or better yet "student"--at this time.
58. "Selective learning ... appears as the major process through which self-direction enhances individuality." (Perry, op. cit., p. 100)
59. Wrenn, op. cit., pp. 68-70.
60. Pepinsky, H. B.: The Selection and Use of Diagnostic Categories in Clinical Counseling. (Applied Psychology Monographs, No. 15) Stanford, Calif., American Psychological Association, 1948.
61. See: Johnson, op. cit., p. 337.
62. Perry, op. cit., p. 119.
63. "... a readers' advisor trained in psychotherapeutic and bibliotherapeutic techniques, would be able to ... relate books to needs. Furthermore, the special advisor might serve in certain counseling capacities, if such were called for, and would be in a position to know when a patron evidenced such serious symptoms of maladjustment that it should be advisable to refer him to another agency. The results of the present study suggest that such a service together with an adequate supply of bibliotherapeutic material, would be useful if properly staffed and would also be well received by the patrons who are seeking answers to personal problems through books." Phocas, F. C.: A Study of the Motivation and Adjustment of the Users of Psychology Books in the Kansas City Public Library. Unpublished M. S. Thesis in Psychology, University of Chicago, 1953. (The quotation appears on leaf 78.)
64. In the original Proposal, (1) and for a time later, the interim titles "Library Adviser" and "Library Counselor" were used, the former before in-service training, and the latter afterwards. These terms were not compatible with the University of Illinois' other professional library titles, since these almost always contained the word "librarian." Thus the term "Counselor Librarian" was finally hit upon. In the future, Counselor Librarian trainees will bear the title of "Adviser Librarian." The word "counseling" was not used in the name of the new department because counseling at U.I.C. is understood to be the proper province of the Student Counseling Bureau.
65. University of Illinois librarians who teach have faculty rank and hold faculty titles. Those who do not teach receive faculty rank, but not faculty titles. See: Downs, R. B.: Academic Status for University Librarians--a New Approach. College and Research Libraries 7:6-9, 26, Jan. 1946.

66. Just as with U.I.C.'s former reference desk, regular height flat-top office furniture is used for the Advisory Information Desk. The librarians on duty, whenever possible, meet their "clients" sitting down, although they take them all over the Library as need arises. Convenient chairs are provided so that the students can sit down also, if their problems call for extensive discussion. Even since 1948 there have been two such desks side by side, forming a two-place information counter ten feet long. At the present time, a third office desk, with an accompanying "client" chair, has been placed in a more secluded location slightly more suitable for counseling and extended advisement, and closer to the vocation pamphlet files, etc. Referrals are frequently made to this spot for assistance toward counseling, whenever the two librarians at the "front" desk are too rushed to give detailed personal attention to all comers. At least two of the three service posts are simultaneously manned, however, at almost all hours the Library is open, i. e., 8:30 A. M. to 4:30 P.M., Monday through Friday. (No night or week-end library hours are necessary in a non-dormitory college which has no Saturday classes, and whose quarters are located in the "middle" of a lake near the end of a 3,000 foot pier.)
67. Special acknowledgment is due to Eugene B. Vest, Chairman of the Humanities Division, to which the English Department belongs.
68. Illinois. University. Chicago Undergraduate Division. Library: U.I.C. Undergraduate Library Handbook and Library Instruction Textbook. 3rd ed. Chicago, 1953. (U.I.C. Library Information Circular, No. 126)
69. Enoch Pratt Free Library: Reference Books; a Brief Guide for Students and Other Users of the Library. 2nd ed. Baltimore, 1951.
70. Most members of the Library's professional staff, including the Counselor Librarians, have been individually assigned to particular faculty departments for liaison purposes, somewhat along lines suggested by Peyton Hurt. See his: Staff Specialization; A Possible Substitute for Departmentalization. American Library Association Bulletin 29:417-421, July 1935.
71. Menninger, W. C.: Bibliotherapy. Bulletin of the Menninger Clinic 1:263-274, Nov. 1937.
72. Oathout, M. C.: Books and Mental Patients. Library Journal 79:405-410, March 1, 1954.
73. Bryan, A. I.: The Psychology of the Reader. Library Journal 64:7-12, Jan. 1, 1939.
74. Ibid.: Personality Adjustment Through Reading. Library Journal 64:573-576, Aug. 1939.
75. Loehr, N. S.: Occupational Guidance Service in a Public Library. American Library Association Bulletin 35:18-22, Jan. 1941.
76. Bryan, A. I.: Psychological Service in the Library Field. Journal of Consulting Psychology 6:73-77, Mar.-Apr. 1942.
77. Ibid.: Librarianship. In Fryer, D. H., and Henry, E. R., eds.: Handbook of Applied Psychology. New York, Rinehart, 1950, Vol. 2, pp. 638-643.
78. See: American Library Association Bulletin, Handbook and Proceedings, 1939-1945.
79. Fitzgerald, W. A.: Counseling Responsibilities of the School Librarian. Wilson Library Bulletin 24:357-359, Jan. 1950.
80. Michelman, C. A.: Counselor and Librarian. Library Journal 78:291-294, Feb. 15, 1953.
81. Strang, Ruth: The Role of the Teacher in Personnel Work. New York, Teachers College, Columbia University, 1953, pp. 78-79.
82. Rose, Ernestine: The Public Library in American Life. New York, Columbia University Press, 1954, pp. 204-205.
83. The writer's wife, a professional librarian, assisted in the operation of a controlled experiment set up at the Columbia University Library with the help of the psychologist Edwin G. Boring. The findings from this research project may have been useful to the Library of Congress in its recent publishing program. (See: Bryan, A. I.: Legibility of Library of Congress Cards and Their Reproductions. College and Research Libraries 6:447-464, Sept. 1945, Part II)

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