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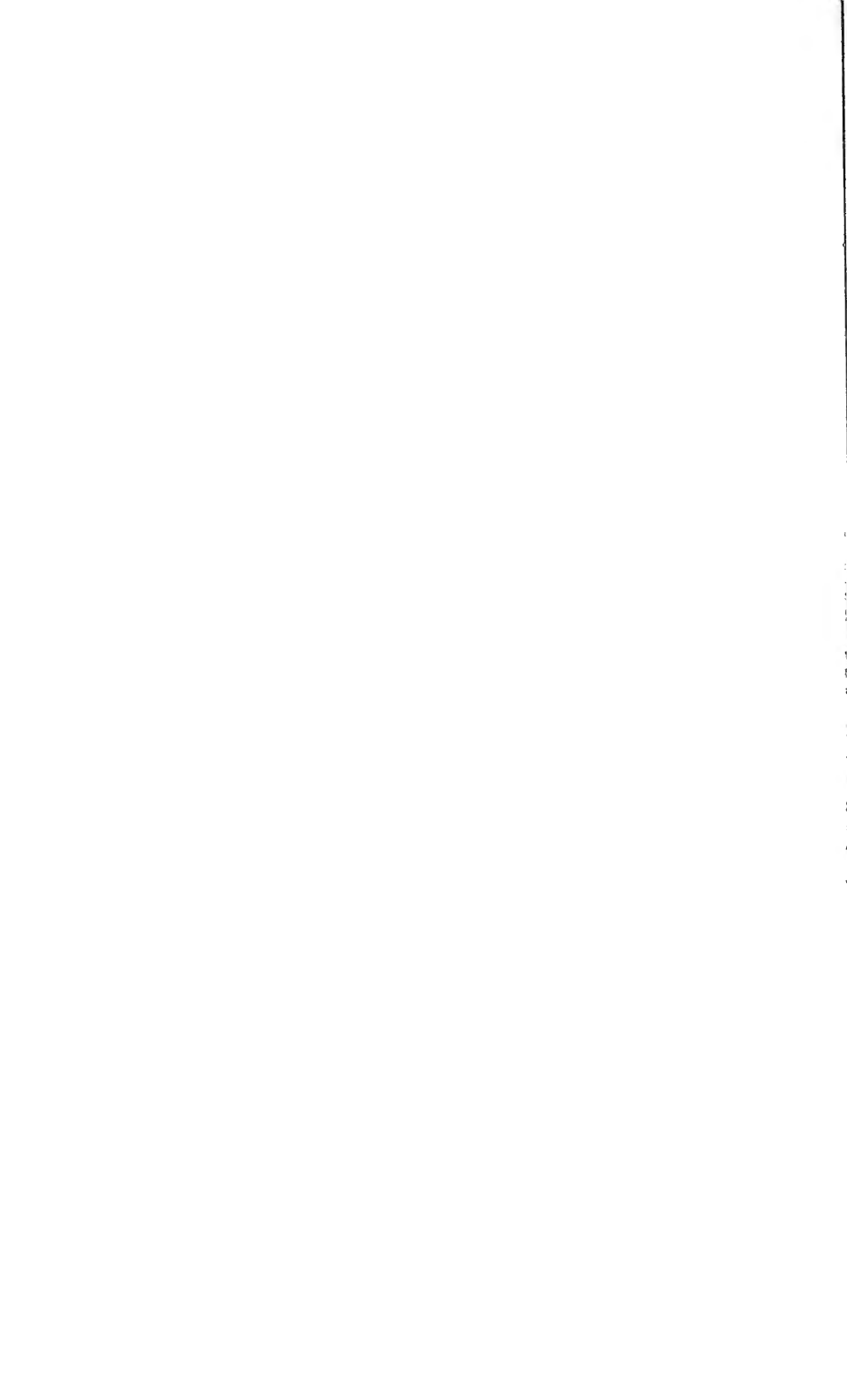
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1972-74 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

UNIVERSITY OF ILLINOIS BULLETIN

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UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

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UNIVERSITY
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BULLETIN

L161—na,

Office of Publication,
1002 West Green Street, Urbana, Illinois 61801.

*Graduate
School of
Library
Science*

1972-74 **UNIVERSITY OF ILLINOIS** at URBANA-CHAMPAIGN

It is the policy of the University of Illinois to afford equal educational opportunities to qualified persons regardless of race, religion, sex, or ethnic background.

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Calendar

SUMMER SESSION, 1972

Registration	Friday, June 16– Saturday, June 17
Instruction begins	Monday, June 19
Independence Day (holiday)	Tuesday, July 4
Last day of instruction	Thursday, August 10
Summer session examinations	Friday, August 11– Saturday, August 12

FIRST SEMESTER, 1972–73

Registration	Thursday, September 14– Saturday, September 16
Instruction begins	Tuesday, September 19
Thanksgiving vacation	Wednesday, November 22, 1:00 p.m.–Tuesday, November 28, 1:00 p.m.
Christmas vacation	Friday, December 22, 1:00 p.m.–Wednesday, January 3, 1:00 p.m.
Last day of instruction	Saturday, January 13
Semester examinations	Monday, January 15– Tuesday, January 23

SECOND SEMESTER, 1972–73

Registration	Wednesday, January 31– Friday, February 2
Instruction begins	Monday, February 5
Last day to apply for fellowships for 1973–74	Thursday, February 15
Spring vacation	Saturday, April 14, 1:00 p.m.–Monday, April 23, 1:00 p.m.
Last day of instruction	Saturday, May 26
Memorial Day holiday (no classes)	Monday, May 28
Semester examinations	Tuesday, May 29– Wednesday, June 6
Commencement exercises	Saturday, June 9

SUMMER SESSION, 1973

Registration	Thursday, June 14– Friday, June 15
Instruction begins	Monday, June 18
Independence Day (holiday)	Wednesday, July 4
Last day of instruction	Wednesday, August 8
Summer session examinations	Thursday, August 9– Saturday, August 11

FIRST SEMESTER, 1973-74

Registration	Wednesday, August 22- Friday, August 24
Instruction begins	Monday, August 27
Labor Day (holiday)	Monday, September 3
Veterans Day (holiday)	Monday, October 22
Thanksgiving vacation	Tuesday, November 20, 5:00 p.m.-Monday, November 26, 7:00 a.m.
Last day of instruction	Friday, December 14
Semester examinations	Saturday, December 15- Saturday, December 22

SECOND SEMESTER, 1973-74

Registration	Wednesday, January 16- Friday, January 18
Instruction begins	Monday, January 21
Last day to apply for fellowships for 1974-75	Friday, February 15
Spring vacation	Saturday, March 16, 1:00 p.m.-Monday, March 25, 7:00 a.m.
Last day of instruction	Friday, May 10
Semester examinations	Saturday, May 11- Saturday, May 18
Commencement exercises	Saturday, May 25

SUMMER SESSION, 1974

Registration	Monday, June 10- Tuesday, June 11
Instruction begins	Wednesday, June 12
Independence Day (holiday)	Thursday, July 4
Last day of instruction	Thursday, August 1
Summer session examinations	Friday, August 2- Saturday, August 3



The Library Profession

Libraries have existed almost as long as written records; as documents accumulated, the need for a librarian emerged. Since ancient times, libraries and librarians have had the major responsibility for the acquisition and maintenance of recorded knowledge.

Today's libraries are more than warehouses however. Libraries are concerned with the collection, recording, preservation, organization, retrieval, dissemination, and transfer of knowledge, and the scope of these activities is continually expanding.

Knowledge, especially in the fields of science and technology, is accumulating rapidly. Not only is there a constant increase in the publication of books and other printed matter, but there is an accompanying expansion of all types of audio and visual material.

In order to keep abreast of this increase in recorded knowledge, today's librarian must be familiar with all forms of print and nonprint media, and must be able to utilize computers, communication principles, automation techniques, and information networks. Modern technology is developing sophisticated systems of information storage and retrieval. Experts in systems planning, automation concepts, and computer use are developing new and more efficient methods for providing library services.

There is a growing demand and need of library services for many different groups of people. To meet this demand, libraries are cooperating to pool resources, increase efficiency, and improve service. Public libraries are establishing regional and state systems, and academic and research libraries seek to coordinate their resources and services.

Libraries, especially public libraries, are inevitably concerned with the major problems of society. New programs are being initiated to meet the needs of the urban poor, the rural disadvantaged, minority groups, and those in prisons and hospitals.

The library profession involves commitment to the service of people

and to the enrichment of human life. The work performed by librarians is interesting and infinitely varied. The daily impact of new conditions calls for alertness, adaptability, and the exercise of imagination and ingenuity.

For a career in library work, the student needs a sound, well-balanced intellectual background and an extensive knowledge of books. By its nature, the work of the librarian is far-ranging and encyclopedic in subject coverage, even in highly specialized libraries. History, literature, the social sciences, the natural sciences, and foreign languages are all valuable to the prospective librarian. Such subjects as chemistry, physics, communications, mathematics, computer science, education, engineering, law, and public administration are particularly needed in modern library development. A master's degree in a subject field, in addition to one in library science, is advantageous in academic and research library work. The optimum knowledge of foreign languages varies with the type of library work to be performed.

Opportunities in Library Work

The availability of library careers at any one time must necessarily reflect the existing state of the nation's economy, and employment opportunities are greatest for students with excellent educational backgrounds and flexible geographic preferences.

There are several main types of library work for which students may prepare. They are by no means mutually exclusive, and in only the larger libraries can there be positions consisting of only one kind of work. One type of library work is reader services, which bring the librarian into direct relationship with library patrons. Duties include reference work, reading guidance and advisory service, and activities associated with the circulation of materials to readers. Another type is technical services. Main duties are selecting and acquiring materials for the library, and organizing, arranging, and indexing those materials so that they are easy to find and use. A third type of library work is administration, that is, finances, personnel administration, organization of departments and of the flow of work, public relations, and physical plant. In addition, within this general framework there is a need for librarians with special competencies in various fields, sometimes by type of material (government documents or films), sometimes by age of patron (children or young adults), and sometimes by

subject matter (art or medicine). These broad classifications of duties are carried on in four main types of institutions:

1. Public Libraries. Generally, public libraries are those which circulate books for home use free of charge to anyone wishing to use the library services. However, they carry on many activities besides the dispensing of books. Public libraries may be organized in a single community, such as a town or city, but frequently they are set up on a larger basis, as is the county or regional library. In many cases the public library may have a traveling branch, bringing its resources to readers in a bookmobile.

2. School Libraries. These are the libraries and instructional materials centers connected with elementary and secondary schools. They are rapidly growing in number and importance, and in recent years state and regional standards for them have steadily risen. In most states, a school librarian is also required to be a certified teacher.

3. Academic and Research Libraries. These include the libraries connected with colleges and universities, containing the study and research materials for the students and faculty of those institutions. They also include such large general research libraries as the New York Public Library and the Library of Congress.

4. Special Libraries. Under this heading are grouped the libraries associated with commercial and industrial establishments, hospitals, museums, professional schools, and many governmental agencies. They are usually relatively small in size, are restricted to one or a few subjects, and serve limited groups of readers.

The University of Illinois Graduate School of Library Science prepares librarians for all main types of service in all four different types of institutions.

The Graduate School of Library Science

The University of Illinois Graduate School of Library Science is an outgrowth of the first library school in the Middle West and the fourth such school in the United States. The year 1968 marked its seventy-fifth anniversary; it was founded in 1893 at Armour Institute in Chicago. Since 1897, when it moved to Urbana, it has been part of the University of Illinois, the longest continuous university affiliation of any library school in the United States.

It operates under the University of Illinois Graduate College on the Urbana-Champaign campus. Its master's degree program is accredited

by the American Library Association (ALA). Its living alumni number over five thousand, many of whom are now in library work of various kinds throughout the United States and in foreign countries.

The purpose of the Graduate School of Library Science is to equip young men and women for professional work as described on pages 8 and 9. Preparation rests mainly on basic studies which are essential for any library position, although specialization is possible through the wide choice of courses and through the individual projects which may be developed in most courses. Programs of study are on the graduate level and lead to the degrees of Master of Science, Certificate of Advanced Study in Librarianship, Doctor of Philosophy, and Doctor of Library Science. The curricula leading to these degrees, together with the conditions for pursuing them, will be discussed later.

FACILITIES AND EQUIPMENT

The Graduate School of Library Science is located principally on the third floor of the main building of the University of Illinois Library. There it has classrooms, offices for faculty and administrative staff, and its own library.

LIBRARY FACILITIES

The University Library's resources for advanced study and research are outstanding. Its present collections now exceed 5,200,000 volumes, all but 630,000 of them located in Urbana. The remainder are held by the Library of the Health Sciences at the Medical Center, Chicago, and by the Chicago Circle Library. In addition, the University Library contains approximately 556,000 pamphlets, 391,000 maps and aerial photographs, and 343,000 music scores and parts. It receives more than 69,000 serial publications.

The University Library maintains more than thirty departmental and divisional libraries, one of which is the Library Science Library. The Library Science Library consists of a current collection of over 12,000 volumes and thirty drawers of pamphlets, with older books and 25,000 annual reports of libraries available nearby in the stacks. It receives all periodicals concerned with library science, as well as numerous journals in the related fields of publishing, printing, book reviewing, communications, education, and visual aids. The holdings of the library have been assembled over many years and afford a liberal basis for research. Supplementing the printed resources are approximately two hundred microfilms of theses and other items.

LIBRARY RESEARCH CENTER

The Library Research Center was established in the Graduate School of Library Science in 1961 through the first of an annual grant of funds from the Illinois State Library. The original focus on applied research on public library problems has been broadened to include other types of libraries, as research funds have become available from sources such as the University of Illinois, the United States Office of Education, and the state libraries of Indiana, Missouri, New York, and Wisconsin. The center is located on the second floor of the Armory.

LEARNING RESOURCES LABORATORY

The Learning Resources Laboratory, which is located on the third floor of the main building of the University Library, contains instructional materials and audio-visual resources to support the effective development of the curricula of the Graduate School of Library Science. The laboratory provides equipment and personal aid to faculty and students who wish to use any of the various forms of instructional and audio-visual materials. The laboratory also maintains a collection of about 4,000 volumes for children and young people, on the first floor of the University Library.

FEATURES AND ACTIVITIES

COLLOQUIA

A number of colloquia are held each semester. They consist of talks and discussions by prominent librarians and other leaders associated with library interests. All students who are enrolled in the Graduate School of Library Science are encouraged to attend.

CONTINUING EDUCATION

The Graduate School of Library Science maintains, in conjunction with the Division of University Extension, a continuing program of educational opportunities for librarians-in-service. These opportunities include institutes and clinics. One series of institutes is held each fall at Allerton House, the University's conference center near Monticello, and has covered such topics as the problems of libraries in metropolitan areas, federal legislation for libraries, trends in American publishing, and libraries and neighborhood information centers. A clinic held each spring at the Illini Union on the Urbana-Champaign campus focuses on case reports of the use of electronic data processing by various libraries around the country.

LIBRARIAN-IN-RESIDENCE

An additional opportunity for continuing education offered by the Graduate School of Library Science is the librarian-in-residence program. All librarians are eligible for this program. The applicant should submit to the director of the Graduate School of Library Science a proposed topic for study and the dates he would like to attend. If approved, he will be invited to spend up to two weeks on the campus.

The librarian-in-residence is provided a desk or an office, University Library loan and stack privileges, some typing or graduate assistant help, and possibly some computer time. He will be given the opportunity to meet and consult with the faculty members in this school (or in other departments of the University) who would appear to be best able to help him with his problem. He may attend any relevant on-going classes.

There is no tuition or other financial charge for any of these services. The librarian-in-residence will be asked to present a talk to the students and faculty of the school and to prepare a brief written report after his period of stay.

WINDSOR LECTURES

The Phineas L. Windsor Lectures in Librarianship were established by the school from money contributed by more than two thousand alumni. This series of lectures is named in memory of Phineas L. Windsor, late director of the Graduate School of Library Science, whose retirement in 1940 terminated service of thirty-one years to the school and to education for librarianship.

The Windsor Lectures were given in 1972 by Mr. Scott Adams, Special Assistant for UNISIST, Office of the Foreign Secretary, National Academy of Sciences.

PUBLICATIONS

Publications issued by the Graduate School of Library Science include:

Library Trends. A quarterly journal which summarizes and synthesizes the recent developments and research relating to a given field of library activity.

Occasional Papers. A processed pamphlet series on various subjects of professional interest, appearing irregularly and reproducing manuscripts which are unsuited to printing in library periodicals because of length, detail, or special nature.

Illinois Contributions to Librarianship. A series of hard-cover letterpress books covering particular aspects of library science.

Monographs. A series of photolithographed books, both contemporary works on librarianship and reprints of library classics.

Windsor Lectures. The presentation in book form of the Phineas L. Windsor Lectures in Librarianship.

Allerton Park Institute Series. The papers presented at the annual institutes on library problems.

Data Processing Clinic Proceedings. A collection of the papers presented at the annual spring clinics on library applications of data processing.

BETA PHI MU

Alpha chapter of Beta Phi Mu, international honorary fraternity in library science, is located at the University of Illinois at Urbana-Champaign. Students maintaining a grade-point average of 4.5 or better are eligible for membership.

RECREATION AND STUDENT WELFARE

The Illini Union, operated by the University, provides a social, cultural, and recreational center for students in Urbana-Champaign. The University also maintains many other organizations whose primary function is the improvement of the welfare of individual students. University departments and student organizations sponsor lectures, concerts, and other cultural events.

ALUMNI ASSOCIATION

The University of Illinois Library School Association was organized in 1898 to advance the interests of the Graduate School of Library Science and to promote communication among its members. Reunions and meetings are held each year, usually at conferences of the American Library Association and state library associations. The alumni association has endowed the Katharine L. Sharp Fellowship and the Phineas L. Windsor Lectures in Librarianship, and it has also raised money for other purposes. It publishes an annual newsletter.

PLACEMENT SERVICE

The Graduate School of Library Science provides a placement service for its students and alumni. It maintains files on all alumni which include evaluations by employers and teachers. It keeps in touch with libraries of different types and seeks to help graduates find the positions best suited to their abilities throughout their careers. The school cannot, however, guarantee positions.

STUDENTS FROM OTHER COUNTRIES

The Graduate School of Library Science has for many years attracted students from other countries. Persons from other countries who wish to enroll in a degree program at this school must meet the same admission requirements as United States citizens. In addition, they must demonstrate an acceptable level of proficiency in the English language (see admission requirements for the appropriate degree) and have had at least one year of library work experience.

The University maintains an Office of Foreign Student Affairs at 310 Student Services Building. All foreign students should register with this office upon their arrival at the University. Special social programs for cultural exchange between foreign and American students are sponsored by various religious organizations, the Illini Union, the YMCA and YWCA, and other interested groups.

FEES AND EXPENSES

Tuition and fees, excluding \$37 per term hospital-medical-surgical fee, charged by the University for full-time graduate students are as follows (more information may be obtained from the Office of Admissions and Records, 100a Administration Building, Urbana, Illinois 61801) :

	Residents	Nonresidents
Semester.....	\$306	\$801
Summer Session	153	401

A single room in a University graduate dormitory costs at least \$518 per academic year (two semesters) and board contracts begin at \$635 per year. Private housing is also available. (For more information about housing availability and cost, write the Housing Division, 420 Student Services Building, University of Illinois, Urbana, 61801.) Books and equipment are estimated to cost \$110 for the academic year. These figures, of course, are subject to change.

FELLOWSHIPS, ASSISTANTSHIPS, AND OTHER FINANCIAL AID

Financial aid at the graduate level is awarded on the basis of academic excellence and scholarly potential. The well-qualified student in library science is eligible for a variety of fellowships, assistantships, and other aid. The better the applicant's qualifications, the greater the likelihood of his being awarded one of these graduate stipends, and the larger the stipend.

FELLOWSHIPS AND TUITION WAIVERS

Departmental Fellowships. The following fellowships all carry stipends of \$1,500 and exemptions from tuition:

1. The Katharine L. Sharp fellowship was endowed in 1933 by the Library School Association as a memorial to the founder of the Graduate School of Library Science.
2. The Lois Wells Irwin fellowship was endowed in 1955 as a memorial to the woman who for thirty-two years was an active member of the Quincy (Illinois) Public Library Board of Directors.
3. The Eliza Luehm Latzer fellowship was endowed in 1965 by Mrs. Latzer's daughter, Mrs. Albert F. Kaeser.
4. The Robert Bingham Downs fellowship, provided each year by S. R. and Anita R. Shapiro, is intended for a doctoral candidate with more than the usual interest in books.

The Graduate School of Library Science also receives other smaller endowments which provide financial aid for students in library science.

University Fellowships. Annually the Graduate School of Library Science nominates a limited number of candidates for the campus-wide competition for University fellowships. The fellowships carry stipends of \$2,500 for eleven months and exemption from tuition and fees.

Tuition and Fee Waivers. The Graduate School of Library Science awards a number of tuition and fee waivers annually. These waivers exempt the recipients from all tuition and fees except the hospital-medical-surgical fee. They are worth \$2,018 a year to a full-time out-of-state student. Students who hold fellowships or grants from non-University sources are eligible to apply for tuition and fee waivers.

ACADEMIC APPOINTMENTS

Graduate Assistantships. The Graduate School of Library Science has several half-time and quarter-time graduate assistantships which are open to any graduate student. The half-time assistantship pays \$2,900 for nine months and \$650 for the summer session; the quarter-time assistantship pays \$1,450 for nine months and \$325 for the summer session. In addition, both include exemption from tuition. They are renewable for a second year. There are a limited number of part-time instructorships available to doctoral students. A half-time instructorship pays at least \$3,750 for nine months, or \$777 for the summer.

Research Appointments. The Library Research Center has several re-

search assistant and research associate positions open each year. These are generally half-time appointments for an eleven-month working year and carry tuition exemption. Half-time assistantships begin at \$3,550 and half-time associateships (doctoral students only) begin at \$4,000.

Library Assistantships. The University Library offers several half-time work assistantships to students in the Graduate School of Library Science. The salary is \$3,550 for half-time employment for eleven months, plus exemption from tuition. Appointments may be renewed once.

AID FOR MEMBERS OF MINORITY AND DISADVANTAGED GROUPS

Since 1969 the Graduate School of Library Science has provided a scholarship program in library science for members of minority groups. This financial aid program is designed to provide for the support of ten to fifteen Negro, Chicano, or other minority group students who must, in general, meet the regular admission requirements of the library school.

This financial support may be in the form of fellowships or of half-time graduate or library work assistantships which are described above. Students in this program may take up to two years to earn their degrees and may receive financial aid for two years.

APPLICATION

Application for most fellowships and tuition and fee waivers must be made by February 15 for the following summer or fall semester. By Graduate School of Library Science regulation, an applicant must be cleared for admission to the graduate program before he can be considered for financial aid. Consequently, the new student intending to request financial aid should apply earlier for admission and for financial aid. He should have all the documents supporting his application for admission — letters of reference, transcripts, etc. — on file by mid-December at the latest. This gives the Graduate College and the Graduate School of Library Science time to process his application and clear him for admission before the February 15 deadline for financial aid applications. Awards are usually announced by April 1. Foreign applicants are generally not eligible for consideration for financial aid in advance of their arrival.

OTHER FINANCIAL AID

Loan Funds. Veterans' benefits and student loan funds, including those supported by the National Defense Education Act, are administered by the University for students who need financial aid. For information and an application blank, write to Student Financial Aids, 707 South Sixth Street, Champaign, Illinois 61820.

Awards:

1. Anne M. Boyd Award — established by Alpha Chapter of Beta Phi Mu in honor of former faculty member Anne M. Boyd and given to the student selected by a vote of the faculty who is judged outstanding for his interest in and knowledge of books.
2. S. R. Shapiro Award — two awards given annually by New York book dealer S. R. Shapiro to M.S. students who in the opinion of the faculty exhibit the greatest potential as librarians.
3. Frances B. Jenkins Award — given by vote of the faculty to the outstanding student in science librarianship, in honor of former faculty member Frances B. Jenkins.
4. Berner-Nash Award — established in memory of Dr. William Berner and Dr. William Nash, both recipients of the Ph.D. in library science from the University of Illinois, and given to that doctoral graduate each year whose dissertation is judged by the faculty to be the most outstanding.

Program for the Degree of Master of Science

ADMISSION REQUIREMENTS

An applicant wishing to be considered for admission to the program leading to the Master of Science degree must meet the following entrance requirements:

1. Graduation from an accredited institution whose requirements for the bachelor's degree are substantially equivalent to those of the University of Illinois.
2. A grade-point average of at least 3.5 (on a 5.0 scale), or about C+, for the junior and senior years of the bachelor's degree or the last sixty semester hours if work has been done on the graduate level.
3. Scores on the two parts of the aptitude test of the Graduate Record Examination (taken within the last five years) equal to an average of no less than the fortieth percentile. The GRE is administered by the Educational Testing Service, Princeton, New Jersey, and may be taken almost anywhere.

Applicants for the master's degree program will be evaluated and ranked according to a point system. Points will be given for the following:

1. Grade-point average (above 3.5).
2. Graduate Record Examination (above fortieth percentile).

3. Foreign language study.
4. Completion of a sequence of courses (two semesters or three quarters) in any or all of the following areas: (1) science or mathematics, (2) social science, (3) humanities, (4) any area outside the applicant's major.
5. Paid library work experience (full-time or part-time).
6. Quality of the letters of reference.
7. Quality of content and grammar of the Professional Statement.

FOREIGN APPLICANTS

In addition to the above requirements, all applicants whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a score of 585 or above. This score is higher than the Graduate College requires, since a prospective library school student must have this level of competence if he is to do well in his studies. The applicant can arrange to take the test in his own country.

Foreign applicants must have one year of library work experience, and it is desirable that they have at least one year of study in a university where instruction is in English.

APPLICATION AND ENTRANCE

The total enrollment at the Graduate School of Library Science is limited by the present facilities. Applicants for full-time study are considered and admitted, up to the limits of the school, in the order in which their papers are received. It is important that completed applications be on file early (as early as September of the year preceding the date of admission); applications will be considered up to one year in advance of proposed enrollment.

Applicants must submit the following material:

1. Graduate College Application form (yellow).
2. Personal Information Record (blue).
3. Status Intent and Professional Statement (green).
4. Three letters of reference in support of the application for admission (and financial aid).
5. Transcripts from all colleges and universities attended.
6. Results of the Graduate Record Examination (taken within the last five years).
7. Applicants who wish to apply for financial aid must submit an Application for Graduate Appointment and/or a Personal History and Pro-

Professional Experience form (the latter is for assistantships in the University Library).

REQUIREMENTS FOR THE MASTER'S DEGREE

To earn the Master of Science degree from the University of Illinois Graduate School of Library Science, a student must meet the following requirements.

At the beginning of his graduate program a master's degree student must enroll in Library Science 400 (Foundations of Librarianship). This two-unit course will be offered in June and September by a teaching team of four instructors. Library Science 400 replaces the four 200-level undergraduate courses which have been prerequisites for a number of years. Through the fall semester of 1973 students will be exempt from taking Library Science 400 if they have: (a) completed Library Science 201, 204, 255, and 258 at the University of Illinois with a grade-point average of at least 4.0 (on a 5.0 scale); (b) completed at least sixteen semester hours of library science at any *one* four-year institution of higher education approved by the Graduate School of Library Science, with a grade-point average of at least 4.0 (on a 5.0 scale); or (c) demonstrated competence in the subject matter of all four 200-level courses (reference, administration, cataloging, and book selection) by passing a written comprehensive examination.

RESIDENCE, LOAD, AND TIME LIMIT

For a master's degree, a student must complete ten units of graduate work (including Library Science 400). According to Graduate School of Library Science requirement, he must take at least eight of these units in library science while in residence at the University of Illinois at Urbana-Champaign. He must be in residence for at least one academic year or the equivalent. A student is considered in residence if he lives in the University community or its immediate environs and devotes the major part of his time to graduate study.

He may earn the other two units in a variety of ways. He may take up to two units of graduate-level coursework in library science through the Division of University Extension. Subject to certain restrictions, he may transfer up to one unit of graduate-level coursework in library science from another ALA-accredited library school. He may take up to one unit of graduate-level coursework in a subject department at any campus of the University of Illinois or through the Division of University Extension, with the consent of his adviser. After taking courses at the Graduate School

of Library Science, he may transfer up to one unit of graduate-level coursework in a subject field taken at any institution of higher education which is accredited by a regional accrediting association. A student who takes one graduate course in a subject field from this University may also transfer one unit of credit from a graduate library school. No one, however, may transfer more than one unit of graduate credit.

A unit is equal to four semester hours, and the normal full-time load is four units during the regular semester or two units during the eight-week summer session. Therefore, a student with a normal full-time load can complete his ten graduate units in two semesters and a summer, in five summers, or in one semester and three summers. A master's degree candidate must finish all work for his degree within five years after his first registration for graduate work.

Students holding a B.S. degree may take the sixteen hours in education required for a school librarian. This would require one additional semester of full-time study, including practice teaching.

CURRICULUM

Generally each student, in consultation with a faculty adviser, plans his own program of study to suit his particular needs and purposes; no one graduate course other than Library Science 400 is required of all students.

GRADES

Graduate students are required to maintain a minimum grade-point average of 3.75 (on a 5.0 scale) to be certified by the Graduate College as eligible to receive an advanced degree. Under this regulation, a student could qualify for an advanced degree with eight units of B grade and two units of C grade in a ten-unit program. A student in the Graduate School of Library Science may take up to three units of graduate work under the pass-fail option with his adviser's approval. Units taken under the pass-fail option are not computed in the grade-point average. All students must earn an acceptable grade in Library Science 400.

THE INFORMATION SCIENCE CURRICULUM

The Graduate School of Library Science does not have a separate program in information science. Nevertheless, several courses in this field are offered, including two sections of Library Science 450, and it would be possible for a student to obtain a master's degree from the school with a specialization in the area of information science.

Basically, the curriculum contains two groups of courses, one dealing with information retrieval and the other with library automation. *Library*

automation refers to the mechanization of the technical processes and the general housekeeping activities of libraries, including ordering and acquisitions procedures, circulation, serial records, and the production of printed catalogs or catalog cards. *Information retrieval* relates more to the reference function of libraries and deals with the design of systems capable of retrieving documents in response to subject-related requests. Such systems may be mechanized, semimechanized, or purely manual.

Information science cannot be considered a completely self-contained discipline. It impinges on many other aspects of library science and related disciplines. Other courses in the school will be of great potential value to the person wishing to specialize in this field. Of particular relevance are the courses (Library Science 407 and 408) on cataloging and classification, especially the subject cataloging aspects of these courses. In addition, it is possible for the student to take related courses from other disciplines on campus in such departments as computer science, communications, and linguistics. An overall, integrated curriculum can be planned for the individual student, depending upon the particular aspects of information science in which he is most interested.

Program for Sixth-Year Degree

The Graduate School of Library Science offers a sixth-year degree program for advanced students who wish to have an additional year of study in a special area of library science. The program leads to the Certificate of Advanced Study.

ADMISSION REQUIREMENTS

The minimum requirements for admission are as follows:

1. A fifth-year degree from an accredited library school.
2. At least two years of acceptable full-time library work experience since receipt of the fifth-year library science degree.
3. A grade-point average of at least 4.0 (on a 5.0 scale) in the fifth-year library science courses and a grade-point average of at least 3.75 in the last sixty hours of academic work other than in library school.
4. Satisfactory letters of reference from three people, including a library work supervisor, attesting to the applicant's character, ability, and capability for advanced study.
5. Submission of the applicant's score on the aptitude test of the Grad-

uate Record Examination (GRE). No minimum score is required, but the test score should be no more than five years old at the time of application. The GRE is administered by the Educational Testing Service, Princeton, New Jersey, and may be taken almost anywhere.

A foreign applicant whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a score of 585 or above. Prospective students should meet the same application deadlines as for the master's degree program.

CURRICULUM AND OTHER REQUIREMENTS

To earn a sixth-year degree, a student must complete eight units of graduate coursework at the University of Illinois. Credit may not be transferred from other institutions. Within broad limits, the student plans his own curriculum to suit his special interests. He may take any of the library science courses for which he is qualified, other than duplicates of courses previously taken. He may take as many as four of the required eight units outside of the Graduate School of Library Science, in one or more other departments of the University. There are no foreign language requirements, no thesis, and no comprehensive examination.

The regulations governing residence, load, time limit, and grades are the same as those in the master's degree program.

Program for the Degree of Doctor of Philosophy

ADMISSION REQUIREMENTS

A student wishing to be considered for admission to the program leading to the Doctor of Philosophy degree must fulfill the following requirements. In admitting students to the program, however, every effort is made to assess the individual and his probable degree of success in the program, rather than relying solely on how well the applicant meets the formal requirements.

1. A master's degree from an accredited library school.
2. At least two years of acceptable full-time library work experience since receipt of the master's degree.
3. A grade-point average of at least 4.0 (on a 5.0 scale) in the fifth-year library science coursework, plus a grade-point average of at least 3.75 in the last sixty hours of non-library science coursework.

4. Submission of the applicant's score on the aptitude test of the Graduate Record Examination. The examination provides a measure of general scholastic ability at the graduate level, and is used to help evaluate the applicant's probability of success in the doctoral program. There is no minimum score required; the test score should be no more than five years old at the time of application. The GRE is administered by the Educational Testing Service, Princeton, New Jersey, and may be taken almost anywhere.

5. Satisfactory letters of reference from three people, including a library work supervisor, attesting to the applicant's character, education, and capabilities for research and productive scholarship. References should be from people who have an intimate knowledge of the applicant's professional capabilities.

6. An interview with at least two members of the Doctoral Committee of the faculty, preferably at Urbana.

In reviewing the applicants, the Doctoral Committee attempts to select those who seem eminently suited for the doctoral program in terms of education, professional accomplishment, and scholarly potential. Other things being equal, preference is given to those applicants who show evidence of being able to complete the doctoral program with the greatest efficiency. Continuous residence is required while pursuing the degree.

FOREIGN APPLICANTS

A foreign applicant whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) with a score of 585 or above. He should also have had extensive experience in using English, in his job or in his previous education, but such experience does not exempt him from taking TOEFL as a requirement for admission to the Graduate School of Library Science.

APPLICATION AND ENTRANCE

It is recommended that applicants have all papers supporting their application — letters of reference, transcripts — on file at least nine months before the intended date of registration.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE

The Doctor of Philosophy degree is awarded for excellence in academic work and competence in research, not for the completion of a given number of courses nor for a certain period of residence. The doctoral

student is expected to maintain consistently high standards throughout the program. If in the judgment of the professors in charge of his work the student at any time fails to meet these standards, he may be denied permission to advance in the program. Faculty evaluation of each doctoral student is made at the end of each year of residence.

PRELIMINARY STAGE

Graduate study at the doctoral level is divided into two main stages: the preliminary stage and the thesis stage. During the preliminary stage the student must take at least ten units of graduate courses (the equivalent of forty semester hours), satisfy the research tool requirement, and pass the preliminary comprehensive examination.

Coursework. The purpose of the doctoral level course requirements is to give the student a thorough grounding not only in his area of special interest but also in the other main areas of library science. Such preparation is necessary to enable the student to pass the preliminary examination, which may cover any aspect of librarianship, and to carry out the quality of research expected in his thesis study.

With the help of a faculty adviser assigned by the director, the student chooses his courses in light of his needs, interests, and probable choice of thesis topic. He must take at least ten units of graduate courses, of which at least six units must be chosen from the 400-level courses offered by the Graduate School of Library Science. Courses in statistical methods or foreign languages, taken to meet the research tool requirement, may not be counted as part of the ten units.

Each doctoral student must have a minor subject. If he chooses to have one minor, it must be other than library science and consist of at least four units of study. If he chooses to have a split minor, at least two units must be taken in any one department outside of librarianship, and the other two may be taken in a special field of library science (e.g., cataloging or reference), other than his thesis subject area.

Library Science 469 (Principles of Research Methods) and two half-unit sections of Library Science 460 A-D (Practicum in Research Methods) are required of all Ph.D. students. Library Science 469 requires an elementary knowledge of statistical methods. The student may take a basic statistics course simultaneously with Library Science 469, but it is preferable to take the statistics course in advance.

All doctoral students must maintain good grades in order to be admitted to the preliminary examination. The Graduate School of Library Science expects its doctoral students to maintain at least a 4.3, or B+, average in their graduate coursework.

Research Tool. A student in the Ph.D. program must demonstrate his mastery either of one foreign language or of statistical methods. If possible, the choice should be based on the type and nature of research he expects to undertake for his thesis.

If he chooses the foreign language, he is expected to demonstrate a reading knowledge of French, German, or Russian (or any other foreign language if it is essential to his research). This knowledge can be demonstrated by passing the 401 course in the language, on this campus, with a grade of B or better, or by passing the examination in the language given periodically by the Educational Testing Service. Successful completion of a comparable course at another university or achieving a passing score on the ETS examination, within two years of a student's entrance into the doctoral program here, will be accepted.

If he chooses the statistics option, he is expected to pass a second or intermediate level course on statistical methods, with a grade of B or better, on this campus or at another university within two years of his entrance into the doctoral program here.

Doctoral Committee. At least two months before a student takes the preliminary examination, his doctoral committee must be appointed. This committee conducts the preliminary examination, as well as the final examination given upon the completion of the thesis.

The appointment is made by the dean of the Graduate College upon the recommendation of the director of the Graduate School of Library Science. The committee includes the student's adviser, usually as chairman, three other members of the library science faculty, and one representative from the minor field. At least two members of the committee must hold full membership in the Graduate College. The chairman may be a full member or an associate member.

Preliminary Examination. The student is admitted to the preliminary examination at the end of the first stage of doctoral study, after all the above requirements have been met, and upon the recommendation of his adviser. The examination is regularly scheduled once a semester, and is both written and oral. The written part consists of four three-hour sessions, and the oral part consists of one three-hour session. In both the written and oral parts, questions may cover any aspect of librarianship.

THESIS STAGE

Only upon fulfilling the above requirements to the satisfaction of his doctoral committee is the student admitted to the thesis stage of his doctoral work. During this stage, the student must register for a least eight units of

thesis credit in Library Science 499 while conducting his research and writing his thesis. Upon completion of the thesis, the student must pass a final oral examination.

Thesis Proposal. During the first stage of doctoral work or at the beginning of the second stage, a student must submit a statement of his thesis topic and research plan. He prepares for this in part by taking Library Science 469 and other courses, in part by his own independent study and reading, and in part by consultation with his adviser. A majority of the faculty must approve the proposal. The proposed topic should represent a serious commitment on the part of the student as the subject on which he intends to do his thesis. If, however, he later wishes to change his topic he may do so but he must follow the same procedure for gaining faculty approval of the new topic.

Thesis. The thesis (or dissertation) is a demonstration of the student's ability to do independent and original research. The methodology may be experimental, case study, historical, or any other that is appropriate to the problem. The subject may be in any of the major substantive areas of library science and should seek to test a general relationship in this area. The student may find it necessary to apply concepts and methods from other fields such as sociology, economics, political science, history. The student works closely with at least two members of his committee on the design and execution of the research and on the successive drafts of the thesis report. When the two advisers are satisfied with the semifinal draft of the report, the candidate is admitted to the final examination.

Final Examination. The final examination is an oral examination of the candidate conducted by the candidate's doctoral committee. It is primarily on the research work of the student as embodied in his thesis report but it is not necessarily confined to that. It may cover any aspect of the candidate's field of study, including courses taken in other fields and at other institutions. The committee recommends any changes which may be necessary before the thesis is submitted for final approval.

PERIOD OF STUDY

Under normal conditions, a student can complete the preliminary stage in three semesters plus one summer of full-time study. If a student needs no preparation in order to meet the research tool requirement, or if he takes a heavier than normal course load, he could conceivably complete the preliminary stage in less time. On the other hand, if a student needs to take additional courses to make up for deficiencies in his background, or if he must work part time, his progress will be proportionately slower.

A doctoral thesis requires at least two semesters of full-time study and usually more than that. A doctoral student in his thesis stage of study must be continuously enrolled for credit in Library Science 499 until his thesis report is accepted. Under normal conditions, a student should not expect to get his degree in less than three years after enrolling in the doctoral program.

Time Limit. By Graduate College regulation, a student must complete all requirements for the doctorate within five years after his first registration in the program. If a student finds he will need more time, he may petition for an extension. The Graduate School of Library Science will recommend that the Graduate College extend this time limit only if the conditions seem to warrant such an extension. In no case, however, will a student's time limit be extended for more than two years.

If the thesis is not completed within five years of the date of the preliminary examination, the student must pass a second preliminary examination before he takes his final examination.

Residence. Each doctoral student is expected to be in residence at the University of Illinois at Urbana-Champaign throughout both stages of his doctoral work. A student is considered to be in residence only when he lives in the community or its immediate environs and devotes the major portion of his time to study.

Program for the Degree of Doctor of Library Science

The Graduate School of Library Science offers a program of study leading to the degree of Doctor of Library Science. The D.L.S. is intended and designed to be a professional degree (comparable to the Doctor of Education in education), rather than a research degree as in the case of the Doctor of Philosophy. It is felt that more and more people need and can profit from advanced study in librarianship at the doctoral level, but many are not interested in mastering the research discipline required in the program for the Ph.D.

There are two main differences between the Ph.D. program and the D.L.S. program at this school. In the Ph.D. program a student must have at least ten units of graduate courses and pass the research tool requirement; a student in the D.L.S. program must take at least twelve units of graduate courses and is exempted from the research tool requirement. It is recommended but not required that the student in the D.L.S. program

take Library Science 469 (Principles of Research Methods). The other main difference is that the Ph.D. program requires a research thesis, an independent and original study which seeks to test a general relationship; the D.L.S. program requires a doctoral project, a study which involves creative problem-solving but not necessarily original work in testing a general relationship. Possible examples of D.L.S. doctoral projects are a programmed text for a course in library science, the analysis of a set of library work procedures and the preparation and testing of a computer program for their automation, or a survey of a group of libraries.

In all other regards, the statements on the Ph.D. program (page 22) apply equally to the D.L.S. program. For example, the admission requirements are the same for both programs, and students in both are considered equally for financial aid. Indeed, a student need not commit himself to one degree or the other until he applies to take the comprehensive preliminary examination or until he submits his thesis topic for faculty approval (whichever comes first). The time required to earn the D.L.S. is not likely to differ from that needed for the Ph.D. The intent is not to make one degree easier or harder than the other; the same standards apply to, and the same quality of work is expected of, students in both programs. Instead the hope is to offer two alternative routes for the student accepted for doctoral study, so that he may choose the one which is more nearly related to his own interests and needs.

Courses

The various courses and other instructional activities conducted by the Graduate School of Library Science are described below. Offerings scheduled for the first semester are designated by "I," those for the second semester by "II," and those in the summer session by "S." In the summer session, odd-numbered courses are usually given in odd-numbered years and even-numbered courses in even-numbered years. Credit for graduate study is measured in units (a unit is the equivalent of four semester hours) and for undergraduate courses in semester hours. Where both units and hours are specified, the credit for graduate study involves additional assignments. All courses were offered at least once during the 1971-72 academic year.

FOR UNDERGRADUATES

199. Undergraduate Open Seminar. A special experimental seminar or independent study course intended to cover topics not treated by regular course offerings.

Open to undergraduates at any level. May be repeated. Requests for activation of this course may be made by students or by faculty, and should be addressed to the director of the Graduate School of Library Science. While credit toward graduation is normally granted for this course, credit toward satisfying specific college or departmental requirements is contingent upon approval by the appropriate college or departmental committee. 0 to 9 hours.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

301. Literature of the Humanities and Social Sciences. This course is designed to build a knowledge of the scope and significant characteristics of the several fields comprising the humanities and social sciences through a systematic study of names, trends, and outstanding classic and current materials in each. Attempts to identify general basic knowledge for each field which is essential for the librarian in selection of materials and reading guidance. I, S; 3 hours, or 1 unit. Prerequisite: Consent of instructor. Schlipf.

302. Literature of the Sciences. An introduction to the scope, development, and characteristics of the literature of science and technology and to typical works in pure and applied science. Designed to give an insight into the content of the scientific disciplines and of their role in modern society. I, II, S; 3 hours, or 1 unit. Prerequisite: Consent of instructor. Bonn.

303. Library Materials for Children. The selection and use of library materials for children in public and school libraries, according to the needs of the child in his physical, mental, social, and emotional development and the purposes of the elementary school program. The student becomes acquainted with the standard book selection aids for children and with all types of printed and audio-visual materials, and develops the ability to select and describe children's library materials according to their developmental uses. I, II, S; 3 hours, or ½ or 1 unit. Prerequisite: Consent of instructor. Ladley, Lohrer.

304. Library Materials for Young Adults. The selection and use of library materials for the young adult in school and public libraries and community organizations. The course aims to develop the ability to select and evaluate a wide variety of reading materials from standard bibliographies for the young adult according to his personal and school needs. I, S; 3 hours, or ½ or 1 unit. Prerequisite: Consent of instructor. Lohrer, Thomassen.

308. Audio-Visual Services in Libraries. Designed to acquaint students with the typical audio-visual programs and responsibilities of libraries. Group activities stress, through presentation and evaluation, the use of materials and related equipment necessary for film, radio and television, exhibit, and other programs of libraries. The practices of audio-visual departments in libraries are reviewed and evaluated. I, II, S; 3 hours, or 1 unit. Prerequisite: Consent of instructor. Thomassen.

309. Storytelling. Fundamental principles of the art of storytelling including techniques of adaptation and presentation. Content and sources of materials; story cycles; methods of learning; practice in storytelling; planning the story hour for the school and public libraries, for recreational centers, for the radio, and for television. I, II, S; 3 hours, or ½ or 1 unit. Prerequisite: Consent of instructor. Ladley.

310. Typographic Disciplines of the Book. Same as Journalism 310. The study of the book as a manufactured object, with emphasis upon practices and methods in continuous use from the Renaissance to the present, including typefaces, paper, binding, and illustration. Extensive practicum in the typographical laboratory. II; 3 hours, or ½ unit. Prerequisite: Consent of instructor.

354. Audio-Visual Communication. Same as Secondary and Continuing Education 354 and Elementary Education 354. An analysis and application of those introductory aspects of communication theory and practices concerned with the design and use of audio-visual messages which influence the learning process. This course is also concerned with selection, utilization, production, and evaluation of audio-visual materials and selected technological aids. I; 3 hours, or ½ or 1 unit. Prerequisite: Senior or graduate standing. Isaacs.

FOR GRADUATES

400. Foundations of Librarianship. The development of the library as an institution in relationship to the society it serves, the operation and organization of libraries, building the library collection, types of reference tools, and the cataloging and classification of books and other materials. I, S; 8 hours. Staff.

402. Studies of Research in Reading. Designed to acquaint students with the major areas of research in the fields of reading. Special attention is given to studies of the interests and reading habits of children, youth, and adults, and their implications for library science. II, S; 1 unit. Ladley, Lohrer.

405. Library Administration. Designed to supply knowledge of the internal organization of libraries and of the principles of library administration. Emphasis is on comparison of the conditions found in the several kinds of libraries and on applications of the general theory of administration. I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Schlipf.

406. Media Programs and Service for Children and Young Adults. The role, problems, and needs of children's and young adult library services in the school and public library. A two-day field trip is required; estimated expense, \$35. II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Ladley, Lohrer.

407. Cataloging and Classification, I. The theory, practice, and application of the principles of cataloging and classification. Emphasizes subject cataloging and complex types of entry. Problems provide experience with the Decimal Classification and Library of Congress Classification, and the Library of Congress subject headings. I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Henderson.

408. Cataloging and Classification, II. The theory, practice, and application of the principles of cataloging and classification. Takes up the cataloging and classification of special types of materials, including maps, music, films, slides, phonograph records, and incunabula and other rare items. Includes some discussion of the administrative problems of a cataloging department. II, S; 1 unit. Prerequisite: Library Science 407. Henderson.

409. Communication Roles and Responsibilities of Libraries. Mass media of communication are considered in terms of their relations with modern library services. Media organization, content, and research are reviewed; problems of

intellectual freedom are considered as an aspect of communications behavior; and the potential role of electronic devices in library activities now and for the future is discussed. I, S; 1 unit.

410. Adult Public Services. The literature, history, and problems of providing library service to the general adult user. Investigates user characteristics and needs, and the effectiveness of various types of adult services. II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Schlipf.

411. Reference Service in the Humanities and Social Sciences. Detailed consideration of the bibliographical and reference materials in various subject fields, with training and practice in their use for solving questions arising in reference service. I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Allen, Stevens.

412. Science Reference Service. Study of representative reference sources and of information needs of readers in pure and applied science. Designed to acquaint the student with problems encountered in providing reference and research service in these fields. I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Bonn.

415. Library Automation. Introduces various types of equipment for handling information and providing services in libraries; studies applications to library operations; includes introduction to systems planning, to automation concepts, and to computer use. I, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Divilbiss.

424. Government Publications. The nature and scope of American and British government publications; the problems of organization arising from their form and from the methods of their production and distribution. I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Bonn, Schlipf.

427. Resources of American Research Libraries. Aims to acquaint students with the distribution and extent of American library resources for advanced study and research; spatial and financial aspects of library resources; methods of surveying library facilities; growth and use of union catalogs and bibliographical centers; interinstitutional agreements for specialization of collections and other forms of library cooperation; and the use by the scientist and scholar of the research collection. I, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Krummel, Stevens.

428. Library Buildings. A study of the library's physical plant in the light of changing concepts and patterns of library service. Present-day library buildings, both new and remodeled, are analyzed and compared with each other as well as with buildings of the past. The interrelationship of staff, collections, users, and physical plant is examined in detail. Class discussion is supplemented by visits to new libraries and conferences with their staffs. A two-day field trip is required; estimated expense, \$35. II, S; 1 unit. Prerequisite: Library Science 405, or consent of instructor. Allen.

429. Information Storage and Retrieval. Analyzes the problems which confront libraries and library users as a result of the growth of literature. Reviews the various systems for storing and retrieving information. Introduces the underlying models and basic types of equipment for both traditional and nonconventional systems. Emphasizes practical applications in libraries and information centers.

I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Lancaster.

430. Advanced Reference. Designed to enable the student to utilize the varied resources of a large research library. Deals with the method of analyzing and solving bibliographic problems such as arise in scholarly libraries and in connection with research projects. II, S; 1 unit. Prerequisite: Library Science 411 or 412, or consent of instructor. Allen.

431. Books and Libraries in the Ancient and Medieval World. The development of writing and of the book in ancient and medieval times; book collecting and the growth of libraries from earliest times to the discovery of printing. I, S; 1 unit. Stevens.

432. Books and Libraries since the Renaissance. Same as Communications 432. The study of the developing format of the book, the history of printing, and the growth of libraries in Europe and America since the Renaissance. II, S; 1 unit. Krummel, Stevens.

433. Advanced Subject Bibliography. A study of the literature, information sources, and reference aids in various specialized fields of knowledge, identified as different sections of this course, and from the point of view of their use by librarians. No student may take more than two different sections for credit toward a degree. Section B: Biological Sciences; C: Chemistry; D: Education and Psychology; E: Engineering; G: Law; H: Maps; I: Music; K: Slavic Bibliography. I, II, S; ½ unit. Prerequisite: Library Science 411 or 412, or consent of instructor. Staff.

434. Library Systems. Considers the development of library systems, with special reference to public libraries, as a norm for the development of library services. Library standards, the growth and development of county and regional libraries, the role of the state library and of federal legislation are among the topics treated in detail. II, S; 1 unit. Prerequisite: Library Science 405, or consent of instructor.

438. Administration and Use of Archival Materials. Administration of archives and historical manuscripts, with emphasis on the processing and research use of archival materials. II, S; 1 unit. Prerequisite: Consent of instructor. Brichford.

439. Medical Literature and Reference Work. Considers representative reference and bibliographical aids in medical sciences. Problems provide experience with typical medical reference sources. (Taught only at University of Illinois Medical Center, Chicago.) S; 1 unit. Prerequisite: Consent of instructor. Meckel, Chatfield.

440. Seminar in Bibliographic Method. Same as English 489. Work on individual bibliographical problems, with a study of bookmaking, manuscripts and their relation to the printed text, editorial problems, and literary forgeries. II; 1 unit. Prerequisite: Consent of instructor. Berry.

441. History of Children's Literature. Interpretation of children's literature from the earliest times to the present, with recognition given to the impact of the changing social and cultural patterns on books for children and on children's reading. Attention given to the early printers and publishers of children's books and to magazines for children in the nineteenth century. I, S; 1 unit. Lohrer.

442. Seminar in Library Materials for Children and Young Adults. Advanced

study of the criteria for the evaluation of books, films, and recordings. Each student will complete a project on a given theme or subject, involving extensive and critical reading, viewing, and listening. II, S; 1 unit. Prerequisite: Library Science 303 or 304, or consent of instructor. Ladley.

443. Contemporary Book Publishing. Survey of twentieth-century book publishing, particularly in America, placing it in an economic, social, and literary context. Emphasis on production, technological developments, economic structure, methods of distribution and promotion, and book publishing as an art. I, II, S; 1 unit. Prerequisite: Library Science 400, or consent of instructor. Allen.

444. Evaluation of Information Services. Methods for evaluating information retrieval systems, including dissemination systems and printed indexes. Methodology of evaluation and factors affecting performance of systems. S; 1 unit. Prerequisite: Library Science 429, or consent of instructor. Lancaster.

450. Advanced Studies in Librarianship. Directed and supervised investigation of selected problems in library resources, reference service, research libraries, reading, public libraries, or school libraries. I, II, S; ½ to 2 units. Prerequisite: Fifth-year degree in library science, or consent of director. Staff.

460. Special Topics in Librarianship. An advanced seminar on topics of individual choice; presentation and criticism of written research reports based on individual study on an advanced level. Open to doctoral students only. Practicum in Research Methods—Section A: Historical I; B: Survey; C: Observation; D: Experimental; E: Historical II. I, II; ½ to 2 units. Prerequisite: Library Science 469, or consent of instructor. Staff.

465. Librarianship and Society. Analysis of the role and functions of libraries in the twentieth century. The changing characteristics of information and knowledge are viewed as major determinants of libraries' relations to society. I; 1 unit. Prerequisite: Master of Science in Library Science, or consent of instructor. Krummel.

468. Education for Librarianship. Designed for those interested in preparing for teaching library science at the graduate level. Current problems in library education are analyzed in terms of the historical background, the current situation, and possible solutions. I; 1 unit. Prerequisite: Master of Science in Library Science. Wert.

469. Principles of Research Methods. Designed for persons planning to engage in research. The course reviews significant investigations in the library field, and considers the use of hypotheses, the conduct of experiments, the nature of proof, and the employment of statistical methods, with a view to helping students develop their dissertations. Required of Ph.D. candidates. I; 1 unit. Prerequisite: Knowledge of the principles of statistics; Master of Science in Library Science or consent of instructor. Goldhor.

499. Thesis Research. Individual study and research. I, II, S; Section A: M.S. candidates. 0 to 2 units. Section B: Doctoral candidates. 0 to 4 units. Staff.

COURSES OFFERED IN COOPERATION WITH THE COLLEGE OF EDUCATION TO MEET TEACHER-LIBRARIAN CERTIFICATION

Elementary Education 238. Educational Practice for Special Fields in Elementary Schools. A course in student teaching to meet requirements for certification

in special fields at the elementary school level. I, II; 3 to 4 hours. Section Y, Library Science. Prerequisite: Consent of instructor. Thomassen.

Secondary Education 241. Technic of Teaching in the Secondary Schools. Methods of instruction. I, II; 3 to 5 hours. Section I, Library Science. Thomassen.

Secondary Education 242. Educational Practice in Secondary Education. A course in practice teaching to meet certification requirements for teaching in the secondary school. I, II; 2 to 5 hours. Section Y, Library Science. Prerequisite: Secondary Education 240, or Vocational Education 240; senior standing. Thomassen.

Faculty of the Graduate School of Library Science

HERBERT GOLDHOR, Professor of Library Science and Director of the Graduate School of Library Science



A.B., Dana College (now part of Newark College of Rutgers University); B.S., Columbia University School of Library Service; Ph.D., University of Chicago.

Mr. Goldhor has been Chief Librarian, Public Library of Evansville, Indiana, 1952-61; Assistant Professor, 1946-48, Associate Professor, 1948-52, Professor, Graduate School of Library Science, University of Illinois since 1962; Associate Director, Graduate School of Library Science, University of Illinois, 1962-63, and Director since 1963.

His fields of interest include research in librarianship and public library administration. Mr. Goldhor coauthored *Practical Administration of Public Libraries* with Joseph L. Wheeler.

ROBERT E. BROWN, Assistant Professor of Library Science and Assistant Director of the Graduate School of Library Science



B.S., M.S., Western Illinois University; Ed.D., University of Illinois.

Mr. Brown was a Teacher, Elvaston Elementary School, Elvaston, Illinois, 1955-56; Teacher, Forman Unit District, Manito, Illinois, 1957-59; Music Supervisor, LaHarpe Unit District, La Harpe, Illinois, 1959-64; Principal, Mansfield Unit District, Mansfield, Illinois, 1964-68; Instructor, 1969-70, Assistant to the Director, 1969-70, and has been Assistant Professor since 1970, and Assistant Director, Graduate School of Library Science, University of Illinois since 1971.

His major teaching fields are library administration and education for librarianship.

ROLLAND E. STEVENS, Professor of Library Science



A.B., Washington University; B.S.L.S., M.S.L.S., Ph.D, University of Illinois.

Mr. Stevens held the positions of Head of the Reference Department and Assistant to the Director, University of Rochester Library, 1946-48. From 1948 to 1950 he completed most of the requirements for the Ph.D. degree at the Graduate School of Library Science, University of Illinois. The major part of his professional career was spent in the field of technical processing at the Ohio State University libraries where he served successively as Head, Acquisitions Department, 1950-53, Assistant Director of Technical Processes, 1953-60, and Associate Director, 1960-63. In 1963 he came to the Graduate School of Library Science as Professor.

His teaching fields include book selection, reference in the social sciences and humanities, history of books and libraries, and resources of research libraries. His research interests are the evaluation of book collections of university libraries and the information-seeking behavior of research workers. Mr. Stevens is the author of *Reference Books in the Social Sciences and Humanities*.

WINIFRED CLAIRE LADLEY, Professor of Library Science



A.B., University of Washington; M.L.S., University of Washington School of Librarianship.

Mrs. Ladley has been the Supervisor of School Libraries, Mercer Island, Washington, 1953-57; Children's Librarian, Library, King County, Washington, Summers 1954, 1955; Director of a storytelling television program, Seattle, 1955-56, and Eugene, Oregon, 1957; Visiting Assistant Professor, University of Washington School of Librarianship, 1956-57; Assistant Professor, Department of Librarianship, University of Oregon, 1957-61; Visiting Professor, University of Washington School of Librarianship, Summer 1965; Visiting Professor, Portland State University, Oregon, Summer 1968; Visiting Professor, College of Librarianship, Aberystwyth, Wales, Summer 1969; Associate Professor, 1961-67, and Professor, Graduate School of Library Science, University of Illinois, since 1967.

Her teaching fields include library service to children and young adults, studies in reading, and storytelling. She edited a *Library Trends* issue entitled "Current Trends in Public Library Service to Children," and *Sources of Good Books and Magazines for Children*.

(MARY) ALICE LOHRER, Professor of Library Science



Ph.B., University of Chicago; B.S.L.S., University of Illinois; A.M., University of Chicago, Graduate Library School.

Miss Lohrer has held, among others, the positions of Fulbright Lecturer, Chulalongkorn University, Bangkok, Thailand, 1955-56; Visiting Professor, Japan Library School, Keio-Gijuku University, Tokyo, Summer 1959; Director, Title VII Research Grant, USOE, 1961-62; Visiting Professor, University of Denver Graduate School of Librarianship, Summers 1964, 1966; Fulbright Lecturer, Department of Library Science, University of Tehran, Iran, 1966-67; Instructor, 1941-45, Assistant Professor, 1945-59, Associate Professor, 1959-68, and Professor, Graduate School of Library Science, University of Illinois, 1968 to date.

Her major teaching fields include library materials and media programs, services for children and young adults, studies in reading, the history of children's literature, and comparative international librarianship. Miss Lohrer's numerous publications include *The Identification and Role of School Libraries that Function as Instructional Materials Centers*, and *Implications for Library Education in the United States*.

DONALD W. KRUMMEL, Professor of Library Science and of Music



M.Mus., A.M.L.S., Ph.D., University of Michigan.

Mr. Krummel's positions include Instructor in Music, University of Michigan, 1952-56; Reference Librarian, Library of Congress, 1956-61; Head of Reference Department and Associate Librarian, Newberry Library, 1962-64 and 1964-69; Associate Professor, 1970-71, and Professor, Graduate School of Library Science, University of Illinois, 1971 to date.

He was a U.S. Civil Service Middle Management Intern, 1960; Scholar in Residence, Aspen Institute for Humanistic Studies, 1969; Horace M. Oakley Traveling Fellow of the Newberry Library, 1969-70; and Guest Lecturer, King's College, London, 1970. He has received research awards from the Henry E. Huntington Library, the American Philosophical Society, and the American Council of Learned Societies. His fields of interest include the history of research libraries, and music bibliography and printing. He is the author of three books, fifty articles, and over a hundred reviews in scholarly journals.

GEORGE S. BONN, Professor of Library Science

B.Ch.E., M.Sc., Ohio State University; M.A.L.S., University of Chicago.

Mr. Bonn was Librarian, Northwestern University Technological Institute, 1949-51; Associate Librarian, Rice Institute (Houston), 1951-53; Assistant (later Adjunct) Professor, Rutgers University Graduate School of Library Service, 1956-65; Professor (later Associate Dean) University of Hawaii Graduate School of Library Studies, 1965-67; Chief, Science and Technology Division, New York Public Library, 1958-64; Consultant in Japan, 1953-55, in Turkey 1955-56, and in India 1967-71; and has been Professor, Graduate School of Library Science, University of Illinois, since 1971.

His fields of interest include the literature of science and technology, and library education and development in Asian countries. He is the author of *Japanese Journals in Science and Technology*, "Literature of Science and Technology" in *McGraw-Hill Encyclopedia of Science and Technology*; and editor of *Library Education and Training in Developing Countries*.

CORA E. THOMASSEN, Associate Professor of Library Science



A.B., Central College; University of Iowa; M.S., University of Illinois.

Miss Thomassen has been the Librarian, Public Schools, South Haven, Michigan, 1955-57; University School Librarian, Southern Illinois University, 1957-61; Visiting Lecturer, University of Hawaii, Summer 1964; Visiting Assistant Professor, University of Iowa, 1965-66; Assistant Professor, 1961-69, and Associate Professor, Graduate School of Library Science, University of Illinois, 1969 to date.

Her fields of interest include library materials and services for children and young adults, and audio-visual services in libraries. She is a member of the Audio-Visual Committee of ALA, the Board of the Teachers Section of the Library Education Division, and the Board of Directors of the Association of American Library Schools. Miss Thomassen is the editor of *Cooperation Between Types of Libraries* (Allerton Park Institute No. 14), and the *Illinois Libraries* issue on "History of School Libraries." She directed two National Defense Education Act Institutes (1965, 1967) and a Higher Education Act Institute (1968-69) for school librarians.

F. WILFRID LANCASTER, Associate Professor of Library Science and Director of the Program in Biomedical Librarianship



Fellow (by thesis) of the Library Association of Great Britain; graduate of Newcastle upon Tyne School of Librarianship.

Mr. Lancaster was the Senior Research Assistant, ASLIB Cranfield Project, 1963; Head of the Systems Evaluation Group, Herner & Co., 1964-65; Information Systems Specialist, National Library of Medicine, 1965-68; Director of Information Retrieval Services, Westat Research, Inc., 1969; and has been Associate Professor, Graduate School of Library Science, University of Illinois since 1970.

His fields of special interest are information storage and retrieval, medical libraries, and industrial libraries. He has authored *Information Retrieval Systems* (Wiley, 1968); *Vocabulary Control for Information Retrieval* (Information Resources Press, 1972); and many reports and articles in the field of information science.

KATHRYN LUTHER HENDERSON, Associate Professor of Library Science



A.B., B.S.L.S., M.S.L.S., University of Illinois.

Mrs. Henderson has been Serials Cataloger, University of Illinois Library, 1950-53; Circulation Librarian, 1953-56, and Head Cataloger, 1956-65, McCormick Theological Seminary, Chicago; Visiting Instructor, 1964-65, Instructor, 1965-67, Assistant Professor, 1967-71, and Associate Professor, Graduate School of Library Science, University of Illinois, since 1971.

Her fields of interest include academic and research libraries, theological libraries, technical services, library automation, and information science. She has recently authored "Serial Cataloging Revisited" in *Serial Publications in Large Libraries*, and edited *Trends in American Publishing* and *MARC Uses and Users*.

WALTER COLEMAN ALLEN, Associate Professor of Library Science



B.A., Williams College; M.S., Columbia University School of Library Service.

Mr. Allen was an Assistant at Williams College Library, 1949-50; a Reference Assistant at Northwestern University Library, 1951-52; and held a variety of positions at the Dayton and Montgomery County, Ohio, Public Library, 1953-68 (Cataloger, Assistant Head of the Catalog and Reference Departments, Head of Circulation, and Head of the Literature and Fine Arts Division). He was Visiting Instructor, Graduate School of Library Science, University of Illinois, Summer 1967; Assistant Professor, 1968-71; and has been Associate Professor since 1971.

His fields of interest include reference, book selection, publishing, and library buildings. He is a frequent reviewer for *Library*

Journal, American Reference Books Annual, and other journals. Active in professional associations, he is (1972-73) Copresident of the Reference and Adult Services Division of ALA.

JAMES L. DIVILBISS, Associate Professor of Library Science

B.S., Kansas State University; M.S., Ph.D., University of Illinois.

Mr. Divilbiss was a Research Associate for the Coordinated Science Laboratory, University of Illinois at Urbana-Champaign, 1955-63; Member of the Bell Telephone Laboratories Technical Staff, 1963-65; and has been Principal Research Engineer, Coordinated Science Laboratory and the Department of Computer Science, University of Illinois at Urbana-Champaign, 1965; and Associate Professor, Graduate School of Library Science, University of Illinois, since 1971.

Mr. Divilbiss is active in research in the fields of library automation and information retrieval. He is a member of the Association for Computing Machinery.

LUCILLE M. WERT, Research Assistant Professor of Library Science and Director of the Library Research Center

A.B., Morningside College; B.S.L.S., Simmons College; M.S.L.S., Ph.D., University of Illinois.

Mrs. Wert's positions include Assistant Librarian, Massachusetts Institute of Technology, Electrical Engineering Library, 1945; Librarian, Math-Physics Library, State University of Iowa, 1946-48; Assistant Cataloger, Chicago Undergraduate Division, Navy Pier, University of Illinois, 1948-49; Librarian, Math-Physics Library, University of Chicago, 1949-50; Visiting Lecturer, Summer 1965, Research Assistant Professor, 1969 to date, and Director, Library Research Center, Graduate School of Library Science, University of Illinois, 1971 to date.

In addition to library research, Mrs. Wert's fields of interest include education for librarianship and reference. She is the author of *Library Education and High School Library Services*.

FREDERICK A. SCHLIPF, Assistant Professor of Library Science



A.B., Carleton College; A.M., University of Chicago.

Mr. Schlipf was a Trainee, Chicago Public Library, 1964-65; Researcher, National Opinion Research Center, 1965-66; Instructor, University of Chicago Graduate Library School, 1966-70; and has been Assistant Professor, Graduate School of Library Science, University of Illinois, since 1970.

His fields of interest include library administration, the public library, library evaluation, and research in librarianship.

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KATHLEEN DRAPER, Assistant Professor of Library Administration and Library Science Librarian



B.A., University of Alberta; B.S.W., University of Toronto; M.S., University of Illinois.

Mrs. Draper has been Cataloger, University of Illinois Library, 1965-67; Librarian, J. W. Hays Elementary School, Urbana, Illinois, 1968-69; and Library Science Librarian, University of Illinois, 1969 to date.

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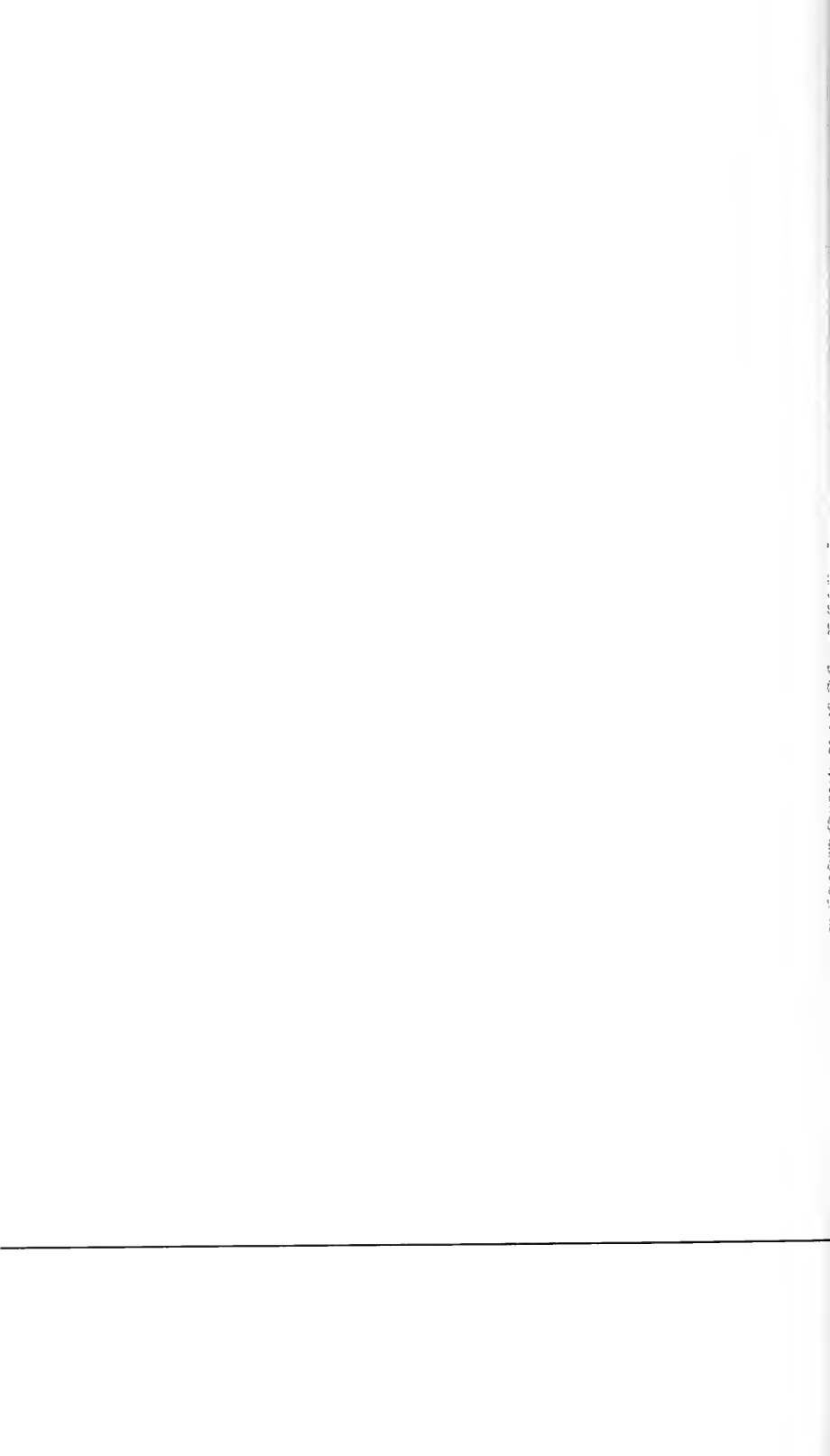
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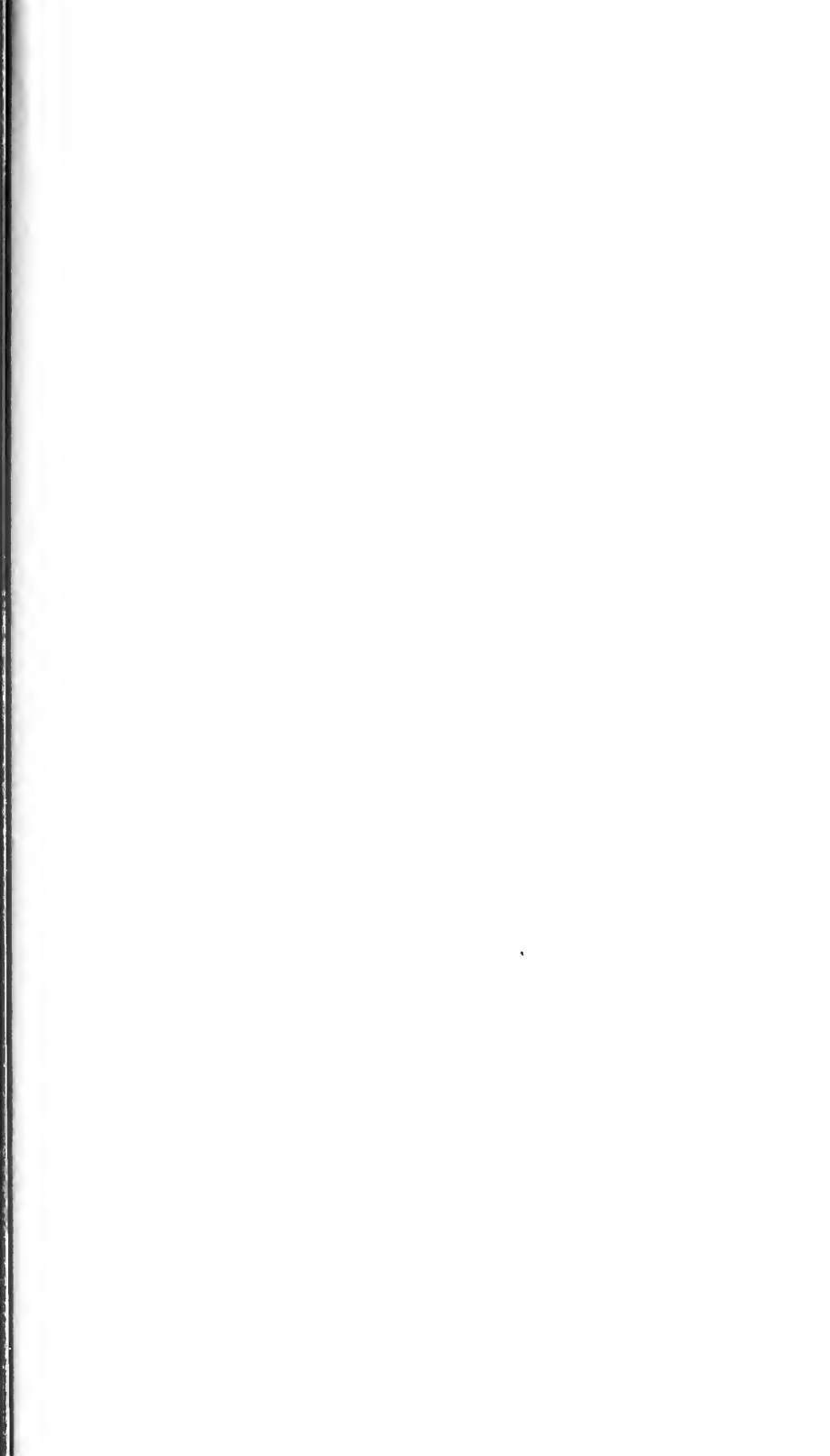
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