

**THE SCHOOL OF
LIBRARY AND
INFORMATION
SERVICES**

1971/1972

**UNIVERSITY OF
MARYLAND
BULLETIN**

REPRODUCED FROM THE BOSTON
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COLLECTION

University Calendar 1971-72

SUMMER SCHOOL 1971

June 21, 22	Monday-Tuesday	Registration
June 23	Wednesday	Instruction Begins
July 5	Monday	Independence Day Holiday No Classes
August 13	Friday	Summer Session Ends

FALL SEMESTER 1971-72

September 7-11	Tuesday-Saturday	Fall Semester Registration
September 13	Monday	Instruction begins
November 24	Wednesday, after last class	Thanksgiving recess begins
November 29	Monday, 8:00 A.M.	Thanksgiving recess ends
December 17	Friday, after last class	Christmas recess begins
January 3	Monday, 8:00 A.M.	Christmas recess ends
January 11	Tuesday, after last class	Instruction ends
January 12, 19	Wednesdays	Exam study days
January 13-21	Thursday-Friday	Fall semester final exams

SPRING SEMESTER 1972

January 31- February 5	Monday-Saturday	Spring Semester Registration
February 7	Monday	Instruction begins
March 31	Friday, after last class	Spring recess begins
April 10	Monday, 8:00 A.M.	Spring recess ends
May 23	Tuesday, after last class	Instruction ends
May 24	Wednesday	Pre-exam study day
May 29	Monday	Memorial day
May 25-June 2	Thursday-Friday	Spring semester examinations

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interests and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the University community, that person may be required to withdraw from the University.

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University of Maryland

**The School of
Library and Information
Services**

1971-1972

The University of Maryland has been elected to membership in the Association of American Universities. This Association founded in 1900 is an organization of those universities in the United States and Canada generally considered to be preeminent in the fields of graduate and professional study and research.



COLLEGE PARK



Construction continues on the new undergraduate library and new home of the School of Library and Information Services, scheduled for completion in November 1972

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I. THE SCHOOL

The School and the University

The development and founding of the School of Library and Information Services in the fall of 1965 reflects the long traditions of the University of Maryland as well as the many years of representation of the need for its existence by dedicated regional library groups and interested individuals. It was only after the most careful consideration and deliberation that the University undertook to develop the school, the second such new graduate professional program started in the post World War II era and the first at College Park. This school, a separate professional school committed solely to graduate study and research, is administered by a dean who is directly responsible to the Chancellor of the College Park campus through the Vice Chancellor for Academic Affairs. It is housed at present in the University's central McKeldin Library and expects to move to and share in the occupancy of a new building to be erected on the campus by academic year 1972-73.

The school has established its goals and fashioned its programs within the framework of the University and College Park setting. It is progressively oriented and committed to the evolutionary forces in library services during a period of rapid change. The school draws its student body from a very wide variety of undergraduate disciplines and cultural environments. In 1970-71, 273 master's degree candidates in residence came from more than 148 American and 3 foreign colleges and universities. One hundred fifty-one of the student body came with a background of undergraduate study in humanities, and 87 in social sciences, while approximately 31 were science students as undergraduates. Of the total number enrolled in the school 40 had already pursued their studies to the master's degree in other disciplines including English, history, education, political science, psychology, theology, nursing, languages, music and public administration.

Because of the very diverse background of the school's students and the need for common orientation to the environment and philosophy, as well as the functions and theoretical undergirding for the practice of library and information service, the faculty advisors will recommend courses they think most appropriate for each student. With the pro-seminar as the basis, the student, with the approval of his advisor, can then select from among a wide range of course offerings in building a purposeful program of concentration of subject matter fitted to his personal needs and aspirations. Reflecting the multi-disciplinary nature of librarianship and its continuing need for reliance upon insights from supportive intellectual disciplines, students in the elective portions of their work have a high degree of flexibility. Their courses are not restricted only to those within the framework of the school but can include relevant courses in other parts of the University.

The School's Philosophy

General Statement. The University of Maryland, in all its branches and divisions, subscribes to a policy of equal educational opportunity for people of every race, creed, ethnic origin, or sex.

The foremost concern of the School of Library and Information Services is to place the intellectual character of librarianship on a sound and firm basis. Maryland's concern is with the clarification and definition of the intellectual character of the field of library and information service first, and then with the development of its capability for translating these assessments into actual programs, courses and other activities. While the Master of Library Science degree and the Ph.D. programs remain a central major commitment of the school, faculty energies are dedicated equally to scholarship and research in order to advance knowledge and practice in the several fields of librarianship.

Advanced offerings of a formal and informal nature for practitioners in the field are also viewed as a school responsibility. At the master's level the orientation is toward introducing the student to the enlarged responsibilities which librarians must be prepared for and committed to undertake during the years ahead. Because of its concern with postgraduate instruction, especially for those functioning at a managerial level in libraries, it has developed a special offering for this group, the Library Administrators Development Program.

Professional schools must always make decisions relevant to the balance between theory and practice. In common with the university programs of most professions, the school's offering is balanced toward the theoretical, the fundamental, the ethical, and the conceptual issues. As a professional school, it fully recognizes its obligation to demonstrate the application of theory to practice, and it strives to achieve a harmonious fusion of teaching, research and practice. Because of the important relationship which librarianship bears to the relevant social and humanistic disciplines upon which it is constructed, curricular concepts are drawn from such disciplines as communication, administration, sociology and political science. Equally important are the relationships and disciplinary contributions being forged in the fields of the information sciences and thus the school has developed congruent program lines with other related departments such as computer science. This af-

fords the student the most fruitful educational opportunity and the prospect of interdisciplinary research avenues for the faculty.

An important element of the school's concern is with establishing a climate of hospitality for its scholars to conduct research into all the processes and dimensions of library concern—the historical, the social and political, the organizational, and the technological, in addition to the bibliographical. The orientation of the Maryland faculty reflects the wide range of its concern with the prosecution of research in every aspect and dimension of librarianship relevant to contemporary requirements. Perhaps one of the most critical needs in librarianship is that of augmenting the ranks of its scholarly personnel. Without the influence of well-prepared scholars the prospects of improving the profession's opportunities remain remote. An academic vehicle for work to the doctorate, begun in 1969, is designed to attract the most highly qualified candidates and to provide thorough-going advanced study and research preparation for a limited number of excellently prepared and carefully selected scholars committed to a career of teaching and research.

The goal of the school is, then, to achieve a level of attainment appropriate to professional education within the University setting and at the graduate level. It fully intends even in its master's offering to establish a position in the forefront of instructional and theoretical inquiry and so to influence the advanced vanguard of practice in librarianship. It hopes in its program of research and advanced academic offerings beyond the master's degree to exert a strong influence in shaping the future of the profession. While it fully intends to be hospitable to all ideas emanating from the field of practice, it will not evade its responsibility for finding its own educational objectives and commitments, and it will work as energetically as possible to develop professional awareness and support for what it is seeking to accomplish. Because of the ambitious nature of the undertaking, the program of the School of Library and Information Services at the University of Maryland can be considered to be a significant experiment in education for librarianship.

Education for Librarianship and Information Service

The librarian and information professional in the 1970's must have competence in many disciplines if he is to understand the complexities of the external environment within which he functions as well as the technical operations and their management within the organization in which he is to practice. The continued influence of scientific advances, the variations in clientele and service patterns, and the constantly shifting character of the societal scene, both in the United States and internationally, are among the factors which have significantly influenced and doubtless in the future will come to influence all the more, the scope and character of library functions and responsibilities. For example, new technological developments made possible by high speed computers are affecting in a fundamental way the practice of librarianship. Behavioral understanding growing out of research in the social sciences is equally important for the beginning professional in the library field. The culture of the profession, the ethical and institutional influences, and the theoretical base of the organization of knowledge are each essential to the preparation of tomorrow's professional.



*Seminar in Information Science
meets with Professor Heilprin*

Unquestionably, the knowledge and analytical ability of the successful librarian will be enhanced in important measure by the continuing challenge and stimulation of his experience during his subsequent career. Yet education for library and information service can establish a sound basis for absorbing and augmenting such knowledge and analytical ability. Graduate education for librarianship can also aid the individual to crystallize his career objectives and enhance his mobility and choice of professional alternatives. Success in library practice will ultimately be influenced by the student's own efforts and concern to develop his personal abilities and potential. Graduate study in the school will expand his horizons and his opportunities. The realization of his promise resides ultimately with the individual student.

II. ADMISSIONS AND STUDENT AFFAIRS

The School of Library and Information Services has grown from an enrollment of 82 during its first semester to 299 in the fall 1970 term. The program was accredited by the Committee on Accreditation of the American Library Association at the end of the school's second academic year in June 1967. While the school plans a gradual increase in the size of its enrollment, those admitted are selected from applications which run far in excess of the number of places open in the program for new students. Admission requirements and procedures with attendant costs and availability of financial assistance are outlined below.

Admissions Standards and Procedures for M.L.S. Degree

ELIGIBILITY FOR ADMISSION

Admission as a student to the school is limited to individuals who hold the bachelor's degree from recognized colleges, universities or professional schools in this country or abroad or to those who can give evidence of successful completion of equivalent courses of study. The individual's undergraduate academic record is of primary importance as an indicator of his competence to pursue graduate study in librarianship, but other factors are also taken in account in reviewing applications. The potential student's performance in the verbal and quantitative tests of the Graduate Record Examination administered by the Educational Testing Service of Princeton, New Jersey and letters of personal recommendation and information gained from personal interviews with potential students are considered. Reports relating to the applicant's intellectual and personal development as an undergraduate are sometimes considered, as are such factors as employment experience,

military service and other related activities when they appear to be relevant in a particular case as part of the admissions review process. Normally, people who have passed their 50th birthday are not encouraged to apply for admission. Individuals beyond this age will be considered on the merits of the individual case. All these factors are considered significant in assessing the applicant's capacity and motivation for graduate work in the school and for his later performance as a responsible member of the library profession.

UNDERGRADUATE PREPARATION

Although no specific undergraduate courses are required for admission to the school, those who seek admission must have completed a broad arts and sciences program with strength in the humanities, social sciences and physical or biological sciences. While no particular courses are required, the faculty views undergraduate course work in mathematics, the social sciences and the physical and biological sciences as especially relevant to some of the newer directions in the field. Undergraduate courses in librarianship do not enhance the student's eligibility for admission, nor do they necessarily assure satisfactory academic performance in the school.

APPLICATION PROCEDURE

A completed application for admission to the M.L.S. degree program includes:

- (1) The University of Maryland Graduate School application form completed in duplicate.
- (2) Payment of a nonrefundable \$10.00 admission fee submitted with Graduate School application forms to the Graduate School, University of Maryland, College Park, Maryland 20742.
- (3) Completion of the School of Library and Information Services application form and the transmission of this form to the Director of Admissions, School of Library and Information Services, University of Maryland, College Park, Maryland 20742.
- (4) A report of test scores on the Graduate Record Examination. The student is required to sit for only the verbal and quantitative aptitude tests administered as part of the Graduate Record Examination. These tests are administered throughout the United States and in many major cities of the world by the Educational Testing Service. Inquiries and applications for taking the tests should be addressed to the Educational Testing Service, Princeton, New Jersey. While the tests are administered several times each year, the applicant should note that the April examination is most convenient in planning admission to the fall semester, the October examination for the spring semester, and the February examination for the summer term. The applicant is responsible for having his test results sent directly to the Director of Admissions, School of Library and Information Services, University of Maryland, College Park, Maryland 20742.

- (5) The applicant is required to arrange for the registrar of each institution he has attended beyond the secondary level to send two transcripts to the University of Maryland. One transcript is to be sent to the Director of Admissions, School of Library and Information Services, College Park, Maryland 20742 and one to the Graduate School, University of Maryland, College Park, Maryland 20742.

After all admission credentials have been received by the school, a personal interview with the Director of Admissions may be required. Where distance makes this impossible or impractical, the applicant may be referred to an authorized representative of the school at another location.

Requests for admission forms and additional information concerning admission to the school should be directed to:

Director of Admissions
School of Library and Information Services
University of Maryland
College Park, Maryland 20742
Telephone: 301-454-3016

ADMISSIONS TIMETABLE

Applications for admission should be filed as early as possible during the period preceding the term for which admission is sought so that the applicant can be given every opportunity for consideration. A new student is normally permitted to enter the school at the beginning of the fall, spring and summer sessions. The closing date for applications for the fall semester is July 15; for the spring semester December 15; and for the summer session it is May 15. The applicant is notified of his acceptance or rejection as rapidly as possible after his admission files have been completed, evaluated and carefully reviewed.

TRANSFER OF CREDIT

No advanced standing is possible for the student who has completed academic work in other graduate programs. Up to six semester hours for course work at other recognized institutions may be applied toward the master's degree when such course work has been taken *after* the student has been admitted to the University of Maryland School of Library and Information Services and when such course work has been approved by this school.

PART-TIME STUDY

A number of qualified part-time students are admitted to the program as degree students. Such students are expected to pursue a minimum of two courses during each semester. The student is advised that classes are conducted during the normal daytime hours and that the student must be prepared to assume responsibility for completing all of his course work leading to the M.L.S. degree within three calendar years from his first registration in the school.



A doctoral student communicates with the computer

NON-DEGREE STUDENTS

Admission to the school is open to a limited number of special, non-degree students who, because of special circumstances or needs, do not plan to be candidates for degrees. The provision is intended primarily to provide the opportunity for individuals who are practicing in librarianship to pursue specific subjects directly related to their work requirements. Such students must offer similar qualifications for admission to those required of regular degree students. They are not required to sit for the Graduate Record Examination. The applicant for special non-degree status should be aware that credits earned in such special non-degree status will not count toward the M.L.S. degree.

FOREIGN STUDENTS

A foreign student wishing to be considered for admission to The Graduate School of the University of Maryland must keep in mind that his application and official academic credentials—beginning with secondary school records—should be received by the Graduate Admission Office at least six months prior to the semester when he plans to begin his studies. Applications may be rejected prior to this deadline when foreign student quotas have

been exceeded. The University of Maryland, as a State institution, limits the number of foreign students it accepts. The University's complement of foreign students is selected from the best qualified graduate applicants. Unless the applicant ranked high in his graduating class in his own country, and unless his grades ranged from very good to excellent, it is unlikely that he will be admitted to the University's Graduate School.

In addition to meeting academic requirements, the foreign student applicant must demonstrate proficiency in English by taking TOEFL (The Test of English as a Foreign Language). Because TOEFL is given only four times a year throughout various parts of the world, it is necessary for the applicant to make arrangements with the Educational Testing Service, Box 899, Princeton, N.J. 08540, to take the test as soon as he contemplates study at the University of Maryland. When the applicant is ready to begin his studies, he will be expected to read, speak, and write English fluently and will be expected to understand lectures and to take pertinent notes.

A statement regarding the applicant's financial status is required by the Office of International Education Services and Foreign Student Affairs. Approximately \$300.00 a month, or \$3,600.00 a year, is required for educational and living expenses of two academic semesters and a summer session. Arrangements for assistantships must be made directly with the school. A foreign student applicant must be prepared, in most cases, to meet his financial obligations from his own resources or from those provided by a sponsor for the first year of study, and perhaps beyond.

Since the admission and stay of foreign students must conform to the regulations of the U.S. Immigration and Naturalization Service, it is necessary for students eligible for admission to secure from the University's Director of International Education Services and Foreign Student Affairs, the immigration form required for obtaining the appropriate visa. Students already studying in the United States who wish to transfer to the University of Maryland must also secure proper immigration documents in order to request the Immigration and Naturalization Service to grant permission for transfer.

Every foreign student is expected to report to the Office of International Education Services and Foreign Student Affairs as soon as possible after arriving at the University. This office will be able to assist not only with various problems regarding immigration, housing, and fees, but also with more general problems of orientation to life in the University and the community.

Questions concerning criteria and requirements for foreign applicants should be addressed to the Director, International Education Services and Foreign Student Affairs, University of Maryland, College Park, Maryland 20742.

No foreign student seeking admission to the University of Maryland should plan to leave his country before obtaining notice of admission from the Director of Graduate Records of The Graduate School.

DEGREE REQUIREMENTS

The Master of Library Science degree will be awarded to the student who successfully completes a program of 36 hours with an average of B within three years from his first registration in the School.



Under a full-time program a student normally completes 15 semester hours during the fall and spring semesters and 6 hours during the summer term. No thesis or comprehensive examination is required.

Tuition and Other Expenses

TUITION AND FEES

Tuition for study at the graduate level at the University of Maryland for the academic year 1971-72 is set at \$38.00 per credit hour for Maryland residents and \$48.00 per credit hour for out-of-state residents. The nonrefundable \$10.00 fee mentioned earlier under admissions procedures serves as the matriculation fee when the applicant is accepted. A late registrant is charged an additional fee of \$20.00.

Other 1971-72 fees include:

Auxiliary facilities fee	\$ 4.00
Vehicle registration	10.00
Graduation fee—M.L.S. degree	10.00
Graduation fee—Ph.D. degree	50.00

LIVING EXPENSES

Living costs cannot be stated with the same degree of certainty as can regular University charges, since they will depend to a great extent on the individual's taste and his circumstances. The University-owned University Hills Apartments, located adjacent to the campus, are intended primarily for married graduate students and range in price from \$82.00 to \$115.00 per month. Board and lodging are available in many private homes in College Park and vicinity and in privately owned apartment developments. A list of available accommodations is maintained by the University's Housing Office.

AWARDS AND FINANCIAL ASSISTANCE

A substantial number of fellowships and assistantships are available for students enrolled in the school.

Assistantships. The school offers a number of assistantships provided by the University which are awarded on a competitive basis each year. These provide stipends and exemption from tuition and fees. Certain assistantships are provided in the professional library of the school while others are with members of the faculty. In addition to the assistantships supported by the University, a number are also provided under the terms of the research contracts upon which faculty members in the school are engaged. A graduate assistant is permitted to carry up to 10 hours of course work during the regular semester and three hours during the summer session. Some assistantships call for a ten-month academic term while others cover the full calendar year. Ten-month assistantships provide compensation of \$2800; full-year assistantships, \$3360. Information about the availability of assistantships may be requested from the Director of Admissions of the School.

A limited number of residence hall assistantships providing remuneration and remission of fees are also available. Information concerning these posts may be obtained from the Director of Housing, University of Maryland, College Park, Maryland 20742.

Fellowships. A student is eligible to apply for graduate fellowships. The stipend for a Graduate Fellow is \$1,000 for ten months and the remission of all fees except the graduation fee. Applications for these fellowships may be obtained from the School of Library and Information Services. The student who holds a fellowship in the school is expected to carry full graduate programs and satisfy residence requirements in the normal time.

STUDENT LOAN FUNDS

Loan funds administered by the University of Maryland are available to a student in the school. In addition, federally insured loans are available through financial institutions for those enrolled in the school. Full details regarding such prospects may be obtained from the Director, Office of Student Aid, North Administration Building, University of Maryland, College Park, Maryland 20742.

OTHER OPPORTUNITIES

Public libraries in the region as well as other local organizations offer a few stipends and scholarships. In addition a student in the school is eligible to apply for scholarships, fellowships and grants from national organizations awarded for graduate study in librarianship. Information on the availability of such awards may be requested from the Director of Admissions.

PART-TIME WORK

Graduate professional study may be expected to place heavy demands upon the student's time and energy. A full-time program of study is not generally recommended unless the student is prepared to devote substantially full time to the task. For the exceptional full-time student, some supplementing of financial resources through part-time employment may be possible. For anyone who plans a part-time work and part-time study program, information about opportunities for library and information-oriented positions in the region may be obtained by inquiring of the Director of Admissions, School of Library and Information Services.

Student Activities and Services

The Student Council, elected annually in February under the Constitution approved in fall 1969, is composed of four officers and one council member for each 50 students in the Student Organization (the whole student body). In addition to carrying out the normal social and service activities for the students, the council has a vital role in the governing of the school. The officers are voting members of the faculty assembly, students serve on all school committees, and the council supervises a periodic evaluation of the faculty, courses and program. The Student Organization is committed to progressively greater involvement in the planning and improvement of the academic program of the school.

The council also maintains relations with leaders of other library schools and encourages the independent student magazine, the *Bibliophile*. The school is represented by two members in the Assembly of the Graduate Student Federation, the representative body of the graduate students of the University, and S.L.I.S. students are eligible to run for one of the graduate student seats in the University Senate.

There is a range of educational and cultural activities for the students both at the University and in the nearby cities of Washington and Baltimore. Available to the student enrolled in the school are special memberships in the American Library Association, the Special Libraries Association, the Capitol Area Chapter of the American Society for Information Science, as well as other national and regional organizations. Notices of professional meetings, conferences and other programs of interest to the student body are regularly posted.

ACADEMIC COUNSELING

Each student is assigned a faculty advisor. Advisory relationships are informal, however, and the student is urged to consult freely with any member of the faculty on matters relating to his education and future plans.

PLACEMENT AND CREDENTIAL SERVICES

To assist the student in exploring and selecting among various employment opportunities, the University and the school operate a placement program. Libraries and information agencies regularly, notify the school of job openings. Such notices are posted on the bulletin boards in the school. Representatives of a number of these libraries visit the campus each year. Interviews are arranged by the University Placement and Credential Service. This central university-wide service also handles the preparation and referral of credentials for students and alumni. For this service there is a \$7.00 fee. Registration for the service must be made within one year of the awarding of the M.L.S. degree and the fee is good for one year's service. Whether or not a student is actively seeking placement, it is recommended that his credentials file be assembled before he leaves the school. Further details relating to the University Placement and Credential Service may be obtained from the Director of Admissions and Student Affairs.

Additional Information

M.L.S. PROGRAM FOR SCHOOL LIBRARIANS

This program is strictly a graduate program and should not be confused with the undergraduate program offered in the College of Education. Individuals intending to be school librarians must concern themselves with state certification requirements and in some cases, local school system require-

Study, relaxation, interaction—in the student lounge

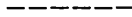




Dr. Wasserman chairs a Conference of Manpower Research Team

ments in addition to the University's requirements for the M.L.S. degree. The program includes both library science courses and education courses and satisfies the state certification requirements as well as the University's requirements for the M.L.S. degree.

Specific questions regarding certification problems and electives for school librarians should be directed to Dr. James W. Liesener.



The prospective student may consult the *University of Maryland Consolidated Undergraduate Catalog 1971-72* for details regarding such university services as health and counseling, general student activities, rules and regulations, and other University facilities. This publication may be obtained from the Student Supply Store, University of Maryland, College Park, Maryland 20742.

The Alumni Chapter of the University of Maryland Alumni Association

The Alumni Chapter of the School of Library and Information Services was formed by members of the first graduating class of the school in August 1966. In addition to its goals of maintaining and fostering friendly and professional relationships among the graduates, its objectives are to promote the welfare and interests of the school, the University and the library profession generally. Each graduate of the school is eligible for membership.

The graduating student is also urged to belong to the over-all University of Maryland Alumni Association which is the organization through which graduates may foster the University's interests and alumni projects. Inquiries relating to Chapter affairs should be addressed to the Office of Alumni Affairs of the University.



III. THE EDUCATIONAL PROGRAM

The Master's Program

The school's program for the Master of Library Science degree requires 36 hours of course work to be completed within a period no longer than three calendar years. A pro-seminar is designed to introduce the student to the broad range of disciplines relevant to library and information service, and so provide him with the necessary background for his more specialized courses. The school is in the process of developing planned sequences of courses for a variety of specializations for information scientists. All courses are open to the student based upon his academic background and his personal requirements and choices. In consultation with his advisor his program is designed to meet his own particular career interests and objectives.

FLEXIBILITY

Contributing to a reasonable degree of flexibility in the master's degree program are the availability of a wide range of courses in the school's curriculum and the opportunity for the student enrolled in the school to take selected courses outside the school and in other departments where the needs of his particular program make it appropriate.

The student is asked to choose his courses with the guidance of a faculty member and with some purposeful pattern in view. Although no "major" is formally required, it is possible to construct a meaningful pattern of concentration from within the framework of the school's offerings designed to improve the student's specific understanding of a type of library or library activity.

METHODS OF INSTRUCTION

Teaching methods vary widely with subject matter and with faculty preferences. The case method, the lecture-discussion approach, the laboratory, and the seminar method are all extensively employed. In some courses all four types of approach are followed. Cases are employed in a design to acquaint the student with the complexities of library operational situations which require analysis, decision and development of a line of action. The lecture-discussion approach is employed in areas in which it can contribute most to the effective integration of reading assignments and class materials. The laboratory provides opportunity to carry out activities of an experimental or practical nature under guidance. Most advanced offerings are designed as seminars in which individual study and research are required and in which students exchange ideas freely with the faculty members and with each other.

The Curriculum

LBSC 600 (290F). Pro-Seminar (Lecture and Tutorial). (6) Staff.

To introduce the beginning student to the field of librarianship, covering such topics as the communication process, libraries as social institutions, document processing, and characteristics of library users, in order that the student might better identify and achieve his professional objectives. (This course is required.)

LBSC 610 (202). Introduction to Reference and Bibliography. (3)

Mr. Dubester.

This course introduces the structure of information and the purposes and peculiarities (e.g., incompleteness, fluidity) of bibliographic control systems. The student familiarizes himself with three general control systems (monograph bibliography, serials bibliography, government bibliography) as well as with general reference books. The student is led to recognize types and characteristics as well as representatives in each class.

LBSC 613 (213). Literature and Research in the Sciences. (3) Mr. Caponio.

The objectives of this course are to develop an understanding of the nature and scope of the scientific and technical literature and the importance and use of the supporting reference materials, the trends in the direction of research in the principal scientific and technical disciplines, and the flow of information among research scientists. Attention will be given to some of the major contributions to the scientific literature, to reference and bibliographic aids, and to periodical and serial literature and its control through abstracts and indexes. Readings will cover the history and significance of the scientific literature, the dissemination, use and flow of all forms of information among scientists, and the direction and patterns of major research trends as they may affect the research librarian. Literature searches will attempt to point out the problems and constraints involved in conducting a comprehensive literature search on a specific research topic.

LBSC 615 (215). Literature and Research in the Social Sciences. (3)

Mr. Warner.

This course is based on an interdisciplinary point-of-view, manifested in an integrated social science approach. The impact on social science of both behaviorism and empiricism is emphasized throughout the course. Controls over sources of information constitute the framework within which the course is presented.

LBSC 617 (217). Literature and Research in the Humanities. (3)

Mr. McGrath.

The course defines the humanities, the mechanics of humanistic inquiry, and the prod-



*Mr. Wright, Mr. Armitage, Mr. Soergel,
Mr. Haro at a committee meeting*

uct of such inquiry. The student examines the structure of the primary and secondary source literature of the principal humanistic disciplines, and studies in close detail representatives of types of bibliographies and reference books that control information in each discipline.

LBSC 620 (244). Medical Literature. (3) Miss Sewell.

The course introduces the student to the medical literature and its reference sources. It stresses those aspects of the field of medicine which lead to special characteristics in the organization and handling of its literature. It also emphasizes those innovations in librarianship and information services which are being developed in the medical library field.

LBSC 624 (245). Legal Literature. (3) Mr. Bougas.

This course is an introduction to legal research in the statutes and codes, judicial decisions, encyclopedias and digests, treatises, periodicals, etc., of the legal profession. Variations in techniques of acquisition and ordering, publishers, and cataloging and classification uniquely related to law library administration are examined. The present and future impact of computerizing legal research and method are explored.

LBSC 626 (263). Literature of the Fine Arts. (3) Staff.

The primary focus is on the literature of the plastic or visual arts: architecture, painting and sculpture. The approach is historical with a chronological study of the great

periods in the fine arts related to the bibliographic resources of each period. For each period the student will examine first the subject content: history of ideas and movements, key examples and their spheres of influence and current problems and their investigation; and second, the literature: classics, landmark books, reference tools (such as bibliographies, handbooks, indexes), scholarly works, and popular literature.

LBSC 627 (233). Governmental Information Systems. (3) Staff.

The course consists of a descriptive-analytical consideration of governmental efforts, in terms of systems, to solve national information problems. Particular attention is given to the means of intellectually penetrating complex, decentralized governmental organization and administration as a prerequisite to the understanding of governmental information systems.

LBSC 631 (259). Business Information Services. (3) Mr. Wasserman.

This course is designed to introduce the student to the information structure from which the business librarian draws the data necessary to aid clientele. The coverage includes governmental information systems, institutional and organizational forms, as well as the bibliographic apparatus relevant to contemporary managerial information needs. The orientation in the course is toward the use of information in problem solving situations.

LBSC 633 (271). Advanced Reference Service. (3) Mr. Dubester.

Theoretical and administrative considerations, analysis of research problems and directed activity in bibliographic method and search techniques in large collections form the basis for this course.

LBSC 635 (273). Resources of American Libraries. (3) Staff.

A seminar in the problems of research collection development. Significant American research collections are studied by each member of the seminar, who prepares and presents papers on such matters as: the means of surveying collections, special subject research collection development, the measurement of collection use, and the problems associated with the collection of unconventional materials.

LBSC 636 (222). Children's Literature and Materials. (3) Mrs. Chisholm.

The course is designed to develop critical standards for the judgment of children's literature. Such judgment requires a broad base of reading in the literature itself and a knowledge of standards developed by professionals in the field. The course requires extensive reading by the student in order to further his critical sense and to broaden his understanding of the field. Emphasis is placed on critical analysis, both oral and written, of the whole range of literature for children, fiction and non-fiction.

LBSC 637 (275). Storytelling Materials and Techniques. (3) Mrs. MacLeod.

The purpose of the course is to prepare the student in the art and practice of storytelling. The first portion of the course establishes, by intensive reading and class discussion, a broad foundation in the materials of oral literature. The second portion provides training and practice in the techniques of storytelling.

LBSC 642 (206). Organization of Knowledge in Libraries, I. (3)

Mr. Wellisch.

This course introduces the student to the principles of subject organization of knowledge. A theoretical investigation of the nature and principles of classification and indexing leads to the establishment of criteria for various systems. The major classification schemes in use today, lists of subject headings, pre- and post-coordinate indexing methods and thesauri are critically compared. Special consideration is given to the structural characteristics of each system as they affect practical application in various information retrieval environments.

LBSC 644 (207). Organization of Knowledge in Libraries, II. (3)

Mr. Wellisch.

The course examines the function, nature, construction, and maintenance of catalogs and the role of cataloging in achieving bibliographic control. Problems of author-title and descriptive cataloging are explored with reference to past and present solutions. Attention is paid to different types and forms of catalogs, to national and to international cooperation in cataloging and to its administrative problems.

LBSC 647 (228). Analytical Bibliography and Descriptive Cataloging. (3)
Staff.

Step-by-step description of the processes involved in printing on the hand-operated press; techniques of collation transcription, culminating in the formularies of Greg and Bowers; organization of the products of analytical-bibliographical work (strata of publications); relation of analytical-bibliographical transcription to descriptive cataloging, to construction of footnotes; citation-order theory applied to analytical bibliography.

LBSC 650 (208). Fundamentals of Documentation. (3) Staff.

The main concern of the course is to develop an understanding of the problems inherent in information control, and the problems of the librarian in identifying, acquiring and exploiting it; in particular, in non-traditional forms and from non-traditional sources. The course comprises: the literature explosion, a consideration of forms and sources of recorded information and problems of bibliographic control; theories of advanced literature searching, both manual and mechanized and a critical comparison of methods of disseminating information, including an evaluation of mechanical aids. The language barrier, translation and cooperation and mechanical translation are considered, particularly in the light of recent research and development.

LBSC 653 (224). Construction and Maintenance of Index Languages. (3)
Mr. Soergel.

This course builds on the foundations of subject work laid in LBSC 642, and is suitable for the student who has shown aptitude and ability in that course. The method is practical. Each student constructs, for a subject of his own choosing, a classification scheme, together with sample studies for an alphabetical index to the schedule and to a classified catalog, a subject heading list and a thesaurus. Class work includes exercises in analysis, examination of published systems for special subjects and discussion of problems encountered by the student in constructing his own scheme.

LBSC 656 (210). Introduction to Information Retrieval Systems. (3)

Mr. Soergel.

The aim of this course is to identify and compare critically the ways in which information may be coded, stored and retrieved. This course considers the physical and intellectual characteristics of the material to be handled and their effect on storage and retrieval problems of preparation, analysis and coding, the context of demand and recall and relevance. A study of this preparation of material includes problems of input, the development and control of index vocabularies, the syntax of index languages, file organization, and problems of output. A discussion of linear sequence in document descriptions, hierarchical and synthetic classification and direct and indirect alphabetical indexing, illuminate developments in the twentieth century in the search for a flexible structure and an underlying pattern. Correlative indexes using both term entry and item entry are studied to reveal principles and problems of coding, thesauri, search strategy, and levels and types of search.

LBSC 657 (227). Testing and Evaluation of Information Retrieval
Systems. (3) Mr. Soergel.

Prerequisites: LBSC 653 (224), Statistics requirement.

This course attempts to identify the means by which evaluation may be made, the parts and aspects of IR systems susceptible to testing and the value of testing. This course covers elements of IR systems; input, index language, file organization, output, methods of dissemination; factors affecting IR systems performance, user and management needs as performance criteria; and methods of evaluation of operation and economics of IR systems.

LBSC 665 (235). Problems of Special Materials. (3) Staff.

A brief discussion of the nature and consequent fundamental problems of special materials leads to an examination of particular types of material (maps, music, serials, audio-visual forms, etc.) and the way in which they effect traditional methods of library processing. The main part of the course is concerned with advanced principles and practice of technical services applicable to special materials, mainly of cataloging and conservation, with some attention to acquisition, subject organization and use.

LBSC 670 (249). Seminar in Technical Services. (3) Mr. Costabile.

The concentration of this course is upon readings, class analysis and student discussion, and preparation of papers upon special issues facing the field of technical services in large libraries. Such areas as acquisition, cataloging and classification, circulation, and managerial controls are dealt with.

LBSC 674 (251). Introduction to Reprography. (3) Mr. LaHood.

A survey course designed to give a basic understanding of all reprographic processes (printing, duplicating, copying, microreproduction) and how these processes are used in furthering library services. The course includes consideration of book catalogs, catalog card reproduction and copyright issues.

LBSC 677 (255). Seminar on Manuscript Collections. (3) Staff.

Analysis of the special problems involved in the development, maintenance and use of archival and manuscript collections. The purpose of the course is to develop in the student a broad understanding of these problems through the study of their history, the rationales upon which they are based and contemporary problems confronting the archival profession.

LBSC 700 (200). Introduction to Data Processing for Libraries. (3)

Mr. Doszkocs and Staff.

This is an introductory course designed to familiarize the student with the basic principles of data processing. The first part of the course is devoted to the fundamentals of punched card processing and how they have been applied to library operations. This is followed by an introduction to system analysis and the tools which are available to assist in establishing system requirements. The final portion of the course concentrates on electronic data processing systems and programming. These are illustrated by case studies of the application of electronic data processing to library operations.

LBSC 705 (225). Advanced Data Processing in Libraries (3) Mr. Meadow.

This course is designed to give a detailed presentation of the role of data processing systems in library operations. The library is viewed as a switching center in the human communication system. Indexing and query languages are discussed, and particular attention is devoted to their design and implementation on data processing systems. The organization of information for data processing is covered, with particular attention to file organization, file processing and searching and the impact of storage media on file processing. Specific examples from library operations are used to illustrate the concepts and to indicate the current state-of-the-art of using data processing systems.

LBSC 711 (232). Programming Systems for Information Handling Applications. (3) Staff.

Prerequisite: LBSC 700 (200) or equivalent.

This course covers the elements of programming system design and operation. Special emphasis is given to the influence of information handling and library requirements on programming system design. This influence is particularly noted in that part of the course addressing the data management aspects of systems which will cover the methods used in representing structured data in storage and the techniques for operating on that data. A state-of-the-art review is made of those compiler languages and generalized information systems which are pertinent to library applications.

LBSC 715 (234). Library Systems Analysis. (3) Mr. Kraft.

Prerequisites: LBSC 700 (200) or equivalent, Statistics requirement.

This course treats the principles of systems analysis with special emphasis on the problems presented by library and special information systems. Particular attention is paid to the unique role of the user in library systems and the difficulties of determining user requirements. The course identifies the tools and techniques pertinent to systems analysis. The relationship of system analysis to the system implementation process is covered.

LBSC 721 (258). Topics in Information Science. (3) Mr. Heilprin.

Provides orientation on fundamentals of library and information science and background for advanced work or specialized research in the field. Definition of information science, relation to cybernetics, semiotic and other sciences; systems analysis, transformations and basic constraints on information systems, classes and their uses in search and communication; optimization and mechanization of information systems.

LBSC 726 (265). Seminar in Information Transfer. (3) Mr. Heilprin.

The objective of this seminar in information service is to discuss fundamentals of human and machine communication. The nature of messages in libraries and information systems will be approached from the viewpoint of the physical, logical and intellectual transformations which they undergo in their path from message sender to recipient. Some models of information search will be developed, studied and discussed by the group.

LBSC 731 (211). Library Administration. (3) Mr. Wasserman.

In this course the library is viewed comparatively, and administrative theory and principles from the social sciences are examined in the light of their relevance for library administration. The approach is largely theoretical and the course draws heavily upon the literature of the behavioral sciences. In lectures and case discussion such managerial and organizational issues as bureaucracy, the administrative process, communications, hierarchy, and professionalism are identified and analyzed.

LBSC 736 (267). Advanced Organization and Administration of Libraries and Information Services. (3) Miss Bundy and Mr. Wasserman.

Prerequisite: LBSC 731 (211).

This course will build on the understandings and concepts introduced in LBSC 731 (211) *Library Administration*. The student's theoretical understanding of organization and administration will be advanced by further reading of the scholarly works in the field and through wider reading in the various sub-fields of organization and administration. This course will seek to more intensively examine libraries as organizations through several mechanisms. Students will prepare short papers which explore libraries in these terms; case exploration may be made of a library situation. The sophistication developed by the student will be employed in the last portions of the course to understanding libraries as changing organizations. The significance of contemporary and information developments will be considered in this context.

LBSC 740 (248). Seminar in Library and Information Networks. (3) Mr. Olson.

The issue of inter-library cooperation, the formation of cooperatives and consortia, and



A library worker shows a student how to use a new reader-printer

the economic and social consequences are all matters of considerable interest to the library and scholarly communities as well as to planners, administrators and public officials. Thus, the course will have a continuing audience among library school students and possibly students from other disciplines interested in large-scale information systems.

LBSC 743 (253). Seminar in the Academic Library. (3) Mr. Reynolds.

The seminar is problem-oriented, although students are afforded an overview of academic library concerns and issues through reading in secondary sources. Each participant is expected to initiate and complete an investigation on a researchable topic, utilizing both primary and secondary data-gathering techniques. Topics are framed and the investigation is operationalized within a framework of group criticism.

LBSC 747 (261). Seminar in the Special Library and Information Center. (3) Staff.

This seminar reviews the development and present status of special libraries and information centers, their scope and objectives, particular administrative and organizational problems, acquisition, organization and use of information. Investigations into principal information centers and their services are included. Some attention is given to the interrelationships of special libraries and information centers, and their similarities and differences in terms of objectives, information provided and systems used.

LBSC 754 (264). Seminar in the School Library. (3) Mr. Liesener.

A seminar on the development, the uses, the objectives, the philosophy, and the particular systems employed in school libraries. Evolving trends and influences upon the evolution of the school library and its increased responsibilities for new services and arrangements relating to the concept of its role as a material center are considered. The emphasis of analysis and discussion is upon those patterns uniquely identified with library service in a modern school.

LBSC 757 (226). Library and Information Service Facilities—Objectives and Performance. (3) Mr. Olson.

Prerequisites: LBSC 715 (234), 731 (268).

The aim of this course is to describe the policy context within which an Information Retrieval (IR) or library service facility must operate. A major concern is the user and his needs, supported by discussion of the objectives of IR and library systems and how decisions are made, particularly in the context of cooperative and decentralized networks.

LBSC 804 (204). Communication and Libraries. (3) Mr. Kidd.

This course is intended to provide the student with an understanding of libraries and other information systems as social institutions. Selected conceptual approaches, extracted from the entire range of the social and behavioral sciences are utilized to achieve a comprehensive picture of library operations. General theories of social communication will constitute the central context. These will be supplemented by propositions from decision theory and others. Selected aspects of research methodology in the social sciences will also be introduced with emphasis on survey techniques and the special problems of "user" studies.

LBSC 807 (246). Science Information and the Organization of Science. (3) Mr. Kidd.

Prerequisite: LBSC 650 (208).

The principle theme of this seminar is a description of the institutional environments in which science information is produced, evaluated and disseminated. The history of these functions will be covered with particular emphasis on the role of voluntary associations among scientists and the emergence of national and regional societies in the United States. The problems of managing the information dissemination function within the scientific societies will be considered with particular concern given to the differentiation of scientific sub-specialties and the nature of the transactions between specialties and parent disciplines and transactions across disciplines. Researchable issues such as the influence of information services on scientific productivity will be emphasized. The impact of federal subsidies on national societies and other institutions having comparable functions will also be considered.

LBSC 815 (269). Library Systems. (3) Mr. Kidd.

This course focuses on the effects of technological change and institutional development on traditional library-service operations. A conceptual framework is developed which shows the evolutionary processes leading to contemporary systems and a projection of future trends. In particular, the influence of programs at the federal government level is studied as they influence national constituencies and local institutions. An example would be the effect of programs under the State Technical Services Act on state supported facilities. Other non-federal programs having significant prospects for broad effect (e.g., EDUCOM, commercial time-sharing, etc.) are also studied.

LBSC 817 (220). Public Library in the Political Process. (3) Miss Bundy.

This course considers public libraries in a political context, introducing the student to behavioral approaches to the study of politics and to the literature on the urban gov-

ernment and regional planning. Political relationships of public libraries are considered including voting on library issues, the role of library boards and relationships with local government. Also included is the role of state agencies in local development and the role of professional associations. Classes are discussion oriented, centered around the readings. Students also undertake an individual scholarly paper.

LBSC 825 (268). Libraries and Information Services in the Social Process. (3)
Mr. Olson.

Discussion of key elements in the political and social milieu which influence the role of libraries and information service facilities in providing services. Impact of local, state and federal governments, public opinion, private interest groups, mass media, scientific community, etc. upon the decision-making process. Problems of goal setting in a changing environment, policy boundaries, the budgetary process, existing organizing libraries as changing organizations. The significance of contemporary library and information developments will be considered in this context.

LBSC 827 (209). History of Libraries and Their Materials. (3) Staff.

This is a survey of the historical development of publication forms and the institutions in which they have been collected and preserved for use. The major emphases are upon the development of written and printed materials, the social and technological conditions which have controlled their development, and the intellectual forces which have controlled their use.

LBSC 833 (270). Library Service to the Disadvantaged. (3)

Mr. Wright and Staff.

This course is an opportunity to discover and explore the public library and information services required by special populations. Emphasis is placed on needs of disadvantaged, non-using communities. The student will deal at some length with the sociological and psychological aspects of discrimination, alienation and poverty. A review of innovative efforts in other public services will provide insight into various approaches for meeting client needs, some understanding of the processes involved in modifying public service institutions and an awareness of the demands placed upon public libraries by programs of social intervention. Translating these understandings into implications for public library and information services will be an exploratory experience in which students will play an important and active role.

LBSC 837 (277). International and Comparative Librarianship. (3) Staff.

This course is designed to compare and contrast bibliographical systems, institutions, service arrangements, and professional patterns in developed and developing cultures. Libraries are viewed against the backdrop of their cultures and the influence of the social, political and economic factors upon these forms are considered. Each student prepares papers analyzing programs in differing settings and exploring the bases for variations and similarities.

LBSC 844 (231). Research Methods for Library and Information Activity. (3)
Mr. Olson and Mr. Kraft.

The first half of this course is designed to give the student an overview of the research process and research methods. The second half concentrates on the role of theory and models in research, the nature of theory, theory generation and construction. Students consider various theoretical approaches to the study of library and information activity and each develops a conceptual framework to guide an individual investigation. Broader research issues are also considered, including sponsorship in research and research utilization.

LBSC (852 (237). Seminar in Research Methods and Data Analysis. (3)
Mr. Kidd.

Prerequisites: Statistics requirement, LBSC 844 (231).



*Testing a program at the
Computer Science Center*

An advanced seminar in research methods with emphasis upon analysis of data and hypothesis testing. It is expected the student will take this course near the point of formulating his methodology for his dissertation and the course will provide him with an opportunity to develop experience in using several analysis methods which may be appropriate for the dissertation.

LBSC 855 (239). Analysis of the Library Service Process. (3) Mr. Olson.
Survey of concepts and methods for measurement and evaluation of library services in the context of an operating library system. Students apply the concepts and methods in individual or team research projects.

LBSC 859 (290). Independent Study. (1-6)
Designed to permit intensive individual study, reading or research in an area of specialized interest under faculty supervision, registration is limited to the advanced student who has the approval of his advisors and of the faculty member involved.

LBSC 899 (499). Thesis Research. (Arranged)

Institutions of Higher Learning Represented
in the 1970-1971 Student Body

U.S. Colleges and Universities

Adelphi University	Frostburg State College
Agnes Scott College	George Washington University
Alderson-Broaddus College	Georgetown University
Alfred University	Glennville State College
Allegheny College	Goucher College
American University	Heidelberg College
Andrews University	Hobart & William Smith College
Ball State University	Hofstra University
Barnard College	Hood College
Beloit College	Howard University
Bethany College; West Virginia	University of Illinois
Boston University	Indiana University of Pennsylvania
Bowling Green State University	University of Iowa
Bryn Mawr College	Uniata College
California Institute of Technology	University of Kansas
Carson-Newman College	Kearney State College
Catholic University of America	Kentucky Wesleyan College
College of Charleston	Lambuth College
Chatham College	Louisiana Polytechnic Institute
University of Chattanooga	Loyola University
Clarion State College	University of Maine
Colby College	Manchester College
University of Colorado	Manhattan College
Columbia Union College	Massachusetts Institute of Technology
Columbia University	University of Massachusetts
Coppin State College	McMurry College
Cornell University	Merrimack College
University of Delaware	University of Michigan
Delta State College	Michigan State University
Denison University	Middlebury College
District of Columbia Teachers' College	University of Minnesota
Drew University	University of Missouri
Duke University	Morgan State College
Emory University	Mount Holyoke College
Fairleigh Dickinson University	Mount St. Agnes College
Federal City College	Muskingum College
Fisk University	University of New Hampshire
University of Florida	City University of New York
Florida State University	State University of New York at Buffalo

State University College at Geneseo	San Francisco State College
State University College at Oneonta	Scripps College
New York University	Seton Hill College
North Carolina State University at Raleigh	Shippensburg State College
University of North Carolina—Chapel Hill	Smith College
University of North Carolina—Greensboro	University of South Florida
North Carolina College at Durham	Southern Illinois University
Northwestern University	Spelman College
Notre Dame College; Maryland	Stanford University
Oakland University	Swarthmore College
Oberlin College	Syracuse University
Ohio State University	Prairie View A & M College
Ohio Wesleyan University	University of Texas—Austin Campus
University of Oklahoma	University of Texas—El Paso Campus
Old Dominion College	Towson State College
Our Lady of Good Counsel College	Trinity College; D. C.
University of Oregon	Tulane University
Pacific Union College	Tuskegee Institute
Peabody Conservatory of Music	Union College
University of Pennsylvania	Ursinus College
Pennsylvania State University	Vanderbilt University
Pratt Institute	Virginia Polytechnic Institute
University of Puerto Rico	Virginia State College
Radcliffe College	Washington State University
Randolph-Macon College	Washington University
Randolph-Macon Woman's College	Webster College
University of Rhode Island	Wells College
Rice University	Western Maryland College
University of Rochester	Westminster College
St. Andrew's Presbyterian College	Wheaton College
St. Bonaventure University	Wilmington College; N. C.
College of St. Scholastica	Wilson College
University of St. Thomas	University of Wisconsin—Madison Campus
Salem College	University of Wisconsin—Milwaukee Campus
Salisbury State College	

Foreign Schools Represented

Glasgow University
 Hezsingin Yhteislyseo
 (University of Helsinki); Finland
 Technical University; Budapest



Doctoral students in a meeting with Dr. Olson and Dr. Kraft

IV. ADVANCED STUDY AND RESEARCH

The Doctoral Program

During the first four years of the school's history, efforts were heavily concentrated upon the development of the master's level offering and upon the planning and securing of support for research and development programs. The doctoral program, begun in 1969, is designed to enhance and further the offerings of the school, building upon the base provided by the master's level courses.

OBJECTIVES

The primary objective of the doctoral program is to prepare students for subsequent roles of scholarship and research in library education. The Maryland program has identified two major strategic areas of study: the societal aspects of information organization and the problems of information storage and retrieval. A key element in the program is the recognition that the definition and solution of basic research problems of librarianship require an interdisciplinary approach. The University's degree structure and its attitude toward alliances with other disciplines offer suitable climate for this type of program. It should be noted that while engaging in other disciplines in the doctoral sequence of the student, the program assures that the student's central focus will be on library and information problems.

STRUCTURE AND CONTENT

The doctoral program in the School of Library and Information Services is administered under standards and regulations established by the Graduate School under the jurisdiction of the Graduate Council. The program requires

the equivalent of three years of full-time work to complete, this time normally divided approximately two years to formal course work (60 course hours) and one year to research on the dissertation. The doctoral student must be engaged full-time in the program for two academic years at minimum. One year must be spent in residence. Work conducted at other universities may be applied toward the degree, but in no case may the number of formal course hours taken at Maryland be less than 24, and only the exceptionally prepared candidate can expect to take only the minimum.

The Ph.D. degree is awarded not merely as a certificate of residence and course work completed, but is granted only upon sufficient evidence of high attainment in scholarship and the ability to carry out independent research as demonstrated by the passing of examinations and the writing of an acceptable thesis.

All students pursuing the doctoral degree in library science and information services must achieve an understanding of basic theory in the following areas:

- Theoretical approaches to the organization of knowledge.
- Documentation—organization of recorded information and its handling.
- Theory and structure of information retrieval systems.
- Libraries in a social context, including communications, information need and use.
- Libraries in the context of organization and administrative theory.

Since the emphasis in this program is on research, research methodology will be particularly important. All candidates will be expected to take at least six hours of research methods. Candidates must also exhibit a proficiency in statistics.

As the candidate moves on toward specialization in the program, he may elect one of two broad routes: *Information Storage and Retrieval*, or *Societal Aspects of Librarianship*. These routes are not mutually exclusive, but they do represent a broad differentiation by the type of orientation, program of study and supportive disciplines likely to be involved.

Information Storage and Retrieval. This route in the doctoral program includes the theory of information retrieval systems, their design and evaluation, the theory of classification including construction and maintenance of index languages, and the consideration of libraries and other information service facilities as systems susceptible of analysis and evaluation. There are several disciplines supportive of study in this broad area at the University, including mathematics, philosophy, business and public administration and computer science. For instance, it is possible to declare a minor in computer science by satisfactorily completing nine hours at the graduate level in that school.

Societal Aspects of Librarianship. Dependent upon their interests, candidates may also wish to take courses from the *Societal Aspects* route. This broad area encompasses the behavioral aspects of the field, including libraries as bureaucratic institutions, in terms of social and historical development, internal organizational patterns and behavior, political relationships, community and clientele relationships, professional aspects and inter-organizational aspects. The candidate is expected to specialize further by concentrating on a particular aspect of this route. He is encouraged to turn to the social science disciplines and may be expected to take a significant num-

ber of course hours in these disciplines. As relevant to his needs and interests and background, the student may also take one or another of the courses in the *Information Storage and Retrieval* area.

Other Areas. An area of interest in the school which bridges between the two routes is that of research library networks. Other promising areas have been, or are being developed at the University which will permit this program to take advantage of developments in the various social science disciplines.

Language Requirement for the Ph.D. The school has no language requirement unless the individual student's specialization or dissertation requires it.

The Qualifying Examination. After a beginning period of study at the University of Maryland, but before the completion of his first year in residence, an assessment will be made as to the student's preparedness to meet the intellectual requirements of further advanced study and original research. A special committee will review the work of the candidate to date, in particular his formal papers as well as other evidence of his scholarly aptitude, and then administer an oral (or possibly written) examination. The committee will be concerned, not solely with subject mastery, but more importantly with assessing the student's ability to deal with the theoretical requirements of doctoral work and with his capacity for identifying problems and the means of their solution. The examination will serve the dual function of deciding if the student should continue in the doctoral program and if so, to serve as a guide in the development of his program.

The Comprehensive Examination. This examination is to be taken at, or near, the completion of the student's course work. It is required before admission to candidacy. In written examination, the student must demonstrate his competency in the areas required of all candidates and in those selected by him as constituting his specialty.

The Thesis Proposal. At the time of his preliminary examination, the candidate must have a general notion of the research problem he proposes to pursue and the committee may undertake to question the student about it in broad terms during the oral examination. In a more informal examination, the student's doctoral committee, both as a group and individually, will approve the student's topic and approach and provide advice and counsel.

The Final Examination. In this examination, the candidate is expected primarily to defend the dissertation, but may also be asked questions testing the student's subject competence. The candidate must see that each member of the committee has had ample opportunity to examine the dissertation prior to the oral examination. The final recommendation of this committee must be unanimous.

ADMISSIONS AND FINANCIAL ASSISTANCE

Individuals are accepted in the Ph.D. program who have received a Bachelor's or higher degree from an appropriately accredited institution and who have demonstrated excellent scholastic attainment. The undergraduate or graduate area of specialization will not be the determining factor in acceptance, but preference will be given to students who have demonstrated ability in logic, general mathematics or statistics, or in the social sciences.

In evaluating applicants, a combination of measures is used. Students are expected to have a B average or better in undergraduate work. Considera-

tion is also given to the nature of the course program they pursued. All applicants are required to take the verbal and quantitative tests of the Graduate Record Examination. These scores will be among the criteria considered in combination with others. Assessment by former instructors able to estimate the student's potential for advanced study is an additional factor. As a personal interview is usually required, the prospective candidate should plan to visit the school and meet the faculty in order to assure himself that this is a program suited to his particular orientation.

The school has funds available for the support of a number of Ph.D. candidates through assistantships. These are awarded on a competitive basis by the Doctoral Committee to both new and continuing candidates, with renewals based on the student's academic performance. The graduate assistantship carries a stipend of \$2,800 for the ten-month academic year, plus remission of tuition, and requires a minimum of 20 hours per week service to the department. The holder of an assistantship is normally restricted to registration for not more than ten credit hours per semester.

Information for foreign students who wish to apply to the program can be found on p. 14. For information on tuition and other expenses, see p. 16.

Applications for admission should be filed as early as possible during the period preceding the semester for which admission is sought so that the applicant can be given every consideration. New doctoral students generally enter the school at the beginning of the fall session. The closing date for submitting applications for the fall session is June 1.

Requests for admission forms, financial aid applications and additional information concerning admission to the school should be directed to:

Director of Admissions
School of Library and Information Services
University of Maryland
College Park, Maryland 20742
Telephone: 301-454-3016

Research Programs

Through its research programs the school and its faculty are committed to a combination of related objectives: the advancement of basic knowledge about the institutions in which librarianship and information service is practiced and about the human beings who perform within them; the utilization of that knowledge in the teaching and service programs provided by the school for the library profession; and the encouragement of the faculty and graduate students to disseminate the evidence of their study for application to practice in the field. The school has built its faculty upon the concept of specialization and upon the conviction that in order to achieve success in imparting the theory, the concepts and the basic knowledge requisite in graduate instruction, its faculty must contribute actively to such a body of knowledge.

The scholar at the School of Library and Information Services undertakes research of both a sponsored and unsponsored nature. In addition to individual research by faculty members, the school has also accepted commitments for the conduct of programmatic, large scale efforts to the extent that such work might be carried out by members of its faculty, in some instances in



concert with scholars at other institutions. The research aspirations of the school relate to identifying the scholarly evidence necessary in furthering understanding of the field or in advancing its purposes.

THE MARYLAND RESEARCH FACILITY

During the first year of the school's program an arrangement was conceived with the Maryland State Department of Education's Division of Library Extension whereby the division provided financial aid and supporting staff for a designated member of the school's faculty to carry out research on central problems of concern to the Maryland library community. During the first two years of this relationship, Dr. Mary Lee Bundy carried out a large scale empirical study of public library use in metropolitan Maryland. Dr. Jerry Kidd then became the principal investigator in this project. Dr. Kidd's focus of interest is upon the analysis and development of the potential for regional informational systems development in the Maryland area.

Among the school's externally supported research efforts is the *Development of a Programmed Course for the Training of Indexers in Educational Documentation*. This work was carried out under a grant from the U.S. Office of Education. Its purpose was to produce and to test a training program suitable for preparing the indexers in the national information system known as ERIC (Educational Research Information Center). The system now has nineteen clearinghouses specializing in different aspects of education. The program consists of four lessons. The first two explain the principles of indexing in general and of coordinate indexing in particular, concept indexing and translation. Lessons three and four are practical. The third contains a detailed demonstration of indexing an educational research document and the fourth provides further exercises for the student.

A second research effort, conducted by Dr. Bundy, was the *Metropolitan Public Library Use Study*. This large scale adult user inquiry involved over 20,000 questionnaire returns from patrons of the 100 library outlets in the Washington-Baltimore metropolitan area of Maryland. It affords a general profile of the library's public: their socio-economic characteristics, their purposes in coming to libraries, their library use habits, and their satisfaction with services. Analyses were also made by occupational group, by library system and by size of library unit. These analyses permit generalizations regarding the factors which influence the use and users of public libraries.

Another major effort which the School undertook was *A Study of Manpower Needs and Manpower Utilization in the Library and Information Professions*. Conducted under the auspices of the U.S. Office of Education, the National Science Foundation and the National Library of Medicine, this three-year interdisciplinary program involved scholars from psychology, sociology, political science, economics, and library science. The project was directed by Dr. Paul Wasserman, with Dr. Mary Lee Bundy as associate program director. The particular studies conducted and those who carried them out are: *Economics of the Library and Information Professions*, Dr. August Bolino, Catholic University of America; *Personality and Ability Patterns as Related to Work Specialties in the Information Professions*, Dr. Stanley Segal, Columbia University; *Interlibrary Cooperation*, Dr. Edwin E. Olson, University of Maryland; *Image and Status of the Library and Information Services Field*, Dr. J. Hart Walters, Jr., George Washington University; *Role Concepts and Attitudes Toward Authority Among Librarians and Information Personnel*, Dr. Robert Presthus, York University; *The Executive in Library and Information Activity*, Dr. Paul Wasserman and Dr. Mary Lee Bundy, University of Maryland; *The Analysis of Education and Training Patterns in the Information Professions*, Dr. Rodney White, Cornell University. The final product of this program is a series of monographs prepared by the principal investigators and a synthesizing volume by the study director designed to explore the policy implications for the library and information professions during the decade ahead.

In a contractual relationship with the Enoch Pratt Free Library in Baltimore, the school planned and has implemented a design for an information center for the city, to be operated by the public library. As the effort is conceived, it calls for the program to inventory sources of information, both published and unpublished, and to develop a prototype information service which will direct inquirers to data sources wherever they exist.

The school's "Poverty" project was an experiment in library education with a strong research component. The program grew out of the school's recognition of a responsibility to help libraries adapt traditional library service to meet changing social requirements and needs. With funding from the U.S. Office of Education, it mounted an experimental educational program which combined courses with actual field experience in a laboratory library maintained by the school for this purpose. Assistantships provided a number of students with more intensive experience in the laboratory. The laboratory library known as the "High John" Library is located in Prince George's County and has now been taken over by the Prince George's County Library.

This program was of educational significance not only for library schools planning educational offerings specifically related to service to the disadvantaged, but in helping to assess the value of the laboratory approach in order to bridge the gap between theory and practice. It also provided concrete research evidence as well as trained personnel to assist public libraries in making adaptations in their programs and services to the culturally and economically deprived.

A cooperative agreement between the National Agricultural Library (NAL) and the University of Maryland was established in 1970 to bring together SLIS faculty and students and NAL librarians in a research team to develop a new approach to training for problem-solving by applying analytical concepts and methods to a new research problem each semester. Each semester builds on the work of the previous semesters. Dr. Edwin Olson has directed the project each semester together with Dr. James Liesener and Dr. Donald Kraft.

Through the availability of assistantships the research programs provide financial support and the opportunity for advanced students to gain appropriate research experience. The school maintains close association with other university departments and colleges concerned with research and with methodology relevant to research in the library context. To further such activity and lines of inquiry, joint appointments have already been developed with the Computer Science Center and with the College of Education. Relationships with other programs of the University are also planned.

Publications

The first number in the School's "Student Contributions Series" was issued in the fall of 1967. This is *The Library's Public Revisited*, edited by Mary Lee Bundy with Sylvia Goodstein. The series is designed to carry the results of students' scholarly efforts when a number of pieces of sufficient merit organized around a common theme and growing out of research conducted by students in particular courses, become available. The second in this series, *The Universe of Knowledge*, edited by Derek Langridge with Esther Herman, was issued in the spring of 1969. *The Study of Subject Bibliography with Special Reference to the Social Sciences*, edited by Christopher D. Needham with Esther Herman (1970) is Number 3 of the "Student Contribution Series." The School has also begun a "Proceedings" series. The first monograph in this series, issued in 1968, is *Reclassification—Rationale and Problems*, edited by Jean M. Perreault. *Metropolitan Public Library Users*, a report of a research study of adult library use in the Maryland Baltimore-Washington metropolitan area by Mary Lee Bundy, was also published in 1968. In early fall 1970 the



*Drs. Chisholm and Liesener
discuss school librarianship*

school published *The Universal Decimal Classification*, a programmed instruction course, by Hans Wellisch.

Distribution of the monographs is handled by the University of Maryland Student Supply Store and inquiries and orders should be directed to this agency.

Library and Information Services

The School of Library and Information Services maintains its own library and information service within the school. The library is an information center organized for the express purpose of affording the school's faculty and research staff the same kind of modern special library service as that provided by other forward looking agencies committed to this ideal. Its staff, which includes two professional librarians and a number of assistants who are stu-

dents within the school, provides direct assistance to students and faculty in the solution of academic and research problems. The faculty and advanced graduate students are provided detailed bibliographic assistance. Use of the library as a laboratory setting for both individual and class projects and experiments is encouraged as a means of translating theoretical concepts into direct application.

The school's library includes a basic collection of more than 28,000 volumes, 900 journals, a substantial number of pamphlets and vertical file material, and a developing microforms collection. The library has a growing report and research document collection in the field of information science. The library also has a developing collection of filmstrips, slides, tapes, transparencies and phonodiscs, with plans underway for the purchase of appropriate films for instructional purposes. To encourage the use of media for teaching and research purposes, the library borrows or rents films, filmstrips, tapes, etc., and makes available a wide variety of audiovisual equipment. Upon occupancy of the school's new building, expected to be completed in the near future, mechanical teaching aids, computer access terminals, and other electronic devices will be an integral part of the SLIS Library's service program. In addition to the major fields of librarianship and information science represented in the collection, it also contains considerable material in such related fields as management, communications, and other behavioral and social sciences.

The school's students also have access to other libraries in the University of Maryland system. More than 1,150,000 volumes, 14,000 current serials, and 600,000 non-book items are contained in McKeldin Library and its specialized branches. In addition, the school's location in the Washington-Baltimore area allows direct access to the Library of Congress, the National Library of Medicine and other significant national bibliographic and research collections, as well as the information programs of many important government agencies and research centers.

Computer Services

The University of Maryland has one of the finest university computing science centers in the United States. The Center was established in February 1962 as an inter-disciplinary department not affiliated with any school or college of the University to provide the necessary centralized high-speed computing service and programming assistance to all activities of the University, to develop and administer an education program in computer science and to conduct a research program in computer science. It contains a Univac 1108, an IBM 7094 and two IBM 1401's. The School of Library and Information Services has a remote, online low speed key driven terminal located in the school to time share 1108 facilities with other users throughout the campus that is available for class and research use of faculty and students.



Mr. Edward Taylor, Executive Director of the Harlem Cultural Council, addresses a colloquium

V. SPECIAL PROGRAMS

Complementing the regular degree program and research efforts are a number of special activities conducted by the school.

The Colloquium Series

During the academic year a weekly program is conducted which affords the student body and faculty an opportunity to hear recognized scholars and professional experts discuss their work. The theme of the weekly series is "Forefronts in Library and Information Science." Lecturers are selected from among the ranks of those whose research or professional performance puts them on the frontiers of the field by virtue of their operational, experimental or research undertakings. In addition to the enrolled students, the series is open to members of the University community as well as to those engaged in library practice in the region. The student council participates in this program assuming responsibility for several colloquia.

Continuing Education

As part of its responsibility to those in practice, the school is engaged upon the offering of particular programs addressed to meet the needs of librarians beyond the level of their first professional degree. The program is conceived of as one which affords opportunities at several levels.

CONFERENCES AND INSTITUTES

One form which continuing education takes is the conference which draws together scholars who are committed to research and experimentation and who



*The Library Administrators
Development Conference*

meet in order to read and discuss original papers on a topic of interest to them and to a select audience of their peers. Such a meeting was the *International Symposium on Relational Factors in Classification* held by the school in 1966. Directed by Jean M. Perreault and supported by a grant from the National Science Foundation, researchers from Italy, Germany, France, India, and England, as well as the United States and Canada, came together on the campus to advance the state of knowledge in the subject under discussion.

A second international symposium *Subject Retrieval in the Seventies—New Directions*, directed by Hans Wellisch was held in May 1971. There the speakers, all internationally noted for their wide-ranging experience in information retrieval, presented a balanced overview of the intensive research into subject retrieval methods that has been conducted in the U.S. as well as in the U.K. and in other European countries.

Another type of program is the series of institutes which the school conducts in which the orientation is more clearly toward practitioners. Under the general framework of the school's Continuing Education Program, several institutes have been held or are planned in the area of organization of knowledge, administration, automation, and library services to specific groups.

These include a conference on *Reclassification—Rationale and Problems*, directed by Jean Perreault, held to consider the available classification sys-

tems, the administrative problems of reclassification, and the impact of the computer on library operations in the context of reclassification or the avoidance of reclassification. In June 1968, an Institute on *The Automation of Bibliographic Services* was conducted by the school in conjunction with the Library of Congress—Project MARC and the Computer Science Center, University of Maryland. Supported by the U.S. Office of Education, the aim of the Institute was to broaden and deepen the participants' understanding of the implications of automation for library planning through an intensive, first hand study of an already operational situation. Mr. David Batty was Director of the Institute.

Classification—Expanding Horizons, July 1969, was directed by Anthony C. Foskett; the overall theme of the institute was that classification, far from being outmoded by recent developments in information retrieval, can in fact play an even greater part in the future. In an effort to explore the significant aspects of a society in flux and the importance and interactions of these aspects upon the library, an institute, *Change Frontiers: Implications for Librarianship*, was held in August 1969. It was directed by Gilda Nimer and supported by the U.S. Office of Education.

To provide an introduction to the wide range of urban information systems, with special emphasis on their relationships with libraries, a one-day institute on *Urban Information Services* was held in November 1969. A two-day program—*The Informational, Educational and Social Responsibilities of Urban Library and Information Centers*—held in December 1969, was sponsored by a class in Library Service to the Disadvantaged.

The School of Library and Information Services has since its inception evidenced a strong concern with research and instruction relative to managerial and organizational problems. The *Library Administrators Development Program* is offered each summer and affords those in senior management positions in library and information organizations an intensive two-week study sequence. Between 30 and 40 participants representing large libraries of different types and geographic locations have attended each summer. The primary intent of the intensive two-week course sequence is to afford those selected to participate the opportunity to concentrate their attention in a living and working experience upon ingredients viewed to be essential to the broad managerial responsibility of library administration. During the program the participant is introduced to basic concepts of management, encouraged to explore his own attitudes and values with a carefully selected faculty and to seek solutions to organizational problems of complex organizations. The planned sequence includes lectures, seminars, case discussion, and readings in such areas as administrative theory, leadership, motivation, communications, objective formulation, problem solving, financial planning and control, performance valuation, adaptations to changing technology, and innovations in a library context. In common with executive development programs in other fields, the Maryland program relies upon invited lecturers from such fields as management, public administration and the behavioral disciplines as well as scholars drawn from librarianship itself.

Another program of the school was the *Institute on Middle Management in Librarianship* which was concerned both with the conceptual understanding of middle-level managerial roles and the development of approaches to the

performance of these roles. The program was held in June 1969, with James W. Liesener as Director, under a grant from the U.S. Office of Education.

In the fall of 1970, the School began an experimental professional program, "The Urban Information Specialist Project," to prepare information specialists to work with the informationally deprived in various settings, but particularly in the inner city and with the undergraduates in the University. The participants are individuals who have an interest in translating social commitment into professional action. The program is funded by the U.S. Office of Education and James C. Welbourne is the Director.

Details about the School's Continuing Education Programs may be requested from the Director of Continuing Education, School of Library and Information Services, University of Maryland, College Park, Maryland 20742.

VI. BOARD, FACULTY AND STAFF

Listed below are the officers of administration, the faculty, the research associates, and the administrative staff of the school. Brief descriptions of the background and interests of those currently teaching in the school are presented.

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3505 Fallstaff Road, Baltimore 21215

Vice Chairman

RICHARD W. CASE
Smith, Somerville and Case, 17th Floor, One Charles Center,
Baltimore 21201

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Cecilton 21913

SAMUEL H. HOOVER, D.D.S.

507 Chadwick Road, Timonium 21093

EDWARD V. HURLEY

Commission on Human Relations, Mount Vernon Building,
701 St. Paul Street, Baltimore 21202

HUGH A. McMULLEN

Geppart and McMullen, 21 Prospect Square, Cumberland 21502

L. MERCER SMITH

320 St. Paul Street, Baltimore 21202

EMERSON C. WALDEN, M.D.

4200 Edmondson Avenue, Baltimore 21229

Officers of the School of Library and Information Services

PRESIDENT

WILSON H. ELKINS, B.A., University of Texas, 1932; M.A., 1932; B.Litt., Oxford University, 1936; D.Phil., 1936.

VICE PRESIDENT FOR GRADUATE STUDIES AND RESEARCH

MICHAEL J. PELCZAR, JR., B.S., University of Maryland, 1936; M.S., 1938; Ph.D., State University of Iowa, 1941.

CHANCELLOR OF THE COLLEGE PARK CAMPUS

CHARLES E. BISHOP, B.S., Berea College, 1946; M.S., University of Kentucky, 1948; Ph.D., University of Chicago, 1949.

DEAN OF THE SCHOOL OF LIBRARY AND INFORMATION SERVICES (Acting)

JAMES W. LIESENER, B.A., Wartburg College, 1955; M.A., University of Northern Iowa, 1960; A.M.L.S., University of Michigan, 1962; Ph.D., University of Michigan, 1967.

Full-time Faculty

MARCIA J. BATES, B.A., M.L.S. (California, Berkeley), Assistant Professor.

Miss Bates has completed her course work to the doctorate at the University of California at Berkeley; her examining fields were "Formal Methods of Intellectual Access" and "User Studies." Her background includes extensive teaching and research experiences in these fields of interest.

MARY LEE BUNDY, M.A., Ph.D. (Illinois), Professor.

Miss Bundy's broad area of interest is the social and political aspects of librarianship; her teaching areas are Research Methods and Library Administration. She was Associate Director of the School's Manpower Research Project and Chairman of the Doctoral Committee. She has conducted empirical research related to public library development in several states, including a recent study in Maryland which culminated in the publication of *Metropolitan Public Library Users*. Recent editorial works include a *Reader in Library Administration* (with Paul Wasserman) and *Research Methods for Librarianship* (with Paul Wasserman and Gayle Araghi).

MARGARET E. CHISHOLM, M.L., Ph.D. (Washington), Associate Professor.

Mrs. Chisholm holds a joint appointment with the School and the College of Education. Interested specifically in school librarianship and media services, she has served as an elementary school teacher, school librarian—at every level of education—university librarian, professor of librarianship, and as Director of NDEA Institute of Librarianship (University of Oregon) and Director of Instructional Materials and Media (Seattle Public Schools). Mrs. Chisholm has published widely in her areas of interest; she has conducted research and served as a consultant to a number of government and private organizations.

JOHN C. COLSON, M.S.L.S. (Western Reserve), Assistant Professor.

The history of librarianship is Mr. Colson's major interest; he is also interested in academic library problems, the development of library resources, and education for library and information services. He has written on interlibrary loan and professional preparation of librarians and archivists. Currently he is engaged in a history of public library development in Wisconsin, and also on the development of collections in labor history. (On leave 1971-72.)

HENRY J. DUBESTER, M.S. (Columbia), Associate Professor.

Mr. Dubester is interested in bibliographic and reference resources and their systematic organization to serve scholarship over a broad spectrum. This has included concern with the possibilities of applying automation as a tool for the librarian. Mr. Dubester was Deputy Head of the Office of Science Information Service of the National Science Foundation.

ROBERT P. HARO, M.A., M.L.S. (University of California, Berkeley), Librarian/Lecturer.

Mr. Haro has served in academic libraries in many capacities—Librarian, Bibliographer, Cataloger, and in Acquisitions. During his recent tenure as Librarian of the Institute of Governmental Affairs at the University of California, at Davis, Mr. Haro concurrently taught in the History and Political Science Departments. His extensive publications include *A Directory of Governmental, Public and Urban Affairs Research Centers at American Colleges and Universities*, the second edition recently published by the Institute of Governmental Affairs through the University of California.

LAURENCE B. HEILPRIN, M.A., Ph.D. (Harvard), Professor.

Mr. Heilprin's main interest is in the application of multi-disciplines (physics, mathematics, logic, cybernetics, psychology, and library science) to human and machine communication. He has published extensively on such subjects as transformations of in-

formation, information retrieval, education for information science, automation of information systems (microforms, duplicating or D-libraries, and the copyrighted work as a message). He is interested in attempts to formulate laws of information science, with emphasis on the relation between information retrieval and education. A physicist with the National Bureau of Standards in World War II, he has performed military and industrial operations research. Recently he served as Staff Physicist for the Council on Library Resources, as a Director of the Committee to Investigate Copyright Problems Affecting Communication in Science and Education, and as President of the American Society for Information Science.

JERRY S. KIDD, M.A., Ph.D. (Northwestern), Professor.

Mr. Kidd's principal interests are in the areas of individual and organizational performance, particularly as affected by communications procedures and information resources. He has done both laboratory and field research in support of the development of information and control systems. In particular his work has focused on the measurement of user needs and the adaptation of library and other resources to meet those needs. He is also concerned with the study of problems of research administration and the economics of scientific enterprise. Before joining the Maryland faculty, Mr. Kidd served with the National Science Foundation and earlier as a private research consultant.

DONALD H. KRAFT, M.S., Ph.D. (Purdue), Assistant Professor.

Ph.D. in Industrial Engineering. Mr. Kraft's areas of concentration are operations research and applied statistics. At the school he teaches Library Systems Analysis. Mr. Kraft's experience includes positions with Western Electric, Allison Division of General Motors Corporation, IBM, and teaching for Purdue University.

JAMES W. LIESENER, M.A. M.A.(L.S.), Ph.D. (Michigan), Associate Professor.

Formerly a member of the faculty of the University of Michigan, Mr. Liesener has had experience in both guidance and library service in the public schools and has directed a position reclassification survey of the University of Michigan Library System. He is concerned with management and organizational issues and has served as Director of the Institute on Middle Management in Librarianship. He has also directed a state-wide survey of school librarians in Maryland.

ANNE S. MacLEOD, M.L.S. (Maryland), Instructor.

Mrs. MacLeod is interested in criticism of children's literature, in the history of this literature, especially as a reflection of a broader intellectual history, and in standards for book selection in this field. She has had experience in building juvenile collections in the public library field and is currently engaged in doctoral study in history.

EDWIN E. OLSON, M.A., Ph.D. (American University), Professor.

In a variety of library and information settings Mr. Olson has developed and applied several methods for planning and managing library services. He has recently completed a study of interlibrary cooperation. His major interests include developing models of the library and information service process, including the social and political context, research methods and data analysis. Before joining the Maryland faculty, Mr. Olson was with the Institute for Advancement of Medical Communication and earlier with a survey research firm.

MICHAEL M. REYNOLDS, M.A., M.S.L.S., Ph.D. (Michigan), Professor.

Mr. Reynolds has had wide experience as teacher and library administrator in various universities. He has held office and served in library and information service organizations and has written for professional journals in the area of library cooperation.

DAGOBERT SOERGEL, B.S., M.S. (Freiberg), Associate Professor.

Mr. Soergel comes to the School from Bad Godesberg, Germany, where he is head of the Documentation Department, DATUM (Documentation and Training Center for

Theory and Methods of Regional Science). He is a member of several American, German and international professional societies and serves as Secretary for the Task Force for Information Retrieval in Data Archives of the International Social Science Council. Mr. Soergel teaches in the areas of index languages and information retrieval.

PAUL WASSERMAN, M.S. (L.S.) M.S., Ph.D. (Michigan), Professor.

Library administration and bibliographic activity are Mr. Wasserman's primary interests. Prior to coming to Maryland he was for a number of years Librarian and Professor in the Graduate School of Business and Public Administration at Cornell University. He has published extensively and is editor of a number of series of books dealing with bibliographic and professional concerns of librarianship and information science and is author of numerous monographs, texts, journal articles, and reference works.

JAMES C. WELBOURNE, JR., B.A., M.L.S. (Maryland), Lecturer.

At present, Mr. Welbourne is Project Director of the Urban Information Specialist Project, an innovative and experimental educational program to prepare community information workers in the urban setting. He is actively committed to the recruitment and preparation of members of the black community to assume professional and leadership roles in this field. Mr. Welbourne initiated and directed the Congress for Change; he has lectured at other universities and currently is an Instructor in the Honors Department, College of Arts and Sciences (Maryland) on the "Black Experience." His publications include journal articles, papers, and "Black Recruitment," a chapter in the *Black Librarian in America*, edited by E. J. Josey.

HANS WELLISCH, A.L.A. (Associate, Library Association of Great Britain), Visiting Lecturer.

Mr. Wellisch has come to the School from Israel where he is Head of the Documentation Centre and Library of TAHAL Consulting Engineers Ltd. and Consultant to the Centre of Scientific and Technological Information, Tel Aviv. Beginning his career as a special librarian in Sweden in 1943, he has been active in librarianship as editor of textbooks and monthlies, consultant to various organizations in the area of information services, examiner for the Israel Civil Service Commission and the Israel Library Association, and as lecturer on information sciences and technical librarianship. At the school, Mr. Wellisch teaches classification and information retrieval courses. He has published several books on various aspects of documentation and has contributed papers to the professional journals in Israel, Great Britain and the United States.

ROBERT L. WRIGHT, B.S., M.L.S. (Maryland), Lecturer.

Mr. Robert L. Wright joined the faculty as Director of Recruitment and Special Programs and Lecturer and is now serving as Director of Admissions. He had been Reference Librarian and Media Technologist (A.V. - T.V.) at Federal City College in Washington, D. C. His community service activities include participation in the formation of N.E. Washington Community Organization, involvement in a seminar to set up a public information center in Baltimore, and serving in a community organization on the dissemination of information on crisis and concerns of the inner city.

Part-Time Faculty

In addition to the full-time faculty, the school regularly draws upon authorities in the region to teach one or another of its highly specialized courses. By virtue of its location in the Washington area, it is possible for the school to augment its teaching staff with a distinguished roster of part-time faculty. Those individuals who regularly teach in the program are:

STANLEY J. BOUGAS, L.L.B., M.S.(L.S.) (Columbia), Lecturer.

Mr. Bougas is Director, Department of Commerce Library. His main professional interest

until assuming his present post was in law librarianship. He was Law Librarian and Associate Professor of law at the Washington College of Law, the American University 1966-69 and has served with the Association of the Bar of the City of New York, New York University Law School, Emary University Law School, Catholic University of Puerto Rico Law School, and the Department of Health, Education and Welfare Law Libraries.

JOSEPH F. CAPONIO, B.S., Ph.D. (Georgetown), Lecturer.

Mr. Caponio is the Associate Director of the National Agricultural Library and utilizes his background and expertise in the physical sciences in teaching Literature and Research in the Sciences at the school. His experience includes service with the National Institute of Health, Department of Defense, Department of Commerce, Georgetown University, and the Library of Congress. He has contributed numerous articles to the scientific journals and has presented papers before many conferences and institutes.

SALVATORE L. COSTABILE, B.S.S., M.S.L.S. (Catholic University), Lecturer.

Mr. Costabile is presently the Deputy Chief, Technical Services Division of the National Library of Medicine. He has also served in the acquisitions and the technical services division at NLM and in acquisitions, circulation and cataloging at Georgetown University Library. Mr. Costabile has done consulting and teaching and was book review editor of *Military Affairs* from 1964 to 1968. He has had further graduate study in political science at Georgetown University. He teaches a Seminar in Technical Services.

TAMAS DOSZKOCZ, M.L.S. (Maryland), Lecturer.

In addition to his M.L.S., Mr. Doszkocz has a Teacher's Certificate from the University of Debrecen, Hungary. He has served at the University of Maryland's McKeldin Library in Acquisitions and Data Processing.

ALFRED HODINA, M.S., M.L.S. (State University of New York at Albany), Lecturer.

Mr. Hodina has taught physics, served as Science Librarian at Rensselaer Polytechnic Institute in Troy, New York, was Assistant to the Director of Libraries and Systems Analyst at the University of Houston and Director of Admissions and Student Affairs at SLIS. His interests include the handling of information by machine and non-conventional methods, science bibliography and reference sources, and research into user approaches to the scientific literature. He is now serving as Head of Cataloging Section, National Agricultural Library.

DONALD W. KING, B.S., M.S. (Wyoming), Lecturer.

Mr. King, co-founder and Executive Vice-President of Westat Research, Inc., has had ten years experience in systems analysis and operations research. He has served (1) as Project Director for four years on systems analysis and operations research performed at the Clearinghouse for Federal Scientific and Technical Information, (2) as Project Director for research involving evaluation and analysis of information storage, retrieval and dissemination systems in the U.S. Patent Office, (3) as Principal Investigator on a two-year contract to the National Science Foundation to investigate methodology for evaluating document retrieval systems, (4) as Consultant to the American Institute of Physics, American Psychological Association, Syracuse University School of Library Science, and the Institute for Advancement of Medical Communication. Mr. King also serves as an observer of a COSATI task group on Dissemination of Information. He teaches Testing and Evaluation of IR Systems, a subject on which he has published extensively.

ARTHUR L. KOROTKIN, M.A., Ph.D. (Temple), Lecturer.

Mr. Korotkin is Director of the Institute for Communication Research, American Institute for Research, where he directs research on instructional, communication and information systems and their effectiveness in meeting individual and social needs. He

has previously been associated with the National Science Foundation, General Electric, Burroughs, and other public and commercial organizations. His extensive publications include research reports, journal contributions and papers presented at various conferences.

DANIEL F. McGRATH, A.M., M.A.(L.S.), Ph.D. (Michigan), Lecturer.

Mr. McGrath's interest is the antiquarian book; he is editor of the annual *Bookman's Price Index* and runs his own publishing company. Of his several current research projects, the one closest to completion is a study of American colorplate books. Mr. McGrath came to Maryland from Duke University where he was Curator of Rare Books; formerly he was cataloger of the Paul Mellon collections.

CHARLES T. MEADOW, M.S. (Rochester), Lecturer.

Mr. Meadow's areas of concentration are information retrieval and man-machine communication with application to documentation, decision-making and instruction. He is author of the recently published *Analysis of Information Systems* and is Chief, Systems Development Division, Center for Computing Sciences and Technology, National Bureau of Standards.

WINIFRED SEWELL, B.S.(L.S.) (Columbia), Lecturer.

Since 1965 Miss Sewell has been Chief of the Drug Literature Program of the National Library of Medicine. She has served various other government and private agencies in her capacity as medical librarian and has taught pharmaceutical literature and librarianship at Columbia University.

CLAUDE E. WALSTON, Ph.D. (Ohio State), Lecturer.

Systems Science—in particular, the areas of systems analysis, systems theory and system design—is Mr. Walston's chief interest. He has had a broad background in the design and implementation of data processing systems to a variety of applications. In recent years he has been responsible for the design of information and retrieval systems and real-time control systems. Mr. Walston is currently Systems Manager of Goddard Operations for the IBM Federal Systems Center.

EDWARD S. WARNER, A.M., A.M.L.S. (Michigan), Lecturer.

Drawing on a background of reference and research work in the social sciences, Mr. Warner's interests are focused on problems relating to the control over sources of information—particularly governmental sources—useful to social scientists. He serves as Library Planner, Baltimore Regional Planning Council.

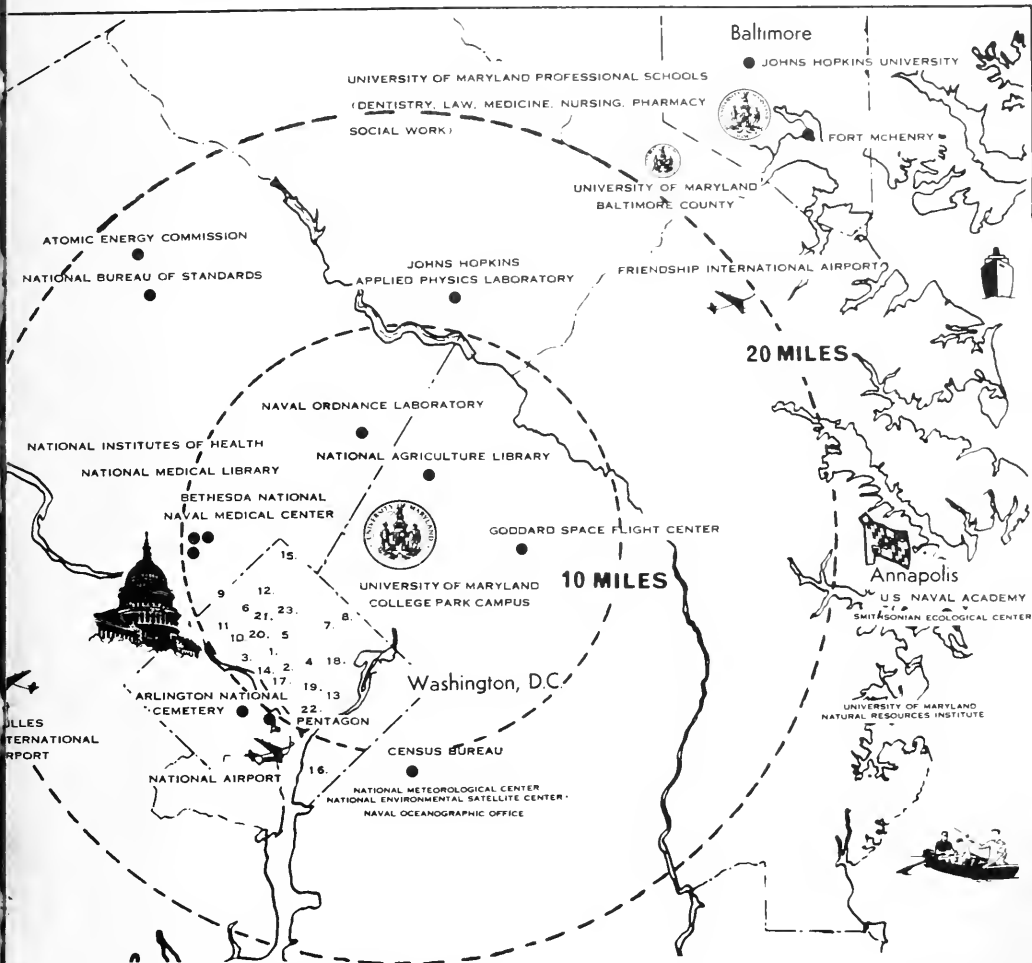
Non-teaching Staff

GAYLE A. ARAGHI, B.A., M.L.S. (Maryland), Associate Librarian.

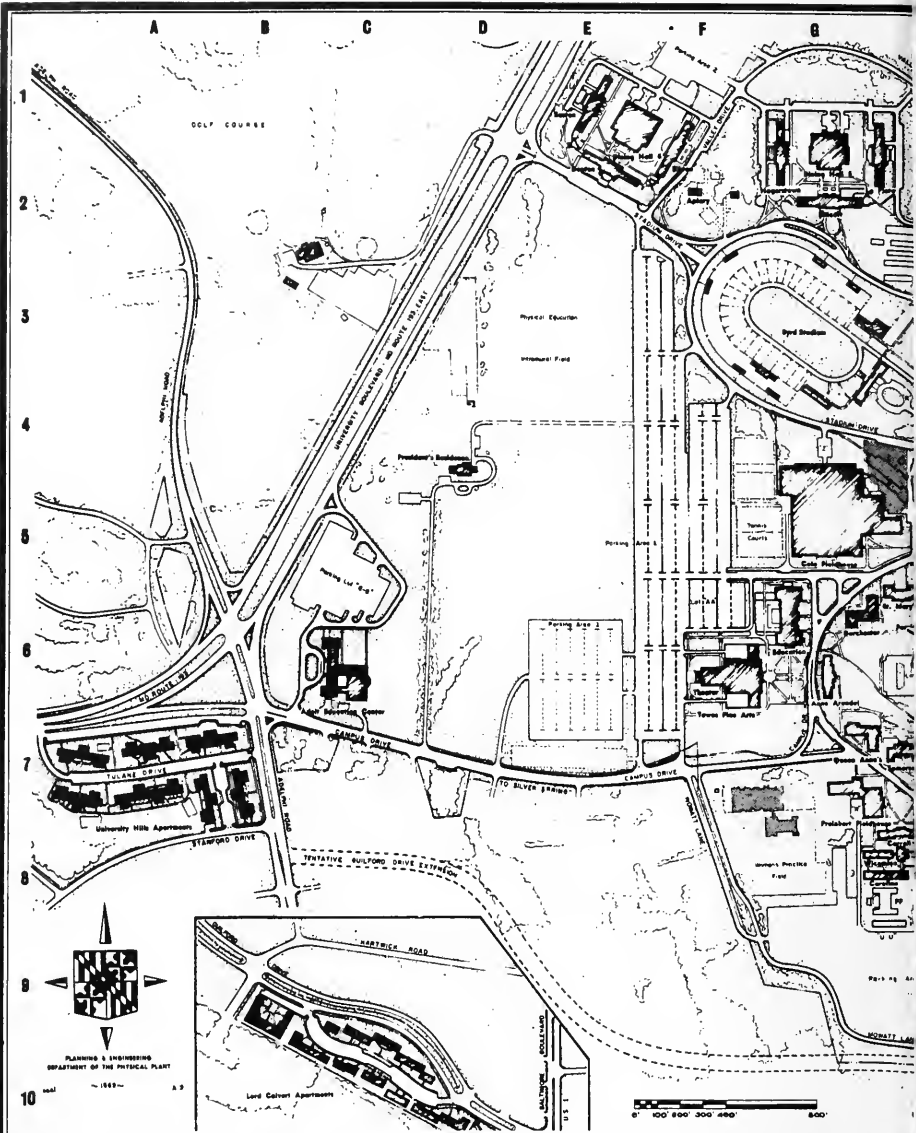
ESTHER M. HERMAN, B.A., M.L.S. (Maryland), Faculty Research Assistant.



The University of Maryland – Academic Resources and Points of Interest



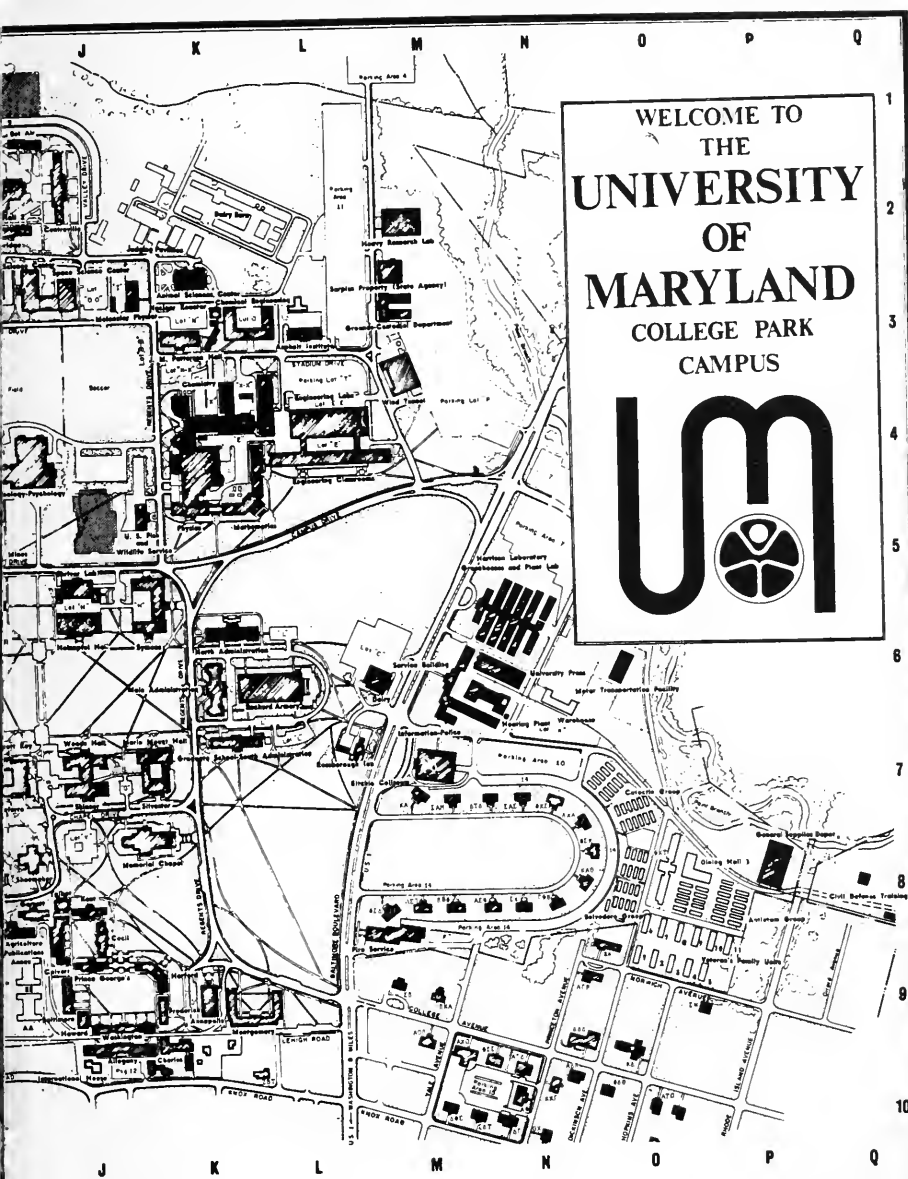
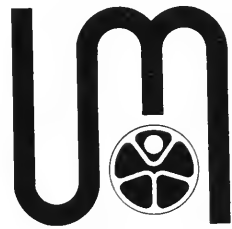
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|---|--|
| 1. NATIONAL ARCHIVES | 12. NATIONAL ZOOLOGICAL PARK |
| 2. NATIONAL GALLERY OF ART | 13. LIBRARY OF CONGRESS |
| 3. NATIONAL MUSEUM OF SCIENCES AND TECHNOLOGY | 14. SMITHSONIAN INSTITUTION |
| 4. U.S. CAPITAL | 15. WALTER REED ARMY MEDICAL CENTER |
| 5. WHITE HOUSE | 16. NAVAL RESEARCH LABORATORY |
| 6. NAVAL OBSERVATORY | 17. THE KENNEDY CENTER FOR THE PERFORMING ARTS |
| 7. HOWARD UNIVERSITY | 18. THE FOLGER SHAKESPEARE LIBRARY |
| 8. CATHOLIC UNIVERSITY | 19. THE FREER GALLERY |
| 9. AMERICAN UNIVERSITY | 20. THE CORCORAN GALLERY |
| 10. GEORGE WASHINGTON UNIVERSITY | 21. DUMBARTON OAKS |
| 11. GEORGETOWN UNIVERSITY | 22. THE ARENA STAGE |
| | 23. THE ISLAMIC CENTER |



PLANNING & ENGINEERING
DEPARTMENT OF THE PHYSICAL PLANT
MAY 1969

INDEX	CODE	INDEX	CODE	INDEX	CODE
Administration Bldgs.		Dairy (Turner Lab)	M6	Heating Plant	N4
Main Admin. Bldg.	K6	Dairy Barn	R2	Heavy Research Lab	M7
North Admin. Bldg.	K6	Denton Hall	E2	Holmgren Hall	J6
South Admin. Bldg.—Grad. School Bldg.	K7	Dining Hall 1	I8	Home Economics	K2
Adult Education Center	C4	Dining Hall 2	J2	Home Management Center	K10
Agriculture, College of (Symons Hall)	K5	Dining Hall 3	08	Industrial Education Annex	K2
Agriculture Publications Annex	I8	Dining Hall 4	E1	Informatics—Health Service	ME
Animal Science Center	K2	Drinks Lecture Halls	G2	Information	
Annapolis Hall	K9	Education Annex	K4	Main Admin. Bldg.	K6
Aplery	F2	Education Bldg.	H8	Police Department	M6
Architecture, School of (IDD)	I9	Education, College of (Education Bldg.)	G6	International House	J10
Armory, Recard	L6	Engineering Classrooms	L4	Journalism Bldg.	H7
Arts and Sciences, College of (Francis Scott Key Hall)	I7	Engineering, College of (Eng'ing Class'g)	L4	Judging Pavilion	J2
Asphalt Institute	L3	Engineering Labs	L4	Juli Hall	K3
Bureau of Mines, U. S.	I6	Fieldhouses		Library, McKeldin	M6
Business and Public Administration (B.P.A.) Bldg.—Tydings Hall	I7	Cole, Student Activities Bldg.	G5	Library and Information Services, School of (McKeldin Library)	M6
Business and Public Administration, College of (B.P.A. Bldg.)	I7	Freinbart Fieldhouse	G7	Lord Calvert Apartments	M6
Byrd Stadium	G3	Fire Service Bldg.	F6	Marie Mower Hall	K7
Central Receiving—Gen. Supplies Depot	P8	Fish and Wildlife Service, U.S.	M8	Mathematics Bldg.	K4
Chapel, Memorial	K7	Foreign Languages Bldg.	JE	McKeldin Chapel	M6
Chemical Engineering Bldg.	K4	Francis Scott Key Hall	M6	Memorial Chapel	K7
Chemistry Bldg.	K4	General Supplies Depot—Central Receiving	J7	Mobile Unit—Trailers	C8
Civil Defense Training Bldg.	08	Golf Course	P8	Molecular Physics Bldg.	J7
Cole, Student Activities Bldg.	G5	Graduate School Bldg.—So. Admin. Bldg.	C2	Morrill Hall	J3
Coliseum, Ritchie	M7	Greenhouses	K7	Motor Vehicles Transportation Facilities	C2
Computer Science Center	I3	Grounds—Custodial Bldg.	M3	Nuclear Reactor	K3
Cottages	M2	Horizon Lab	M6	Nursing, School of (Denton Hall)	08
		Health Service—Infirmary	H5	Patterson Hall, M. J. (Agronomy-Botany)	J6
				Patterson Hall, J. M. (Industrial Educ.)	K3
				Physical	N4
				Health	M7
				Plant Lab	J6
				Police Di	K10
				Poultry L	K2
				Preinbart	K3
				Priest Ste	K6
				Rechard	M6
				Residence	J10
				Alhage	H7
				Anstet	K2
				Balrim	K3
				Bel Ak	M6
				Belva	M6
				Calvat	M6
				Comb	K7
				Cotec	K4
				Cecil	M6
				Charle	K7
				Chesit	C8
				Chesit	J7
				Easton	J3
				Elicof	C2
				Fraser	K3
				Garret	08
				Harfor	K3
				Hawan	J6
				Interm	K3

WELCOME TO
THE
**UNIVERSITY OF
MARYLAND**
COLLEGE PARK
CAMPUS



CODE	INDEX	CODE	INDEX	CODE	INDEX	CODE	INDEX
G5	Keet Hall	J8	Shriver Lab	J5	University Press—Prier Shop	N6	
K4	La Plata Hall	H2	Silvester Hall	K7	Veterans' Family Units	O9	
N6	Prince George's Hall	J8	Slinner Bldg.	J7	Warehouse	N6	
M7	Talbot Hall	J8	Space Science Center	J3	Wind Tunnel	M3	
I3	Washington Hall	J9	Stadium, Ryrd	H3	Woods Hall	J7	
G7	Residence Halls, Women's	G6	Student Union	G3	Zoology—Psychology Bldg.	I4	
N4	Anne Arundel Hall	O8	Surplus Property Bldg.	M3			
L6	Antietam Group	O8	Symons Hall	K5			
J9	Belvedere Group	H8	Taliaferro Hall	I7			
O8	Caroline Hall	H8	Towes Fine Arts Center	F6			
J9	Carroll Hall	O7	Temporary Classrooms	I9			
O8	Catoctin Group	J2	AA—Health	I9			
J9	Centerville Hall	J2	CC—Zoology	I9			
O8	Centerville Hall	E2	DD—Architecture	I9			
J1	Denton Hall	H6	EE—Dance	I9			
O8	Dorchester Hall	H6	FF—WMUC	H8			
J8	Elkton Hall	F2	HH—Art	H8			
I2	Hagerstown Hall	G2	TT—Art	H8			
O7	La Plata Hall	M2	UU—Architecture	H8			
J8	Montgomery Hall	K9	UU—Architecture	H8			
I1	Queen Anne's Hall	G7	Terrapin Hall	F6			
J1	Somerset Hall	M7	Theatre (Towes Fine Arts Center)	O8			
E1	St. Mary's Hall	H5	Trollers—Mobil Units	O7			
G2	Wilcombe Hall	M7	Antietam Group	O8			
K9	Worcester	H8	Belvedere Group	O7			
I8	Ritchie Coliseum	M7	Catoctin Group	M7			
K9	Rossborough Inn	L7	Turner Lab (Dairy)	I6			
K9	Service Bldg.	M4	Tydings Hall—B.F.A. Bldg.	M7			
J10	Shipley Field	I4	University College	A7			
	Shoemaker Hall	I8	(Adult Education Center)	C6			
			University Hills Apartments	A7			

PARKING

Casual visitors, without permits, may park in those parking wells adjacent to major buildings which are clearly marked for visitors. Metered parking is also available around the Student Union and in parking areas L, Administration Building, DD Computer and Space Sciences Centers) and in areas KK and 7 (Engineering—Sciences Complex.) Visitors participating in University sponsored special activities may through special arrangement with the Campus Police, be assigned temporary parking places.

Notes

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**THE SCHOOL OF LIBRARY AND INFORMATION SERVICES
UNIVERSITY OF MARYLAND/COLLEGE PARK, MARYLAND 20742**

