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THE SCHOOL OF
LIBRARY AND
INFORMATION
SERVICES
1972 1973

UNIVERSITY OF MARYLAND
COLLEGE PARK

Calendar 1972-1973

FALL SEMESTER 1972

August 26	Saturday	Registration*
August 28- September 1	Monday-Friday	Registration
August 30	Wednesday	Classes begin
November 21	Tuesday, after last class	Thanksgiving recess begins
November 27	Monday-8:00 A.M.	End of Thanksgiving recess
December 12	Tuesday	Last day of classes
December 13, 17	Wednesday, Sunday	Exam study days
December 14-21	Thursday-Thursday	Fall semester examinations
December 21	Thursday-8:00 P.M.	Graduation

SPRING SEMESTER 1973

January 13	Saturday	Registration*
January 15-19	Monday-Friday	Registration
January 17	Wednesday	Classes begin
March 9	Friday, after last class	Spring recess begins
March 19	Monday-8:00 A.M.	End of spring recess
May 8	Tuesday	Last day of classes
May 9, 13	Wednesday, Sunday	Exam study days
May 10-17	Thursday-Thursday	Spring semester examination period
May 19	Saturday	Graduation

*Under anticipated new procedures this registration period will be used for drop-adds and special problems.

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.

The University of Maryland in all its branches and divisions subscribes to a policy of equal educational and employment opportunity for all persons regardless of race, creed, ethnic origin or sex.

College Park Publications Office, POJ 572-810



**University of Maryland
College Park Campus**

**The School of
Library and Information
Services**

1972-1973



*The New School of Library and
Information Services*

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Dean Margaret E. Chisholm

I. 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.

Board of Regents and Maryland State Board of Agriculture

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Baltimore 21201

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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 OF THE UNIVERSITY

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

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, 1952.

DEAN OF THE SCHOOL OF LIBRARY AND INFORMATION SERVICES

MARGARET E. CHISHOLM, B.A., University of Washington, 1957; M.L.,
University of Washington, 1958; Ph.D., University of Washington, 1966.

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.

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. 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), Dean.

Mrs. Chisholm is specifically interested in bibliographic organization of media. She holds offices in national and international professional organizations related to media and educational technology. In her areas of interest her work is widely published; she serves as editor of the annual *Education Book List*, and is author of the new *Media Indexes and Review Sources*.

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 projects involving the history of public library development in Wisconsin, and the development of collections in labor history.

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.

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 information, 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 on 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.

With a background in Industrial Engineering, Mr. Kraft's areas of concentration are library operations research and systems analysis. His experience includes an instructorship at Purdue University and several summer jobs as an engineer.

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 as 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, M.S., Dr.Phil., (Freiburg), Associate Professor.

Mr. Soergel comes to the School from Bad Godesberg, Germany, where he was 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.

IRENE L. TRAVIS, B.A., M.L.S. (California, Berkeley), Lecturer.

Miss Travis' special interests include techniques for subject control of document collections—traditional approaches as well as those suitable to automated systems, subject search strategy and search evaluation, education for librarianship, and methodologies for studying questions relating to subject control. She has served the University of California, Berkeley, with the School of Librarianship, with the Institute of Library Research, and with the Library — Acquisitions Department.

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, 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. (On leave fall 1972)

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

Mr. Wellisch has come to the School from Israel where he was 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 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.

LOUIS C. WILSON, A.B., M.L.S. (Atlanta), Lecturer.

Most recently a Specialist, Institutional Library Services, Division of Library Development and Services of the Maryland State Department of Education, Mr. Wilson has also served in several capacities with Enoch Pratt Free Library in Baltimore.

WILLIAM G. WILSON, M.A., A.M.L.S. (Michigan), Librarian/Lecturer.

Mr. Wilson was previously Librarian and Associate Professor at Catawba College in Salisbury, North Carolina where he was active in the AAUP, the North Carolina Library Association, and the Piedmont University Center—a consortium of twenty schools. He has also served with Enoch Pratt Free Library in Baltimore and with Beloit College Libraries, Beloit, Wisconsin.

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 and has served with the Association of the Bar of the City of New York, New York University Law School, Emory 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.

WILLIAM D. CUNNINGHAM, B.A., M.L.S. (Texas), Lecturer.

Mr. Cunningham is Director of University Libraries at Howard University, Washington, D.C.. He teaches public library in the political process at SLIS. His background includes service with the Library Services Program of the U.S. Office of Education (Kansas City, Missouri), Topeka (Kansas) Public Library, FAA Library (Kansas City, Missouri), and University of Kansas Libraries. He has also served as technical advisor, consultant, faculty member to various institutes and projects and has chaired and participated in many professional associations, committees, advisory boards, including COSATI—Subcommittee on Negro Research Libraries. His publications include a contribution to *The Black Librarian*, and *Murder, Mayhem, and Monsters, a Guide to the Mystery Novel*.

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

In addition to his M.L.S., Mr. Doszkocs 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.

ARTHUR C. GUNN, B.S., M.S.L.S. (Atlanta), Lecturer.

Mr. Gunn is presently Head of the Reference Department at Founders Library, Howard University. He came to this area from Delaware State College, where as Head Librarian, he was responsible for the coordination and supervision of all library services to the college community. His previous experience also includes teaching in public schools (Cleveland) and in correctional institutions (Londonville and Mansfield, Ohio).

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.

CHARLES G. LaHOOD, JR., M.A., M.S. (L.S.) (Catholic University), Lecturer.

Mr. LaHood's current interests are in the area of documentary reproduction in libraries. As Assistant Chief (1952-1961) and Chief (1968-present) of the Library of Congress Photoduplication Service, he has devoted extensive concern to the development of standardized microfilming techniques for library materials and to the improvement of library resources in the U.S. by the development of cooperative microfilming projects. Mr. LaHood has served as chairman, Copying Methods Section, and the Serial Section of the A.L.A.; as a member of The Interlibrary Loan Committee; as a member of the Melvil Dewey Award jury; and as Secretary, and later, Councillor, of The American Documentation Institute (now The American Society for Information Science).

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.

IMRE MESZAROS, M.A., M.S.(L.S.) (Catholic University), Lecturer.

Mr. Meszaros, teaching literature of the fine arts, is presently an Associate Librarian in the Fine Arts Department of McKeldin Library, University of Maryland. He has previously served with the General Reference Department of the Enoch Pratt Library in Baltimore and as an instructor in English at the Essex Community College in Essex, Maryland.

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

Miss Sewell is Coordinator of Drug Information Services at the Health Sciences Center of the University of Maryland in Baltimore. She worked with drug literature and with the development of MEDLARS at the National Library of Medicine. She has been a pharmaceutical librarian, has taught pharmaceutical literature and librarianship at Columbia University and has written extensively on Pharmaceutical and medical librarianship.

SARAH M. THOMAS, B.S., M.L.S. (Carnegie), Lecturer.

Miss Thomas is Librarian for the Commission on Government Procurement, Washington, D.C., and gives the seminar in the special library and information center at the school. She has served in a variety of special libraries, including Fairchild Stratos Corporation (Hagerstown, Maryland), Booz Allen Applied Research (Bethesda, Maryland), and Johns Hopkins University, Applied Physics Lab, in addition to spending a year at SLIS teaching and as Director of Continuing Education. She has also been in Israel as a special consultant to the Center of Scientific and Technological Information in Tel Aviv and as visiting lecturer at the Hebrew 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

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

OLIVIA O. KREDEL, A.B., M.A., M.L.S. (Maryland), Associate Librarian.

DARLENE A. THURSTON, B.A., M.A. (Howard), Evaluator.





II. 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 in the new undergraduate library, with spacious new classrooms, labs, case study rooms, and offices.

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 1971-72, 285 master's degree candidates in residence came from more than 158 American and 12 foreign colleges and universities. One hundred sixty-four of the student body came with a background of undergraduate study in humanities, and 82 in social sciences, while approximately 32 were science students as undergraduates. Of the total number enrolled in the school 47 had already pursued their studies to the master's degree in other disciplines including English, sociology, history, art, education, economics, political science, drama, psychology, law, theology, geography, 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. The pro-seminar and the introductory courses in the organization of knowledge and reference provide a base from which the student can build a purposeful program 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. While the advisory relationship is changing somewhat under new University-wide regulations, the school will continue to provide for consultation between students and faculty in the matter of program planning. We strongly suggest that students, particularly those who are just entering the program, make use of these resources.

The School's Philosophy

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 affords 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.

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



*Professor Heilprin discusses
information science*

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.

III. ADMISSIONS AND STUDENT AFFAIRS

The School of Library and Information Services has grown from an enrollment of 82 during its first semester to 337 in the fall 1971 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. The Admissions Committee will consider exceptions to and waiver of requirements in some cases.

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.

After all admission credentials have been received by the school, a personal interview with the Director of Admissions and/or a member of the faculty 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 summer school or the fall semester is May 1; for the spring semester November 1. 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

The Admissions Committee will consider and review requests for the transfer of up to six credits towards the M.L.S. degree, on an individual basis, provided they were taken within the five years previous to the completion of the degree work at Maryland with a grade of B or better (or an equivalent grade) in an accredited program. The student will be required to present justification for the credit transfer, such as detailed course outlines and their relevance to his program goals. A student enrolled in the school will not be given credit for courses taken concurrently at other institutions if an equivalent course is offered here at the University.

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 most 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. 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

No foreign students seeking admission to the University of Maryland should plan to leave his country before obtaining an official offer of admission from the Director of Graduate Records of the Graduate School.

Academic Credentials: The complete application and official academic credentials—beginning with secondary school records—should be received by the Graduate Admission Office *at least seven months* prior to the semester in which he plans to begin his studies. Applications may be rejected prior to this deadline when foreign student quotas have been exceeded.

English Proficiency: 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.

Financial Resources: A statement regarding the applicant's financial status is required by the Office of International Education Services and Foreign Student Affairs. Approximately \$350.00 a month, or \$4200.00 a year, is required for educational and living expenses of two academic semesters and a summer session.

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 at least the first year of study, and perhaps beyond.

Immigration Documents: 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.

Reporting Upon Arrival: 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, Md. 20742.

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. In the interest of maintaining academic standards, students having less than a "B" average and/or two or more incomplete grades are placed on academic probation. Withdrawal from the program may be requested if progress is such to indicate poor potential for completion of the program.



Dean Chisholm and Dr. McJulien look at blueprints of the new SLIS library

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 1972-73 is set at \$39.00 per credit hour for Maryland residents and \$51.00 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 1972-73 fees include:

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 \$2900; full-year assistantships, \$3500. 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 for the ten months 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 a full graduate program.

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 SLIS 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.

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 and additional notices are available in the Admissions Office. 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. The faculty of the school will accept requests for letters of recommendation from students who have registered with the University Placement and Credential Service. Further details may be obtained from the Director of Admissions and Student Affairs.

M.L.S. PROGRAM FOR SCHOOL LIBRARIANS

The M.L.S. program in the School of Library and Information Services is a 36 hour course of study. Individuals intending to be school librarians must concern themselves with state certification requirements and, in some cases, local school system requirements 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. The actual application for state certification can be made only after a position has been secured and is usually handled through the local school system. However, the school does recommend individuals for certification who have completed the requirements which have been approved by the State Certification agency.

The program is strictly a graduate program and should not be confused with the undergraduate program offered by the Library Science Education Department in The College of Education. The undergraduate program is designed only to certify school librarians at the initial level, and the credits earned in the undergraduate program, even if they have been taken after receiving the B.A. degree, cannot be credited to the M.L.S. program.

Requirements for certification vary as certain conditions prevail. These conditions are:

CONDITION I: Those Not Presently Certified as Teachers or as Librarians.

CONDITION II: Those Presently Certified as Librarians.

CONDITION III: Those Presently Certifiable as Teachers but NOT as Librarians.

There are sets of basic and recommended courses for each of these conditions. It is extremely important that the students' planned program be carefully reviewed and approved in order to be assured that he will be able to be certified. For further information or answers to specific questions, contact Dr. James W. Liesener.



Professor Wasserman addresses his class in administration

The prospective student may consult the *University of Maryland Consolidated Undergraduate Catalog 1972-73* 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.

IV. 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 (LBSC 600), a course in organization of knowledge (LBSC 642), and an introduction to reference and bibliography (LBSC 610) are required upon entry into the program 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. All courses are open to the student based upon his academic background and his personal requirements and choices. His chosen 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. Program planning is the responsibility of the student. Using the three required courses as a base, it is possible for the student to construct a meaningful pattern of concentration from within the framework of the school's offerings.

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. Proseminar: The Development and Operation of Libraries and Information Services. (3) Mr. Kidd.

The objective of this course is to provide the student with the essential background and orientation needed for advanced study in librarianship and information science. The content of the course covers the major problems in the development and provision of information services; the structure, functions, and economics of information service organizations; and the processes by which change is brought about in the quality of information services. Assignments are individualized within a framework which is intended to ensure that the student will be cognizant of certain broad issues, such as the analysis of user needs. The assignments are structured so as to ensure also that the student will experience a comprehensive exposure to the professional literature of the field.

LBSC 610. 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, serial 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. 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. 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. Literature and Research in the Humanities. (3) Mr. Meszaros.

The course defines the humanities, the mechanics of humanistic inquiry, and the product 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. Medical Literature and Librarianship. (3) Miss Sewell.

The course introduces the student to the medical literature and its reference sources. Stress is given to those aspects of the field of medicine which lead to special characteristics in the organization and handling of its literature. Innovations in librarianship and information services which are being developed in the medical library field are emphasized. The various kinds of health science library and information centers are discussed and biomedical library networks are studied. Students will find it necessary to spend considerable time at the National Library of Medicine or another medical library in working on assignments and reports.

LBSC 624. 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. Literature of the Fine Arts. (3) Mr. Meszaros.

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. 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. Governmental Information Systems. (3) Mr. Dubester and Mr. Reynolds.

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. 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. 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. Resources of American Libraries. (3)

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. Children's Literature and Materials. (3) Mrs. Chisholm and Mrs. MacLeod.

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. 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. Organization of Knowledge in Libraries I. (3) Miss Bates and Miss Travis.

This course introduces students to principles of the organization of library materials for both physical and intellectual access. After intensive exploration of the concepts and problems involved in subject cataloging, classification, and descriptive cataloging, students are acquainted with major systems and rules in use in current practice, particularly those systems popular in the United States.

LBSC 644. The Organization of Knowledge in Libraries II. (3) Miss Bates, Miss Travis, and Mr. Wellisch.

Prerequisite: LBSC 642.

Conceptual problems in the organization of knowledge continue to be explored, and more intensive work is done in the specific cataloging and classification systems and rules of entry. Students are not only instructed in the application of the systems but are also trained to make professional judgments on choice of system to suit the needs of a library in the context of particular institutional and patron characteristics.

LBSC 647. Seminar on the Organization of Knowledge. (3) Miss Bates, Miss Travis, and Mr. Wellisch.

Prerequisite LBSC 642. Co-requisite LBSC 644 or permission of instructor.

This is a seminar course in which students may take topics of special interest to them in the area of organization of knowledge and explore them in a research project/class discussion format.

LBSC 650. Fundamentals of Documentation. (3)

This course deals with the macro-organization of information services in the framework of the overall system of information transfer. The components of the information transfer process and their interdependence are discussed as well as the fields of study concerned with that process and their interrelationships. In more detail, the topics dealt with include: use and user studies; the network model of communication and formal and informal communication channels, the characteristics and behavior of the literative (bibliometrics); innovations in the communication system.

LBSC 653. Construction and Maintenance of Indexing Languages and Thesauri. (3) Mr. Soergel.

Prerequisites: LBSC 656 or LBSC 642 or permission of instructor.

This is an advanced course in the area of information systems analysis and design. The lectures present advanced considerations on the design of indexing languages and detail procedures to be used in their construction. Students apply these methods in a team-project in which they construct, in an area of their own choosing, an indexing language and an accompanying thesaurus. This practical experience is an important part of the course. From this experience, students will also be able to analyze and evaluate existing indexing languages and thesauri.

LBSC 656. Introduction to Information Storage and Retrieval (ISAR) Systems. (3) Mr. Soergel.

This course deals with the micro-organization of information services. It develops the basic principles underlying both manual and mechanized ISAR systems (from card catalog to interactive computerized ISAR systems). This should enable the student to develop perspectives for the analysis and design of ISAR systems and of classifications or other indexing tools. The purpose and the evaluation of ISAR systems are discussed. A functional model of an ISAR system is presented to serve as a framework for the discussion of the conceptual structure of indexing languages and search strategies, file organization and typology of classifications, and abstracting and indexing. Various ISAR techniques are introduced during the course as examples of the principles discussed. Assignments provide the opportunity of practical application of the concepts developed.

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

Prerequisites: LBSC 653, 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 system; 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. Problems of Special Materials. (3)

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 affect 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. Seminar in Technical Services. (3) Mr. Costabile.

The concentration of this course is upon readings, class analysis and student discussion, and preparation of papers on special issues facing the field of technical services in large libraries. This seminar deals with such areas as acquisitions, cataloging, serial control, cooperative programs, and managerial controls.

LBSC 674. 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. Seminar on Manuscript Collections. (3) Mr. Colson.

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. Introduction to Data Processing for Libraries. (3) Mr. Doszkocs.

This course familiarizes the student with the basic principles of data processing and with the ways in which data processing systems have been applied to library problems. The course consists of lectures and a data processing laboratory. The lecture series cover: punched card processing and its application to library operations; an introduction to systems analysis and the methodology for establishing systems requirements; and electronic data processing systems and their application to library operations. In the laboratory the student is taught the fundamentals of computer programming by actually developing computer programs to solve typical library problems and running them on an electronic data processing system.

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

Prerequisites: LBSC 656, 700.

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 processing systems.

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

Prerequisite: LBSC 700 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. Library Systems Analysis. (3) Mr. Kraft.

An introduction to the total systems approach to library and information problems, this course will give a scientific management framework, terms for defining a system, and its problems, and a set of tools, techniques, and methods to aid in analyzing and solving these problems. The emphasis is on the administrative and managerial decisions and on the benefits and limitations of the systems approach. Topics to be covered include model building, flowcharting, motion and time study, cost analyses, systems design, management information, and cost-effectiveness and Planning, Programming, Budgeting System. The course is an overview of both theory and practice, and as such draws heavily on the literature of the applied management sciences.

LBSC 721 (same as CMSC 737). Seminar in Information Science. (3) Mr. Heilprin.

This seminar introduces the fundamentals and background for advanced work in information science. The nature of messages in human and machine communication are approached from the viewpoint of physical, psychological, and logical transformations which they undergo in their paths from message sender to recipient. Cybernetic variety, basic constraints or variety in information systems, and classes in their uses in search and communications are studied as well as models, optimization and mechanization of access to messages for communication of data, information, knowledge.

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

Prerequisite: LBSC 721 (same as CMSC 737), or permission of instructor.

This is an advance forum for discussion of significant problems in information science: fundamental concepts, theory, methodology, current research. During the term each student selects, prepares and presents a problem or problems at one three-hour weekly session; while remaining students prepare responsive discussion. The seminar provides an opportunity to analyze, test and integrate information science ideas.

LBSC 731. 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. Advanced Organization and Administration of Libraries and Information Services. (3) Miss Bundy.

Prerequisite: LBSC 731.

This course will build on the understandings and concepts introduced in LBSC 731 *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 understand libraries as changing organizations. The significance of contemporary and information developments will be considered in this context.

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

The development of library and information consortia and networks have many implications for the funding and resource base of information services, the technological core of the field, and the impact of information on society. This seminar explores the inter-library cooperative phenomenon and analyzes critical issues in network planning, economics, organization, technology, and services.



LBSC 743. 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. Seminar in the Special Library and Information Center. (3) Miss Thomas.

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

Prerequisites: LBSC 715, 731.

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. Communication and Libraries. (3) Mr. Kidd.

The content of this seminar-type course covers the theory and research in the multi-discipline domain of communication. The point of departure is the work of Lazarsfeld on social communication but inquiry is directed into such diverse matters as coding theory, linguistic analysis, decision theory, network concepts, etc. Connections are pointed-out between the findings of communication research and library practice; based on the proposition that the librarian performs a linking function in a social communication process. However, the course is predominantly oriented toward communication research and theory.

LBSC 807. Science Information and the Organization of Science. (3) Mr. Kidd.
Prerequisite: LBSC 650.

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. 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 process 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. Public Library in the Political Process. (3) Mr. L. Wilson.

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 government 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. Libraries and Information Services in the Social Process. (3) Mr. Olson.

The focus in this course is upon the policy process. Key elements in the societal-political environment which influence decision-making in libraries and information service facilities are identified and interrelated such as legislation, citizen participation, organized groups, mass media, professional associations, technological changes and financial support. The significance of such contemporary issues as censorship, manpower, community control, and automation are considered in this context.

LBSC 827. History of Libraries and Their Materials. (3) Mr. Colson.

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. Library Service to the Disadvantaged. (3) Mr. L. Wilson and Mr. Wright.

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. International and Comparative Librarianship and Information Science. (3) Mr. Wasserman.

This seminar is designed to compare and contrast bibliographical systems, institutions, service arrangements, and professional patterns in developed and developing cultures. Libraries, information organizations and international information systems are viewed against the backdrop of national cultures, and the influence of the social, political and economic factors upon these forms are considered. Students prepare papers analyzing programs in different settings and exploring the bases for variations and similarities.

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

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. Seminar in Research Methods and Data Analysis. (3) Mr. Kidd.
Prerequisites: Statistics requirement, LBSC 844.

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. Analysis of the Library Service Process. (3) Mr. Olson.

In this seminar, teams of students, librarians, and library school faculty together investigate real problems in libraries, using analytical skills presented in the first five weeks of the seminar. The objective is to train librarians to deal with problems in the basis of quantitative data. In previous semesters students have been assigned to work on problems at the National Agricultural Library and libraries at the Smithsonian Institution and Department of Interior.

LBSC 858. Special topics in Library and Information Service. (3)

This is a general course label under which a variety of specific activities can be programmed by the instructor or instructional team. It is a vehicle for trying out new content and methods. Specific offerings will be designated by a letter code (e.g., LBSC 858 A) and the instructor's name. Announcement of the availability of offerings under this heading and the details of the specific course will be provided to all students prior to registration week of the semester in which the course is to be offered.



*Testing a program at the
Computer Science Center*

LBSC 859. 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. Thesis Research. (Arranged)

Institutions of Higher Learning Represented
in the 1971-1972 Student Body

U.S. Colleges and Universities

Adelphi University	Georgetown University
Allegheny College	University of Georgia
Alliance College	Georgia College at Milledgeville
American University	Gonzaga University
Appalachian State University	Good Counsel College
Berea College	Goucher College
Bethany College	Greenville College
Bluefield State College	Hanover College
Boston College	University of Hartford
Bowling Green State University	University of Hawaii
Briar Cliff College	Hendrix College
Brigham Young University	Hofstra University
Brooklyn College	Hood College
Bryn Mawr College	Howard University
Bucknell University	Hunter College
Butler University	Indiana University of Pa.
University of California—Berkeley	University of Iowa
Cedar Crest College	Johns Hopkins University
Chatham College	Kalamazoo College
Chestnut Hill College	University of Kansas
University of Chicago	Knox College
Chico State College	Lambuth College
Clark College	La Salle College
Clark University	Lebanon Valley College
Columbia University	Louisiana College
University of Connecticut	Louisiana State University
Connecticut College	Loyola College
Cornell University	Lycoming College
Dartmouth College	University of Maine
University of Dayton	Marquette University
University of Delaware	Mary Washington College
Dickinson College	Marycrest College
District of Columbia Teachers College	University of Massachusetts
Duke University	University of Miami—Ohio
East Carolina University	University of Michigan
Emory & Henry College	Michigan State University
Federal City College	University of Minnesota
University of Florida	Morgan State College
Frostburg State College	Mount Saint Agnes College
George Washington University	University of New Mexico

City University of New York	Smith College
State University of N.Y. at Albany	University of South Carolina
State University of N.Y. at Binghamton	Stanford University
State University of N.Y. at Buffalo	Swarthmore College
State University of N.Y. at Stony Brook	Sweet Briar College
State University of N.Y. at Brockport	Syracuse University
State University of N.Y. at Cortland	Temple University
State University of N.Y. at Oneonta	Texas Woman's University
New York University	Towson State College
University of N.C. at Chapel Hill	Trinity College—Connecticut
University of N.C. at Greensboro	Trinity College—D. C.
North Carolina College at Durham	Tufts University
North Texas State University	Tuskegee Institute
Northwestern University	Union College
Notre Dame College	Ursuline College
Ohio State University	University of Utah
Ohio Wesleyan University	University of Vermont
Old Dominion College	University of Virginia
University of Pennsylvania	Virginia Polytechnic Institute
Pennsylvania State University	Washburn University of Topeka
Queens College	University of Washington
Radcliffe College	Washington State University
Radford College	Webster College
Randolph-Macon College	Wellesley College
University of Rhode Island	Wells College
Rice University	West Virginia University
Richmond Professional Institute	West Virginia Wesleyan College
University of Rochester	Western Maryland College
Rosary Hill College	Westminster College
Saint Procopius College	Wheaton College
University of Saint Thomas—Texas	Wichita State University
Salisbury State College	Willamette University
San Diego State College	William & Mary
Seattle Pacific College	Wilmington College
Shippensburg State College	Wilson College
Simmons College	University of Wisconsin—Madison
	University of Wisconsin—Milwaukee
	Wright State University

Foreign Schools Represented

University of Buenos Aires
 Chinese University of Hong Kong
 Hezsingin Yhteislyseo (University of Helsinki)
 Hong Kong Baptist College
 McGill University
 National Taiwan University
 National Wu-han University (China)
 Sir George Williams University
 Technical University (Hungary)
 Tsuda College (Japan)



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

V. 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 inter-disciplinary 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 number of course hours in these disciplines. As relevant to his needs, 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. Consideration 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 \$2,900 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. 22. For information on tuition and other expenses, see p. 24.

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 May 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.

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 was conceived, it would inventory sources of information, both published and unpublished, and develop a prototype information service which would 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. During the past year students were also assigned to work on problems at libraries of the Smithsonian Institution and Department of Interior. Each semester builds on the work of the previous semesters. Dr. Edwin Olson has directed the project each semester with other members of the faculty serving as resource persons for particular problems investigated.

Similarly, a cooperative agreement between SLIS and ERIC/CLIS (ERIC Clearinghouse on Library and Information Sciences) has begun as an exploratory research seminar designed to familiarize librarians with the marketing approach in order to maximize the benefits to be gained from the application of these principles to the field of library-information science. The SLIS faculty and students, the ERIC/CLIS personnel, and personnel from other government agencies where information dispensing problems are similar, define and conduct empirical research in information transfer problem areas.

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



Professor Olson discusses the National Agricultural Library Project

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 school published *The Universal Decimal Classification*, a programmed instruction course, by Hans Wellisch. *Media Indexes and Review Sources* by Margaret E. Chisholm has recently been published by the school. It is an attempt to improve the access to the domain of non-print materials or media, an area of increasing importance in the field of librarianship and information service. In progress is Number 4 of the Student Contribution Series, *Fundamentals of Documentation* edited by T. D. Wilson and Esther Herman.

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

Early in 1972 the school, in conjunction with Greenwood Publishing Company, published the proceedings of an international symposium held at the University of Maryland, May 14-15, 1971. Edited by Hans Wellisch and T. D. Wilson, *Subject Retrieval in the Seventies—New Directions* is being distributed

by Greenwood (51 Riverside Avenue, Westport, Conn. 06880). In addition, available from Greenwood is *Frontiers in Librarianship: Proceedings of the Change Institute*, a conference held at the school in 1969. Proceeds from the sales of this work are directed toward a scholarship fund for black students.

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 students within the school, provides direct assistance to students and faculty in the solution of academic and research problems. 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. 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. In the school's new building mechanical teaching aids, computer access terminals, and other electronic devices are 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 1,299,000 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 by faculty and students.



Dr. Wesley J. McJulien, Director of the Audiovisual Center of the University of Vermont, addresses a colloquium

VI. 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 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 specific groups.

These include a conference on *Reclassification—Rationale and Problems*, directed by Jean Perreault, held to consider the available classification systems, 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 Institute for the Retraining of Library Staff to Improve Information Service to the Disadvantaged*, directed by Robert L. Wright and conducted under a grant from the U.S. Office of Education, was held in October 1971 and again in February 1972. The program was designed to retrain professional and para-professional librarians and information specialists who provide library and information services to the underserved client.

In cooperation with the National Federation of Science Abstracting and Indexing and the Subject Analysis and Organization of Library Materials Committee, Cataloging and Classification Section of the American Library

Association's Resources and Technical Services Division, the school hosted a seminar—*Indexing in Perspective*—April 24-26, 1972.

In the summer of 1972 the school sponsored a two week *Institute on International and Comparative Librarianship and Information Science*, for members of the practicing library and information science community as well as for master's and doctoral students. The intent of the program was to bring into focus some of the more important theoretical and applied trends in the field. The director of the institute was Paul Wasserman; the sessions were chaired by additional international experts.

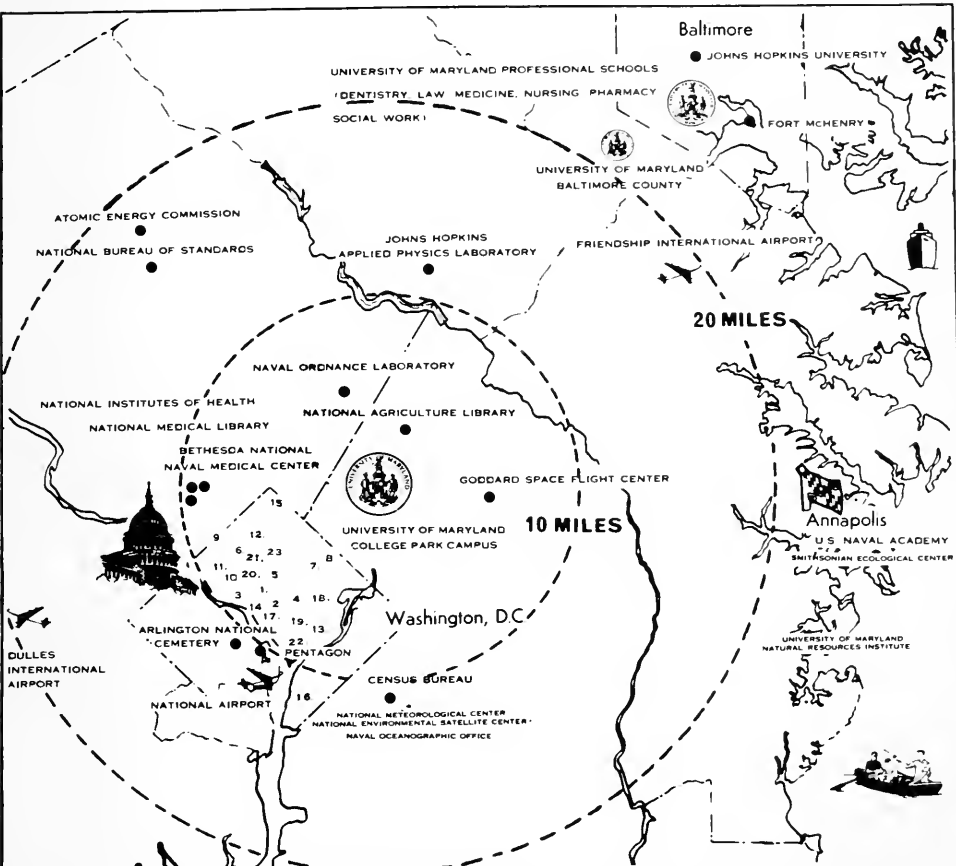
The School of Library and Information Services has since its inception evidenced a strong concern with research and instruction relative to managerial and organizational problems. The *Library Administrators Development Program* is offered each summer and affords those in senior management positions 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. During the 1972 Library Administrators Development Program 16 participants were recipients of fellowships to support their attendance. These individuals were selected from among minority group applicants. These grants were made possible through a contract between Maryland and the U.S. International University of San Diego, California (based upon U.S. Office of Education funding) to support leadership training among librarians representative of disadvantaged sections of the society.

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.

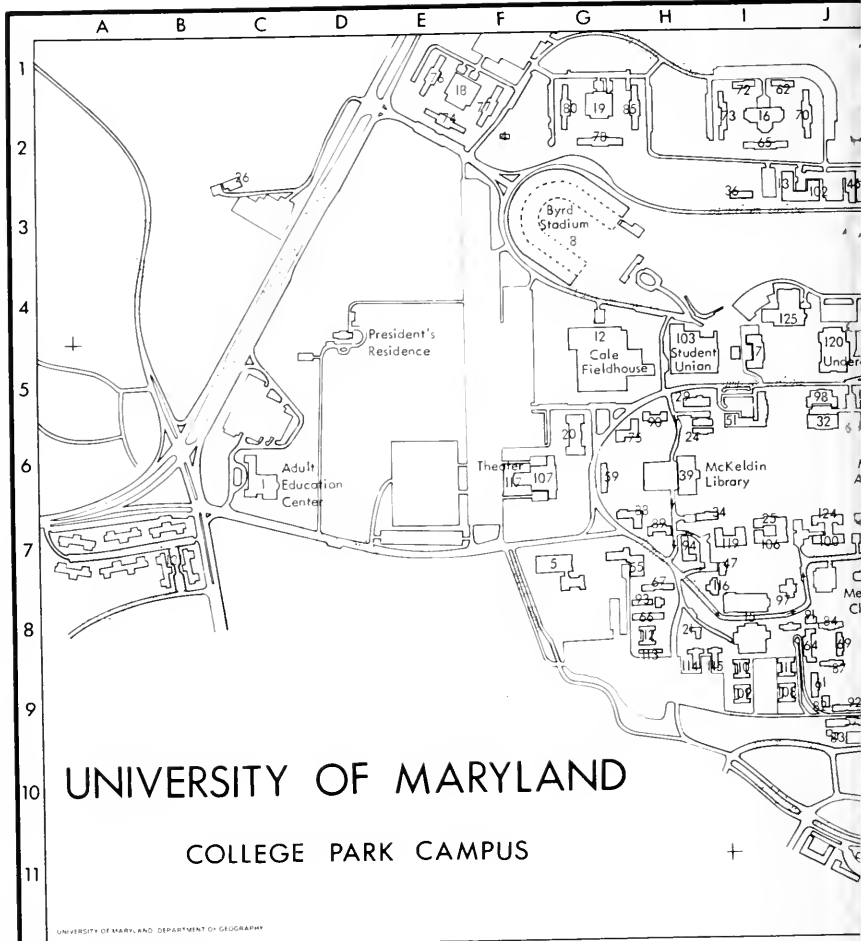
In the 1970-71 academic year, the school offered an experimental professional program, *The Urban Information Specialist Project*, to prepare information specialists to work with the informationally deprived in various settings, but particularly in the inner city and with the undergraduates in the University. The participants were individuals who had an interest in translating social commitment into professional action. The program was funded by the U.S. Office of Education.

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.

The University of Maryland – Academic Resources and Points of Interest



- | | |
|---|--|
| 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 |

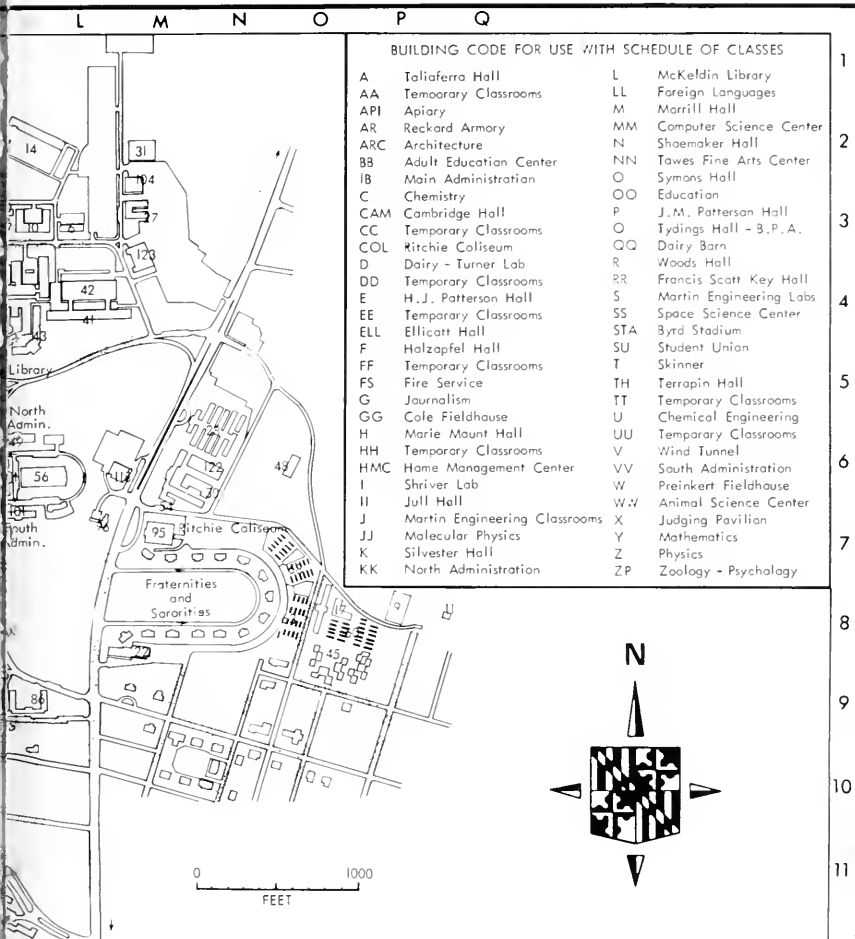


UNIVERSITY OF MARYLAND

COLLEGE PARK CAMPUS

UNIVERSITY OF MARYLAND, DEPARTMENT OF GEOGRAPHY

NO.	BUILDING NAME	LOCATION	NO.	BUILDING NAME	LOCATION
1.	Adult Education Center (BB)	C-6	33.	Home Management Center (HMC)	K-2
2.	Animal Science Center (WW)	K-2	Information: See Main Administration and Police Dept		
3.	Annapolis Hall	K-9	34.	Journalism (G)	H-1
4.	Apiary (API)	F-2	35.	Judging Pavilion (X)	K-1
5.	Architecture (ARC)	G-7	36.	Jull Hall (II)	J-1
6.	Asphalt Institute	L-3	37.	Lord Calvert Apartments	K-1
7.	Bureau of Mines, U.S.	I-5	38.	Main Administration (IB)	H-1
8.	Byrd Stadium (STA)	G-3	39.	McKeldin Library (L)	K-1
9.	Central Receiving - General Supplies Depot	P-8	40.	Marie Mount Hall (H)	K-1
10.	Chemical Engineering (U)	K-3	41.	Martin Engineering Classrooms (J)	L-1
11.	Civil Defense Training	O-8	42.	Martin Engineering Labs (S)	L-1
12.	Cole Fieldhouse (GG)	G-5	43.	Mathematics (Y)	K-1
13.	Computer Science Center (MM)	L-3	44.	Memorial Chapel	K-1
14.	Dairy Barn (OO)	K-2	45.	Modular Housing	O-1
15.	Dining Hall 1	I-8	46.	Molecular Physics	J-1
16.	Dining Hall 2	I-2	47.	Morrill Hall (M)	O-1
17.	Dining Hall 3	O-8	48.	Motor Transportation Facilities	O-1
18.	Dining Hall 4	E-1	49.	North Administration (KK)	K-1
19.	Dining Hall 5	G-2	50.	Nuclear Reactor	K-1
20.	Education (OO)	G-6	51.	Patterson Hall, H.J. (E)	K-1
21.	Education Annex	H-8	52.	Patterson Hall, J.M. (P)	K-1
22.	Fire Service (FS)	M-8	53.	Physics (Z)	M-1
23.	Fish and Wildlife Service, U.S.	J-5	54.	Police Department	M-1
24.	Foreign Languages (LL)	H-6	55.	Preinkert Fieldhouse (W)	G-1
25.	Francis Scott Key Hall (RR)	I-7	56.	Reckord Armory (AR)	G-1
26.	Golf Course	C-2	Residence Halls:		
27.	Grounds - Custodial Department	M-3	57.	Allegany Hall	
28.	Harrison Lab - Greenhouse	N-6	58.	Annapolis Hall	
29.	Health Center - Infirmary	H-5	59.	Anne Arundel Hall	
30.	Heating Plant	N-6	60.	Antietam Group Mobil Units	
31.	Heavy Research Lab	M-2	61.	Baltimore Hall	
32.	Holzappel Hall (F)	J-6	62.	Bel Air Hall	



BUILDING CODE FOR USE WITH SCHEDULE OF CLASSES

A	Taliaferro Hall	L	McKeldin Library
AA	Temporary Classrooms	LL	Foreign Languages
API	Apiary	M	Morrill Hall
AR	Reckard Armory	MM	Computer Science Center
ARC	Architecture	N	Shoemaker Hall
BB	Adult Education Center	NN	Towes Fine Arts Center
IB	Main Administration	O	Symons Hall
C	Chemistry	OO	Education
CAM	Cambridge Hall	P	J.M. Patterson Hall
CC	Temporary Classrooms	O	Tydings Hall - B.P.A.
COL	Ritchie Coliseum	QQ	Dairy Barn
D	Dairy - Turner Lab	R	Woods Hall
DD	Temporary Classrooms	RR	Francis Scott Key Hall
E	H.J. Patterson Hall	S	Martin Engineering Labs
EE	Temporary Classrooms	SS	Space Science Center
ELL	Ellicott Hall	STA	Byrd Stadium
F	Halzapfel Hall	SU	Student Union
FF	Temporary Classrooms	T	Skinner
FS	Fire Service	TH	Terrapin Hall
G	Journalism	TT	Temporary Classrooms
GG	Cole Fieldhouse	U	Chemical Engineering
H	Marie Mount Hall	UU	Temporary Classrooms
HH	Temporary Classrooms	V	Wind Tunnel
HMC	Home Management Center	VV	South Administration
I	Shriver Lab	W	Preinkert Fieldhouse
II	Jull Hall	W.W	Animal Science Center
J	Martin Engineering Classrooms	X	Judging Pavilion
JJ	Molecular Physics	Y	Mathematics
K	Silvester Hall	Z	Physics
KK	North Administration	ZP	Zoology - Psychology

NO.	BUILDING NAME	LOCATION	NO.	BUILDING NAME	LOCATION
63.	Belvedere Group Mobil Units	O-8	95.	Ritchie Coliseum (COL)	M-7
64.	Calvert Hall	J-8	96.	Rosborough Inn	L-7
65.	Cambridge Hall (CAM)	I-2	97.	Shoemaker Hall (N)	I-8
66.	Caroline Hall	H-8	98.	Shriver Hall (I)	J-5
67.	Carroll Hall	H-8	99.	Silvester Hall (K)	K-7
68.	Catoctin Group Mobil Units	O-7	100.	Skinner (T)	J-7
69.	Cecil Hall	J-8	101.	South Administration (VV)	K-7
70.	Centreville Hall	J-2	102.	Space Science Center (SS)	J-3
71.	Charles Hall	K-10	103.	Student Union (SU)	H-5
72.	Chestertown Hall	I-1	104.	Surplus Property	M-3
73.	Cumberland Hall	I-1	105.	Symons Hall (O)	K-5
74.	Denton Hall	E-2	106.	Taliaferro Hall (A)	I-7
75.	Dorchester Hall	H-6	107.	Towes Fine Arts Center (NN)	F-6
76.	Easton Hall	E-1	Temporary Classrooms:		
77.	Elkton Hall	F-2	108.	(AA)	I-9
78.	Ellicott Hall (ELL)	G-2	109.	(CC)	I-9
79.	Frederick Hall	K-9	110.	(DD)	I-9
80.	Hagerstown Hall	G-2	111.	(EE)	I-9
81.	Harford Hall	K-9	112.	(FF)	H-8
82.	Howard Hall	J-9	113.	(HH)	H-8
83.	International House	J-10	114.	(TT)	H-8
84.	Kent Hall	J-8	115.	(UU)	H-8
85.	La Plata Hall	H-2	116.	Terrapin Hall (TH)	H-8
86.	Montgomery Hall	K-9	117.	Theater (NN)	F-6
87.	Prince George's Hall	J-8	118.	Turner Lab - Dairy (D)	M-6
88.	Queen Anne's Hall	G-7	119.	Tydings Hall - B.P.A. (Q)	I-7
89.	Somerset Hall	H-7	120.	Undergraduate Library	J-4
90.	St. Mary's Hall	H-5	121.	University Hills Apartments	A-7
91.	Talbot Hall	J-8	122.	University Press - Print Shop	N-6
92.	Washington Hall	J-9	123.	Wind Tunnel	M-3
93.	Wicomico Hall	G-8	124.	Woods Hall (K)	J-7
94.	Worcester Hall	H-7	125.	Zoology - Psychology (ZP)	I-4

Notes



