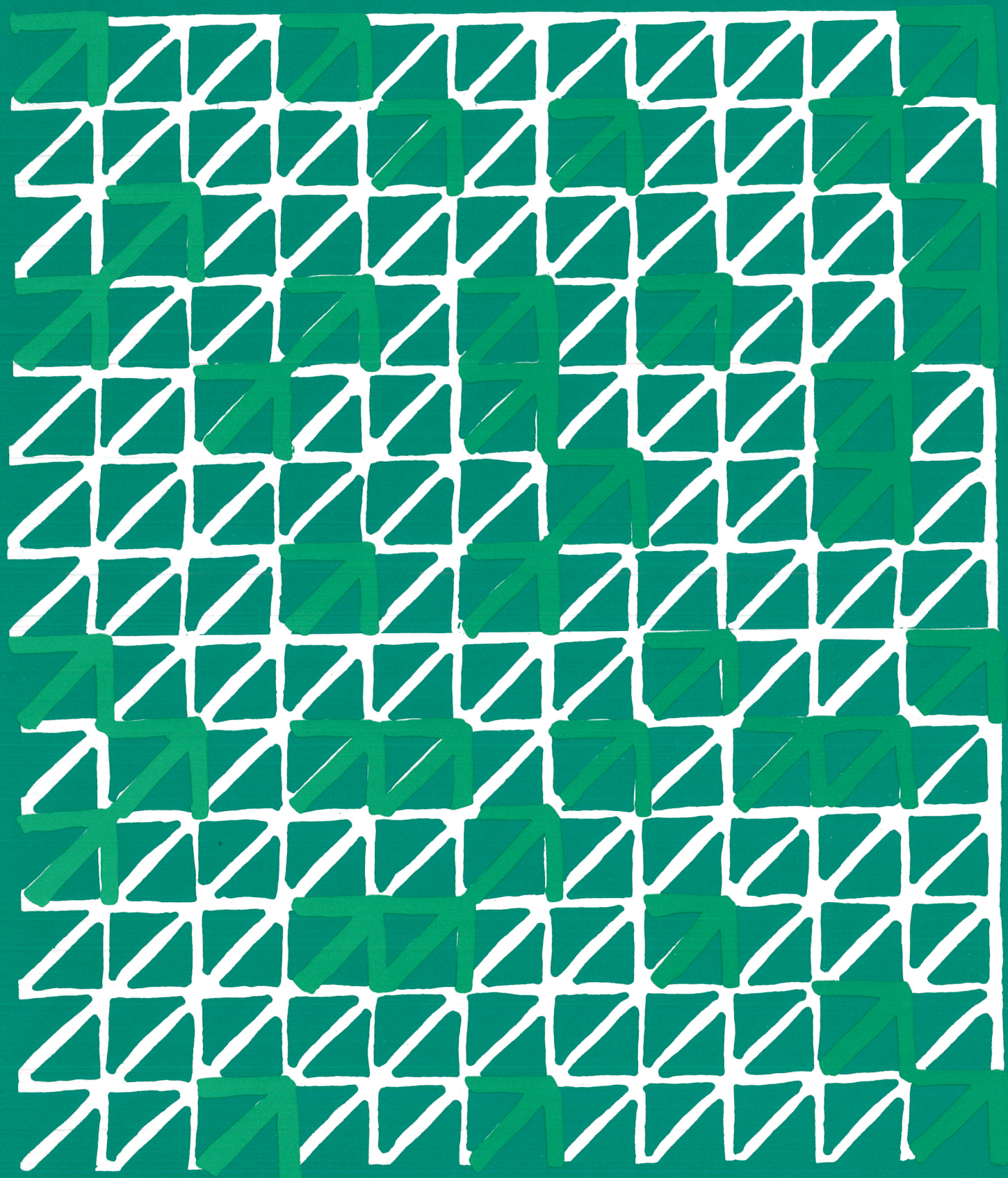
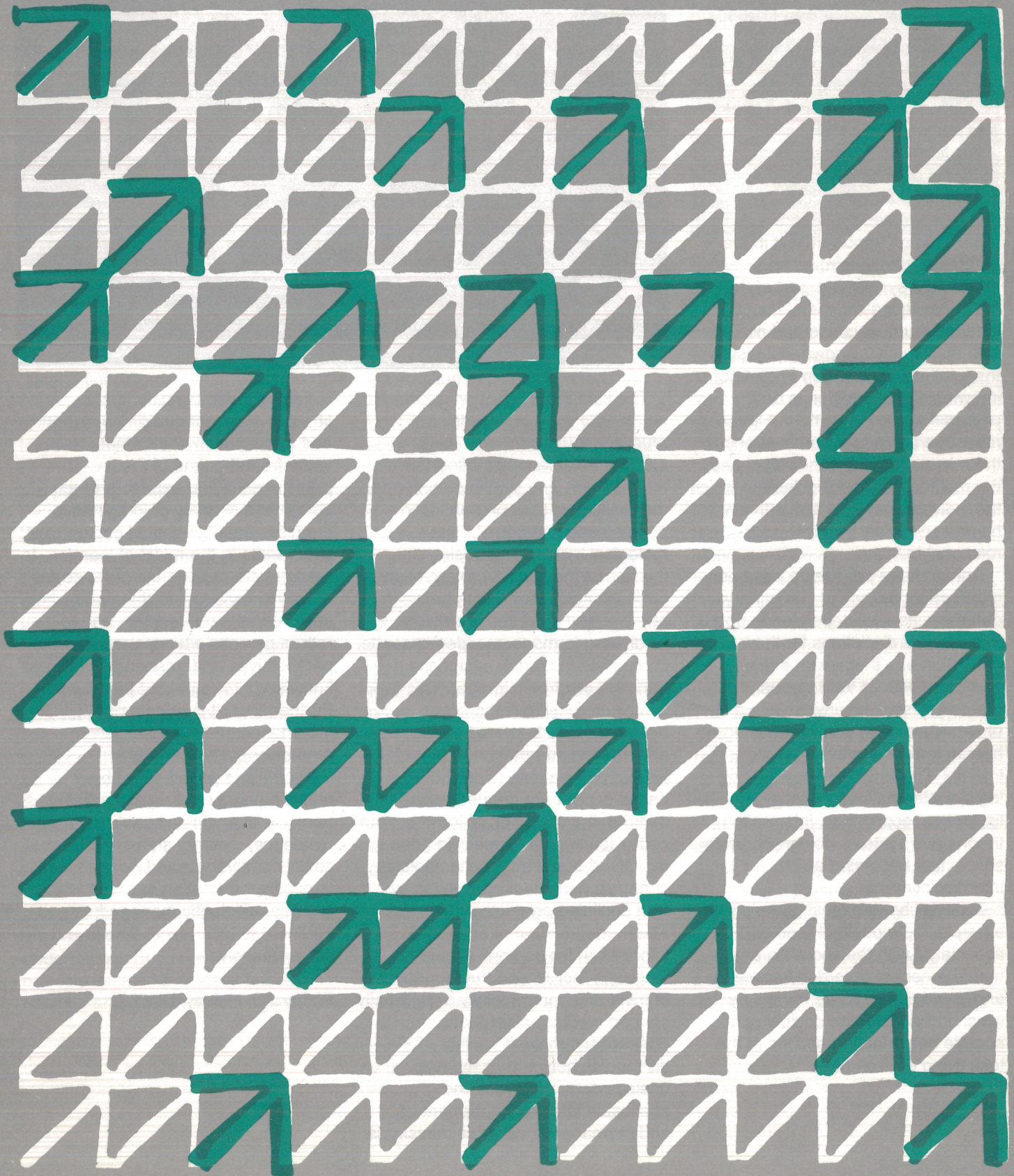


School of Library and Information Science
State University of New York at Albany



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Perspectives

This is an invitation to consider entering a career in a crucially important, challenging, and rapidly advancing profession. Librarianship has moved far beyond the time-honored (but limited) business of locating and retrieving, marking and parking, storing, and serving books and magazines to patrons.

As Jesse Shera, respected authority on education for librarianship and classification theory, observed, "The library is more than an important link in the communication chain; as an intellectual system it is part of the total knowledge situation. The librarian must be concerned not only with that which is known, but also with the intellectual condition or state of knowing. This condition is both personal and social, and the librarian must operate in two worlds at once, the microcosm of the individual and the macrocosm of the culture in which the individual resides and with which he must work out a harmonious relationship."

Although the profession has been criticized for its lack of disciplinary definition, its very dependence upon more formal disciplines for the derivation of a theoretical base, combined with its vast corpus of practice, places librarianship in a uniquely strategic position to integrate human knowledge in the public interest. Drawing upon psychology, logic, mathematics, sociology, linguistics, economics, information theory, and systems design, librarianship is fast becoming a rich interdisciplinarity.

Today's librarian must grapple with a perplexing mosaic of problems associated with the accretion and management of recorded knowledge and, in addition, devise means by which individuals and society can acquire healthful perceptions of the total living environment.



The librarian (now often referred to as an "information professional") must continually strive to make existing and planned bibliographic mechanisms and systems conform to the realities of the communication process and findings of epistemological inquiry. The basic mission of the librarian/information professional is to mediate between humans and recorded knowledge in its diverse forms (e.g., video-cassette, computer tape, print, microfiche, transient electronic image). This task is now more difficult than ever because of the barriers between user and needed information. A glut of printed publications (over 2,000 pages of print are created each minute), the profusion of formats from codex to interactive television, the rapidity of social and technological changes, persistent adult illiteracy with declining productivity, political apathy, deprivation of access to information for persons who lack language facility, and the inundation of trivia and commercially or politically shaped media—all of these obstructions make it hard to distinguish between useful and useless data, irrelevant and applicable information, ephemeral and permanently valuable messages.

Facing these conditions, the librarian must encourage enjoyment and appreciation of information's value from the time of the preschooler's first exposure to the charm and mystery of imaginative creation. Benefits should accrue alike to students in the midst of learning, to researchers probing the outer edges of new knowledge, to the many who seek recreational reading, and to retired persons who desire renewed perspectives and freshened skills and knowledge to round out their lives. Furthermore, it is of paramount importance that the information professional/librarian resist censorship imposed either by public authority or private parties, because everyone, regardless of age, residence, minority status, health, or social condition should have access to quality information services which are free, efficiently managed, pertinent to local need, timely, and comprehensive.

Richard S. Halsey, Dean

Librarianship and Information Resources Management at Albany

One of State University of New York at Albany's missions is a commitment to public policy analysis and public service, and the School is fortunate in being able to claim expertise in (1) the management and development of information resources and service for state and local government, (2) the direction of information policy, including facilitation of legislative action to assure statewide access to an ever-increasing mass of recorded and transient knowledge, (3) provision of guidance in defining the structure of emerging multi-type regional library organizations in New York State, and (4) analysis and assessment of the impact of library and information resources agencies upon economic, educational, and cultural conditions.

Because of the School's proximity to the Empire State Plaza, internships in governmental agencies and opportunities to provide public service are plentiful. There are constant calls for our students and faculty to assist in devising solutions to information resources management problems and to observe or participate in the daily operations of agencies such as the various state departments (e.g., Commerce, Law, Social Services, Health, Division of Budget), community service centers, public interest groups, and units within the State Cultural Education Center. In addition, there is and will continue to be an increasing demand for the School and its graduates to get involved in the administration of multi-type library cooperatives and networks to speed access to the resources of school, public, special, and academic libraries. There are abundant opportunities for such undertakings because of the many projects initiated by locally based libraries and governmental agencies.



In addition to its established excellence in government publications bibliography and public sector library services, the School is strong in bibliographical control of nonprint materials and general reference. Several indispensable keys to film and sound recording literatures have been produced by School faculty. *The Reference Librarian*, a quarterly journal which focuses upon a single emerging topic or trend in modern reference and information services, is edited by members of our faculty. Indexing and abstracting is especially well represented with *Physical Education/Sports Index* and *Film Literature Index*, both School-based publications.

Concentrated activity also is generated as a byproduct of our commitment to combat functional illiteracy and to enhance public awareness of the values and contributions of libraries and related information-handling agencies to society. Library skills, information usage education, and adult independent learning instructional programs are frequently cosponsored by the School of Library and



Information Science and other academic units or off-campus organizations in the form of professional advancement/renewal seminars, workshops, and symposia. The Citizens' Library Council of New York State, an outgrowth of the Governor's (1978) and White House (1979) conferences on library and information services, has its headquarters at the School. The Council's purpose is to increase public awareness of libraries and to stimulate rigorous examination of the ties between academic achievement, inventiveness, productivity, and other indicants of human accomplishment and well being and the presence of adequate library staff, collections, and services throughout New York State. The Council's official publication, the *CLiC Quarterly*, is a journal of opinion, research, and advocacy in the field of library and information resources management.

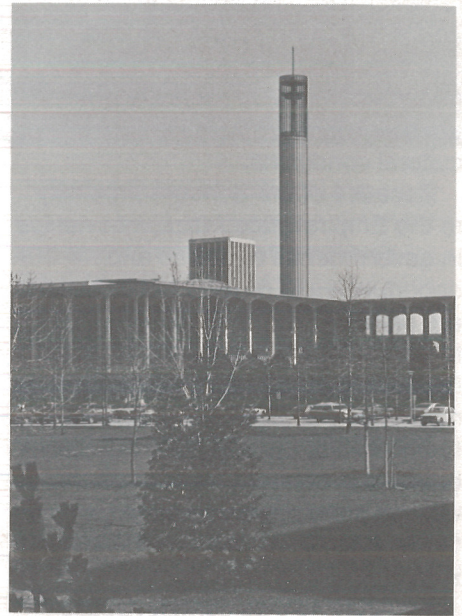
Management of archival resources and information services for the aged, physically disabled, and institutionalized persons are two other areas in which the School can claim noteworthy strength. Finally, we offer opportunity for specializations in school media and medical and health sciences librarianship (see page 9).

The University



State University of New York at Albany is the senior campus of the largest centrally managed system of public higher education in the nation.

Founded in 1844, it is one of four university centers in the New York State system. The main campus is housed in a modern complex designed by Edward Durell Stone and first opened in 1966. The complex occupies a 400-acre site at the western edge of the city of Albany. The University also maintains a recently renovated downtown campus



with free, easy access between the two. The School of Library and Information Science is located on the downtown campus.

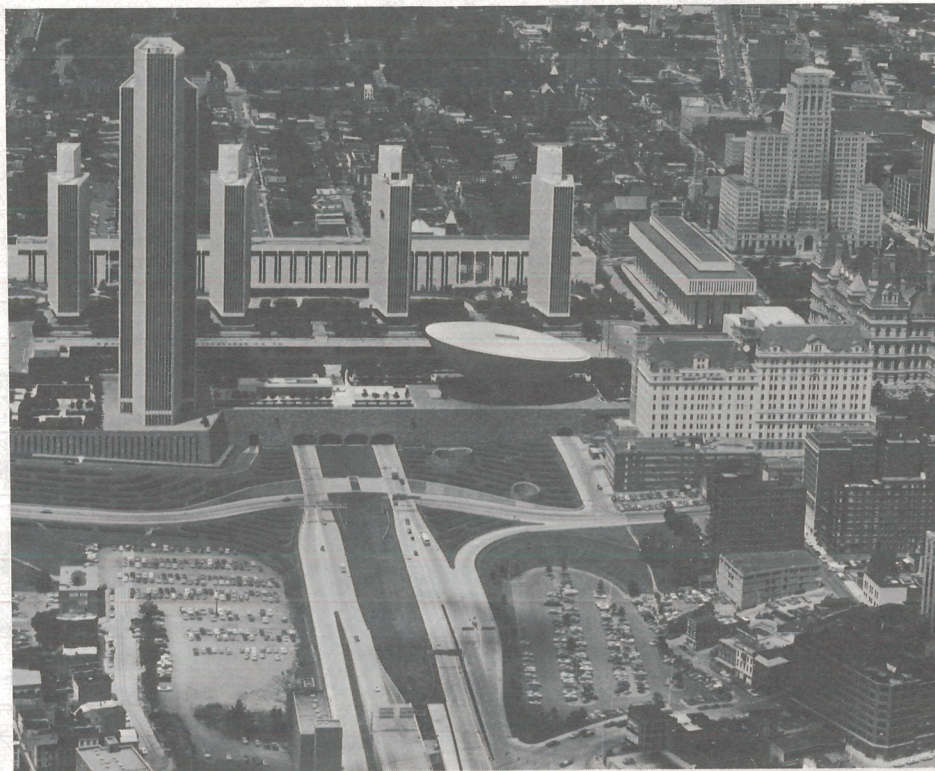
Albany currently enrolls 15,000 students, 30 percent of whom are graduate students. It is organized into nine degree-granting schools and colleges offering a range of programs in the humanities and fine arts, science and mathematics, social and behavioral sciences, business, criminal justice, education, library and information science, public affairs, and social welfare. The University offers the master's degree in 49 areas, the certificate of advanced study in 8, and the doctoral degree in 23.

The Area

The tri-city area (Schenectady, Troy, Albany) offers a wide spectrum of dynamic urban attractions.

Of particular interest to the prospective librarian are the approximately 40 libraries, in addition to University support facilities, which are located in the city of Albany. Among these are college and university, public, hospital, state agency, newspaper, bank, and law libraries; the New York State Library; and several federally operated facilities, such as the U.S. Department of Housing and Urban Development Library. There are many additional libraries in Saratoga, Schenectady, and Troy, including those associated with museums and industrial firms, such as the Albany Institute of History and Art, Sterling and Francine Clark Art Institute, General Electric Company, Norton Company Coated Abrasives Division, Sterling-Winthrop Research Institute, and Bibliographic Retrieval Services, a major data base vendor located in nearby Latham, New York.

As the center of New York government, Albany is headquarters for the state legislature, the court system, and numerous service agencies, all located within walking distance of the School of Library and Information Science. The State Cultural Education Center and Museum are part of a resplendent, two-billion-dollar government building complex, the Nelson A. Rockefeller Empire State Plaza, created on a monumental scale and indicative of the upbeat, quickened tempo, and cosmopolitan tone of contemporary Albany. Two symphony orchestras are based in the Capital District, chamber concerts featuring performing artists of international distinction occur during the winter season, and live



theatre productions can be seen fairly frequently. Saratoga Springs is an active sports and cultural center in the summer months with the Philadelphia Orchestra and New York Philharmonic, City Center Acting Company, and New York City Ballet as guest performing organizations. Nearby Williamstown, Jacob's Pillow, Tanglewood, and Woodstock all come alive each summer with theatre, music, arts, and crafts.

Several major metropolitan centers are also within convenient traveling range. New York City is 150 miles to the south, Boston is 175 miles to the east, and Montreal is 225 miles to the north. Transportation to these cities is available by AMTRAK, Greyhound, and Trailways buses, major airlines including USAir, Eastern, American, and a number of commuter carriers. In addition, Albany is at the intersection of three major highways: the New York State Thruway, Interstate 90, and the Northway.



In summary, the concentration of cultural-educational-political activity within the School's environment adds significantly to its ability to generate well-rounded, socially responsible, pragmatic leadership for the profession.



The Program

Historical Background

The School of Library and Information Science at State University of New York at Albany has its historical origins in the School of Library Economy established at Columbia College in 1887 by Melvil Dewey. The school, the first in any American academic institution, remained at Columbia for only two years. It was transferred to the State Library in Albany in 1889 and was renamed the New York State Library School. In 1926, after 37 years during which it established an international reputation and served as a training ground for many of the leaders of the profession, the School was moved back to Columbia at the invitation of that university's Board of Trustees and by action of the New York State Board of Regents. To replace this school, an undergraduate program for the preparation of secondary school librarians was established at the recommendation of the State Education Department at the then New York State College for Teachers in Albany. Classes began on

September 23, 1926. The entire College, including the Department of Librarianship, moved to its new campus at Western and Washington Avenues in Albany in 1929.

The Department was provisionally accredited under the 1925 American Library Association Standards as a junior undergraduate library school for the training of school librarians. Full accreditation was granted in 1932. In 1934 the Department was reclassified as a Type III library school authorized to train school librarians only. In 1940 the American Library Association Board of Education for Librarianship removed this restriction, and in 1966 the School was reaccredited by the American Library Association under the 1951 Standards for Accreditation.

The degree of Bachelor of Science in Library Science was awarded at Albany until 1950; the master's degree has been granted since 1951. Between 1926 and 1962 various combinations of graduate and undergraduate library science curricula were implemented along with diverse administrative structures, and changes in name occurred. The program significantly broadened its goals during the 1950s and 1960s, and in 1971, its current name, the School of Library and Information Science, was adopted. In fall 1978, a sixth-year program leading to the certificate of advanced study was established. About 3,500 persons have graduated from the School during its 57-year existence.

Mission, Goals

The mission of the School, which is consonant with that of the University, is to contribute to the development of the theories and practices of library and information science through teaching, research, and participation in professional and public service. We have set for ourselves the following goals:

1. To provide an effective educational program for professional careers in library and information science.
2. To sustain effective scholarly and research activities which support its mission.
3. To advise and assist organizations and agencies to develop effective information services with particular attention to the needs of New York State.
4. To contribute to the formulation of public policy relating to information service.
5. To support and assist professional societies in the development of standards of ethics and practice.

Master of Library Science

Objectives

It is expected that graduates of our M.L.S. program will achieve the following objectives:

1. They will understand the principles, problems, and practices involved in the production, collection, organization, maintenance, dissemination, utilization, and interpretation of recorded information.
2. They will know how methodologies and content of other disciplines relate to library and information science.
3. They will be familiar with the changing social, cultural, and educational roles of libraries and other information agencies, including the ideal of timely access to information services provided without censorship or violation of privacy.
4. They will recognize the contribution of the information specialist in the formulation of public policy.
5. They will be qualified to evaluate the results of research in library and information science. They will be qualified to conduct rudimentary research in library and information science.
6. They will understand the importance of professional development, continuing education, and participation in professional societies.
7. They will have the opportunity to pursue a specialization within library and information science.

General Requirements

The program in library and information science, leading to the degree of Master of Library Science, requires 36 credits of appropriate study beyond the bachelor's degree, of which a minimum of 27 credits must be in graduate library science courses. The program requires two semesters and a summer session, or three semesters, or the equivalent in part-time study, to complete.

All degree requirements must be completed within a maximum period of six years, except in unusual circumstances when an extension of time may be granted by the dean of the School and approved by the dean of graduate studies. A maximum of 6 credits of appropriate graduate work may be transferred from another institution. Credits from another institution must have been completed within the maximum six-year period in which the M.L.S. degree is to be granted.

There are three 4-credit courses required of all candidates for the M.L.S. Students should register for these courses at the beginning of the degree program: Lib 601 The Information Environment, Lib 603 Information Processing, and Lib 605 Information Sources and Services.

In addition, each student must, at some point after the completion of 15 credits, complete a 3-credit seminar, Lib 680. (You may, with approval, substitute a thesis, Lib 699, for the seminar requirement.)

The seminar in library and information science requires some sophistication in research methodology. Students who have not acquired some demonstrable grasp of research methods must take Lib 608 Research Methods and Lib 609 Analysis of Information Populations before registering for the seminar.

The remainder of the 36-credit sequence is elective. The student is expected to develop, working closely with an advisor, an integrated program of study that is explicitly

consistent with the objectives of the master's degree program and that is designed to accomplish his/her self-defined educational and career objectives.

Appropriate graduate courses offered in departments or schools of the University other than the School of Library and Information Science may, with the advisor's approval, form part of the student's master's degree program to a maximum of 9 credits.

School Media Specialization

Candidates for provisional certification as elementary or secondary school media specialists in New York State are required to have completed at least 12 semester hours of professional education courses prior to admission to the School of Library and Information Science.

Students must be admitted specifically to the program for school media specialists, and it must be so stated on the acceptance letter in order to qualify for state certification through the University.

To qualify for certification as a school media specialist, you must include the following courses in the 36-credit program for the M.L.S. degree:

- Lib 571 Literature for Children
- Lib 578 Library Materials for Young Adults
- Lib 668 Internship
- Lib 675 The Curriculum and Supportive Resources
- Lib 676 Administration of School Media Centers

One year of paid, full-time experience in a school media center may be substituted for the internship (Lib 668) requirement. Any of these courses which have been taken on the undergraduate level may be applied to the certification requirement but not to the M.L.S. degree.

Certificate of Advanced Study

Other Specializations

The School offers a group of three courses related to medical and health sciences librarianship which are recommended for students who plan to take the Medical Library Association's certification examination.

There are many other beginning specializations that can be developed in less formal fashion as part of the master's degree program. Students may plan, with the aid of faculty advisors, their own programs of concentration in an area of librarianship or information studies. Specializations or concentrations in which the School is able to provide particular faculty competence include reference, government documents, indexing and abstracting, bibliographic instruction and user education, management and bibliographic control of nonprint materials, archives and records management, and information services for the aged and handicapped.

Objectives

It is expected that students in this program will achieve the following objectives:

1. They will achieve and demonstrate superior depth and currency in a selected specialization.
2. They will produce a substantial research paper of publishable quality.

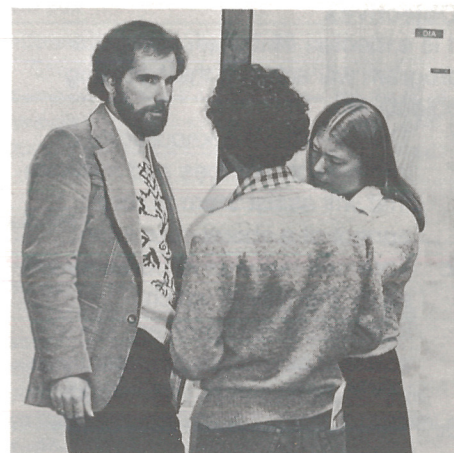
General Requirements

Completion of the program requires 30 credits of appropriate study which must be taken within a five-year period. The program is divided into the following three parts.

1. General requirements (12-18 credits).
2. Specialization courses (6-12 credits). These courses contribute directly to the student's declared specialization.
3. Supporting courses (0-6 credits). These are courses not directly related to, but supportive of, the student's specialization. The profession of library and information science is eclectic and uses applicable knowledge and skills from many fields. Students are encouraged to range broadly in selecting these electives.

Courses may be selected from present course offerings of the School or from other schools and departments of the University. Up to 6 of the 30 required credits may be transferred from work taken at another institution. The five-year time limit applies to these credits also.

The course Lib 701, Pro-Seminar in Library and Information Science, is required of all students in the program



and should be taken as early as possible. Other courses which must be taken as part of the general requirements follow:

- Lib 702 Directed Readings in Library and Information Science (3 credits)
- Lib 768 Advanced Internship in Library and Information Science (3-6 credits)
- Lib 780 Major Research Seminar (3-6 credits)

Undergraduate Minor

Objectives

It is expected that students in the program will achieve the following objectives:

1. They will have a knowledge of information sources and services that will assist them in their pursuit of a liberal education.
2. They will have an opportunity to study the way in which knowledge is organized, stored and disseminated, particularly in its relation to their major fields.
3. They will become aware of the need for effective information systems in various disciplines, especially those which affect public planning and policy making.
4. They will have an opportunity to explore library and information science as a career option.

General Requirements

The School offers an 18-credit undergraduate program as a second field (minor). The program comprises three required courses in library and information science: Lib 203 Introduction to Library Resources, Lib 301 Information Systems and Services, and Lib 303 Organization of Information Sources; electives from other fields; independent study in library and information science; and upper division library and information science courses.

Combined B.A./M.L.S.

A combined B.A./M.L.S. degree program is being developed and will be initiated in 1983. For more information, contact the admissions officer of the School.

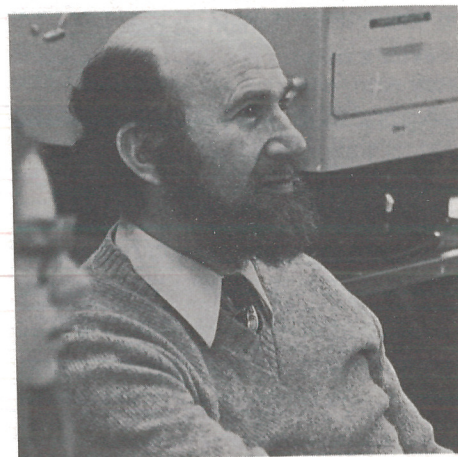
Advisement

In both the master's and the certificate program, applicants are asked to state their professional objectives; most applicants are interviewed and advised by faculty members before admission. Admitted students are assigned to faculty advisors, with whom they work out specific study plans. Course selections must be approved by the advisor each semester. You may, of course, request a change of advisor if warranted and may seek supplemental advisement from the dean, the associate dean, or other faculty members. Each semester an orientation session is conducted for new students in order to acquaint them with the University's academic policies and procedures and with the School's programs and activities.

If a student chooses, and is permitted, to substitute a thesis for the normal seminar requirement, the thesis topic must be approved by the faculty and by the Office of Graduate Studies; when completed, the thesis must be approved by the faculty thesis committee. In the certificate program, it is required that the student prepare an advanced seminar paper and that the student also take a comprehensive examination tailored to his/her particular area of specialization.

Courses

The following three courses are offered principally for undergraduate students and may not be used to fulfill any part of the degree requirements for the M.L.S., except for those students enrolled in the B.A./M.L.S. program.



Undergraduate Courses

Lib 203

Introduction to Library Resources (3)

Productive and creative use of library resources; development of bibliographic skills, using general and specialized reference sources and searching scholarly literatures; techniques for retrieving and evaluating information for research papers.

Lib 301

Information Systems and Services (3)

An examination of online information systems and interactive telecommunications processes. Exploration of public policy related to information access, systems, and services.

Lib 303

Organization of Information Sources (3)

An introduction to the theoretical and practical foundations of cataloging, indexing, abstracting, and classification as used in the organization of information sources. Broad issues involved in subject access to information sources; general concepts (e.g., classification, vocabulary control); and experience in constructing and using vocabularies and classification systems.

Graduate Courses

Lib 099

Media Equipment and Use (0)

Instruction in the use of audiovisual equipment and media production.

Lib 500

Computer Programming for Information Services (3)

Analysis of programming languages in terms of their suitability to various information applications. Topics will include syntax types, data file definition and organization, input/output, string handling, random access file handling. Students will write their own information handling programs. Prerequisites: Lib 607 or Lib 303 and Csi 101 or consent of instructor.

Lib 501

History of Books and Printing (3)

History of the development of books, printing, and publishing from ancient times to the present in relation to the society of which they were a part.

Lib 503

The Book in America (3)

History of the printed word in American culture from colonial times to the present. Primers and almanacs, book collection, literary piracy, dime novels, bestsellers, banned books, periodicals, popular series, and other selected topics.

Lib 536

Systems Analysis in the Information Environment (3)

Theory and methods of systems analysis as applied to information systems and services. Prerequisites: Lib 607 or Lib 301 and Lib 303.

Lib 539

Online Database Searching (3)

Evolution and development of online search services; introduction to logic, formulation of search strategies, searching techniques. In addition to class demonstrations, online time is made available to each student through one of the major search services. Prerequisites: Lib 603 and Lib 605 or Lib 301 and Lib 303.

Lib 550

Film and Libraries (3)

An introduction to off-Hollywood 8-mm and 16-mm films through an examination of representative film genres. Attention will be given to the development of film literacy, the special problems of acquisition and rental of films, the bibliographic organization of film literature, and the establishment of film programs in libraries.

Lib 571

Literature for Children (3)

An introductory survey of literature for children with the emphasis on 20th-century authors and illustrators. Problems and trends in writing and publishing. Class discussion and written critical evaluations based on extensive readings.

Lib 573

History of Children's Literature (3)

The development of books for children from the 15th century to the present. Attention is given to changing attitudes toward children as reflected in the books provided for them and to the authors and their literary intent. The development of various types of literature and kinds of books is also traced.

Lib 578

Library Materials for Young Adults (3)

Characteristics, needs, and media interests of youth (ages 13-18); critical study of selection aids, books, periodicals, films, recordings, and other materials created for, or popular with, adolescents; practice in media presentations and library programs for youth.

Lib 601

The Information Environment (4)

The evolving social, political, and institutional environments within which information services are and can be organized.

Lib 603

Information Processing (4)

The nature of documents, their bibliographic description, indexing and classification. Controlled and natural language vocabularies for document access. Major taxonomies. Information retrieval theory.

Lib 605

Information Sources and Services (4)

Consideration of reference/information services, the types of knowledge, the kinds of formats in which knowledge is recorded, and the ways in which it is pursued and retrieved.

Lib 606

Selection and Acquisition of Library Materials (3)

Guidelines for evaluating, selecting, and acquiring materials for libraries and information centers. Both theoretical and practical aspects are considered. Emphasis on books, periodicals, and, to a lesser extent, audio-visual and nonbook materials.

Lib 607

Information Technology and Library Automation (3)

A survey of information technology emphasizing computer hardware and software and their application to library administration, technical services, and information services.

Lib 608

Research Methods (2)

An overview of research methods and their applicability to library and information science, enabling students to evaluate existing research, to design research proposals, and to develop research strategies.

Lib 609

Analysis of Information Populations (1)

Consideration of statistical measures relevant to library and information science, with practice in their application. Includes familiarization with computerized statistical program packages.

Lib 614

Administration of Information Agencies (3)

Principles and theory of administration. Consideration of planning, organization, budgeting, personnel, standards, inter-institutional cooperation. Recommended: Lib 601.

Lib 615**Library and Information Networks (3)**

Organization and service patterns of multi-unit library and information service systems making use of telecommunication links. Analysis of the development of bibliographic, numeric, regional, subject, and type-of-institution networks. Recommended: Lib 603 or Lib 607.

Lib 617**Popular Culture and Libraries (3)**

The nature and the social functions of contemporary popular culture as disseminated by the mass media; relationships between popular culture and the library. Bibliographic sources; selection and acquisition problems.

Lib 619**Special Libraries/Information Centers (3)**

The application of contemporary management techniques with emphasis on the operation, function, purpose, and problems of special libraries/information centers.

Lib 623-629**Special Topics (1)**

Short one-credit courses examining various aspects of library and information science. Topics change from semester to semester.

Lib 632**Organization of Nonbook Materials (3)**

Analysis of materials requiring special treatment and description; e.g., serials, microforms, maps, phonorecords, technical reports, and similar documents. Prerequisite: Lib 603.

Lib 633**Information Storage and Retrieval (3)**

Methods of analyzing, storing, and retrieving information and their relationship to perceived costs and benefits in information service. Recommended: Lib 607. Prerequisite: Lib 603.

Lib 635**Theory of Classification (3)**

History and theory of classification; principles underlying the construction of classification schemes; comparative study of individual schemes; current activity in classification research. Prerequisite: Lib 603.

Lib 640**Abstracting and Indexing (3)**

Characteristics and applications of abstracts and indexes and techniques for their creation. Impact and implications of recent technology.

Lib 641**Information Services to Business (3)**

Bibliographic and reference sources in business and economics; building a business collection; library service to the business and economics community; data banks for business reference; commercial information services. New York City field trip is required. Prerequisite: Lib 605.

Lib 642**Advanced Online Cataloging**

Creation of online catalog records using the various MARC formats (books, maps, manuscripts, audio-visual materials, scores, serials, and sound recordings). Tagging, inputting of data, online editing, card printing programs, and quality control. Prerequisite: Lib 603.

Lib 643**Information Sources in the Humanities (3)**

Bibliographic structure, information resources and services, classic and contemporary scholarship, research problems and trends in the humanities. Prerequisites: Lib 603 and Lib 605.

Lib 644**Information Sources in the Social Sciences (3)**

Bibliographic structure, information resources and services, classic and contemporary scholarship, research problems and trends in the social sciences. Prerequisites: Lib 603 and Lib 605.

Lib 645**Information Sources in the Sciences (3)**

Bibliographic structure, reference and information resources, research problems, specialized information problems and services in the pure and applied sciences. Recommended for individuals intending to take the Medical Library Association certification examination. Prerequisites: Lib 603 and Lib 605.

Lib 647**Health Sciences Bibliography (3)**

History and scope of the biomedical sciences; information sources in the health science disciplines; biomedical bibliographic tools; specialized information services including MEDLINE. Recommended for individuals intending to take the Medical Library Association certification examination. Prerequisites: Lib 603 and Lib 605.

Lib 650**United States Public Documents (3)**

An analysis of the basic sources that provide the bibliographic structure for government publications. Topics include statutory and administrative law, treaties, presidential and agency documents, government-sponsored technical report literature, collections in microform, federal law reports, and online databases. Prerequisites: Lib 605 or permission of instructor.

Lib 651**Serials (3)**

General bibliographic control of serials, including cataloging and recent efforts at international standardization; serials management; collection development, and resource sharing. Prerequisites: Lib 603 and Lib 605.

Lib 652**State and Local Government Sources of Information (3)**

An analysis of the various problems of acquisition, access, bibliographic control, depository arrangements, cataloging and classification, collections in microform, and online databases associated with the official documents and records of state and local governments. Topics include national trends and the documents and records of New York State and its local governmental units.

Lib 653**Documents and Publications of International Organizations (3)**

An analysis of the basic sources that comprise the bibliographic structure for researching materials produced by the United Nations, its specialized agencies, and other selected intergovernmental bodies. Topics include problems of acquisition, depository programs, cataloging, classification, computerized systems, microforms, and reference use.

Lib 654**Contemporary Publishing (3)**

Structure and problems of the publishing industry (including print and non-print materials); production and distribution systems and their implications for libraries and other information agencies; legal and economic aspects and technological developments. A field trip is required.

Lib 655**Rare Books (3)**

History and development of rare book collections; conservation and preservation; terminology and principles of bibliographic description; the antiquarian book trade, and rare book collecting.

Lib 656**Archives and Manuscripts (3)**

Administration of archival and manuscript collections; appraisal, arrangement, description, and reference services; current practices at national, state, and local levels. Topics include concepts of records management, preservation and conservation, online retrieval systems, and freedom of access and privacy.

Lib 657**Legal Bibliography (3)**

Basic sources that provide the bibliographic structure for legal research. Topics include court reports, digests, annotated law reports, constitutions, federal, state and local statutory and case law, Shepard's citations, legal encyclopedias, periodicals, looseleaf services, microform, and online databases. Prerequisite: Lib 650 or consent of instructor.

Lib 659**Information Systems in Human Services (3)**

Current developments and future trends in systems which provide access to information in the human services fields. Includes bibliographic and non-bibliographic databases, clearinghouses, networks, and public policy issues.

Lib 666**Current Problems in Library and Information Science (2-3)**

Special course on a current problem, issue, or development in library and information science. Topics vary.

Lib 668**Internship (3)**

Opportunity for skill development and problem solving through observation and practice in an information environment under the supervision of a faculty member and a cooperating librarian or other information professional. Meetings, reports, and 120-140 hours of experience required. Prerequisites: Lib 601, Lib 603, and Lib 605 and consent of instructor.

Lib 669**Independent Study in Library and Information Science (1-3)**

Supervised reading, research, or field project in some specialized area of library and information science to meet the needs of advanced students. (Written approval of the independent study proposal by a supervising faculty member and by the dean is required before registration.) Prerequisites: Lib 601, Lib 603, and Lib 605.

Lib 672**Library Materials for Children (3)**

Critical analysis and evaluation of print and nonprint materials. Topics include folk and ethnic literature, biographies, films, recordings, picture and vertical file materials. Prerequisite: Lib 571 or equivalent.

Lib 674**Library Services to Children (3)**

Philosophy and objectives of library service to children; organization and administration; techniques and program planning for storytelling, book talks, puppetry, audiovisual media, and reference service. Prerequisite: Lib 571 or equivalent.

Lib 675**The Curriculum and Supportive Resources (3)**

Elementary and secondary curriculum and the school media center program; analysis, appraisal, selection, and use of curricular resources and related print and nonprint materials. Consultative and instructional responsibilities. Prerequisite: Lib 605.

Lib 676**Administration of School Media Centers (3)**

Problems, practices, and research in the organization and management of school media centers. Topics include standards, programs and services, facilities, policies, budgets, human and organizational factors. Recommended: Lib 601.

Lib 680**Seminar (3)**

Research of a specific problem or issue in library and information science. Reports, discussions, and submission of a major paper are required. Prerequisites: Lib 608 and Lib 609 or equivalents, and consent of instructor.

Lib 699**Master's Thesis in Library and Information Science (2-6)**

Prerequisites: Lib 608 and Lib 609 or equivalents, and consent of instructor and dean.

Post-Master's Certificate Program

Lib 701**Pro-Seminar in Library and Information Science (3)**

Trends, issues, and problems in library and information science; problem formulation; research design and method; development of research projects.

Lib 702**Directed Readings in Library and Information Science (3)**

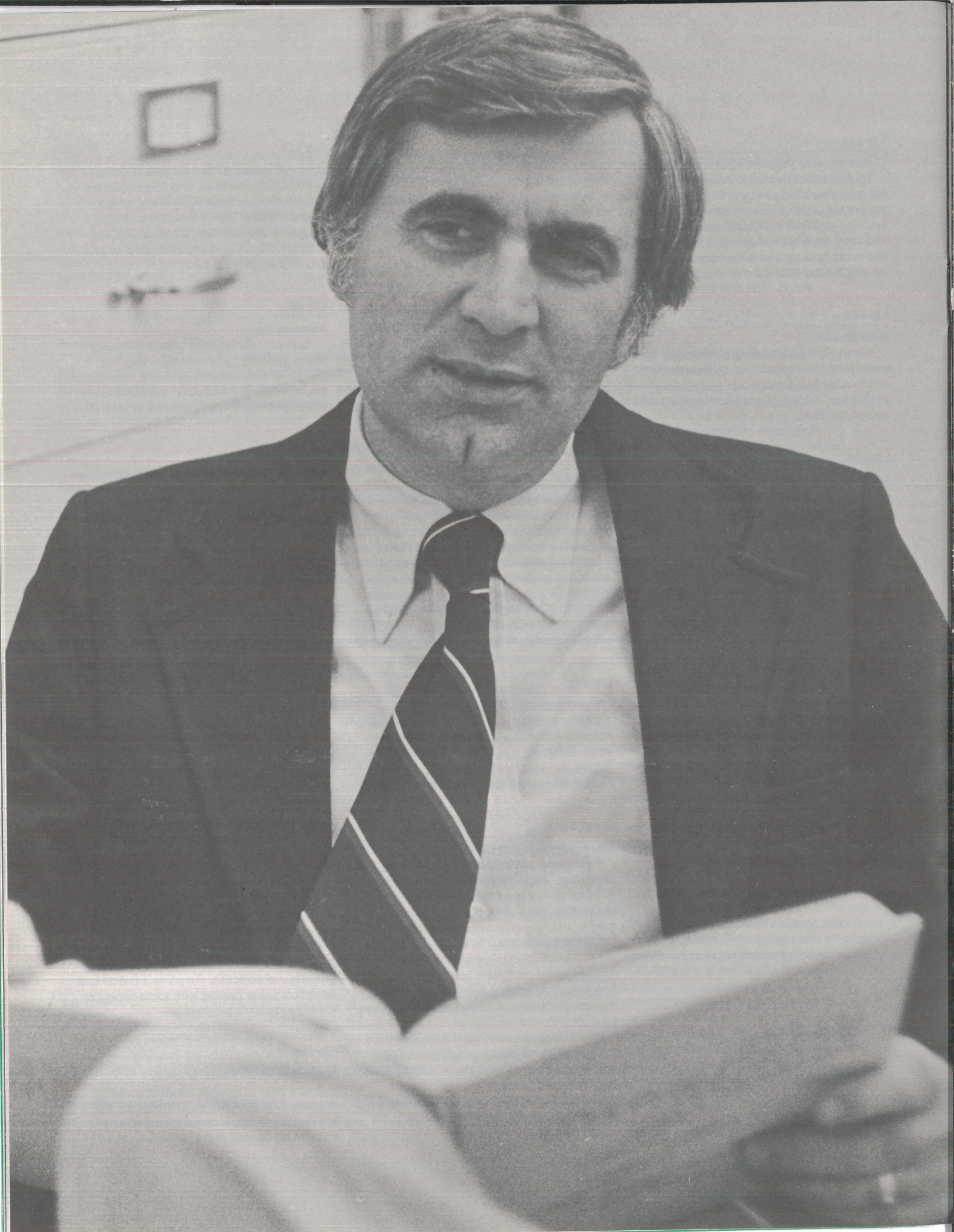
Supervised reading on selected topics in library and information science appropriate to the planned specialization of the advanced student. (May be taken twice.)

Lib 768**Advanced Internship in Library and Information Science (3-6)**

Planned experiences in an organization or information agency related to the student's professional objective. Requires a critical and analytical paper dealing with some aspect of the organization's program.

Lib 780**Major Research Seminar (3-6)**

Preparation of a major research paper in the area of the student's specialization. Paper is expected to follow thesis format and be suitable for deposit in the University Library.



Faculty

Vincent J. Aceto

Professor

A.B., Social Studies, M.A., Guidance, and M.L.S., Library Science, State University of New York at Albany

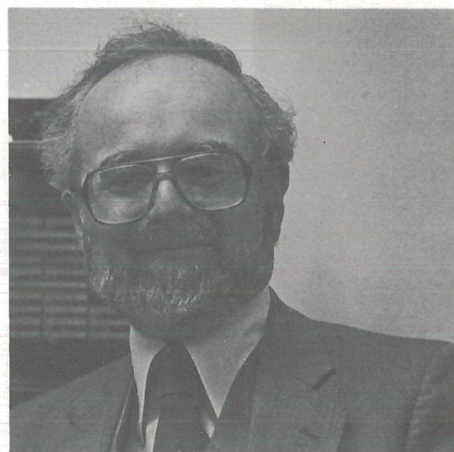
Vincent Aceto's specializations include automated indexing systems, bibliographic control of film/tv literature and school library media management. He is originator and co-editor of *Film Literature Index* and *Film Literature: Current*, which are supported by grants from the National Endowment for the Humanities and the National Endowment for the Arts. He has served as a Fulbright scholar in Bangladesh and as a consultant to the New York State Department of Education, numerous school districts, and media producers. Currently, he chairs the Subject Access Committee of the American Film Institute and the AV section of the Library Information Technology Association.

John J. Farley

Professor

B.A., English, Catholic University; M.A., English, Columbia University; M.S., Library Service, Columbia University; Ph.D., Education (Administration), New York University

John Farley was director of the Department of Library Science at Queens College (CUNY) and is also a former dean of the School of Library and Information Science. He is a contributor to the *Encyclopedia of Library and Information Science*, *American Reference Books Annual* and is a reviewer for *Reference and Subscription Books Reviews*. His research interest centers on the concept of literacy in the United States; primary teaching areas are social sciences bibliography and library administration. From 1979 to 1980 he served as acting director of the State University of New York at Albany libraries.



Norman E. Hoyle

Associate Professor

B.A., English, University of Redlands; M.A., English, Duke University; M.A., Library Science, University of Chicago; Ph.D., English, Duke University

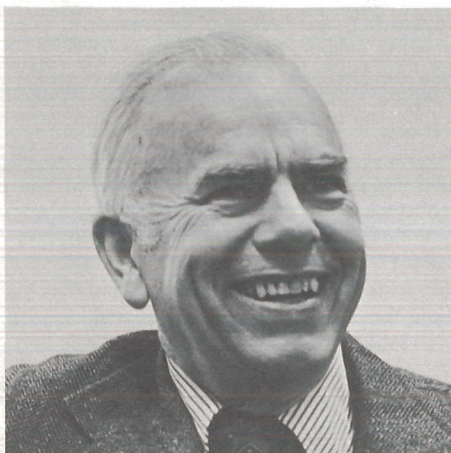
Norman Hoyle's teaching interests include cataloging, humanities bibliography, and serial literature management. He serves on several professional and publishing committees charged with developing indexes and Anglo-American Cataloging Code revision. He is senior editor of the *Physical Education/ Sports Index* and *Sports Literature Index*, which embrace the literatures of physical education and allied fields, such as sports medicine and exercise physiology.

William A. Katz

Professor

B.A., Journalism and M.A., Library Science, University of Washington; Ph.D., Library Science, University of Chicago

William Katz is author of two acclaimed professional tools, *Magazines for Libraries* and *Introduction to Reference Work*. He is editor of *The Reference Librarian*, and a reviewer for *Library Journal*. He is acknowledged as a cogent and respected writer on library-client interaction. Winner of numerous awards and contributor to *Encyclopaedia Britannica*, he is currently working on a monograph on the iconography of the book in art.



Robert S. Burgess

Professor

B.A., Mathematics, Vanderbilt University; B.S., Library Science, George Peabody College for Teachers; M.A., Library Science, University of Chicago

Robert Burgess was head of the Department of Librarianship at Albany from 1948 until 1959 and was acting dean from 1977 to 1978. He has advised library science educators in Puerto Rico and Korea and has developed courses on library services to business and on access to computerized information files. He has served as visiting Fulbright scholar at the University of Iceland. He is actively involved in continuing education programs for information professionals and serves as chairperson of the School's certificate of advanced study program.

Richard S. Halsey

Associate Professor and Dean

B. Mus., Composition and M. Mus., Music Education, New England Conservatory; S.M.L.S., Library Science, Simmons College; Ph.D., Library and Information Science, Case Western Reserve University

Dean Halsey was formerly an information scientist at the Central Mid-Western Regional Educational Laboratory and has held administrative positions in school and academic libraries. Before coming to Albany, he was on the library science faculty at the University of Toronto. He is executive director of the Citizens' Library Council of New York State and is active in governmental relations at the state and national levels. Dean Halsey is author of *Classical Music Recordings for Home and Library*, is senior editor of the *CLIC Quarterly*, and has written numerous articles on reference works.

Irving M. Klempner

Professor

B.A., Liberal Arts, Brooklyn College; M.S., Library Science, Columbia University; D.L.S., Library Science, Columbia University

Access to information in technical, socio-political and human environments, retrieval mechanisms and organizational factors—the subtleties of the information transfer process—are the major concerns of Dr. Klempner's teaching. His current research centers upon the concept of intellectual property and its implications for networks. In 1980 Dr. Klempner received the Special Libraries Association Professional Award for significant contributions to the discipline. He chaired the Special Committee on the White House Conference on Library and Information Services in 1979. Dr. Klempner is author of *Diffusion of Abstracting and Indexing Services for Government Sponsored Research* and *Audio-visual Materials in Support of Information Science Curricula*.



Ben-Ami Lipetz

Professor

B.M.E., Mechanical Engineering, and Ph.D., Public Administration, Cornell University

Ben-Ami Lipetz is known for his published research in many areas of information science, including studies of library catalog use, development and evaluation of citation indexes, and automation of indexing and cataloging. He was formerly head of the Research Department, Yale University Library, and was previously at Itek Corporation and at Battelle Memorial Institute. He was editor of *Information Science Abstracts* from 1966 to 1981. He has served on state planning committees of libraries in Connecticut and New York and participates in national standardization activities. He is a referee and advisor for several information science journals.

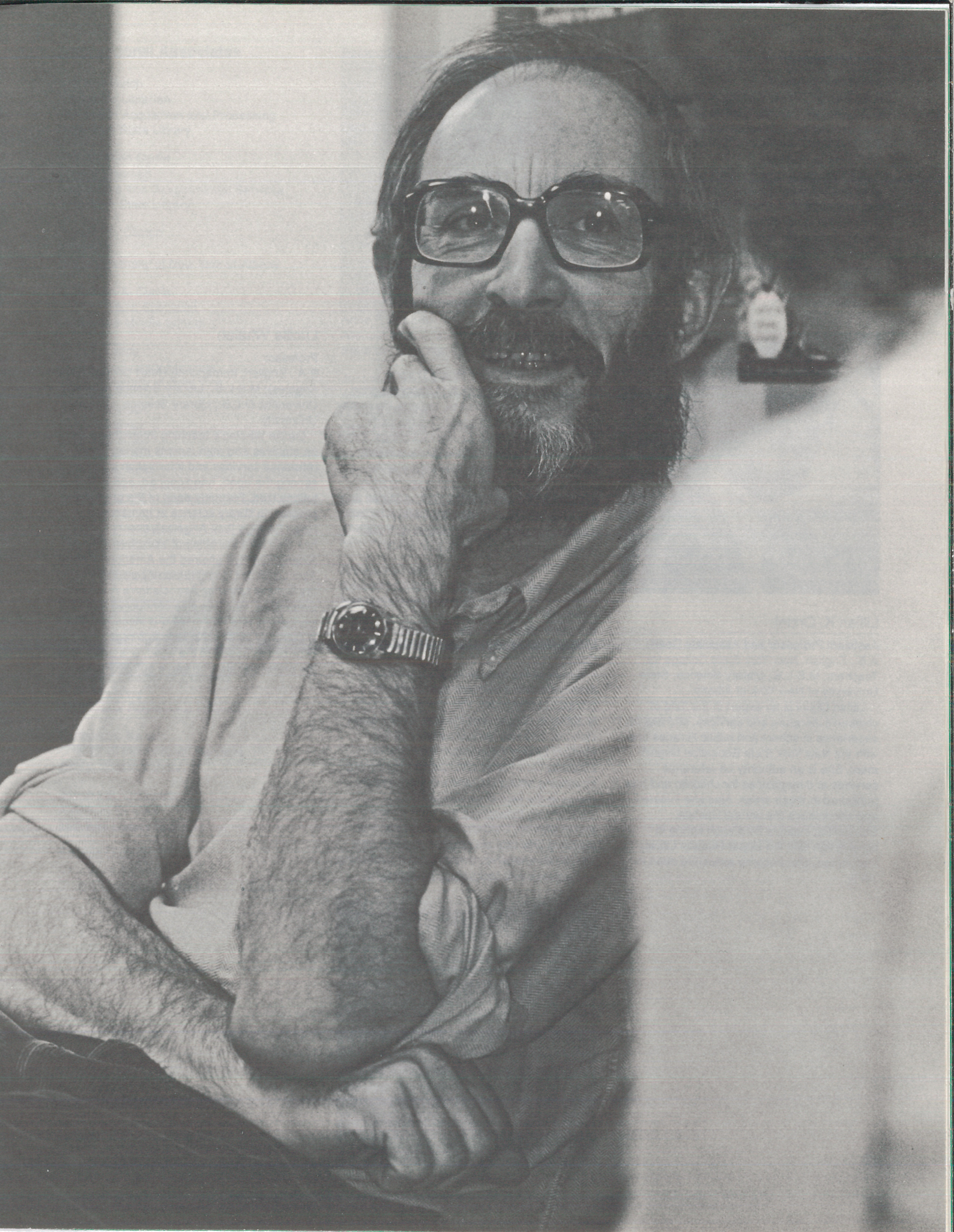


David L. Mitchell

Assistant Professor

A.B., English Literature, Harvard College; M.L.S., Library Science, State University of New York at Albany

David Mitchell's varied teaching interests include bibliographical instruction, history of American children's literature, and the reference process. Former head of the School of Library and Information Science Library, he has focused upon the humanistic foundations for the study of librarianship. He has published an audio-cassette, *Old Tales for Tender Years*, on which he reads "children's stories from the past, some familiar, some forgotten."



Joe Morehead

Associate Professor

B.A., English, Trinity College (Connecticut);
M.A., English, Columbia University; M.L.S.,
Library Science, University of Kentucky;
Ed.D., Social Foundations, University of
California at Berkeley

Joe Morehead is nationally known for his work in the field of government publications. His *Introduction to United States Public Documents* is considered generally to be the classic text on the subject. A prolific writer and reviewer, he is a frequent consultant and speaker on government and legal reference sources.



Gordon Stevenson

Associate Professor

B.M., Music, and M.A., Music Theory,
Duquesne University; M.A., Library Science,
and Ph.D., Library Science, Indiana University

Gordon Stevenson's teaching interests include classification, sound recordings, mass media, and popular culture. He is currently conducting research on the history of the comparative development of classification systems in Europe and the United States and has been active on American Library Association committees charged with the revision of cataloging code standards.

Pauline M. Vaillancourt

Associate Professor

B.S., Biology, St. John's University; M.S.L.S.,
Library Science, and D.L.S., Library Science,
Columbia University

Author of the *International Directory of Acronyms* and a frequent contributor to professional journals, Pauline Vaillancourt is active in special and medical library associations. She has served as chair of the Medical Library Association Certification Eligibility Committee and has had publishing, continuing education, and advisory assignments in the field of health-related librarianship throughout the United States and in Mexico, Canada, and Australia. Her teaching interests encompass medical and special librarianship, contemporary publishing, and science and technology bibliography.

Lucille Whalen

Professor

B.A., English, Immaculate Heart College (Los Angeles); M.S.L.S., Library Science, Catholic University; D.L.S., Library Science, Columbia University

Lucille Whalen's teaching interests center on archives and manuscripts management, reference services and information systems serving the aged, handicapped, and institutionalized. Formerly dean of the graduate program in library science at Immaculate Heart College (Los Angeles), she has also held the office of associate dean at Albany. She has chaired the American Library Association's Committee on Accreditation and the Special Libraries Association's Research Committee. She has also conducted frequent workshops and HEA Title II-B Institutes. She is currently involved in research regarding the information needs of the aged, prisoners, and the professionals who serve outreach clients.



Lillian K. Orsini

Assistant Professor and Associate Dean
A.B., English, New York State College for
Teachers; M.S.L.S., Library Science, State
University of New York at Albany

Lillian Orsini is an expert in the field of children's literature and services, and has had experience in school and public libraries and with the New York State Education Department. She is an authority on reference services and magazines for children and has published in these areas. Also she initiated and administers the annual Upstate Storytelling Institute held each spring in conjunction with the Upper Hudson Library Federation. She became associate dean in 1979.



Instructional Associates

Dorothy Butch
Associate Librarian
Collection Acquisition and Processing
New York State Library

Robert Allan Carter
Senior Librarian
Legislative and Governmental Services
New York State Library

William H. Clarkin
Librarian
State University of New York at Albany

Catharine A. Currin
Library Media Specialist
Niskayuna Middle School

Glyn T. Evans
Director of Library Services
State University of New York

Larry Hackman
State Archivist
New York State

Thomas R. Heitz
Chief of Library Services
New York State Department of Law

Joyce D. Horsman
District Director of Library/Audio-Visual
Services
North Colonie Central School District

Charles McCambridge
Director of Instructional Materials
Niskayuna Central School District

Patricia Molholt
Associate Director of Libraries
Folsom Library
Rensselaer Polytechnic Institute

Thomas W. Nelson
Director of Instructional Services
Emma Willard School

Edward M. O'Connor
Assistant Director
Mid-York Library System

Edward Oetting
University Archivist
State University of New York at Albany

Patricia Patrick
Children's Consultant
Upper Hudson Library Federation

Peter Paulson
Director
New York State Library

Ralph E. Plant, Jr.
Senior Management Development Consultant
and Program Manager
IBM Corporation

John J. Regazzi
Director of Computerized
Bibliographic Services
H. W. Wilson Company

Anne F. Roberts
Associate Librarian
State University of New York at Albany

Joseph F. Shubert
Assistant Commissioner for Libraries and
State Librarian
New York State Library

M. Geraldene Walker
Senior Lecturer
College of Librarianship Wales

Stephanie Welden
State Law Librarian
New York State Library

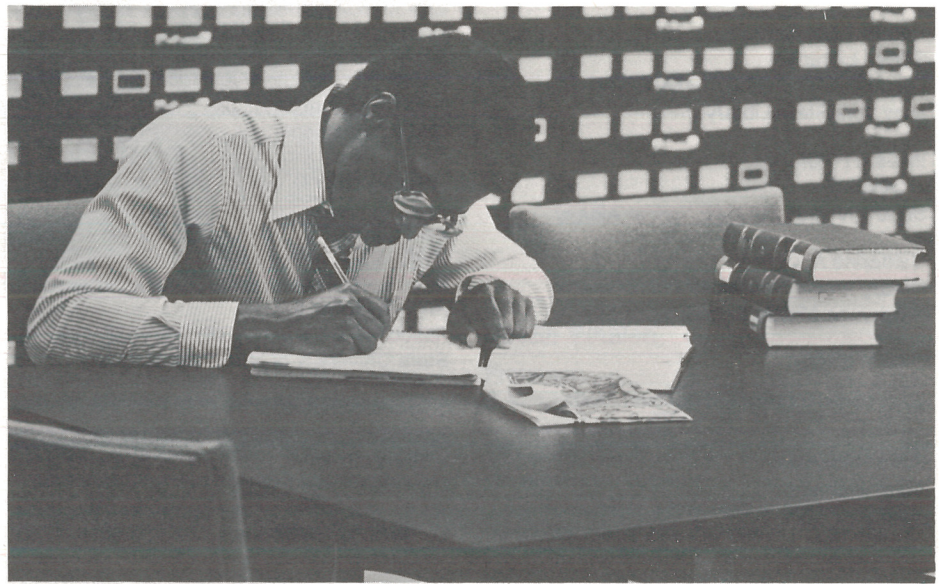
GladysAnn Wells
Special Assistant to the State Librarian
New York State Library

Employment Prospects

The outlook is currently favorable for school media specialists; future demand will depend upon demographic factors (upturns in primary school populations are projected as of 1983) and the extent of public funds for education. For special librarians, there currently exist more jobs than qualified applicants, and this situation is expected to continue at least through the mid-1980s. Business, science, law, and medical and health-science librarians, along with individuals who are familiar with current technological applications in libraries and information centers, will have excellent job prospects. In contrast, traditionally trained and oriented graduates will face strong competition. In public libraries, the number of new job openings has been gradually decreasing as economic cutbacks have slowed expansion of services and facilities. Among recently emerging specializations are those of information broker and data base manager. The outlook for these developing lines of work remains indeterminate, but could dramatically brighten during the next decade.

Is This Field Right for You?

The profession of librarianship and information management, because of increased stresses associated with the matching of users and required information and ongoing metamorphoses in information coding, access, and transfer techniques, is intellectually demanding, lively, and infinitely varied. Stamina, adaptability, the exercise of imagination, and enjoyment of public service are prerequisites, as are both a sound and well-balanced cultural background and an appreciation of the cumulating transcribed works of



human imagining. History, literature, the social and natural sciences, foreign languages—all have value for the librarian/information professional. In ever higher demand will be people who can demonstrate expertise in the life sciences, communications theory, mathematics, physics and chemistry, engineering, law, and public administration. A graduate degree in any one of these subject fields, in addition to one in library and information science, is very helpful; in fact, it may even be a prerequisite for obtaining and retaining employment in some academic and special libraries.

Persons who are attracted to the unknown and the unresolved, who are resilient but tenacious in their search for solutions, who are intrigued by mathematics as well as literature, will find this profession congenial. Imaginative, flexible, sociable people who believe that access to and proper utilization of the human record are essential for effective decision making, the enjoyment of life, and sustenance of democracy are needed for this expansive and fast-evolving field.

Placement

The school maintains a placement activity that is designed to augment the more comprehensive University Office of Career Planning and Placement. Its principal function is to bring entry-level professional positions to the attention of all recent degree recipients and prospective graduates. The placement service also posts part-time positions available in the area to current students.

Representative Alumni

Millicent Abell (1965)
University Librarian
University of California at San Diego
La Jolla, CA

Ruth Aronson (1966)
Associate Librarian
New York State Department of Correctional
Services Training Academy
Albany, NY

Augusta Baker (1934)
Coordinator of Children's Services (Retired)
New York Public Library
New York, NY

Murray Bob (1953)
Director
Chautauqua-Cattaraugus Library System
Jamestown, NY

Marianne J. Cirrito (1979)
The Futures Group
Glastonbury, CT

Lucie Chu (1978)
Technical Information Specialist
Enviro Control, Inc.
Rockville, MD

Kathryn Deiss (1976)
Serials Librarian
Metropolitan Museum of Art
New York, NY

Louise Dolan (1971)
Regional Coordinator
Island Interrelated Library System
Barrington, RI

Barbara Whyte Felicetti (1976)
Information Broker and Director
Info/Motion
Lenox, MA

Cornelia L. Holbert (1976)
Librarian
Hudson Correctional Facility
Hudson, NY

Margaret H. Johnson (1959)
Director of Libraries
City School District of Albany
Albany, NY

E. J. Josey (1953)
Chief
Bureau of Specialist Library Services
New York State Education Department
Albany, NY

Margaret Monroe (1937)
Professor Emeritus
Library School
University of Wisconsin-Madison
Madison, WI

Peter Paulson (1955)
Director
New York State Library
Albany, NY

Ursula Poland (1963)
Director
Schaffer Library
Albany Medical College
Albany, NY

Ann Prentice (1964)
Director
Graduate School of Library and Information
Science
University of Tennessee at Knoxville
Knoxville, TN

Barbara Will Razzano (1974)
Children's Services Consultant
Mid-York Library System
Utica, NY

Eleanor Reppenhagen (1966)
Head Librarian
Fulton-Montgomery Community College
Johnstown, NY

Frank Sutliff (1982)
Technical Consultant
User Services Division
Library Automation Division
Bro Dart, Inc.
Williamsport, PA

Esther Swanker (1962)
Assistant Commissioner
New York State Department of Transportation
Office of Communications
Manpower and Employee Relations
Albany, NY

Patsy L. Thomas (1979)
Research Specialist
Library Services
Sterling-Winthrop Research Institute Library
Rensselaer, NY

Brenda P. Tirrell (1975)
Head
Business, Science and Technology Division,
Houston Public Library
Houston, TX

Edgar Tompkins (1948)
Director
Upper Hudson Library Federation
Albany, NY



Expenses and Financial Aid

Charges are predicted to be billed at the following rates but are subject to change:

Tuition	
New York State residents (regular session)	\$ 850.00
Part time (under 12 credits)	71.00*
Out-of-state residents (regular session)	1092.50
Part-time (under 12 credits)	91.50*
University Fee	
Full-time (regular session)	12.50
Part-time (under 12 credits)	.85*
Student Activity Assessment (Optional)	36.00
Room and Board in residence halls (except lunches, estimated per regular session)	900.00
Service Charge for Late Registration	10.00
Service Charge for Late Payment of Fees	10.00
Books and Supplies (approx.)	100.00
Health and Accident Insurance (estimated)	
Fall Session	40.00
Spring Session	51.00
Binding a master's thesis	12.00
Binding and microfilming a doctoral dissertation	45.00
Copyrighting a doctoral dissertation (approx.)	20.00

*per credit

To the expenses listed should be added approximately \$600.00 for lunches, clothing, travel, and miscellaneous expenses. It is suggested that each student have available at least \$4,000 for the academic year. International students should have available at least \$4,800 in order to meet the expenses of a calendar year.

Payment Procedures

All tuition, fees, and on-campus room and board charges are payable at the time of registration (MasterCard and

Visa are accepted). Holders of Tuition Assistance Program awards, National Direct Student Loans, and similar forms of financial assistance may defer payment of tuition and residence fees until their checks are received. Veterans may be allowed to defer payment pending receipt of their monthly benefit check. Arrangements for deferment should be made with the Office of Student Accounts at the time of registration. A late service charge of \$10 is made for payment of tuition and fees after the day of registration.

Assistantships

Assistantships range from \$2,700 with a full tuition waiver and a work commitment of 15 hours per week to \$4,700 with a waiver of tuition up to 10 credits per semester and a work commitment of 20 hours per week.

The University also provides special assistantships for minority students. Stipends are up to \$4,700 with a tuition waiver of 10 credits per semester. The School of Library and Information Science usually receives three or four of these assistantships per year.

Students who received support through SEEK, HEOP, or EOP are eligible for tuition support through the Graduate Tuition Opportunity Program.

The Film and Television Documentation Center employs two graduate assistants every year to do data entry and other computer operations related to the production of the *Film Literature Index* data base and print index. Additional opportunity for employment is available during the periods between semesters on an hourly basis. Stipends for the two graduate assistantships are \$2,700 with a full tuition waiver and a work commitment of 15 hours per week and \$4,000 with a waiver of tuition up to 10 credits per semester and a work commitment of 20 hours per week.

A graduate assistantship is also customarily offered each year by the

University Office of Career Planning and Placement to a student from the School of Library and Information Science. A stipend of \$4,000, plus tuition waiver up to 10 credits per semester, is received for work that entails assistance in the Office's career library.

All tuition waivers are applicable after the credit of any Tuition Assistance Program (TAP) award to the tuition charge.

Several students in the Health Sciences Librarianship program are awarded traineeships with compensation up to \$2,500 an academic year, through a cooperative arrangement with the local Veterans Administration hospital.

Besides the preceding assistantships, the School of Library and Information Science Alumni Association offers a tuition assistance stipend to a student in the certificate of advanced study program each year.

Loans, Grants, Workstudy

Any student applying for loans, grants, or workstudy through the University is required to submit the University's financial aid application, the College Scholarship Service Financial Aid Form, and a copy of the student's and/or parents' IRS Form 1040, as appropriate. Students may request the University's financial aid application form directly from the Office of Financial Aids. Statements describing amounts and duration of all nontaxable income, such as Social Security, veterans benefits, social services, etc., must accompany the application.

All loan, grant, and workstudy aid awarded by the University is based on demonstrated financial need as determined by the College Scholarship Financial Aid Form and other application data submitted to the Office of Financial Aids.

For further information contact: Office of Financial Aids.

How to Apply



The application process should begin *at least* six weeks before the start of the desired session. (An application fee of \$20 is required for the M.L.S. and C.A.S. programs.) Throughout the year applications are reviewed and a response is sent within one week of receipt of all credentials.

M.L.S. Degree Program

It is the aim of the school to admit to the master's degree program persons with a strong academic record, promise of success in professional study at the graduate level, reasonably well-defined professional objectives, and personal qualities which are suitable to librarianship and the information profession.

Admission to the school is based on academic and personal qualifications, as evidenced in the following:

1. A satisfactory undergraduate record
2. Official scores of the Graduate Record Examination (for those who do not hold a degree beyond the bachelor's)
3. Three letters of recommendation
4. A personal interview with a faculty member or representative of the school, when feasible

While there are no conditional admissions to the school, applicants are sometimes admitted whose grade point average is somewhat below 3.0 but who present a high-percentile

GRE score, or whose total GRE score falls slightly below 1,000 but who present a high grade-point average. Also taken into consideration are the following:

1. Personal statement. This statement, in which the applicant describes career plans and reasons for undertaking graduate study and which allows for some autobiographical detail, is sent to the school as part of the completed application form.
2. Other factors. These include relevant work experience, academic or professional honors, academic majors that are particularly appropriate to the current needs of the field, other graduate degrees, unusual competencies, foreign language abilities, and publications.

Foreign students should apply to the Office of Graduate Studies; in addition to a completed application form, transcripts, and recommendations, they must also submit an International Student Affidavit and, where necessary, a score on the Test of English as a Foreign Language (TOEFL).

Certificate of Advanced Study Program

For the sixth-year program leading to a certificate of advanced study, the School requires a completed application form, an official transcript, and two years of successful professional experience.

Nondegree Study

Students who wish to take specific courses but who do not want to enter a degree program or who plan to pursue a degree but are not able to provide credentials in time for registration should apply for nondegree status. The School must receive an official transcript from the college from which the student received his or her highest degree, together with a completed application form. Students admitted to a non-degree program are limited to a maximum of 12 credits. Students who do not meet degree program entrance requirements are *not* admitted on a provisional, nondegree basis for possible future admission to the degree program.

A selection of the School's late afternoon and evening courses is available through the "Simplified Admissions" program administered by the College of Continuing Studies.

Transfer Credit

Credit, not to exceed six hours, may be accepted and applied to a program for graduate work completed at another institution. Courses presented must be graduate courses completed with at least a grade of *B* at an accredited institution authorized to grant graduate degrees.

If you would like further information or would like to take the opportunity to visit the School and discuss the programs, please write or call:

Lillian K. Orsini, Associate Dean
School of Library and

Information Science
State University of New York
at Albany

135 Western Avenue
Albany, NY 12222
(518) 455-6288

Advisory Council

Donna Dolan
Consultant
Bibliographic Retrieval Services, Inc.
Corporation Park, Scotia

Mary Joan Egan
Library Department Chairperson
Burnt Hills-Ballston Lake Central Schools

E. J. Josey
Chief, Bureau of Specialist Library
Services
New York State Library
Cultural Education Center

Ronald L. Lagasse
Director
Schenectady Public Library

Barbara Paino Norelli
Law Librarian
New York State Supreme Court Library
Troy

Jean C. Pelletiere
Director, Schaffer Library
Union College

Teresa Strozik
Associate for Library Services
State University of New York
Central Administration
State University Plaza

Barbara Van Nortwick
Librarian
New York State Nurses Association

Christine Ward
Manuscripts Librarian
Albany Institute of History and Art

