#### Prairie View A&M University

### Digital Commons @PVAMU

PV Program and Resources Self-Study

**Academic Affairs Collections** 

1969

## A department Self-Study Library Service Education - April 1969

Prairie View A&M University

Follow this and additional works at: https://digitalcommons.pvamu.edu/pv-program-and-resources-self-study

# PRAIRIE VIEW A. AND M. COLLEGE PRAIRIE VIEW, TEXAS

# A Departmental Self Study LIBRARY SERVICE EDUCATION

presented to the

# SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Date of Visitation: April 13-16, 1969

## SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS INSTITUTIONAL SELF-STUDY

A STATE OF THE PARTY OF

DEPARTMENT OF LIBRARY SERVICES

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE
PRAIRIE VIEW, TEXAS

#### TABLE OF CONTENTS

ORGA	NIZAT	ION OF STUDY	iii
LIST	OF T	ABLES	iv
INTR	ODUCT	ION	v
	I.	PURPOSE	1
			10
	II.	ORGANIZATION AND ADMINISTRATION	10
		Administrative Organization	
	III.	EDUCATIONAL PROGRAM	15
		Correlation of Program Objectives Admissions and Enrollment Curriculum	
		Instruction Departmental Effectiveness Projections	
	IV.	FINANCIAL RESOURCES	25
		Organization and Administration Budget	
		Current Funds Expenditures	
	V.	FACULTY	
		Recruitment	
		Organization	
		Academic Preparation	
		Growth and Development	
		Financial Provisions	
		Teaching Loads and Other Duties	
		Professional Security	
		Faculty Evaluation	
		Working Conditions	
	VI.	LIBRARY	46
		Administration	
		Collection	
		Services	
		Facilities	
		Budget	
		Projections	

VII.	STUDENT PERSONNEL	51
	Objectives	
	Administration	
	Academic and Personal Records	
	Orientation of Students	
	Counseling, Guidance and Placement	
	Student Housing, Board and Health Services	
	Extra-Class Activities	
	Student Government and Student Participation in Institutional Government	
	Non-Academic Discipline	
	Financial Aid to Students	
	Alumni Affairs	
	Projections	
VIII.	PHYSICAL PLANT	56
	Existing Facilities	
	Maintenance	
	Plant Development	
	Projections	
IX.	SPECIAL ACTIVITIES	59
	Classification and Purpose	
	Branches and Centers	
	Projections	
x.	GRADUATE PROGRAM	60
XI.	RESEARCH	60
****	PROPERCY ONLY DEVIATIONS	
XII.	PROFESSIONAL RELATIONS	60
	Non-Academic	
	Professional Associations	
	Projections	
XIII.	PLANNING FOR THE FUTURE	
	SUMMARY AND RECAPITULATIONS	62
		42

#### ORGANIZATION OF THE STUDY

The faculty in the Department of Library Service Education is composed of one person therefore the contents of this study were organized, compiled, and reflect the facts, evaluations, and the projections as seen by this individual.

F. J. Davis, Instructor
Library Service Education

#### LIST OF

#### TABLES AND CONTENTS

	Pag	ge
1.		10
2.	Current Funds Expenditures	26
3.	Program Costs, 1968-1978	37
4.	Recommended Qualifications and Duty Descriptions for the Depart- mental Ranks Designated by Titles	32
5.	Faculty Evaluation Form 3	38
6.	Faculty Evaluation Form 4	40
7.	Form 5 Definition of Levels of Competance	44
8.	Budget	49
9.	List of Professional Subscriptions	50

iv

#### INTRODUCTION

The Department of Library Service Education is concerned with the preparation of library personnel for public schools-elementary and secondary; for beginners in non-school positions, and finally we offer courses to students for their own personal benefit.

School library programs and librarians are constantly changing in an effort to keep abreast of the educational revolution now taking place in the instructional institutions of today. Accompanying the new methods of instruction are new media, and the librarian and library must be ready to accept the challenge of information retrieval, circulation and storage.

The program offered is continously being revised in an effort to (1) show future librarians the way to intergrate the library program with the instructional program in an effort to meet the challenge of this phase of the school program, (2) relieve the ever growing demand for library personnel, and (3) encourage the undergraduate majors to continue their training toward professional librarianship.

As the limits of man's knowledge expand at an ever-increasing rate, the ratio of the amount of knowledge that one person can possess about any subject to the amount that is known about that subject is becoming smaller and smaller. It has been truly said that the next best thing to knowledge about any area of human learning is knowing where to obtain that knowledge. And the one who has learned to use the library confidently and effectively has been given the key to knowledge unlimited.

The ideal school librarian needs to combine a genuine interest in young people with a thorough knowledge of the best in library practices. Balance must be maintained in emphasizing the relative importance of content, method, skills, and attitudes. The librarian needs to function as a leader in contacts with young people, teachers, and administrators in working to provide the means for the best learning experiences for all groups within the school, from the most limited to the gifted. Expecially important is the ability to work closely with teachers. The degree to which the librarian succeeds in helping teachers to become familiar with the uses of the library, to develop proficiency in library skills, and to grow in confidence in their ability to teach students how to utilize the resource of the library.

The importance of gaining competence in the use of the library cannot be overemphasized. The librarian who has a sympathetic understanding
of the characteristics of the student, combined with a thorough knowledge
of the methods of developing skills in the use of the library, is ideally
situated to help the student to unlock the door and gain access to the
limitless treasure stored within.

#### PRESENTATION

Library Science concerned with all of man's knowledge. It is basically a study of the most effective means of collecting, preserving, and organizing knowledge for efficient distribution to those who seek it. It is also tencerned with methods of stimulating the use of those collected materials by non-seekers.

Since man is almost yearly divising new ways of recording knowledge, library science must also be constantly concerned with revising its practices, and if necessary, devising new ones altogether, that will best handle these new forms. Because of this, general principles of organizing specific materials are formed.

#### EVALUATION

Because of the tremendous demand for library personnel at the elementary and secondary school levels, primary emphasis in our program here at Prairie View is on the preparation of librarians for the public schools. Secondary emphasis is on the development of a sufficient background to enable the student to effectively compete for a graduate degree in library science and to prepare for beginning positions in non-school libraries. And finally, we are concerned with providing electives for students in other fields as a means of introducing them to library organization and operation for their personal benefit.

Within the framework of the above general principles, the specific objectives of the library science program at Prairie View have been formulated to be as follows:

- 1. To prepare school librarians and teacher-librarians for the public schools of Texas in keeping with the accrediting standards of the State.
- To acquaint future teachers and future school administrative officials with the need for and function of school libraries in modern education.
- 3. To lay the foundation for graduate work in library science and to encourage capable students towards that goal.
- 4. To prepare students for beginning positions in public, college, and special libraries.
- 5. To inspire students to develop an appreciation for the value of books and non-book materials as sources of information, reliable knowledge, inspiration, culture and recreation.

Students who have completed the number of hours required for State certification as school librarians have been placed in school libraries in many areas. Others who pursued courses in this Department as majors have been placed in non-school library positions and are helping to relieve the State as well as a nationwide shortage of librarians.

A survey was made of those whose addresses were known in 1967 and 87% of them responded revealing the following facts about themselves:

- 6.5% have earned the master's degree in library science;
  - 25% were then attending graduate library schools;
    - 25% have attended graduate library schools and have taken courses
- 30.5% have attended graduate schools in pursuit of other subject matter interests.

Several of the more recent library science majors have been accepted and are pursuing graduate studies at Texas Women's University, Columbia University and other prominent library schools in an effort to become professional librarians. One of the June, 1966 Prairie View graduates with a major in Library Science, received a full tuition scholarship for one full year of study at Atlanta University and received the degree of Master of Science in Library in August, 1967.

Library Science courses are the only courses scheduled to be offered in the Department, therefore, they are directly geared to reflect purposes of the Department. General education courses required by the institution are adequate except for the exclusion of those courses concerned with art and music appreciation - courses of basic knowledge and understanding of these subjects which would benefit all of the students enrolled in the institution. This is especially true for students in preparation for school and non-school library positions who need broad backgrounds in all areas of knowledge to enable them to function with a minimum of proficiency.

In 1964, the Texas Education Agency, in its revised Standards for Teacher Education in Texas (Bulletin 651) provided that a bacchelor's degree and a Texas teaching certificate are required before certification for a school library position can be granted. It was also decided at that time that Library Science would not be treated as a teaching field for purpose of certification. Eighteen semester hours of Library Science are tequired for certification in addition to the normal degree and certification requirements in another field.

This new ruling meant that our program had to be drastically revised in order to offer a general Library Science major to those who do not seek teacher certification. It was expected that the new ruling would greatly reduce the number of persons seeking Library Science as a major as well as those seeking certification in this area because the securing of school library certification extends the student's matriculation beyond the normal four-year period. Contrary to expectations, the enrollment of students as majors and of those students seeking school library certification has grown instead of diminishing.

Letters to all graduate library schools in this area requesting course outlines for courses which they require as undergraduate prerequisites for their graduate library science programs. These outlines were used to co-ordinate our offerings with those requirements so that students interested in going on to graduate school will have courses that are acceptable. Periodically, administrators and instructors in institutions offering undergraduate programs in library science meet in an effort to up-date, syncronize and enhance the quality of subject matter offered in their programs.

If (Texas) HOUSE SIMPLE RESOLUTION NO. 358 (To consider the certification of Library Service as an Elementary Specialization Field and a Secondary Teaching Field) is put into effect, our concentration will again be changed to preparing majors in the Department for elementary and secondary school librarianship.

#### This resolution states:

WHEREAS, Library service is not recognized, in teacher certification requirements issued by the State Board of Education, as an academic specialization for elementary education majors nor as one of the two 24-hour teaching fields for secondary education majors; and

WHEREAS, At the present time library service certification must be added to full certification at both the elementary and secondary levels; and

WHEREAS, This means that a school librarian, in order to be fully prepared, must take additional work in college beyond that required for teacher certification in general, and yet the librarian generally is granted no additional degree and no additional pay for meeting this extra requirement; and

WHEREAS, It has come to the attention of this body that the requirements have tended, in some instances, to discourage and deter otherwise qualified persons from entering into elementary and secondary teaching and library positions and training, and there is evidence of a shortage of public school teachers and of well-trained librarians in the public schools of Texas; now, therefore, be it

RESOLVED by the House of Representatives of the 60th Legislature, That the State Board of Education is hereby requested to give consideration, in establishing certification requirements, to declaring Library service a specialization at elementary level and a teaching field at the secondary level, and to removing the mandatory requirement of full certification as a prerequisite for receiving certification as a school librarian.

#### LONG RANGE PROJECTIONS

The major objective of this program in the future will be that of refining and strengthening the present objectives, the course offerings, the methods and procedures in instruction, the administrative aspects, the staffing, the facilities, the academic relationships between the Department of Library Science and other instructional units at this college, on the one hand, and the same relationships with other library science programs in this state and the country as a whole.

Specifically, our program objectives, curriculum objectives, and course objectives shall be as follows:

#### I. Program Objectives

- A. To prepare school librarians and t4acher-librarians for the public and private schools of the State, and nation, at the elementary and secondary levels in keeping with the standards of the State and those of other agencies concerned.
- B. To acquaint prospective teachers and school administrative officials with the need for and the function of school libraries in modern education.
- C. To provide in-service preparation for librarians whose training is not up to the level required by the State.
- D. To lay the foundation for study at the graduate level structured in terms of graduate programs currently offered in this country.
- E. To interpret to students the possibilities and opportunities of librarianship as a career.
- F. To acquaint students with the newer media and techniques (electronic data processing in cataloging, circulation, and acquisitions) as currently developed.

#### II. Curriculum Objectives

- A. To foster an understanding of the library as an educational and social agency.
- B. To clarify the role of the library as an instructional instrument.
- C. To clarify the role of the library in the development of adequate communication.
- D. To make clear the role and objectives of school libraries in relation to the objectives and programs of the institutions they serve.

- E. To promote an understanding of library material resources as to types, content, value, and use.
- F. To acquaint prospective librarians with the sources of library materials, and with appropriate methods of acquiring and organizing such resources for effective use.
- G. To acquaint prospective librarians with the principles of library organization and administration and with current management practices.
- H. To inspire prospective librarians to develop an appreciation for the value of books and non-book materials as sources of information, reliable knowledge, inspiration, culture and recreation.

#### III. Course Objectives

- A. Lib. Sci. 213-THE LIBRARY IN THE SCHOOL
  - To give the student a thorough knowledge of the rise and growth of the school library in our society as a cultural, educational and intellectual institution.
  - To give the student a thorough knowledge of the rise and growth of the school library as an integral part of our educational system.
  - To give the student a thorough knowledge of the role of the school library in the school's program.
  - 4. To give the student a knowledge of the service practices used in meeting the needs of children and young people.
  - To introduce the student to the history of books, audio-visual media, and libraries with emphasis on their implications in the cultural development of society.
  - To become familiar with the technique of organizing and promoting a reading guidance program.
  - To give the student a knowledge of the history, development, and practices of librarianship as a profession.
- B. Lib. Sci. 223-CHILDREN"S LITERATURE AND NON-BOOK MATERIALS
  - 1. To develop within the student a knowledge
  - of the various types of children's literature and non-book materials.

- To help students understand good standards that they may use in the process of evaluating Children's literature and non-book materials.
- To give students the opportunity to read and study many of the books and stories for children that have been labeled "outstanding" or "classic".
- 4. To give students an opportunity to write and give oral book reviews.
- To teach students the principles of storytelling and to afford opportunities for this type of activity.
- To lead students to become familiar with those factors that influence the reading habits, tastes and interests of children.
- C. Lib. Sci. 313-ADMINISTRATION OF SCHOOL LIBRARIES
  - To give students a thorough knowledge of school libraries as they are to be related to the schools' objectives and programs.
  - 2. To enable the student to become thoroughly familiar with some of the different kinds of curriculums that libraries have to serve.
  - To teach students the basic concepts and procedural steps in acquiring library materials.
  - 4. To teach students how to properly evaluate all library materials.
  - To teach students how to organize and administer libraries and their services.
  - To cultivate within students an understanding of and an appreciation for the professional aspects of librarianship.
  - To stimulate students to develop an inquiring mind concerning the many problems of librarianship.
- D. Lib. Sci. 323-CATALOGING AND CLASSIFICATION
  - 1. To teach students the basic principles of classifying library materials.

- 2. To teach students the basic principles of cataloging library materials.
- To teach students how to use the Dewey Decimal classification System and/or other systems.
- 4. To teach students how to make the different types of catalog cards that are used in the process of organizing materials for effective use.
- To acquaint students with other types of classification schemes (Other than the Dewey Decimal).
- To teach students how to keep the various records that make for efficient cataloging and classifying of materials.
- E. Lib. Sci. 333-SCHOOL LIBRARY REFERENCE MATERIALS AND TOOLS
  - To lead students to acquire a knowledge of the nature, scope, theory and techniques of school library reference work.
  - To teach students the principles and criteria that should be used in the process of selecting and evaluating materials that are to be used for reference purposes.
  - To instill within students a thorough knowledge of the aids that may be used in the process of evaluating materials that are to be used for reference purposes.
  - 4. To give students the opportunity to become thoroughly acquainted with some of the most outstanding materials that are used for reference purposes.
  - To give students the opportunity to gain a high degree of proficiency in the procedures of handling reference questions and problems.
  - 6. To give students a basic understanding concerning the duties and responsibilities that are involved in the process of organizing and rendering school library reference work.

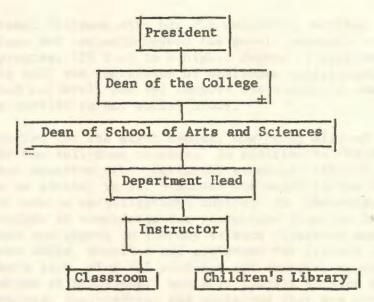
- F. Lib. Sci. 343-EXPERIENCE WORK IN LIBRARY METHODS
  - To provide students with actual experiences of rendering school library services to children and young people.
  - To provide occasions for students to actually participate in the selection and acquisition of school library materials.
  - To provide opportunities for students to catalog and completely organize materials for library use.
  - To provide opportunities for students to participate in and learn the techniques of weeding and repairing of library materials.
  - 5. To provide students with opportunities to learn how to keep various library records.
- G. Lib. Sci. 363-YOUNG PEOPLE'S LITERATURE AND NON-BOOK MATERIALS
  - To develop a thorough knowledge and appreciation of adolescent literature through wide reading and critical discussions.
  - 2. To foster an awareness and understanding of youth's reading needs and interests.
  - To give students a thorough knowledge of procedures, techniques, and devices utilized in working with the high school faculty and students.
  - 4. To acquaint the student with the functions of guidance through books.
  - To give the student a thorough knowledge of the tools utilized in the selection of adolescent literature.
  - 6. To teach students the art of giving book talks and provide opportunities for exercises.
- II. Lib. Sci. 383-SELECTION OF LIBRARY MATERIALS
  - 1. To introduce students to the broad field of books and the publishing industry.
  - To give students a thorough knowledge of the principles and techniques used in critically evaluating and selecting library materials.

- 3. To teach students the processes involved in organizing, housing, and caring for a variety of non-book materials.
- 4. To train students in the use and operation of various mechanical devices utilized in audiovisual library services.
- To acquaint the student with book review media and teach the techniques of writing reviews and annotations.

#### II. ORGANIZATION AND ADMINISTRATION

#### A. Administrative Organization

#### PRESENTATION



The Department of Library Service is organized as a department of the School of Arts and Sciences. It is administered directly by the Chairman of the Department who also serves in the capacity of Head Librarian of the College.

#### EVALUATION

In matters relating to the Department of Library Science, the Department Chairman reports directly to the Dean of the School of Arts and Sciences. Information, instructions and inquiries and all other matters pertaining to practices, instruction and routines within the Department as received from the Chairman's attendance at regularly scheduled cabinet meetings, and meetings of the School of Arts and Sciences, are channeled directly to the Instructor.

The Dean of the School of Arts and Sciences is the administrative officer who directs, defines and regulates all activities of departments under
his supervision as directed by the President. Problems which cannot be
solved by Department Chairman, are directed to the Dean of the School. In
addition to teaching duties and engaging in scientific research, this administrative officer must approve or recommend the addition or dismissal of
faculty personnel, leaves, class schedules, course outlines, departmental
budgets, reports, student schedules and collect results of final examinations.

The Chairman of the Department has authority to plan the curriculum, recommend faculty and other personnel required; budget, allot, and spend

funds provided for the Department; secure and arrange needed facilities; build professional and laboratory collections of various types; of library material resources required to support instruction in this area; approve or disapprove candidates for graduation; and, direct a continuously developing project.

The Department Chairman also has the authority, working with his staff, to promote programs and projects beyond the purely academic area which may: (1) enrich the program; (2) lead to a higher degree of professionalism; (3) acquaint students with the importance of wholesome relationships - professional, public, and cultural; and (4) improve the student's concepts of the place of library service in our social order.

All instruction for the eight courses now being offered in the Department, is given by one full-time teacher. In addition to the twelve hour teaching load each semester, the instructor schedules classes; makes course outlines; serves as adviser to all students who major in the Department and those wishing to receive certification; adviser for Investigative Papers; evaluates transcripts of candidates for graduation from the Department; supervises student assistants in library science classroom and in the children's room; orders books, supplies and equipment for library science classroom and children's room, clerical work for all reports, manuals, etc., concerning operation of Department; sponsors Library Service Club; attends professional meetings, conferences, and workshops that are concerned with libraries and librarianship; and attends Career Day programs.

The teaching staff in the Department of Library Science is supervised by and directly responsible to the Chairman of the Department. While the unit is housed in the library building, there is no connection between the staff of the Department of Library Service and the staff of the Library other than the professional relationship which exists between the library staff and all other departments in the college.

The Department also assumes the responsibility of staffing and managing the children's collection in the Library. This collection is designed as a model library for children and is used to give practical experience in selecting materials, cataloging and actually managing a library.

The Instructor and Department Chairman meet informally almost daily to discuss porblems, decisions and policies that may have arisen or need to be implemented in matters concerned with teaching or supervision; possible solutions are sought as needed in addition to the formulation of plans for executing possible changes to be made.

The W. R. Banks Library has developed, over the years, to the point where the chief librarian should be permitted to devote his full-time to the administration of the library. The listing of functions of the librarian are of such a nature that it has been suggested that the Department of Library Science be made a part of the Department of Education for general and special administrative purposes. Since the majority of our graduates

work in public school settings this arrangement would tend to give them a broader orientation to their eventual professional surroundings.

Whether this shift is made or not the instructional work has now become too heavy for one instructor to handle all the teaching duties as well as the mounting clerical duties involved.

The present instructor carries a twelve hour teaching loadseach semester; keeps all records on student; constructs and continuously revises course outlines; serves as adviser to all majors enrolled in the Department and to those seeking certification; supervises the development of investigative papers; and evaluates the transcripts for candidates for graduation within the department.

All students registered as majors in the Department are encouraged to meet with the Instructor-Adviser to discuss any problem encountered or to make known any suggestion or criticism held in connection with Departmental procedures and policies. Efforts to explain, pacify, or rectify problems are made at this time.

Chairman of Department, who also serves as Head Librarian, supervises clerical services, plant operation and maintenance of the building in which the department is housed. Services concerned with plant operation and maintenance are reported to the Department Chairman who in turn, reports such needs to those immediately in charge of that particular type of service needed.

Student personnel is under the direct supervision of the Instructor of Library Service. These students work a fifteen hour week schedule and their duties include the following: circulation of books in the Children's Library and in the Library Science Classroom collection; statistics of circulation; minor book repairs; simple clerical services; checking books, supplies and equipment received; aiding with yearly inventory; mail collection and delivery; and library housekeeping.

Qualifications for these positions are concerned with students in need of employment to help finance their education; some knowledge of typing; average to above average scholarship; exhibit some initiative; reliable; ability to follow directions; neat and agreeable. When these positions are open, students of freshman or sophomore level are preferred because of onthe-job training element and work continuity. Students of junior and senior levels are considered.

Full-time clerical services are urgently needed in the Department to lessen the paper work and minor duties required and now being done by one staff member. Repeated requests have been made however there have been no indication that this omission will be considered.

Retirement provisions, insurance programs, etc., are handled and provided for non-academic personnel through campus maintenance personnel officer, except for student personnel.

Since the staff of the Department is small, including only the Chairman, who also is responsible for the administration of the College Library, and one Instructor, who is responsible for the clerical, academic and business that concerns this and other departments, the addition of a full-time assistant with Library Science background who is capable to act as substitute in the absence of Instructor is needed, in case of emergencies, temporary leaves for attending conferences, workshops and professional meetings. Present methods of handling these matters is by scheduling make-up classes. When the Instructor is operating in her own capacity, this individual could aid in the preparation, execution and grading of tests and keep the Children's Library open throughout the day so that its contents would be available when needed by students enrolled in Elementary Education courses and finally as a method to expand and enhance the quality of services now being offered, to the children of the Prairie View community during after-school hours. During the summer, services are urgently needed in this Department to facilitate its use by the children of the graduate students in residence.

Clerical services are needed on a twelve-month basis to expedite the preparation of various materials frequently required by the Dean and Chairman of the Department. Assistance is needed for annual reports; student files and letters directed to them; Departmental manual of operation; inventory; ordering and acquisition of books, supplies and equipment; general business letters to institutions, professional organizations and business firms and many other routine duties presently being done by instructor, who also teaches four different classes each semester and three different classes each of the two summer school terms. The relief of duties of this type will enable Instructor to do more extensive professional reading, relieve tension involved with the assembling and/or distribution of required materials on or before the deadline.

#### **PROJECTIONS**

We should like to maintain an instructional atmosphere in this department which is conducive to the cultivation of students to the point where they, as librarians, will possess originality, initiative, intellectual curiosity, objectivity, self reliance, and subjectmatter and professional competence.

This will require that those who continuously plan the curriculum, revise the several courses, prepare lesson assignments, meet classes, and inspire research efforts and the development of professionalism in their students be well prepared for their tasks. They must also have sufficient relief from pressure assignments to continue their varied growth processes through subject-matter reading and research, through continued formal study, through meaningful professional associations, through memberships in professional organizations, and through travel. And they must bring and keep their professional knowledge abreast of the state of the art as it exists currently in other library instructional areas of this region and the country at large.

It is not news to state that technology has come to the library world in a larger measure than ever before. This is true of the public schools as well as colleges, processities, public theres, and special librates. Electronic

data processing in cafaloging, circulation work, and acquisitions has become the mode of the day. Management of all audio-visual materials (films, filmstrips, microcards, microfiche, microfilms, phono-records, transparencies, etc.,) as well as the machines through which these are used must be taught and practiced. Automatic information storage and retrieval will have to be made a part of our instruction.

At present we are encouraging our majors to take audio-visual courses, as electives, through the School of Industrial Education and Technology, but eventually we must have some additional person on our library science faculty with special training in some of these areas to articulate this type of knowledge and skill with the traditional library subjectmatter and practices.

This person could serve as assistant to the instructor, teaching perhaps one course each semester and taking care of the clerical work and other tasks which consume so much of the main instructor's time and energy.

#### III. EDUCATIONAL PROGRAM

A. Correlation of Program and Objectives

#### PRESENTATION

The courses now offered are basically designed to prepare the student for a career in school librarianship, therefore, school library functions and operations are stressed. Since many elements of library operations are common to all kinds of libraries, the curriculum is helpful for persons aspiring to any library situation. Some aspects of all areas of library operations are covered from book selection to library administration, organization, and operation.

#### EVALUATION

To repeat a previously made statement in this study, the Texas Education Agency, in 1964, revised STANDARDS FOR TEACHER EDUCATION IN TEXAS (Bulletin 651). This new ruling requires a bachelor's degree and a Texas teaching certificate to qualify for certification for school library positions. In addition to this revision, it was stipulated that Library Science would not be treated as a teaching field for purposes of certifications and that eighteen hours would be the required number of hours needed for certification in addition to requirements for a normal degree in another field of interest.

The change cited above necessitated a change in the program in order to:
(1) offer a general Library Science major of twenty-four hours to those persons not seeking employment in public schools, and (2) accommodate those seeking certification with a broad eighteen hour program.

#### B. Admissions and Enrollment

#### PRESENTATION

All new students who have expressed an interest in Library Sceince are invited to attend an informal meeting in the Department. Here the members of the Staff in the Department discuss with students some of the opportunities in the field as well as some of the basic requirements for success as a librarian.

Students are advised also of the grade requirements of the Department and of the school generally. At this time, students who are immediately recognized to have physical defects which would prevent their functioning properly as librarians, are counseled into other areas.

#### EVALUATION

Generally, all students who have maintained grade and other requirements of the College and the School of Arts and Sciences, are eligible for admission to the Department. When students have reached sophomore status or have completed general college requirements outlined for the first year, they may enroll in library science courses. Majors and all other persons pursuing courses leading toward school library certification are required to maintain a grade

average of "B" in Library Science courses.

Since our courses are primarily service courses for persons from other areas who are seeking school library certification, basic requirements for those areas and for teacher certification must also be met.

From 1963 to 1968, figures have revealed small increases in enrollment for the regular sessions with the exception of the 1966 - 67 school year which shows a drop in the errollment by four students.

The following shows the enrollment of majors in the department of Library Service Education for the past five years.

Years	1st Sem.	2nd Sem.
1963-64	29	29
1964-65	41	36
1965-66	46	44
1965-67	47	35
1967-68	43	43
TCTAL	206	187

As indicated by the table above, second semester shows drop in enrollment with the exception of the 1963-64 and 1967-68 school years.

The over-all quality of students runs rather consistently each year. Exceptions occur at intevals. Most students, upon graduation seek employment for a few years before seeking professional degrees. In those cases where students have entered graduate school immediately following graduation from Prairie View, we have been informed that the quality of their work has been from average to superior in comparison with students enrolled and graduating from other institutions baking undergraduate courses in library science.

From the initial date of registration, all students that have selected library science as their major interest are under constant observation and guidance for preparation in the field.

All students registered as majors in the Department are required to keep appointments at a specific time throughout the school year with the Instructor-Adviser to discuss progress or difficulties encountered with courses, study habits, social activities, financial problems or for general constructive advice, considered to be valuable to them personally. Students are invited to the Department office with or without appointments if need for this service is acute.

#### C. Curriculum

#### PRESENTATION

The courses in this Department are designed to achieve the following objectives; (1) prepare school librarians and teacher-librarians for the public schools of Texas in keeping with the accrediting standards for the State; (2) acquaint future teachers and future school administrative officials with

the need for and the function of school libraries in modern education; (3) lay the foundation for graduate work in library service; and (4) inspire students to develop an appreciation for the value of books and non-book materials as sources of information, reliable knowledge, inspiration, culture, and recreation.

Under the regulations of the Texas Education Agency, persons who desire to be school librarians must earn a Texas teacher's certificate in a field other than Library Science, as well as a certificate in Library Science. For the librarian's certificate, eighteen hours of Library Science is required, three hours of which must be school library practice and three hours of either children's literature or young people's literature. Persons who have served successfully for two years or more in an accredited school system as a school librarian may be exempted from the school library practice course.

The following courses are suggested for students who wish to receive a librarian's certificate from the Texas Education Agency:

	Hrs.
Library Science 213 - The Library in the School	3
Library Science 223 - Children's Literature and Non-Book Materials	3
or	
Library Science 363 - Young people's Literature and Non-Book Materials	
Library Science 313 - Administration of School Libraries	3
Library Science 343 - Experience Work in Library Methods	3
Library Science 323 - Cataloging and Classification	
Library Science Elective Course #333 - School Library Reference is advis	ed 3

18 Hrs.

Students who are not qualifying for teacher certification and wish to become librarians by majoring in Library Science, are requested to complete twenty-four hours of course work in Library Science; to develop a proficiency in typing and also to develop a broad background in the liberal arts, therefore, a minor in one of the subjects in the School of Arts and Sciences curriculum is recommended.

## SUGGESTED PROGRAM OF STUDY FOR MAJORS Non-Teacher Cetification

	Freshman	n Year	
First Sem.	Hrs.	Second Sem.	Hrs.
English 113	3	English 123	3
Grammar and Compositi	ion	Reading and Composition	
History 173	3	History 183	. 3
American History		American History	
Mathematics 113 or 173	3	Mathematics 123 or 183	3
Elements of applied A	athematics	Elements of Applied Mar	
or College Al	lgebra	or Trigonometry	
Natural Science 113	3	Natural Science 123	3
College Science		College Science	

Foreign Language 113 3	Foreign Language 123 3
Elementary French, German	Elementary French, German
Or Spanish	or Spanish
Physical Education 111 1	Physical Education 121 1
Freshman Practice	Freshman Practice
Military Science 112 (Men) 2	Military Service 122 (Men) 2
Elementary	Elementary
Bidmentary	
16 or 18	16 or 18
Sophomore	e Year
Social Science Elective* 3	Library Science 223 3
Library Science 213 3	Children's Literature and
English 213 3	Non-Book Materials
Public Speaking	English 223 3
Foreign Language 213 3	Introduction to Literature
French, German or Spanish	Business Administration 132 3
Reading and Grammar Review	Typing
Political Science 113 3	
American Government I	Foreign Language 223 3 Reading and Grammar Review
Physical Education 211 1	Political Science 123 3
Sophomore Practice	
	American Government II
Military Science 212 (Men) 2	Physical Education 221 1
Elementary	Military Science 222 (Men) 2
16 or 18	Elementary
10 01 10	16 10
Management of the second of th	16 or 18
Junior	
Library Science 363 3	Library Science 313 3
Young People's Literature and	Administration of School
Non-Book Materials	Libraries
Library Science 333 3	Library Science 323 3
School Library Reference	Cataloging and Classification
Materials and Tools	Minor Field and Electives 9
Minor Field and Electives 10	
	15
16	
Senior	Year
Library Science 383 3	Library Science 343 3
Selection of Library Methods	Experience Work
Minor and Electives 12	Minor and Electives 12
15	15
1.3	13

\*Economics, Fine Arts, Geography or Sociology.

#### EVALUATION

#### Description of Courses

- 213. THE LIBRARY IN THE SCHOOL. (LbSc 213 Sch Libr) Credit 3. I. Introduction to libraries and librarianship; rise and growth of the school library and its role in the school program; library services to students and steachers; instruction and practical experience in use of the library.
- 223. CHILDREN'S LITERATURE AND NON-BOOK MATERIALS. (3-0) Credit 3. II. Survey of children's books and related materials, illustrators, and publishers. Emphasizes reading interests of children, types and development of the literature, methods and materials used to stimulate their reading interests.
- 313. ADMINISTRATION OF SCHOOL LIBRARIES. (LbSc 313 Libr Adm) (3-0) Credit 3. I. Library service as related to the school's objectives and program; selection and acquisition of library materials; organization and administration of libraries and library services; professional aspects of librarianship.
- 323. CATALOGING AND CLASSIFICATION. (LbSc 323 Cataloging) (3-0) Credit 3. II. Cataloging and classification of school library materials; accounting procedures. Prerequisite: L. Sc. Ed. 313
- 333. SCHOOL LIBRARY REFERENCE MATERIALS AND TOOLS. (LbSc Ref Meth) (3-0) Credit 3 II. Various types of School reference materials and tools; reference methods and techniques of reference services; organization for reference services.
- 343. EXPERIENCE WORK IN LIBRARY METHODS. (LbSc 343 Libr Meth) (3-) Credit 3. I, II. Prerequisite: All theory courses.
- 363. YOUNG PEOPLE'S LITERATURE AND NON-BOOK MATERIALS. (3-0) Credit 3.

  I. A study of current adolescent literature and non-book materials, reading interests and habits of youth, reading guidance, and methods of promoting library use among high school students.
- 383. SELECTION OF LIERARY MATERIALS. (3-0) Credit 3. I. Study and evaluation of books, periodicals, and other library materials selected for the school library; use and care of non-book materials; principles of selection; book reviewing; publishers and publishing.

Three courses are offered during each six weeks period of the summer session. The following courses are included in the summer school session each year:

Library Science 313 - Administration of School Libraries

Library Science 323 - Cataloging and Classification

Library Science 353 - School Library Reference Materials and Tools

Library Science 343 - Experience Work in Library Methods

In addition to the above listed, and alternating in groups of two, the following courses are also offered:

Library Science 213 - The Library in the School

Library Science 223 - Children's Literature and Non-Book Materials

Library Science 363 - Young People's Literature and Non-Book Materials

Library Science 383 - Selection of Library Materials

All courses offered are precisely related to the aims and services of the Department, however, in a recent meeting of the TEXAS COUNCIL ON LIBRARY EDUCATION, the combining of some areas presently being taught was considered. There was no unanimous decision as to those courses that could be eliminated or combined with other courses since a library science course considered to be in this category at one institution is a course used for recruitment or is very popular at another.

The catalog listings at this Institution are reviewed and/or revised each year prior to publication.

It is our belief that if the enrollment continues to rise as a result of Library Science being service courses for those seeking school library certification, additional sections of those courses now being offered will be mandatory.

The Department program does provide for students to select electives and information concerning prerequisties contained in the program are clearly stated and enforced consistently.

#### D. Instruction

#### PRESENTATION

At the beginning of the semester, each student officially enrolled, receives a course outline. These outlines include the objectives, course limits, and the required and supplementary readings for each unit; and, if a textbook is required for the course, the title of the textbook. The current price for the textbook at the College Exchange (official bookstore for the campus) is announced at this time. Other assignments expected (by the Instructor) during the term are also given at this initial session. Varying by courses offered, these assignments may include book reports, story hours, bulletin boards, displays, simulated classroom teaching, brochures, bookmarks, posters, classifying and cataloging the laboratory collection and compiling orders for books, supplies, and equipment.

#### EVALUATION

A combination of lecture with encouraged classroom participation is the primary teaching technique. This procedure has been the most effective method for most of the courses offered because of the two-way type of communication involved. Practical and current examples are usually cited in an effort to make the course content more simple, meaningful, permanent and interesting.

Films and filmstrips are used extensively as well as practical illustrations through demonstrations. This method of presentation is effective as:
(1) a change-up from lectures; (2) picture study of material difficult to explain;

(3) a study of material or subject matter not immediately available; (4) a brief, concise method of presenting materials; and (5) for comparing results and procedures when discussing various techniques available for use.

Occasionally, guest lecturers are invited to the Department when available. Some of these lecturers explain the effective use and differences in research materials; librarianship as a career; the use of new library machinery installed in the Prairie View Library; the field of librarianship and its involvement with automation.

From time to time special research assignments are given to students in the area of current events and general art and music. It was especially gratifying to learn from a student currently enrolled that such an assignment was useful when the National Teacher's Examination was taken in March 1968.

Another type special assignment involved practice work usually assigned to students enrolled in Children's literature and/or Young People's Literature. These students may be invited by teachers at the Prairie View Training School or the High School, to present book reviews, biographical sketches, lecture on the use of the library. Other times they may invite each of the two groups mentioned above, to the library for a showing of appropriate level filmstrips; a showing of filmstrips of children's story for the pre-school age or sponsor programs in connection or recognition of special observances such as Book Week, National Library Week. Appropriate and original bulletin boards, posters and displays are encouraged.

Students enrolled in the Library Methods course must review contents of all courses and practice routines learned. This practice work is done in the library of the Prairie View High School Library. These assignments are arranged and closely observed by the Library Science instructor and immediately supervised by the Librarian at the Prairie View High School.

Experience of this type gives to the student a sense of an actual situation in which they, most likely, will work and also gives them an opportunity to learn by doing.

Plans for future instructional use of mechanical and other teaching materials are presently being considered, mean while, students enrolled in the Department are advised to enroll in Audio-Visual aid courses as electives. The information gained in these courses will allow them to operate the devices now being used in the majority of public school libraries.

The Department requires the Instructor to give a minimum of two examinations a year - at mid-term and at the end of the term. Other examinations are given from time to time depending upon the need for evaluation of progress in the particular course.

The mid-term evaluation is usually in essay form to serve a four-fold purpose: (1) an evaluation of students knowledge of subject matter; (2) the ability to follow instructions; (3) the manner of expressing ideas; and (4) a general survey of grammar and composition.

The final examination is a recapitulation of subject matter and is usually administered in objective form.

Other examinations may be oral, written, objective or essay and may be based on a accumulation of material for a specific period or on required readings for one or more units included on the outlines.

At present, for the type of content taught, the various testing methods used have been most effective devices used for evaluating student's performance. The grade distribution does generally correspond to the total faculty pattern.

#### E. Departmental Effectiveness

#### PRESENTATION

Each year, the W. R. Banks Library Stafffdonates a twenty-five dollar (\$25.00) Scholarship to the most outstanding student in the Library Science Department. This student is chosen by vote of the Library Staff from a list of students submitted by the Instructor of library science courses. This list is composed of the names of those students in Library Science who have displayed high scholastic potential in the field, is of good character and is affable.

#### EVALUATION

Several students from the Department who have met requirements, have been nominated by the Instructor and accepted to be recognized in "WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES".

During the course of instruction, many questions are asked and encouraged in an effort to foster intellectual curiosity and enhance methods of critical analysis and logical deductions.

The goal to become professional in the field of Library Service is streneously encouraged. From time to time guests who are porfessional and/or recent
graduates, and who are presently engaged in the field of library service are
invited to discuss innovations, opportunities, and answer questions of the Library Service majors.

A survey of Library Science graduated from the Institution from 19621967 was made and 13% of those contacted - letters were returned because:
(1) letter was unclaimed; (2) address incorrect; (3) moved - letter not forwardable. Eighty-seven per cent replied with the following results:

- 6.5% have received Master of Science in Library Science degrees
- 25.0% are attending graduate schools for professional librarianship
- 25.0% have attended graduate library schools and have also taken courses not especially concerned with library science
- 30.5% have attended graduate schools in pursuit of other fields of interest.

A closer investigation revealed that of those who replied the number of years on the same job were as follows:

3%						Ten years
3%		•				Seven years
2%	•		•	•	•	Eight years
2%						Six years
6.5%						Five years
3.5%						Four years
13%						Three years
10%						Two years
13%						One year

The study of their performance indicated; (1) their satisfaction with the field chosen; (2) their willingness to continue towards professionalism; (3) satisfaction of administrators and supervisors with the quality of work done; and (4) immediate and steady employment is available if desired.

Little information is available concerning those graduates who have been granted followship and scholarship awards for continued study as many have been regularly employed when the grants are made, and often such study awards are obtained through place of employment. Approximately two percent have received scholarships through the recommendation of this Department and have completed requirements that led to professional degrees and are now employed in other States.

Evidence gathered from the previously mentioned questionaire have indicated that ninety-six percent of the graduates felt that the level of preparation had been adequate for the positions they presently fill with full recognition of the need for continued training necessary for up-dating methods used, the challenge of becoming professional, and the eventual promotion in rank. Three percent were satisfied with their status quo at the time of the survey, however, over half of this group are individuals who have been in the same location for over four years, are married and have families. The remaining one percent were disappointed because the undergraduate degree attained was insufficient to meet requirements of other States.

Stress is placed on explaining in detail to majors, the objectives of the Department in preparing them for non-teaching positions and the sub-professional rank they will hold until such time that they complete graduate library courses leading toward professional librarianship.

#### F. Projections

The United States is in need of 125,000 additional librarians at this time. They are needed in all areas which require library service: (1) public schools, (2) colleges and universities, (3) public libraries, (4) special libraries.

All libraries are now in a state of expansion because of the population explosion, the research explosion, the knowledge explosion, and the publication explosion.

New media (films, filmstrips, microcards, microfiche, microfilms, phonorecords, slides, transparences, etc.,) join books, documents, newspapers, journals, special studies and research reports in preserving the expanding knowledge of man. All these are proliferating at a tremendous rate to present reliable knowledge and understanding to the public. The role of the library is expanding rapidly, in ever-widening vistas. Texas and the nation will need many additional competent librarians to serve in them. We must do our share in this service to the State.

In a study made by Rogers it is predicted that the college age population (age 18-21 exclusive) would increase from 9,212,608 (1960) to 14,429,000 in 1970. It is the aim of this department to enroll its share of this increased college-age population from all races.

The department, therefore, must improve its subjectmatter coverage, be sensitive to educational developments in the professional areas where its students may secure employment, retain in its program only those students who demonstrate creditable scholarship continuously, and institute a more intensive recruitment program.

#### IV. FINANCIAL RESOURCES

#### A. Organization and Administration

#### PRESENTATION

The budget for the Department is developed from guidelines received from the President of the College through the Dean of the School of Arts and Sciences.

#### EVALUATION

Actual amounts to be spent in the coming year for needed items in the Department are to be determined by a conference with the staff. Requests for equipment, supplies and other items are based on estimated costs of these items as determined in budget conference.

#### B. Budget

#### PRESENTATION

Budget requests are broken down into major categories: (1) personal services and (2) other expenses. Personal services includes salaries of the teachering staff and wages to be paid student assistants and other part-time employees.

Student assistants are used for clerical work within the Department and for work in the Children's Room in the library which is operated through this Department.

The "other expenses" category is broken dwon into the following categories:

- 1. Supplies and materials (covers stationary, paper, library supplies and other materials needed for instruction).
- 2. Travel expenses (covers travel to professional meetings and visits to schools for observation and supervision of students doing in-service training).
- 3. General expenses (covers maintenance of equipment and transportation for shipments of supplies, etc.).
- 4. Repairs and alterations (covers costs of repairing and renovation of furniture in the Department).

#### EVALUATION

Items needed for instruction are requested from time to time throughout the year as needed by the Instructor. These requests are submitted to the Department Chairman who sees that requisitions are prepared and orders submitted to the fiscal office. The Department Chairman is also responsible for seeing that budgets are not overspent and that items requested are actually beneficial

to the Department and will improve instruction.

#### C. Current Funds Expenditures

#### PRESENTATION

Personal Service	1963-64	1964-65	1965-66	 1966-67	1967-68
Instructor	\$ 6,360.00	\$ 6,360.00	\$ 7,920.00	\$ 7,920.00	8,880.00
Wages	432.00	432.00	480.00	480.00	350.00
Other Expenses	500.00	250.00	250.00	250.00	500.00
Capital Expenses	-0-	250.00	-0-	-0-	150.00
TOTAL	\$ 7,292.00	7,292.00	8,650.00	8,650.00	9,880.00

Totals 1963-68: Instructor- \$37,440.00; Wages- \$2,174.00; Other Exp.- \$1,750.00 Capital Exp. \$400.00 TOTALS \$41,764.00.

#### Program Costs, 1968-1978

#### EVALUATION

The projected costs for the program suggested are indicated in the accompanying chart. The figures for 1968-69 are those which actually budgeted for that year. The others for the years ahead are based on rising costs in consumable supplies, equipment, and student wages; and on the great demand for professional personnel in the library field.

	'68-'69	169-170	170-171	171-172	172-173	173-174	174-175	175-176
Instructor II	\$ 9,840.	\$ 9,840.	\$10,320.	\$10,320.	\$10,320.	\$10.800.	\$10,800.	\$10,840.
Instructor I	0	7,680.	7,680.	8,040.	8,040.	8,400.	8,400.	8,880.
Wages	350.	450.	450.	500.	500.	600.	600.	700.
Other Expenses TOTAL	500. \$10,690.	500. \$18,470.	1,000. \$19,450.	1,000. \$19,860.	1,200. \$20,060.	1,200. \$21,000.	1,400, \$21,200.	1,400. \$21,820.

		176-177	'77-'78
Instr	uctor II	\$11,840.	\$11,840.
Instr	uctor I	8,880.	9,360.
1	Wages	700.	800.
Other	Expenses TOTAL	- <u>-1,400.</u> \$22,820.	$\frac{1,600}{$23,600}$ .

#### Not Applicable

- D. Current Funds Income
- E. Capital Funds Income and Expenditures
- F. Auxiliary Enterprises
- G. Purchasing, Storerooms, Inventory control
- H. Plans for Financial Resources

# V. FACULTY

# A. Recruitment and Selection

## PRESENTATION

The Department of Library Service Education has one full-time instructor. The College Librarian who devotes one fourth of his time to the Department recommends the hiring and directs the work of the Instructor.

#### EVALUATION

The initial interview includes an explanation of the objectives and goals expected.

A period of thirty days is the latest time when faculty member from another institution is offered employment.

No specific orientation given beyond introduction of new personnel at monthly meeting of Staff, introduction to library staff and tour of Library and the Library Service Department.

The Department does not have a part-time teaching staff.

# B. Organization

#### PRESENTATION

The Chairman of the Department directs the work of one-full time Instructor. The organization is adequate for the conducting of faculty business and communicative channels among groups and between faculty and administration. The Instructor and Department Chairman meet informally almost daily to discuss any problems that may have arisen in teaching or supervision and seek the solutions necessary.

#### EVALUATION

Changes in faculty organization will be needed in the future development of the Department to relieve teaching load of one instructor for expected increase of enrollment in the Department and the progress towards automation and specialization in library materials.

The Department's Operational Manual is adequate, however a revision to more specifically outline in detail all procedures for operating the Department will be needed.

# C. Academic Preparation

The department head holds the B.A. degree from Morehouse College, the B.L.S. degree from Hampton Institute, and the M.L.S. degree from Columbia University. He served as head Librarian of the College from 1931 through August, 1966, when he became the general administrative consultant to the newly appointed head librarian who succeeded him at that time. He initiated the library instructional program at the college and also supervised seven library summer workshops beginning in 1946 and ending with the 1952 program.

The program has had only one instructor at one time through the years. Those serving in this capacity are listed below.

The present instructor is Miss Francès J. Davis who holds the B.S. degree from Tennessee A. and I, State University and the M.L.S. degree from Atlanta University.

Miss Davis has had a good background in professioanl experience which equips her well for the work she is doing.

- Acquistions Librarian, Florida A. & M. University, 1952-1955.
- Cataloger, Texas Southern University, 1955-57.
- Junior High School Librarian, Galveston (Texas) Independent School District, 1957-1961.
- 4. Senior Cataloger, Texas Southern University, 1961-1962.
- Instructor in Library Science, Prairie View
   A. & M. College, 1962-63, 1964-date.

The Instructor is encouraged to attend professional meetings and workshops whenever possible. Courses are to be taken every four years in order to keep up with new ideas and innovations in the field.

The present instructor has exceeded requirements needed for competence of purpose in the Department.

# D. Growth and Development

#### PRESENTATION

The faculty of the Lbrary Service Education Department has tried to maintain and continue its growth and development through reading, professional conferences; institutes; workshops; active membership in local, state, regional, and national professional organizations; and through advanced formal preparation. The staff is entitled to the same privileges of sabbatical leaves as are other faculty personnel. The HANDBOOK, 1966-67, Prairie View A. and M. College, page 5: Leave of absence: In no case will a leave of absence for longer than one year be granted.

## EVALUATION

Faculty membership in Professional Organizations

Texas Association of College Teachers Texas State Teachers Association National Education Association American Library Association

Faculty attendance at Professional Meetings

American Library Association, 1967 California

Texas Council on Library Education: 1963 San Antonio, Texas

1965 Denton, Texas

1966 Austin, Texas

1968 Austin, Texas

# E. Financial Provisions

#### PRESENTATION

Salary: Instructor: \$8,880.00 for a twelve month period.

## EVALUATION

During the past five years, the salary for the instructor rank has increased \$2,520.00. Increases in salaries are recommended by the chairman to the Dean of the School of Arts and Sciences who in turn makes his recomme dations to the President of the college.

The faculty of the Library Service Education Department is entitled to sick leave, retirement, group life insurance, hospitalization and social security benefits.

F. Teaching Loads and Other Duties

#### PRESENTATION

The instructor teaches all courses - a maximum of four different courses each semester and three different courses each summer term. A total of twelve credit hours each semester of the regular sessions and nine credit hours during each of two summer terms. During the regular session, students enrolled in classes are predominately on the undergraduate level. In-service teachers seeking Texas State Agency School Library Certification are principle type of class enrollees during summer sessions.

An average of twenty students enroll in each class offered during regular sessions; approximate average during summer sessions is twenty-five to thirty students for each class.

There are four different preparations for courses offered each of the two regular sessions and three preparations for each of two sessions during the summer.

# EVALUATION

In evaluating faculty loads, instructor is expected to meet obligations of committee assignments, handle the bulk of administrative duties passed down from Chairman of Department, supervise preparation of Investigative Papers, advise and counsel students and direct activities of Library Science Club meetings, projects and other obligations.

Research is not a part of Departmental purpose.

The HANDBOOk 1966-67, PRAIRIE VIEW A. AND M. COLLEGE page 5, states:

Directors.

Outside Employment: No teacher or employee shall accept outside employment during the period for which he receives pay from the college for his services without permission from the Board of

G. Professional Security

# PRESENTATION

Instructors, and Assistant Professors are reappointed yearly and therefore are ineligible for tenure. From the rank of Associate Professor to Professor and Chairman of Departments, tenure is granted.

The recommended qualifications and duty descriptions for the Departmental ranks designated by titles are listed on the following pages, 21 and 22.

The college publication of the policy governing tenure is in preparation and is expected to be ready for distribution September 1, 1968.

#### EVALUATION

Information not avaliable.

#### FORM 2

# RECOMMENDED QUALIFICATIONS AND DUTY DESCRIPTIONS FOR THE DEPARTMENTAL RANKS DESIGNATED BY TITLES

Usual Minimum Formal Requisites

Other Qualifications

Duties

# Instructor

Master's Degree or its equivalent in advanced study or two years of pertinent professional experience. Exceptions may be made for high scholastic record and superior recommendation. Appointment shall be on an annual basis.

Satisfactory indication of personal and professional traits
required for the duties to be
assigned; high standards of
scholarship and promise of growth
and development in his professional

Teaching, research, or extension duties under the super-vision of or in coordination with one or more senior staff members.

# Assistant Professor

Ph. D., DVM, or Master's Degree with 4 years of pertinent professional experience including college teaching. Appointment shall be on an annual basis.

Demonstrated ability in teaching and research, creative work, or extension work. Definite record of professional qualifications and scholarship in publications or equivalent accomplishments, evidence of professional growth and continuing promise, superior personal traits. Teaching, research, or extension activities to be pursued with minimum supervision and direction by senior departmental staff members.

# Associate Professor

Ph.D. or equivalent
Degree plus 4 years, DVM
plus 5 years, or a Master's Degree plus 8 years
of pertinent professional
experience, including
responsible leadership
in his field of work
and college teaching; and
in Engineering to be a
registered professional
engineer (where performing an engineering function).

Those of Assistant Professor plus established reputation in scholarship and unquestioned ability to perform the duties of the position in a commendable manner, including continuing demonstrated ability in teaching and research, creative work, or extension work.

To assume responsibility for the direction and development of a major phase of the subject matter field; to lend advice and assistance to junior staff members in their teaching, research, or extension activities.

# FORM 2, Continued

#### Professor

All those of lower rank.

All those of lower ranks; comprehensive knowledge and understanding of his field; established reputation within the contribution to the field; scholarship and professional grasp of his subject recognized by colleagues, here and at other institutions. Same as for Associate Professor but with greater leadership responsibilities and more active participation in selection of new staff members.

# Professor and Head of Department

All those of lower rank

Those of Professor plus indicated ability as an administrator and coordinator of activities pertaining to the department and with other related departments.

To administer and coordinate the work of the department; to maintain and implement progressive and constructive teaching, research, and extension activities within the department; to retain and perform on a limited basis one or more of the duties of a professor.

The rank of Distinguished Professor is reserved for those few individuals of national and international reputation who possess unusual qualities and achievements which can, in a unique way, contribute to the institutional goals and objectives. The request for such rank is initiated by the Dean of the College concerned.

The special rank of Professor Emeritus is awarded after their retirement to Professors who have given unusually meritorious service to the University. The request for such rank is initiated by the Dean of the College concerned.

#### General

While the foregoing requisities shall serve as a guide in appointment or promotion in rank, prime consideration shall be given to the quality of work, attention to duty, and cooperative attitude of the person concerned. Promotion to a higher rank will not normally be given for less than three years' service in any rank. Service at other comparable institutions may be counted.

The ranks of Associate Professor and Professor are regarded as "continuous to the extent permitted by State Legislative acts and contingent upon satisfactory performance.

The ranks of Instructor and Assistant Professor are considered annual appointments. These in effect, however, are continuous where the individual is developing progressively toward the qualifications of the Associate Professor rank (again subject to State Legislative acts).

# H. Faculty Evaluation

#### PRESENTATION

The criteria for the purpose of evaluating faculty was developed by the Sub-Committee on Faculty Evaluation under the Chairmanship of Dean Flossie Byrd, with Dean Rose Hynes and Dr. George R. Woolfolk as members.

# EVALUATION

On pages 31-37, the criteria is clearly stated and was further stated and explained by chairman of the Department. The Administrators, Deans and Department Chairman participate in the evaluation.

Evaluations, formal or informal, are encouraged and seriously considered by students.

# I. Working Conditions

# PRESENTATION

The Department of Library Science is presently housed in one room of the W. R. Banks Library. This room serves also as the Instructor's office and as a conference room.

#### EVALUATION

The combination Library Science Classroom--Office Space--Laboratory will have to remain in its present location. There has been some consideration given to moving this unit into the overflow room in the basement since the materials located there now would be transferred to the open-stack areas. The above stated plans would provide seperate rooms for the Instructor's office and the classroom. It is felt that this separation is highly desirable, as it enables the Instructor to give closer supervision to the Children's room also.

#### PROJECTION

In making the following recommendations, we believe our area for instruction and the general atmosphere thereof will be more conducive for learning, more convenient for the instructor and will create a more pleasant environment for the confort of the student.

# A. The expansion of physical facilities

# 1. Library Science classroom

- a. New modern tables and chairs
- b. Additional modern shelving
- c. Carrels
- d. Stationery chalk boards
- e. Opaque projector; tape recorder and movie projector

- 2. Private office space for Instructor
  - a. Desk with closed front panel
  - b. Storage space for textbook and other materials
  - c. Telephone extension
- 3. Children's Library
  - New and additional shelving to accommodate growth of collection
  - b. Modern magazine and record racks
  - c. Record player to remain in this library
- B. General recommendations\*
  - 1. Full-time Secretary or Teaching Assistant
  - 2. Allotment of adequate budget

\*General recommendations include the addition of full-time secretary or assistant to manage the Children's Room on a part-time basis and assist with instruction and paper work. This sub-professional individual would help relieve burden of clerical duties presently required of the instructor who must; (1) make four different preparations for courses taught each of the regular semesters; three different preparations for each summer term; (2) advise all majors and minors in the department; (3) advise preparation of Investigative Papers; (4) evaluate transcripts of majors who are condidates for graduation; (5) attend meetings, conferences, workshops and career conferences on campus, out-of-town and out-of-State; (6) supervise student assistants work in department and prepare salary time reports for them; (7) make necessary contacts with prospective departmental majors; and (8) do all other clerical duties required by the Administration, Dean of Arts and Sciences and Chairman of the Department.

An allotment of an adequate budget to allow for the purchase of items previously mentioned which include:(1) teaching aids; (2) new furnishings; and (3) necessary equipment.

		3	Program Costs	, 1968-1978				
	168-169	169-170	170-171	'71-'72	172-173	173-174	'74-'75	175-176
Instructor II \$	9,840.	\$ 9,840.	\$10,320.	\$10,320.	\$10,320.	\$10,800.	\$10,800.	\$10,840.
Instructor I	0	7,680.	7,680.	8,040.	8,040.	8,400.	8,400.	8,880.
Wages	350.	450.	450.	500.	500.	600.	600.	700.
Other Expenses	500.	500.	1,000.	1,000.	1,200.	1,200.	1,400.	1,400.
TORAL \$	10,690.	\$18,470.	\$19,450	\$19,860.	\$20,060.	\$21,000.	\$21,200.	\$21,820.
	'76-'77	'77-'78						

	76-177	177-178
Instructor II	\$11,840.	\$11,840.
Instructor I	8,880.	9,360.
Wages	700.	800.
Other Expenses	1,400.	1,600.
TOTAL	\$22,820.	\$23,600.

# FACULTY EVALUATION FORM 3

# (Administrator's Instrument)

Department_	Date
the items i	ndicate your evaluation of the staff member by marking an X in one on the left-hand column. The numbers in the left-hand column correthe evaluation on the accompanying table.
	Areas of Competence
1. () 1. 2. () 3. () 4. () 5. ()	Teaching Activity and Effectiveness. i.e., knowledge of subject matter, use of related materials, frequent revisions of course content to keep it up-to-date, maintenance of classroom interest, use of visual and other modern teaching aids, development of classroom participation, classroom mannerisms, success in developing intellectual curiosity in students as well as utilizing their time efficiently, adequacy of testing techniques. Considers the learning process and adjusts methods appropriately for the subjects taught and level of understanding of the students.
1. (). 2. 2. () 3. () 4. () 5. ()	Professional Growth and Development - Participates actively in seminars, meetings, et cetera of a professional nature in area of specialization; continues advanced study by attendance in summer school and leaves of absence (for credit); belongs to a national professional organization and makes special contribution to this organization; is resourceful in searching for and assembling new information; obtains and reads current publications in areas of interest both general and specific.
1. () 3. 2. () 3. () 4. () 5. ()	Scholarly Accomplishment - Quality of work, publications, artistic creativity, et cetera. Seeks to insure soundness up-todateness and breadth of information in area of specialization. Conducts and reports research (this factor might include an evaluation of both quality and quantity of research in progress or completed and published) and directs graduate projects and other research not necessarily for publication. Writes articles or books (an evaluation here might well include quality and quantity of books, non-research monographs, and articles published in professional journals, general magazines, etc. Is generally accepted by his peers in his line of endeavor as both a contributing and/or creative practitioner of some respectable professional responsibility.

- 1. () 4. Contributions to the College and Loyalty to the Institution. 2. () Strives to become a contributing, participating member of 3. () planning groups involved in projecting a positive institu-4. () tional image; assumes willingly extra-curricular department, 5. () college and university activities; under this topic, one might consider student counseling activity, availability to students, committee contributions, recruiting activity, efforts to maintain pertinent library source materials in his field, etc. Public Service: this factor may include all non-academic contributions to the community affairs when requested -- especially through the public school or Civic organizations; remains positive in terms of remarks and deeds in relation to the institution; refrains from activities which are demoralizing to the institution through construc-
- 1. ()

  5. Personal Characteristic A positive attitude and outlook
  toward the activities of the school; an optimistic attitude
  3. ()
  toward youth; fairmindedness and impartiality in dealing with
  students; in general good health physically, mentally,
  and emotionally; skillfulness in human relationships, friendly, tolerant and helpful in relationships with students and
  family members; cooperative; possesses a sense of humor; time
  conscious punctual in regard to class and other responsibilities.

tive efforts within the particular school employment.

# FACULTY EVALUATION FORM 4

# (Administrator's Report to Deans and President)

Name			Title Administrative		
the items in the less spond with the evaluation	ft-har uation	nd column. The on the accomal; 2 = Superi	me numbers in the mpanying table. I lor; 3 = Good; 4 =	by marking an X in one of left-hand column corre- If the rating table is not acceptable; 5 = unsatis-	
		Areas o	of Competence		
1.	Teach	ning Activity	and Effectiveness	3:	
	a.	Knowledge of subject matt			
	ь.	Course revis	sion		
Total Category Rating 1. ()	c.	Use of teach	ning		
2. ()					
3. ()	d.	Develops stu	udent		
4. ()		incerescs			
5. ()					
6. ()	e.	Classroom mannerisms			

f. Testing techniques

# 2. Professional Growth and Development:

Total Category Rating	a. Professional participation
1. ()	b. Advanced study
3. ()	
4. () 5. ()	c. Professional organizations
	d. Professional literature
	3. Scholarly Accomplishments:
	3. Scholarly Accomplishments:  a. Current professional information in
	a. Current professional
Total Category Rating	a. Current professional information in
Total Category	a. Current professional information in specialty  b. Research conducted and reported
Total Category Rating	a. Current professional information in specialty  b. Research conducted
Total Category Rating	a. Current professional information in specialty  b. Research conducted and reported

5. ()

f. Standing with professional peers

e. Books

# 4. Contribution to the College and Loyalty to the Institution:

- a. Co-curricular activities
  - 1. Serves with planning groups
  - 2. Counseling
  - 3. Campus committees

Total Category Rating

- 1. ()
- 2. ()
- 3. ()
- 4. ()
- 5. ()

- 4. Library building contributions
- 5. Recruiting
- b. Public Service
- c. Community participation
- d. Personal public image

# 5. Personal Characteristics:

a. Morale

b. Attitude toward

	youth
c.	Health
Total Category Rating	1. Physical
1. ()	2. Mental
2. ()	
3. ()	3. Emotional
4. ()	
5. () d.	Human relations
	RECOMMENDATION
	( ) Promoted (rank)
	( ) Merit raise
	( ) Retained in present status
	( ) Further study advised
	( ) Contract terminated
	Head of the Department

# FORM 5

# Definitions of Levels of Competence

1. Exceptional: Outstanding in all respects.

Comment: This evaluation will obviously be rare. It carries the implication that the individual should be promoted in rank at the carliest possible moment consistent with university policy and that he should be given top priority for substantial merit increases in salary.

Superior: Outstanding in most respects; exceptional in some.

Comment: This evaluation should be protected from inflation.
It carries the implication that the individual should be given favorable consideration whenever he becomes eligible for promotion in rank and that, subject only to the availability of funds, he should be given appreciably more than the regular "time-service" increases in salary.

Good: Satisfactory in most respects.

Comment: This should always be construed as a favorable evaluation. In any group, no matter how good, there is a middle range of performance. The evaluation implies that the individual should not be passed over for consideration when eligible for promotion, even though he must yield priority to those who have earned "Exceptional" and "Superior" evaluations. It also means that he is fully entitled to all "time-service" increments on salary.

4. Acceptable: Meets minimum requirements; worthy of being accepted.

Comment: Although less favorable than the preceding evaluation, this is not to be construed as an unfavorable evaluation except in a group which, as a whole, ranks relatively low. The better the group, the more favorable this evaluation. (There is a fourth quartile even among all Americans, and the institution itself is happy to graduate students who meet minimum requirements). In general, however, this evaluation implies that the individual probably does not qualify for promotion above the rank of Assistant Professor and may not always be recommended for "time-service" increments in salary.

5. Unsatisfactory: Falls short of minimum requirements.

This evaluation means that the individual's future with the institution is in serious questions, and that the question will be resolved at the end of the next reporting period, unless circumstances dictate earlier action. If two successive evaluations are "unsatisfactory," the individual will normally be given one additional year in which to find employment elsewhere.

\*Judgements to be based on comparison with personnel in similar positions in this and comparable institutions.

collection to mesuregoi, A concerted affect launch to man the state of

## VI. LIBRARY

# A. Administration

# PRESENTATION

The College Library, it's administration, collection and services are described and explained in a special section of this report.

#### EVALUATION

The staff organization of the library expecially designed to serve the Department of Library Service Education is as follows:

The College Librarian who also devote a stipulated amount of time as Chairman of the Department serves in an administrative capacity which includes: (1) scheduling of library hours of service; (2) personnel; (3) the collection and the technical processes involved; (4) supervision of the budget; (5) inventory and (6) the care and maintenance of physical facilities.

The instructor of courses offered by the Department also serves in a supervisory capacity in the (1) direct management of student personnel employed; (2) ordering, receiving and preparation of library materials; (3) program planning for and scheduling of groups who wish to visit Children®s Library; (4) records of materials used and (5) maintaining bulletin boards.

One student assistant is employed in the Children's Room which is a collection of materials for young people, children of the community and those students enrolled in courses concerned with phases of Elementary Education.

Student and faculty use of the Departmental Library and the Children's collection is encouraged. A concerted effort is made to meet the needs of those individuals requesting service whether for education or recreational materials.

A restrictive element of this library is the limited number of hours it is open for service to students and faculty. It is believed that more extensive use could be made of the facilities housed in this collection, if a full-time assistant could be added to the staff. This assistant could make this collection available to patrons during the morning hours in addition to the afternoon hours of service now available.

# B. The Collection

#### PRESENTATION

Library resources for the Department of Library Science includes approximately 1,150 books in the specific subject area as well as all of the leading periodicals in the field. <u>Library Literature</u>, an index to periodicals on the subject of library service, is received regularly and thirty-three (33) of the titles indexed are regularly subscribed to.

Other titles subscribed to by the College Library are useful and supplement instruction and subscriptions for the Department such as the following: "A V Communication;" American Literature;" "Audio-Visual Instruction;" "Book Week;" "Children;" Choice; "Facts on File and Yearbook;" "Harvard Library Bulletin;" "Grade Teacher;" "High School Journal;" "Journal of Reading;" "NEA Journal;" "N. Y. Review of Books;" "New York Times Index;" "Newsweek;" "Off The Press;" "Parents Magazine;" "Poetry;" "Publisher's Weekly;" "Readers Digest;" "Reading Improvement;" "Reading Teacher;" "Reference Shelf;" "Saturday Review;" "Seventeen;" "Time;" "Twentieth Century Literature" and many other professional magazines and journals in the various subject areas.

In addition to those books and periodicals mentioned above, a working collection of teaching tools is housed in the Library Science classroom to assist in teaching courses in cataloging and reference.

#### EVALUATION

We have checked our collection of library science materials in the library against the recently published BOOKS FOR COLLEGE LIBRARIES and find that we have 345 of the 1,185 titles listed for a total of 29 per cent. We hope to pick up within the next few years many of the other titles now absent from our collection. Issues of CHOICE are also regularly checked for evaluations and selections of books thought worthwhile by the editors.

The Department maintains and supervises a service room for children and young people of the community. The materials in this room are available and accessible to those involved in teacher-training courses. Aside from Atlases, Dictionaries, Encyclopedias and other reference materials the following resources are located there:

Non-Fiction	1,325	Filmstrips	18
Fiction	797	Pictures	32
· Picture Books and Easy Books	455	Records	19
Films	5		

# C. Services

#### PRESENTATION

The list of services offered are as follows: (1) available for elementary and high school group visits for (a) library orientation; (b) story telling hours; (c) showing of films and filmstrips; (2) recreational reading for young people and children of the community; (3) collection available for students taking Elementary Education and Music courses.

# EVALUATION

Students pursuing courses with emphasis on the secondary education level use materials from the collection in the Children's library of the W. R. Banks Library to supplement classroom instruction. Other students from the music department were also to use the elementary level music collection while still others who live in the Prairie View Community used the facilities for recreation and informational reading.

The Children's Library is open for service Monday through Friday, 2 p.m. to 5 p.m.

## D. Facilities

For full description of facilities please refer to VIII. Physical Plant.

# PRESENTATION

Instructor II ----- \$ 9,840.

Instructor I ----- 0

Wages ---- 350.

Other Expenses ---- 500. TOTAL ----- \$10,690.

# EVALUATION

The budget for the Department is developed from guidelines received from the President of the College through the Dean of the School of Arts and Sciences. Actual amounts to be spent in the coming year for needed items in the Department are to be determined by a conference with the staff. Requests for equipment, supplies and other items are based on estimate costs of these items as determined in budget conferences.

# Personal Services

	Instructor	Wages	Other Expenses	Capital Expenses	Total
1963-64	\$6,360.00	432.00	500.00	-0-	7,292.00
1964-65	6,360.00	432.00	250.00	250.00	7,292.00
1965-66	7,920.00	480.00	250.00	-0-	8,650.00
1966-67	7,920.00	480.00	250.00	-0-	8,650.00
1967-68	8,880.00	350.00	500.00	150.00	9,880.00
TOTALS	\$37,440.00	2,174.00	1,750.00	400.00	41,764.00

Budget requests are broken down into two major categories: (1) personal services and (2) other expenses. Personal services includes salaries of the teaching staff and wages to be paid student assistants and other part-time employees. "Other Expenses" category is broken down into the following categories-supplies and materials, travel expenses, general expenses and repairs and alterations.

# F. Projections

The service of the Departmental Library is adequate as the Instructor and/or student assistant are available daily, Monday through Friday afternoons until 5:00 p.m.

The materials in this collection serve as a laboratory collection in the majority of instances used, and are available to students at their convenience throughout the afternoon. Other materials used by students in this Department are available to them at the Circulation, Reference and Teacher's Reserve Departments of the College Library and during regular library service hours.

With the addition of a full-time assistant to the Department, the hours for service in the Children's Room could be extended throughout the day instead of afternoon service hours only. With this staff addition, a more extensive program could be planned for children and those students enrolled in courses concerned with Elementary Education would have day-long access to it's contents.

More shelving to accommodate new books to be ordered to up-date the collection and more space for new materials is needed in the Children's Room. Storage-workroom space is needed in the Library Science classroom.

# LIBRARY SERVICE EDUCATION

# Professional Subscriptions

-		
1.	American Book Publishing Record	18. Library News Bulletin (Washingto
2.	A. L. A. Bulletin	19. Library Quarterly
3.	Book Review Digest	20. Library Trends
4.	Booklist and Subscription Books Bulletin	21. Maryland Libraries
5.	Bulletin of Children's Book	22. Michigan Library News
٥.	Center	23. North Country Libraries
6.	California Librarian	24. Publishers' Weekly
7.	College and Research Libraries	25. School Library Journal
8.	Cumulative Book Index	26. South Dakota Library Bulletin
9.	Current Biography	27. Special Libraries
10.	Drexel Library Quarterly	28. Story Art
11.	Horn Book Magazine	29. Texas Libraries
12.	Illinois Libraries	30. Texas Library Association
13.	Iowa Library Quaterly	Bulletin
14.	Journal of Education for	31. Texas Library Journal
	Librarianship	32. Wilson Library Journal
15.	Kansas Library Bulletin	33. Wisconsin Library Bulletin
16.	Library Journal and Junior Libraries	

17. Library Literature

# VII. STUDENT PERSONNEL

# A. Objectives

### PRESENTATION

The specific objectives of the Library Science program has been formulated to:

- Prepare school librarians and teacher-librarians for the public schools of Texas in keeping with the accrediting standards of the State.
- Acquaint future teachers and future school administrative officials with the need for and the function of school libraries in modern education.
- 3. Lay the foundation for graduate work in Library Science and to encourage capable students towards that goal.
- 4. Prepare students for beginning positions in public, college and special libraries.
  - 5. Inspire students to develop an appreciation for the value of books and non-book materials as sources of information, reliable know-ledge, inspiration, culture and recreation.

#### EVALUATION

The above stated objectives constitute the major purpose of the Department. Individual counsel, advice and guidance is given each student in the selection of courses scheduled and in the selection of minor and elective courses.

The Department remains open daily for long hours in an effort to be available if students need assistance of any kind.

# B. Administration

# PRESENTATION

The Dean of the School of Arts and Sciences is the administrative officer who directs, defines and regulates all activities of this Department as directed by the President. The Chairman of the Department has the authority to plan the curriculum, recommend faculty and other personnel required for the project. His authority also includes working with his staff to promote programs and projects beyond the purely academic area which may:

1. Enrich the program

2. Lead to a higher degree of professionalism

3. Acquaint students with the importance of wholesome relationships; professional, public, and cultural.

4. Improve the students' concept of the place of library service in our social order.

The teaching staff in the Department of Library Science is supervised by and directly responsible to the Chairman of the Department. Students in the Department are responsible to the Instructor in the Department.

#### EVALUATION

The Instructor and Department Chairman meet informally almost daily to discuss problems, decisions and policies that may have arisen or need to be implemented in matters concerned with teaching or supervision; possible solutions are sought as needed in addition to the formulation of plans for executing possible changes to be made.

C. Academic and Personal Records

#### PRESENTATION

For all students registered as majors in the Department, a complete file is maintained, as precise as is possible. The individual student's file may contain (1) a high school record when it is obtainable; (2) general family history concerned with the number of members in family, students rank in family group, birthdate of student and general health condition of student; (3) a complete record of all courses in which student enrolls; (4) record of personal conferences with advisor; (5) picture of student and (6) all other material directly concerned with student while enrolled at the Institution. This information is kept as complete as it is possible to maintain after graduation.

# EVALUATION

These records are maintained to advise, direct, counsel and evaluate students. They are also useful when complying with the numerous requests for personal recommendations for students that are received by the Instructor in the Department. The files are kept current by the Instructor and are available to any faculty member of the Institution. If a student leaves the Department, the file is sent to the Department where student has chosen the new subject area as a major.

It is our belief that these records are invaluable in meeting the needs of purposes in which they serve. Often the information included is needed and used by the student for the immediate consideration and dispensation of a scholastic problem.

# D. Orientation of Students

# PRESENTATION

In addition to the campus-wide program for the orientation of students, all new students who have expressed an interest in Library Science are invited to attend informal meetings in the Department. Here the members of the Department are introduced and students introduce themselves to the other members of the group and to the faculty.

The members of the Department discuss with the new students some of the opportunities in the field as well as some of the basic requirements for success as a librarian. Students are urged to ask questions and at the end of the question and answer period they are advised of the grade requirements of the Institution and those grades required for a successful program in Library Service.

#### EVALUATION

At this time, students who are immediately recognized to have defects which would prevent their proper functioning as a librarian, are counselled into other areas considered to be more appropriate.

Plans for future orientation programs originating within the Department include invitations to individuals who can advise freshmen concerning the job opportunities available in the various facets of Library Service, the educational, financial and job-selective advantages included in professional librarianship, future trends in the mechanical processing of library records and routines and information retrieval systems; and the general philosophy of librarianship.

E. Couseling, Guidance and Placement

# PRESENTATION

From the initial date of registration, all students that have selected Library Service as their major interest are under constant observation and guidance for preparation in the field.

# EVALUATION

These students are required to keep appointments at a specific time throughout the school year with the Instructor-Advisor to discuss progress or difficulties encountered with courses, study habits, social and religious activities, financial problems or for genral constructive advice

considered to be valuable to them personally. Students are invited to the Department office with or without an appointment if a need for this service is acute.

The scarcity of individuals prepared to fill positions as librarians, and multiple job opportunities available, present little need for a formal placement program. However, at such times that this service is needed, the positions available and all information available and needed is given to students requesting same. This Department also cooperates with the Placement Office of this Institution whose services are available to all students requesting such aid.

Recommendations are returned to tentative employers promptly and students are encouraged to seek advise from this Department at any time the need is felt after graduation.

F. Student Housing, Boarding and Health Services

Not applicable directly with Department. This category is supervised by College Administrative Officers.

# G. Extra-Class Activities

# PRESENTATION

A Library Service Education Club, comprised of majors and minors of the Department, has one meeting monthly - each second Thursday. The student members, under the guidance of the Department Instructor who also serves as sponsor of the Club, elect officers who conduct all meetings. The specific purpose of this club is designed to encourage cooperation among it's membership and to initiate a sense of duty for professional clubs and organizations.

#### EVALUATION

Activities sporgored by this organization have included book reviews and talks, parties that included games, dancing and music, the showing of films and filmstrips, story hours and puppet shows for appropriate levels of students groups invited such as Prairie View Training School, elementary and high school groups, Boy Scouts, Girl Scouts, Cub Scouts, Brownies, Jack and Jill and nursery school groups under the supervision of Elementary Education classes. This club also participates in College sponsored programs which request college-wide club concerted efforts.

H. Student Government and Student Participation in Institutional Government I. Non-Academic Discipline

"N.A."

# J. Financial Aid to Students

#### PRESENTATION

Students enrolled in the Department of Library Science are eligible for several types and amounts of financial assistance offered by the Institution.

#### EVALUATION

The Department, in cooperation with the College Library Staff, has donated annually a twenty-five (\$25.00) dollar scholarship award to the most outstanding student in the Library Service Department.

This student is chosen by vote of the Library Staff from a list of eligible students submitted by the Instructor in Library Science. The purpose of this award is to encourage those students who have displayed a high potential in the field.

# K. Alumni Affairs

"N.A."

# L. Projections

A variety of new, educational and recreational activities are planned for the Departmental Club. These new activities will be geared to further within the student an interest which will develop strong cooperation, leadership qualities and a sense of obligation toward professional organizations upon graduation from the College.

Other considerations will be to initiate a more extensive and intensive recruiting and orientating program, to further emphasize the professional aspect of librarianship, and to intensify the counseling and guidance service if needed.

# VIII. PHYSICAL PLANT

# A. Existing Facilities

#### PRESENTATION

The specific quarters for the conducting of the Library Science program consists of: (1) a classroom and (2) a children's reading room, housed in the college library.

#### EVALUATION

The classroom is twenty-six feet and six inches by forty feet and six inches and is divided into three special areas: (1) lecture space with arm chairs; (2) laboratory space with reading and typewriter tables and chairs to match; and (3) office space with suitable equipment. This room also contains shelving which houses a portion of the professional collection\* and other equipment pertinent to library instruction. This combination area also serves for conferring, advising and counseling with individual students.

Audio-visual materials are provided in the College library and the A-V projectors and other equipment are provided through the A-V facilities of the Division of Industrial Education.

The Children's reading room is twenty-six feet, six inches by thirty-nine feet and contains equipment suitable for the purposes it serves. The equipment is mainly comprised of books and supplementary library materials such as, records, films, filmstrips, pictures, pamphlet file, magazine rack and puppet stage to serve the interests and needs of children and young people.

This room also serves as a laboratory for library science students, for prospective teachers and for in-service teachers enrolled at the college.

Duplicating facilities are available to the Department.

There is an annual inventory made of equipment in the Department.

# B. Maintenance

# PRESENTATION

The care and maintenance of the space housing the Library Service Department and the Children's Reading Room is supervised generally through the Department in charge of college buildings and grounds and specifically handled by those employees assigned to the care and maintenance of the College Library building.

# EVALUATION

At intevals, exterminators inspect areas where books and other materials are shelved and housed to maintain control of termites and other pests which victimize materials of this nature causing damage that could prove hazardous to collection.

Periodically, servicemen are called in to inspect and service other equipment such as, typewriters and duplicating machines.

The services mentioned above have been adequate and beneficial in the respective cases mentioned.

\*The remaining portion of the professional collection is located in the Central Stack Room and Teachers' Reserve sections of the main college library.

# C. Plant Development

Plans to remodel and expand present physical facilities had been in progress prior to this report, however, as indicated in the June, 1967-68 Annual Report of the Chairman, the former plans have at this time been discarded.

These plans had been to move the Department of Library Service Education to the first floor of the Library into the section which now houses the "over flow" collection. This arrangement would have separated lecture space and Instructor's office and would also have placed all areas in which the L.S. Instructor supervises in convenient locations. The Children's Room would have remained in its present location, resulting in it being directly across the corridor from the proposed Library Science Education classroom and Instructor's office.

# D. Projections

An up-dating of the physical facilities of the Department could be accomplished with an ample budget allocation for that purpose.

One basic requirement for a library is a functional and inviting physical environment, designed to accommodate all who will use it, to house all books and non-book materials needed to serve the curriculum areas and personal interests, and to include furniture and equipment essential to efficient operation.

Ample space, harmonious arrangements, good lighting, blending and contrasts in colors, functional furnishings, and proper control of sound create an atmosphere in which students and faculty enjoy working and in which learning takes place.

In addition to the space alloted for lecture and reading area in which individual carrels should replace rectangular tables, office-work-storage space for the library staff and an adjoining classroom are needed. Work-room activities include ample space for mending, poster-making, preparing exhibits, unpacking and checking books and other supplies and equipment and so on. Storage space would accommodate small projectors, viewers, record players, extension cords and other equipment.

# IX. SPECIAL ACTIVITIES

A. Classification and Purpose

("N.A.")

B. Branches and Centers

("A.M")

# C. Projections

Plans to apply for funds from the Department of Health, Education, and Welfare, Division of Library Services and Educational Facilities, Bureau of Adult, Vocational, and Library, U. S. Office of Education, Washington, D.C. to institute a 1969 summer session Librarianship Training Program authorized by the Higher Education Act of 1965 - Title II-B.

The purpose of the Institute Program is to provide opportunities throughout the Nation for upgrading and updating the competencies of persons serving all types of libraries, information centers or instructional materials centers offering library type services and those serving as library educators.

If funds are granted and the program is initiated here at Prairie View, the participants will be any person who has been or is engaged in librarianship, or who has an undergraduate or graduate degree in Library Science. Persons who apply and are selected are eligible to receive a stipend of \$75.00 per week for the period of attendance plus an additional allowance of \$15.00 per week for each dependent. A participant is exempt from all tuition and other normally required fees but he is responsible for the cost of his room and board, travel, and book expenses.

The funds granted to the Institution will be used for establishing and conducting the Institute; administrative and instructional staff salaries, staff travel and per diem, required fees, office supplies, reproduction and communications, instructional supplies including books, employee services and benefits, and rental of necessary equipment, etc.

## X. GRADUATE PROGRAM

("N.A.") Department does not offer graduate courses.

# XI. RESEARCH

("N.A.") Department does not have a research program.

- A. Administration
- B. Funding
- C. Faculty Morale and Effectiveness
- D. Evaluation
- E. Projections

## XII. PROFESSIONAL RELATIONS

A. Non-Academic

(", A, ")

# B. Professional Associations

# PRESENTATION

Professional organizations and/or accrediting agencies in which the Department holds membership either directly through the College Library or Departmental membership are:

American Library Association
Texas Library Association
Southern Committee for Library Science Education
Texas Council on Library Education
Texas Education Agency

#### EVALUATION

Meetings of the professional organizations are regularly attended. The purposes of these meetings are generally to update and syncronize library science instruction on the undergraduate level, to recruit for the graduate schools in the field, to discuss professional literature and equipment and to define, discuss and explain rules and regulations concerning libraries and librarianship.

The Department strives to comply with the rules and regulations set by all these organizations, to adhere to the courses of study prescribed, to include content material outlined and to recruit students for library schools offering graduate degrees.

# C. Projections

The major objective of this program in the future will be that of refining and strengthening the present objectives, the course offerings, the methods and procedures in instruction, the administrative aspects, the staffing, the facilities, the academic relationships between the Department of Library Science and other instructional units at this college, on the other hand, and the same relationships with other library science programs in this state and the country as a whole.

# XIII. PLANNING FOR THE FUTURE

#### SUMMARY AND RECAPITULATIONS

Today's Library Schools must be geared to accommodate a virtual revolution in instruction. With teachers using different methods of instruction, new patterns of library instruction are emerging. New learning materials, also, have affected changes in teaching. Motion picture films, filmstrips, slides, recordings, and other non-print materials have assumed an important place in instruction.

School library programs and librarians are changing rapidly to support these new methods in teaching and Learning, and to accommodate newer educational media. The school library program has been integrated with the instructional program and has seemingly become indistinguishable from it as a service agency supplying materials, and guidance in their use, for all instruction.

With this challenge to the preparation of librarians for the public school of Texas, we look forward to the following:

- (1) Initiation of a more extensive and intensive recruiting program;
- (2) To secure an increase in the budget to facilitate the updating and expansion of physical facilities of the Department;
- (3) Expansion of the book and non-book material in an effort to ac-quaint students with the necessary learning materials;
- (4) Add that equipment needed in an effort to familiarize students with their use when preparing materials for classroom instruction;
- (5) Sufficient staff to eliminate clerical duties from instructor which in turn will allow time for professional reading and extend hours of service in the Children's Reading Room;
- (6) Combining those courses which are similar in order to expand courses where more student exposure is needed such as courses in Cataloging and Reference;
- (7) Adding courses concerned with data processing for technical processing routines, circulation records and the retrieval of book and non-book informational materials;

(8) When possible, to attend national professional meetings in addition to State initiated meetings in an effort to keep policies governing libraries and librarianship, procedures and course content current and in keeping with other libraries and library schools.