

ALL SUBJECTS HAVE ELEMENTS OF LIBERAL AND VOCATIONAL EDUCATION

Philosophically, I believe all subjects have elements of both liberal and vocational education within them. The Library discipline, and believe me we have a discipline as substantive as any, is a good example. Because of this, however, our articulation with vocational education presented an exciting challenge and opportunity; especially as we worked with two understanding vocational education leaders in the Texas Education Agency. Perhaps you will understand better than some of our reviewers just what we accomplished.

After these articulations, *Tex-Tec*, better in my opinion than ever before, sees a clear-cut middlemanship. It does not confuse the LTA and the clerical, as so many do, especially among the reluctant in our profession. The basic difference is that the LTA has a book involvement that the clerical never has. And that book involvement requires that general education the junior collegier, or the student in the lower division of the senior college, gets; and the high school graduate does not get, at least as part of his secondary schooling. I refer you to the *Tex-Tec* syllabi for Technical Assistance, for Public Assistance, for Media Assistance, in particular, for illustration. But never forget, that in the *Tex-Tec* concept of articulation, the middle level is based on the clerical just as the professional is on the paraprofessional.

As the next *Tex-Tec* innovation, I point to the new dimensions suggested for the differentiated "In-Service" and "On-the-Job" trainings. Recommended is that some libraries of all four types—academic, public, school, special—readjust some staff shortages by releasing professional time now devoted to semi-professional and even clerical tasks to create some prototype paraprofessional positions. Working directly with the nearest junior college offering an LTA program, or proposing to start one, activates a work-study arrangement which would fill staff vacancies immediately. Either work-study plan could be adopted.

Under one plan two students team up to fill a library staff position. One term, *student A* studies in the morning, works in the afternoon; *Student B* does the opposite. The library has a full-time vacancy filled by two people for a contracted period of three years, paying each of the two students half the budgeted salary, with increases provided for increasing competence. At the end of that period the library may have two full-time paraprofessionals, or potential professionals who could be encouraged to further professional preparation. This plan works well where the library and the education agency are closely located. The other plan alternates the co-ops every term, each team member working full time every other term.

Perhaps these half dozen or more examples of *Tex-Tec* innovations are of greater interest to library practice. Now let me parade a few dimensions in the *Tex-Tec* concept of LTA education. The first course, titled simply *Library Use* is an innovative effort in an area that has frustrated most of us at one time or another. I have taught library use in school and college for four decades. This has included periods in third, fourth and sixth grades; junior and senior high; college freshman orientation, English course units; one-hour

courses, both elective and required; and trail-blazing with a required course for all graduate students on Library Search and Research. I wrote a text for *Scholastic* as early as 1928; a pioneer one on encyclopedia use for *Compton's*; co-authored one for Barnes & Noble; prototyped another for graduate students' search course in *Collier's*; and I have forgotten how many more.

In *Tex-Tec* I drew the assignment for that course. I wanted to do something better than anything I knew in the vast literature on library use. This course had to serve both as a required for *all* junior college freshmen, and as a gateway for those whom we hoped to recruit for LTA, first, and perhaps ultimately for librarianship, professional. Look at what we came out with. And I say *we* because the whole *Tex-Tec* team, and the advisory committee, too, breathed life into my work, again and again.

If I bubble about some of the 15 units more than about others, it is only because time forces me to select. Unit one, titled "Library Orientation" tries to overcome staff and student frustrations caused by the customary Cook's tour during Freshman Orientation week. You may not think much of the exercises; but try them once. Note that from the start I eliminate the term that has always been anathema to me—"nonbook materials." We teach the Generic Book from the beginning; a film, a transparency overlay, a videotape, a remote computer console, all are as much a book as some print bound in hard covers.

What do you think of Unit VIII, "Sources for the Courses" aside from the corny title? Or Unit IX, the *Good Books*, in which the seeds for a lifetime reading habit, and private library collecting are hopefully planted by comparing the Five-Foot Shelf of Harvard President Elliot's *Classics* with Chicago President Hutchins' Western World, only, *Classics*.

The two last units aim to prepare freshmen for college and career life. Unit XIV re-orientes library use to the independent study trend in American Colleges. Gateways to librarianship are opened, both on the paraprofessional and professional levels in Unit XV. How many freshmen will be recruited to the new career of middlemanship from this required library use course remains to be seen. But the freshmen who select librarianship over such other junior college new career opportunities as medicine, aviation, teaching, etc. will embark, I believe on a curriculum of intrigue, and excitement.

The first LTA course is titled *The Library Technical Assistant*, and overviews middlemanship, relating it to all levels of library work. Then the student settles down to the routines and techniques of library assistance. Course two, developed by Tom Wilkinson of El Centro Junior College, reveals the experience of one who has taught the junior college program. His use of audiovisual media and his organization of acquisitions, classifications, and cataloging assistance deserve comparative, examination by any one who contemplates teaching junior college students. Note, particularly, the exercises Tom has devised. The tools he introduces, especially bibliographic, underwrite the desirability of Junior College general education.

What follows in the sequence is Mayrelee Newman's course on Public Services Assistance. Middlemanship in circulation and reference highlights the instruction. In the former, changing systems are re-enforced with skills in such

hardware as photocopying, automatic systems, including computer applications. Sensitivity, the LTA student is introduced to the Library's information function, his role in relation to that of the professional; and to the use of such accessories as microforms and teaching machines.

The last course, by Richard Smith and William Tucker concentrates on the library media we have called audiovisual. From graphics, through projections and transmissions, the student learns to operate and maintain equipment related to films, filmstrips, slides, transparencies, opaques; to discs and tapes. There is considerable attention to data processing, to the organization of a media center, and to media production.

In overview, these are some of the dimensions of the *Tex-Tec* syllabi. I believe any junior college, undertaking LTA education needs to begin with something like this program. Suggestions for practice, field work, observation are described throughout, and innovated in the work-study and skills laboratory ideas.

Tex-Tec has, besides, placed the LTA program in the Junior College educational climate. Any one who has worked in this movement that began at Joliet, Illinois some years ago is caught up by the courage of the community College prospect. I happen to believe in College for all, philosophically, historically, educationally. Repeatedly I have written and spoken my dissent with the elitism position of the Ivy League. The Junior College is boldly designing a post-secondary program that believes all high school graduates are higher educable.

LIBRARY EDUCATION BELONGS IN THE JUNIOR COLLEGE

If for no other reason, library education belongs in the community junior college. It is the faith of our profession that learning of all mankind should be continuous from birth to death. In what other setting in our entire educational system is the climate more appropriate for the beginning of a library career. The someone's land of library opportunity is the American junior college. And the someone who will spur our profession to its rendezvous with destiny could well be the new generation of Library Technical Assistants.

(Note: This speech was delivered by Dr. Shores at the Library Technical Assistant Workshop sponsored by Appalachian State University, North Carolina Department of Community Colleges, North Carolina Library Association, and Central Piedmont Community College which was held on the Central Piedmont Community College campus on May 11, 1970.)

CONFERENCE ON AGING

(Continued)

"Each of the nine Committees dealing with needs also will consider ways of meetings needs, which are called *Needs Meeting Mechanisms*. The mechanisms will be the subjects as well for separate and overall study." Five of the Technical Committees will deal specifically with these studies.

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| (1) Planning | (4) Training |
| (2) Facilities, Programs and Services | (5) Government and Non-Government Organization |
| (3) Research and Demonstration | (Continued) |