



Pretty Pam Harris, one of 29 graduate students in University's new School of Library and Information Science, typifies "new look" in librarians. Pictured below is Dr. Ralph H. Parker, dean of division.



# Not So Quiet

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**T**O BEGIN WITH, Pam Harris simply doesn't fit the mold.

She's pretty, vivacious, has laughing eyes—and likes discotheque. She reads John Updike, rides horseback, listens to the Ramsey Lewis Trio. And she's never said "shush" in her life.

Somehow, Pam doesn't fit the well-worn image of a librarian. But, as one of 29 graduate students now enrolled in the School of the Library and Information Science, that's precisely what she hopes to achieve.

"Actually," says Dean Ralph H. Parker, who heads the Columbia Campus's newest division, "the librarian stereotype as a prim, mouse-like person who can't speak above a whisper has never been particularly accurate. And now, in the midst of the information explosion and electronic computer age, this traditional image is being shattered once and for all."

Established last July, the school expands the undergraduate library science curriculum to a full course of study leading to a master's degree. The Library Science Department had been started in the College of Arts and Science in 1950. Two majors were offered: one in library science leading to an A.B. degree and the other school librarianship for a B.S. in Education.

Originally, it was planned to begin the graduate program next fall. But the response was so great that pro-

vision had to be made for students in the semester beginning September 1966. The first master's degrees will be conferred in January 1968. When the curriculum is developed fully, several sequences will be possible: school, public, and academic libraries; special librarianship and technical information center administration; work with children and youth; automation and technical services; and information systems.

"We're having to play this first year mostly by ear," says Dr. Parker, "but the tremendous interest in the new school certainly demonstrates the need was there."

Dr. Parker had been pushing for a library school for more than 10 years. There are only 39 accredited schools in the country, and until last year there were no accredited schools in Missouri or adjoining states of Arkansas, Kansas, Nebraska and Iowa.

Prior to 1947, there was one county library in Missouri, but by 1966, 75 county library districts had been established, many of them regional in scope.

Twenty years ago little more than half of the state's population was served by public libraries. Now the figure is closer to 90 percent.

The school reorganization program also has had the effect of increasing the need for qualified librarians in Missouri. Small schools couldn't afford adequate library service, but the reorganized districts have been able to

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Francis J. Flood is associate professor of new division.



Teaching graduate students is newest faculty member, Mrs. Sharon Willis.

install high caliber library programs.

Burgeoning college enrollments have intensified the demands being made on university and college library facilities. "In fact," says Dr. Parker, "the libraries have increased in size and in services rendered even more rapidly than the increases in enrollment."

All of this means, simply, that Missouri needs at least 1,000 qualified librarians. Normal turnover requires replacement at a rate of 75 to 100 librarians per year. Dr. Parker cites as an illustration the school systems of St. Louis and Kansas City. In St. Louis 143 librarians with preliminary certificates are needed; in Kansas City, 70.

And on a nation-wide basis, the need has been estimated as high as 100,000 with 20,000 current vacancies. It's little wonder, then, that salaries for librarians also are advancing rapidly.

All the demand for library school graduates are not for librarians as such. Many organizations are employing persons trained as librarians as bibliographic researchers. In this day of a rapidly growing body of knowledge, it often takes a specially trained person to know how to use a library effectively and find the available information.



Library is a pioneer in automation. Above are Lewis Beeson, programmer, and Rose Schmoker, operator.

This "new field" for library school graduates points up a distinct breaking away from traditional library methods by the information sciences, sometimes called documentation. The growth of such facilities as information centers, data banks in social and political fields, management information systems in business, and command and control systems in the military has sometimes resulted in the new automated system competing with the traditional library management methods.

"Our answer at Missouri," says Dr. Parker, "is to amalgamate the old and the new in a unified profession. We're training the librarians of the future."

The dean is quick to point out, however, that this new concept in no way ignores the problems of the library as it exists today. "Librarians should be trained to meet the needs of the small, public library and at the same time be prepared technically and ideologically to face the changes that are sure to come."

The University, in planning to become one of the outstanding schools of the nation, is particularly well prepared to do so. Present on the campus are 14 other divisions, most of the academic disciplines and professional schools to be found in any university. This makes it possible for the individual who wishes to enter

any specialization in librarianship to study closely with specialists in the subject.

The University library has rich library resources of its own with its 1,250,000 volumes and especially strong bibliographical collections. Its record system is computer based, and has an electronic data processing installation within the library. A pioneer installation, the computer program has attracted international attention. Dr. Parker believes that the University is doing more in computer operation of libraries than all the other schools in the nation combined.

Missouri's School of Library and Information Science is emerging at a time when libraries are being challenged on all sides by many divergent forces. The information explosion, the continued urbanization of society with the problems of the metropolis, the extension of higher education to a larger proportion of high school graduates, the increased depth of this education, the reorganization of public school districts and changes in teaching methods, the widespread interest in automation all indicate that libraries will be changed radically in the years to come.

Graduates of the University's newest division will be ready for that change. □