THOMAS JEFFERSON ON LIBRARIES

At this time of grave crisis in our national affairs when our thoughts are focussed and all our efforts centered on the protection of our democratic form of government and our free institutions, it is worth while to recall a statement of Thomas Jefferson which shows his feelings in regard to the value of libraries as guardians of those institutions. In a letter to John Wyche, dated May 19, 1809, he wrote:

"The people of every country are the only safe guardians of their own rights and are the only instruments which can be used for their destruction. And certainly they would never consent to be so used, were they not deceived. To avoid this, they should be instructed to a certain degree. I have often thought that nothing would do more extensive good at small expense than the establishment of a circulating library in every county, to consist of a few well-chosen books, to be lent to the people of the country, under such regulations as would secure their safe return in due time."

The New Mexico State Library Commission suggests that the attention of all city, county and state authorities be called to these words of a great and wise statesman and that these authorities be urged to do all in their power to maintain and increase library service to the people of New Mexico.

JULIA BROWN ASPLUND,
Chairman, New Mexico State Library Commission
State Library Commission

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Suggested Activities for Wartime Library Service

(Condensed from A. L. A. Bulletin, January, 1942)

"We are going to win the war and we are going to win the peace that follows," states the President. In order that libraries may contribute in full measure to the realization of this objective, the following suggestions for library action have been brought together.

Listed below are seventy activities now functioning successfully in some library situation which can be adapted for use in many others.

War information, civilian defense, civil defense morale, service to defense industries, and service to the armed forces are the major fields of war service for public, college, university, school, and special libraries. Ingenuity will be required of all librarians, and especially school and college librarians, in adapting their libraries to the community program.

WAR INFORMATION CENTERS

Newest and most important type of service is the War Information Center which brings together all information needed by the community for the prosecution of the war. For many libraries this will mean much greater emphasis on the dispensing of organized information rather than the circulating of reading materials.

The following activities may suggest the pattern to be used for a War Information Center.

Suggested Activities for Libraries

1. Be thoroughly familiar with the defense program in your community and what it is attempting to do. Offer your services to the coordinator of civilian defense, the local civilian defense council, and cooperating social service agencies.

2. Actively participate in the planning program of the civilian defense council; know what its plan is, the role of the library in the program, and civilian opportunities for service.

3. Offer special library bulletin boards to the civilian defense council for official announcements to the community.

4. Post in a prominent place in the library rules and regulations for all civilians during an emergency.

5. Appoint a staff member to keep an up-to-the-minute bulletin board of current "facts and figures" obtained from newspapers, government releases, etc.

6. Post in the library a calendar of events important in civic education (radio, meetings, etc.) on local, state, and national levels.

7. Make the library the official source of government pamphlets and documents in your community, especially defense publications.

8. Take information you know is needed to the defense leaders without waiting to be asked.

9. Be prepared to supply information to industry and businesses about government activities on contracts, forms, government personnel, government agencies and their functions.

10. Cooperate with employment offices and defense training programs to provide a checklist of opportunities and needs.

11. See whether local officials can use the library as an emergency information center in the event other means of communication are temporarily disrupted.

12. Cooperate with the American Red Cross; participate and publicize its program; arrange for its classes in the library.

13. Maintain a file of all community membership organizations, listing officers, size, and functions of each group.

14. Maintain a file of Federal and state agencies which have representatives in the area.

15. Publicize the entire library war program by circulating organizations, industries, and officials; make liberal use of radio, press, theatres, and handbills.

Civilian defense

Recognizing the fact that this war holds as much danger for the civilian populations as for the fighting forces, every precaution should be taken to secure the highest possible degree of safety for the civilian population.

Much of the precaution against destruction and for the defense of bombarded areas must necessarily be maintained by civilians.

The library can contribute to the effort to prepare men, women, and children for an ordeal which may be similar to that which British citizens withstood so valiantly. Following is a suggested checklist of library activities designed to help civilians to prepare for such an emergency.

Activities

16. Provide up-to-the-minute materials and information to all civilian defense classes.

17. Conductor sponsor, in conjunction with other agencies, study groups, and classes in:

   a. Volunteer nursing
   b. Consumer education
   c. Nutrition
   d. Health
   e. Junior Red Cross activities
   f. Air raid precautions

18. Stimulate citizen responsibility for participating in the programs of the civilian defense council.

19. Whenever possible, provide quarters for protection and volunteer participation classes, and youth defense activities.

20. Use the special libraries and the subject specialists in the community whenever possible.

21. Maintain a register or free speakers bureau.

22. Coordinate the library's program with that of the defense authority to instruct children and young people about their duties in the event of air raids.

23. Demonstrate present necessity for keeping up with government publications and instructions by encouraging children and young people to maintain bulletin boards of significant defense items.

Protection of Persons and Property

All plans growing out of the following suggestions should be made with the full knowledge and approval of the local defense coordinator and area air raid warden. School, college, univer-
sity and special libraries which operate as a unit of a larger organization will, of course, participate in the organizational plan.

Activities

24. Get from your local council for civilian defense instructions for the protection of library property and the safety of staff and readers.

25. See that members of the library staff receive instructions in first aid and, if possible, training as deputy wardens.

26. Provide each building with flashlights and an ample supply of requisites for first aid listed in the Red Cross Manual.

27. Obtain from the area warden a list of emergency equipment for fighting fire and instructions for steps to be taken in anticipation of blackouts. All plans should be laid with his full knowledge and approval.

28. Plan for the routine handling of readers, especially children, so they may be temporarily sheltered in the library during an air raid alarm; prepare to entertain them by: musical programs, story hours, discussion groups, or other normal routine activities.

29. Organize the library staff so that in an emergency each staff member begins without loss of time and effort to perform previously assigned duties.

30. In cooperation with the other librarians of the region, take immediate steps to protect the culturally valuable resources in the library's custody. Carefully considered suggestions may be found in The care of records in a national emergency and Protection of industrial plants and public buildings.

31. Plan for the prompt treatment of materials damaged by fire or water.

Service to Industry

Complete industrial mobilization is essential to speedy victory. Services of libraries to industry can be of inestimable value. Below is a checklist of purposeful activities for libraries.

Activities

32. Streamline the technical processes (book selection, ordering, and processing) to get new and important materials in the hands of instructors and workers with the least possible delay.

34. Provide information about opportunities for industrial defense training, cooperating with the agencies responsible for employment and training.

35. Confer with defense training directors to secure information about needs and available materials.

39. Place collections of technical books in vocational classes.

42. Secure through loans or purchase technical materials to supplement the libraries of the Army, Navy and Air Corps.

48. Through personal guidance, exhibits, newspaper and radio publicity, and book lists, stimulate the use of the industrial resources of the library.

49. Make known to directors of defense training programs the fact that instructional materials may be purchased with Federal Funds by gaining the approval of state directors of defense training programs.

Civilian Morale

Equal in importance to the fighting spirit of our defense units is the morale of the civilians of a nation at war. Therefrom, an intensive program designed to maintain and build the morale of the people on the home front must be carried on.

People must be kept informed about the aims of the war we are fighting. They must begin to visualize and plan for the future, the time when peace can be established.

Libraries have a special service to perform—a service which they are especially well equipped to perform.

Activities

50. Release staff members from routine duties whenever possible to work with groups and organizations outside the library.

51. Emphasize reading materials on:
   a. The basic nature of the present conflict.
   b. Historical, cultural, and economic backgrounds of the nations at war.
   c. Recreational reading for relaxation, pleasure and comfort.
   d. Materials to provide a background of cultural solidarity for Americans.
   e. Materials to aid in the development of the individual philosophy strong enough to withstand the rigors of war.
   f. Materials to support the program of the alien education and citizenship training classes.
   g. Preparations for our postwar world.

52. Stimulate by various methods an interest in programs and study groups such as:
   a. Educational film forums
   b. Discussion meetings and forums.
   c. Radio listening groups.
   d. Community councils.

53. Encourage the use of volunteer help with discussion groups, radio listening groups, publicity, poster making, and similar activities.

54. Mimeograph lists of important selected current magazine articles and government releases for distribution.

55. Provide meeting places and work space for groups of all types.

56. Provide morale materials and information to teachers on all levels.

57. Provide training information for leaders for youth programs.

58. Provide information and library service to parents for maintenance of home morale.

59. Maintain a file of pertinent films and recordings with information about where and how they can be obtained.

60. File information about sources and methods of borrowing projectors for films and playback machines for records and radio transcriptions.

61. Direct exhibits, displays, newspaper and radio publicity, and book lists toward stimulating citizen participation in these activities.

62. Cooperate in the morale program of national agencies, such as the School and College Civilian Morale Service of the U. S. Office of Education.

Service to Armed Forces

Since the military and naval branches of the services are supplying the reading needs of the men in camps, forts, on ships, and in hospitals, libraries' greatest services here are mainly supplementary. Cooperation with agencies established for services to men in the armed forces should be sought by libraries.

Activities

63. Offer supplementary book services to the Army, Navy, the Air Corps, and merchant marine.

64. Extend library services to small
posts and camps in areas without military or naval library services.

65. Simplify library rules to provide reading facilities to individuals and groups of service men.

66. Assist young people approaching the age for military and naval service by featuring materials that will help them to know the activities of the various branches of the services.

67. Compile book lists and set up exhibits designed to help children obtain an idea of what the duties of men in the service are.

68. Arrange to collect and sort gift books for the Victory Book Campaign.

69. Stimulate community participation in the Victory Book Campaign by enlisting help from service clubs, professional business, youth, rural, and labor groups.

70. Cooperate with the U.S.O. and similar groups to give service to club houses for soldiers, sailors, and defense workers.

Post-War Library Planning

In April a questionnaire was sent to each library in the State covering present library service being given in the community and asking recommendations for improvement of local library conditions. The questionnaire is part of a survey to be used in outlining a long-time post-war state library program.

In 1941 the American Library Association created a committee called the Post Defense Library Planning Committee, with Carleton B. Joeckel as its chairman, to work with the Public Work Reserve. The Public Work Reserve is sponsored by the Federal Works Agency, with the National Resources Planning Board as co-sponsor. It is operated by the Federal Works Administration. Its purposes are to list needed building projects and public services as a reserve to absorb post-war unemployment; to provide assistance to state and local government units in assembling data and preparing long-range public improvement programs; to relate state and local programs; and to assist state and local government units to make surveys for selected projects. Upon completion of the surveys a prospectus is to be written on forms supplied by the National Resources Planning Board and sent to the Public Work Reserve.

Dr. Thomas V. Calkins, Chief of the State Public Service Division of the National Resources Planning Board, outlined the plan some time ago at a meeting of the State Library Commission. At the last meeting of the Commission recommendations regarding the expansion of service through the State Library Extension Service were outlined. The recommendations, together with the findings from the questionnaire will be incorporated in the prospectus.

If there are questions regarding this project and in relation to the local libraries, please write Mrs. Irene S. Peck, Executive Secretary, State Library Commission, Santa Fe, New Mexico.

News of New Mexico

Libraries and Librarians

At this time when some of our libraries are threatened with cuts in their already inadequate budgets it is a great pleasure to report the new $30,000 bond issue just passed for the enlargement and improvement of the Roswell Carnegie Library. It is fine recognition of the value of the library to that community. As in all towns where army camps are being built, both the army and the added civilian population will make increasingly heavy demands upon the library.

The following is quoted from a recent letter from Dora B. Craig, librarian of the Lovington Public Library:

“Our anniversary, which was held last Wednesday, was definitely a success. Originally our library was located in the courthouse in a small room which was donated for that purpose, but by February of this year we had outgrown it and moved to a small two-room building. One room was remodeled for a reading room and through donations by various merchants and workmen the reading room was opened to the public on our anniversary.”

Arie Poldervaart, Law Librarian, Supreme Court Library and President of the New Mexico Library Association is planning to attend the A.L.A. conference in Milwaukee, June 22-27. If anyone has special interests he or she wishes represented, Mr. Poldervaart will be glad to undertake the mission.

Mrs. Hazel Petty, high school librarian, Portales, New Mexico, left the first of May to take a position in the War Library in Washington, and Myrtle Whitehill, high school librarian, Alamogordo, writes that she is taking a war job in El Paso. We regret very much that we are losing these two people who have been so active in all State Library Association affairs.

The Victory Book Campaign is ended in New Mexico but we hope all libraries will continue to remind people in their communities that books may be turned in to them at any time. Approximately 23,000 books were collected during the major campaign, 15,294 of which have been distributed or are being held for local camps soon to be active. It is hoped that Victory Book Day brought in another 2,000 books, though full reports have not been received. Many towns had done such thorough house-to-house canvassing that no further contributions were possible. Hobbs reported 250 books, Artesia 109, Albuquerque 150, Santa Fe, 300. The State Library Commission through the Extension Service will make every effort to help the many new camps being built, and will work closely with Miss Conrad, liaison librarian for the Eighth Corps Area. Many books will be needed in these camps and ours must be a continuous drive.

We should like to know what direct contribution each of you feels your library is making toward the war. Is your library a true information center in your community? Are you represented on and working with your local civilian defense and other boards. What are you doing? How can the State Library Extension Service help you most? What kind of books do you need from the Extension Library? Please write to the director of the State Library Extension Service about your activities. Your suggestions may help other libraries to work more effectively in their communities.

N. M. L. A. Mombour

The following have either renewed their memberships or become new members of the New Mexico Library Association since the annual meeting held in Santa Fe last November: Mrs. Rupert F. Aslund, Santa Fe; Myrtle Whitehill, Alamogordo, Mar-
New Law Books Accessioned

The law library has recently accessioned a number of books of special interest to the legal profession, the more important of which are listed herewith by title and author. If further information is desired concerning any of these items it will be gladly given by the librarian.

Textbooks and Treatises

Anderson, Sheriffs, Coroners and Constables (1941); Bennett, Landlord and Tenant (1939); Collier, Bankruptcy, 14th ed. (1940); Dill, Radio Law (1938); Dono, Administration of Workmen's Compensation (1936); Harris, Judicial Power of the United States (1940); Montgomery, Manual of Federal Procedure, 4th ed. (1942); Packel, Co-operation, organization and operation (1940); Pals, Federal Estate and Gift Taxation (1942); Pomesky, Equity Jurisprudence, 5th ed. (1941); Sheeran and Redfield, Negligence, Rev. ed. (1941); Sheayer, Judicial Opinions of Oliver Wendell Holmes (1940); Vom Bahr, Federal Administrative Law (1942); Young, National American Currency and Finance (1925).

Shepard's Citations (bound volumes)


Statutes and Codes

Alabama, Code of 1940; Maryland, Annotated Code, 1939; Missouri, Revised Statutes, 1939; Oklahoma, Statutes, 1941; South Dakota, Code of 1939; Wisconsin, Statutes, 1941; Wyoming, Supplement, 1940.

Legal Periodicals in Law Library

The law library currently receives the following law reviews, which may be withdrawn like other law books:


Leyes de Nuevo Mexico

In this day of emphasis upon closer and greater Latin American relations it is significant to observe that New Mexico is the only state in the Union which has since earliest Territory days published its session laws in both the English and the Spanish languages. A few other states, notably California and Colorado, printed Spanish editions of their laws in early days but have long since discontinued the practice, California after the session of 1877 and Colorado after 1899.

A checklist of the Spanish edition of New Mexico session laws follows:

1873 Dec. 3d Ass'y Eng. & Span. 219p.
1874 Dec. 5th (sic 4th) Ass'y Eng. & Span. 147p.
1875 Dec. 5th Ass'y Eng. & Span. 176p.
1876 Dec. 6th Ass'y Eng. & Span. 112p.
1877 Dec. 7th Ass'y Eng. & Span. 96p.
1878 Dec. 8th Ass'y Eng. & Span. 95p.
1879 Dec. 9th Ass'y Eng. & Span. 141p.
1880 Dec. 10th Ass'y Eng. & Span. 131p.
1881 Dec. 11th Ass'y Eng. & Span. 71p.
1885 Dec. 15th Ass'y Eng. & Span. 239p.
1888 Dec. 18th Ass'y 98, 22p.
1871 Dec. 20th Ass'y 79p.
1872 Dec. 21st Ass'y 14p.
1873 Dec. 22nd Ass'y 250p.
1874 Dec. 23rd Ass'y 126p.
1875 Jan. 24th Ass'y 136p.
1877 Feb. 16th Ass'y 335p.
1879 Dec. 28th Ass'y 439, xxv p.
1880 Dec. 29th Ass'y 375p.
1882 Dec. 31st Ass'y 145 p.
1883 Jan. 32d Ass'y 263p.
1884 Jan. 33d Ass'y 307p.
1885 Jan. 34th Ass'y 319 p.
1886 Jan. 35th Ass'y 655, (1)p.
1887 Jan. 36th Ass'y 534, (1)p.
1888 Jan. 37th Ass'y (not found)

State

1912 Mar. 1st reg. sess. (not found)
1913 Jan. 2d reg. sess. (not found)
In 1 volume.
1927 Jan. 8th reg. sess. 560, (2)p.
1929 Jan. 9th reg. sess.)
Legal Abbreviations

Variations in the form of certain legal abbreviations at times cause considerable confusion.

While some textbooks, such as Schneider on Workmen’s Compensation, use the form “N. Mex.” in citing New Mexico reports, the preferred form of abbreviation is “N. M.” as used by the West publications. This form will also be used in the forthcoming 1941 New Mexico compilation of statutes. It has the advantage of additional brevity. West’s use the abbreviation “P.” for “Pacific Reporter.” This form, however, is not to be encouraged for citations in typewritten briefs, since unless the print is extremely clear it is too easily confused with the abbreviation “P” for “Federal Reporter.” The preferred and recommended form is “Pac.”

A most confusing situation in legal abbreviations commonly in use results from variations in abbreviations for Southern Reporter and New York Supplement. It should be noted that the preferable abbreviation for the former is “So.” and for New York Supplement, “N. Y. S.” The abbreviation “S.” used by some attorneys for Southern is not recommended, particularly since that is used by Shepard’s as its abbreviation for New York Supplement. For use in briefing, the “S.” abbreviation in citing New York Supplement is obviously unsatisfactory because most persons will interpret it as an abbreviation for Southern.

Army Manuals

The Supreme Court Library has a complete file of the latest U. S. army field and technical manuals. Persons who contemplate joining the armed forces can obtain a good preview of their prospective training requirements from these books and gain some valuable basic training here before their induction.

Public Library, Santa Fe, N. M.

Ownership of a public library by a woman’s club is not unusual in New Mexico, but the Santa Fe Public Library has the distinction of being owned and operated by the Woman’s Club and Library Association, with its entire support coming from public funds. One advantage of the club ownership, is that none of the public money has to be spent for repairs and re-modeling. Ten years ago, the building was enlarged, improved, made modern inside and out, at a cost of fifteen thousand dollars, with money earned by the club women themselves. Today, all repairs and improvements are paid for from private funds, leaving the library’s budget intact for books and maintenance.

The library appropriation comes from three sources—the City of Santa Fe, the city schools, and the county schools. This combining of funds accomplishes several things: it means longer hours that the library can be open to the public, a larger and more adequate collection for all types of readers, and special services to the teachers and pupils of the schools. With emphasis placed on the needs of the children, the library offers to teachers collections of books which may be taken to the schools, with the privilege of frequent exchange. Boys and girls who live out of town and go home on the school bus immediately after school closes for the day, have in this way access to library books without actually making trips to the building. However, some of the children from nearby schools take advantage of our twelve o’clock opening to make a visit to the library during the noon hour, browsing to their hearts’ content, and making their choice from the whole collection.

In the attempt to give their pupils a working knowledge of the library and its value to them, many teachers bring their classes to the building, where they spend an hour or more consulting reference books, learning how to use the catalog, discovering the treasure which the Readers’ Guide unlocks to them, and choosing titles from special annotated lists for their required reading. These visits often bring in children who might not come of their own volition to see how a library operates and what it can do for them, some of them becoming regular and enthusiastic readers.

One feature of our service is a weekly story hour which goes on all during the year, and which yields satisfactory returns on both sides. Although the audience varies from week to week, children in the first three grades provide the bulk of our attendance, which averages a thousand children for the year. When we remember how many activities clamor for children’s attention these days, we cannot expect large numbers to appear each week; but one result more gratifying than numbers, is the fact that the story hour brings new readers who wish to read for themselves the stories they have heard.

During the summer vacation, the library staff undertakes to counteract the feeling among children that when school is over for the year, all reading should cease along with school activities. In order to do this, we make our plans in May for a vacation reading club that will keep them coming all during the summer to find new books and renew their acquaintance with old ones. This summer’s plan includes a large green oilcloth burro, fastened to a square of insulating board. Paper dolls in western clothes represent the club members, who must read one book a week to stay on the burro’s back, so to speak. If a boy or girl falls behind this modest requirement, his or her paper doll is marched ruthlessly from its place and left to recline on the ground below. When the necessary catching up is done, the doll can again mount the burro and sit in triumph with its fellow club members.

Remembering that our aim is to persuade children to read for the love of reading only, we try to avoid pitfalls by three rules: we do not encourage rivalry, we require no book reports, and we give no prizes. In fact, there are no tangible rewards offered. At the end of the summer, an informal party at the library, to which all members are invited, climaxes the summer’s reading and leaves the children in a pleasant frame of mind, looking forward to next year’s plan. Members are attracted by a supply of new books in the beginning, and the natural desire to do
what other children are doing, keeps
them reading.

In selecting books for adult readers, we place emphasis on usefulness rather than entertainment value, particularly since the beginning of the war. Practical and technical books are in the forefront at present. Since we could not buy even a small number of the technical books needed, when the requests began to come in, we supplemented our book purchases with pamphlets chosen from the list of technical publications issued by the United States government, published in the A.I.A. Booklist for December 15, 1941. These inexpensive bulletins have been of tremendous value to us in supplying men with material on aeronautics, automobiles, surveying, engineering, radio, machine shop practice, and electricity. Several men have already borrowed the list and ordered from it items which they needed to own for themselves.

While this does not make any claim to being a reference library, we find that the scope and number of our reference questions increases every year. Last year a thousand questions were asked and answered at the loan desk and over the telephone. The great number of these came from students during the school term. In answering these, we turn not only to our usual reference sources, but pamphlet files, periodical files, and picture files as well. For our own use, we keep a careful record of all questions.

During the Victory Book Campaign, the Public Library served as the collection center for all books from Santa Fe, San Miguel and Terrance counties, with Mrs. Asplund, a member of the library board, doing the sorting and packing. Now that the book drive is over, maga-

zines collected for the recreation center at the A.W.V.S. rooms are all sent here for sorting and distributing also. Those not needed at the center are taken to the army, the recruiting station, and the detention camp for aliens. At the last-named place, they are made use of by the guards, who welcome light reading matter for their leisure moments.

The library staff is making an effort to increase the library’s usefulness to the community in ways that will be felt and appreciated by the taxpayers whose continued good will is so important to us. We are eager to have our services reach those who do not realize that we can be of use to them.

Salome Anthony, Librarian

A Scouters’ Library

A special collection of books and pamphlets concerning Boy Scout leadership for use by Scout leaders has recently been started at the Supreme Court library. The collection at present contains about fifty volumes. It is planned to build up the collection through gifts from Scout officials and through purchase from funds obtained from waste paper collection. Any Boy Scout leader or official is permitted to withdraw books from the collection and a special rule has been put into effect to permit leaders to withdraw these books for a period of one month to permit use of the books during training courses, for home study and program planning. Books at present in the collection include books on Sea scouting, cubbing, nature study, first aid, health and safety, program building and a number of other subjects of interest to Scout leaders.