More staff for no money

There probably has never been and never will be a library with sufficient personnel to accomplish all the tasks that need to be done.

The General Library at the University of New Mexico is certainly not an exception in the area of staffing. After the faculty wives approached Dean Paul Vassalito about volunteering in the library, it was decided that perhaps other groups and individuals might be interested in volunteering.

In May of 1973, a poster soliciting volunteers was drawn by Peter Manchester, a library employee. The poster was prominently displayed in the three libraries — Parish, Fine Arts and Zimmerman — and in the Student Union. Leaflets, which were mass-produced reductions of the poster, were distributed at registration for Summer and Fall terms. Many individuals came in to volunteer after seeing the poster/leaflets. In fact, the first person was a ten year old boy!

In January 1973, the library became involved as an employer in the Federal and State manpower programs. These were sources of personnel from which the University did not have to make an outlay of money. Since that time, we have continued to seek out such programs and have thus far been involved with the Magistrate Court work program and the Youth Job Training Program.

Information about such programs usually appear first in local newspapers. The library has quickly responded to such articles and has been fortunate to be able to participate.

Volunteer workers (i.e., persons not paid by the University of New Mexico) at the General Library perform a variety of duties such as shelving, stamping, flipping books, catalog card revision and filing, and input on OCLC terminals.

The complexity of the tasks performed by each volunteer is dependent on age, background, number of hours per week scheduled, and the estimated length of time the person can remain in the library.

Our youngest volunteer is ten years old and in the 4th grade. When he first came to the library and volunteered to work for us, all of the library's periodicals had just been gathered together in the lower level. Over 100,000 periodical volumes were in need of labels indicating their location. Along with other library staff, our young volunteer cheerfully began to perform this task. This young man has volunteered an average of four hours per week since last summer. Another faculty member suggested that the library investigate the possibility of allowing Boy Scouts and Girl Scouts to work in the library in order to qualify for library merit badges.

Several groups of Albuquerque Public School students have contributed time to the library. The Youths in School Employment Program offered high school students the opportunity to work 32 hours per week in the library system. Most of the students worked in the Circulation Department and at the branch libraries. It was, for many, their first work experience and we felt pleased to know that they learned a great deal from working in the library even as we benefited from their presence. Next summer, we hope to participate in the program again.

Another group of Special Education high school students were placed in the library this past summer. They happened to be all girls, and became known as "Ed's girls" (as Ed Padilla, Circulation Department, was their supervisor). The girls spent most of their time shelving and shelf-reading (an often neglected aspect of library service). They were truly specially selected members of the library staff.

Several UNM students have come to the library and offered their time. These are full-time students with heavy class schedules and other work as well, were willing to spend four to eight hours per week working in the library. They performed such services as typing card sets for the branches and performed other various office and clerical duties. The UNM Student Senate passed a resolution requesting that each Student Government official volunteer ten hours per semester in the library.

With our new addition finally complete, a good deal of shifting needs to be done. Just in the nick-of-time, the UNM-ROTC unit volunteered some men. These fellows are still at work at the heavy duty task of moving books, furniture and equipment from one place to another.

Persons with traffic violations and other minor legal infractions may choose to substitute volunteer work for fines and/or jail sentences. The length of their volunteer service is determined by the Magistrate Court.

Finally, in our hour of need, Uncle Sam came to the rescue. The UNM General Library has been particularly fortunate in receiving eight positions from Federal and State manpower programs. There are full-time positions of a temporary basis. The positions have been placed in all areas of the library, with the majority being placed in Technical Services due to the backlog caused by the bond issue. The persons who fill these positions are trained and expected to do the same work as permanent staff.

Several of these temporary positions have been offered for and been accepted into permanent library positions. Duties performed include input on the OCLC terminals, catalog card revision, revision of filing in the public catalogs, reference work, serials and acquisitions work. Although they are not truly volunteers, the PEP people are not paid by the University and so we consider them as proper material for inclusion in this article.

A tabulation was made for the first six months of 1975 to determine the extent of the help received. From the programs funded by outside sources, over 12,500 hours of work were received at a value of $26,121 to the library. We have continued to receive over $2,500 per month in work hours through the manpower programs.

Since July of 1975 the library has received over 425 hours of volunteer assistance from students, organizations and interested individuals. The work has spanned the continuum of library activities from shelving books to processing of materials. It is virtually impossible to put a dollar figure on this work but we have certainly seen the benefits.

In any type of volunteer program it is important to have a central coordinator to review the needs of departments and assign volunteers where they would be most effectively used. Another aspect of the coordinator's job is to see that volunteers and directors of special programs are thanked for the important contribution to the library. Letters to individual volunteers are always appropriate. At the UNM General Library a party was given in honor of the volunteers.

With ever tightening budgets, especially in personnel, libraries must take advantage of all forms of assistance. The UNM General Library has found these sources of staffing to be very beneficial and plans to continue to actively solicit volunteers.

Marilyn Fletcher
Nezna Mackey

10-year old volunteer

Party for volunteers
Letters to the Editor

To the Editor:

I hope the information above is of help to the committee. Besides letting you know what I feel, I also hope this letter makes you realize that I enjoy being a librarian. I am very grateful for the help of the New Mexico Library Association, although I must be very thankful for any and every method that has helped me to meet the demands of the job. I encourage handicapped employees to take advantage of training and career development programs offered by the Association.

Peggy Medina Gallegos, 5210 N. Francisco Chicago, Illinois

To the Editor:

We want to strengthen the chances that other librarians and library workers who have had employment in the library profession. So, we made a survey to determine the acceptance of such changes and new policies.

Many employers have one or more handicapped persons on their payrolls. They are also writing to hire individuals who can do the job.

Their peers and colleagues consider handicapped persons to be the good workers. People who are handicapped can be found in all job classifications, ranging from professional to custodial work.

Job modification is not a big thing. In fact, our survey indicates that less than 1/3 of the employees who have made these modifications explain their motivation. In the list of those findings, here's what you can and what you can do in your state to do to help encourage handicapped people who are qualified to enter the profession.

- Make a pattern to attract rehabilitation and placement agencies to refer qualified applicants.

Dorothy Newfoss

To the Editor:

Foster grandparents in Los Lunas

The library staff has been most cooperative in coordinating activities with the Foster Grandparent Program at Los Lunas. We have been able to order for the Foster Grandparents wishing to take their children there. Many grandparents use the facility daily.

The staff, under the direction of Tommy Smith, keeps the FGP informed on materials pertinent to older Americans. An excellent film service has also been made available to us for training purposes as well as health and other related areas.

Mary Smith, City librarian, did excellent job of selecting the films, and the FGP had no funds for the photos and the cost was more than anticipated so the library absorbed the cost.

Jay Dodson

Workshop set for March 29

The Technology Application Center will sponsor a Lockheed Diesel User Workshop on March 29, 1976 conducted by Linn Anderson, a Lockheed staff member and representative. The morning session begins at 8:00 and focuses on the development of search strategies, while the afternoon session is devoted to "hands-on" experience. The sessions are designed for both beginning and experienced Diesel Division personnel.

Only 12 workshop openings are available, so early registration is advised. The cost is $15.00 per person, $20.00 for non-Lockheed employees. For more information, contact Miss G. H. Tisser, Technology Application Center, New Mexico Library Association, Albuquerque, NM 87143.

Kathy Puffer

Letters to the Editor

Let me correct the writer's name and address, should be sent to: New Mexico Libraries Newsletter, New Mexico Library Association, 1120 Sun Plaza NE, Albuquerque, NM 87112. If you would prefer that your letter be printed without having your name included, please so state.

To the Editor:

An ALA member attending the Chicago Centennial Conference may sign up to spend a day in any one of over 900 cooperating institutions in the Chicago metropolitan area. Librarians, trustees and educators will be able to work, learn about new programs, discuss management, or just see what goes on in other types of libraries.

The committee is asking all state library agencies to call the attention of the library community to Librarians-At-Large day in your newsletters and journals. The program is described in detail in the September issue of American Libraries. For further information write to: Illinois Regional Library Council Suite 1366

Incidentally, the Illinois State Library would welcome Librarians-At-Large from if transportation can be arranged.

Allan Swigert

Librarians-At-Large Day Committee To Ulterior Motives of Doroth Memorial Scholarship Committee

NMLA.

In 1971, I was the recipient of the Marion Doroth Memorial Scholarship. At that point, I promised Marilyn Pendleton (Fletcher) that I would keep in touch. I haven't been true to my word. My conscience has finally bothered me enough so I'll try to catch up on back news.

The award was very helpful during my first year in school, where I had to work. I tell people that I have worked, and I'm sorry.

We welcome all of our new 1976 members! Please don't hesitate to contribute ideas, news, articles, to the Newsletter.

Kathy Puffer

New Mexico Libraries Newsletter

New Mexico Library Association
1120 Sun Plaza NE
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Editor: Kathleen M. Puffer

Publications Committee: Luisa Gignac, Gary House

Reporters: Barbara Allen, Don Dreyer, Concha Encinas, Cheri Fletcher, Karen Jurgenson, Tommy Smith, Peggy Tozer

TO JOIN NMLA: Write Richard Van Allen, P.O. Box 1211, Hobbs, NM 88240. He will send you a membership form with the scaling rate of dues.

THE EDITOR’S PINT OF INK

We haven’t forgotten our Conference, March 31-April 3, in Santa Fe! There will be a March issue devoted to the program plus the reports of the NMLA committees, items that will require action during the Business Meetings, etc.

We welcome all of our new 1976 members! Please don’t hesitate to contribute ideas, news, articles, to the Newsletter.

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Past presidents provide comments

During this Bicentennial year, the Newsletter will be featuring articles and interviews by our Past Presidents of the Association.

It has not been long since I was president of NMLA (1972-73) that a statement of "what it was like then" has any real interest. Times have not changed that much, but as "tempus fugit", progress is evident. The Association has so many more concerns with new special committees such as Continuing Education, State Fair, Oral History and Receivings. Borrowers who had grown more sophisticated in my year in office than it was 20 or so years earlier, and is much more so 10-15 years since. Such problems need more effectiveness.

Since I retired from the library profession at the end of my year as president of NMLA, it is not easy for someone "outside" to know the real throes of the association. One is closely associated as a president of an organization, and it does not take long for an "es" to realize that he/she really does not know what is happening.

One comment I cannot resist making is that new blood too often proposes changes that is tired before and found to be unsatisfactory. Of course, a later time could make things different. It is on a plane that one needs involved people in planning.

I see the association as a vital, progressive organization that is involving itself in many more concerns of the library world as each

year passes. Of course I hope such growth and organization continues. The School Library, Children and Young Adults Service Division has especially moved forward in the last few years since NMLA has been more aware of its problems.

Mildred C. Neal
President, NMLA, 1972-73

We as librarians in the 70's should devote more time to:

1. Inter-City cooperation and communication between school, public and college libraries in the community.

2. Personal contacts with our friends in "my city" and not on, "Why not?"

3. The New Mexico Municipal League. We should plan now on meeting in Albuquerque in September to discuss mutual problems of public libraries. We need to listen and help each other with library problems.

C. Community Involvement. All librarians have a responsibility to know our community, to know what is taking place and to relate the library with the community.

Exchanging of the Access to Employment programs that can help each other to offer better library services.

Publications with each other and to work harder for New Mexico libraries.

A library without involvement, cooperation, ideas, and communication is a very empty one.

Don Dreyer
President, NMLA, 1973-74
Our latest project is attempting to breathe some life into the Dewey Decimal System for 5th graders. I've already felt just learning the broad categories was a pretty dull business and yet it is useful for kids to know what sorts of books they'll find in each section. So I decided to choose certain very appealing books from each section and really give them an elaborate selling job. For example, we started with the 780s. After a brief explanation of what "Arts and Recreation" meant, I showed books on puppets with a demonstration (taken from Shari Lewis' Making Easy Puppets) of how to make a quick puppet from a carrot! There were "ohs" and "ahhs" as the puppet took shape and not a puppet book was left in the house when check-out time came. The next week we continued by concentrating on song books with a shadow puppet play of I Know an Old Lady. Other possibilities would be having kids demonstrate magic figures from Hoffmann's Strings On Your Fingers or a magic show using tricks from Kettleskamp's Magic Made Easy. All these books are 700's and in a few weeks, I think most of my fifth graders will know it! —Shirley Houston

Top news of the Bimonth

The New Mexico State Library Commission has set aside $5000 in federal LSCA funds for grants to public libraries for equipment purchase, or to assist planned or on-going projects through the 1976-77 fiscal year.

Contact the State Library's Development Division for application deadline for proposal submission is March 31.

Mochito: The Story of an Ordinary Dog/Mochito: Historia de un Perrito Ordinario, is a bilingual book for children from Prom Press, Blaine Elbridge Books, 11377 Penedo St., Detroit, MI 48223 is the distributor.

Albuquerque hosts Library Assn. meet

The Albuquerque Convention Center will be the site for a Joint Conference of the Southwestern Library Association and the Mountain-Plains Library Association, November 14-15, 1976. The current theme for the conference is "Public Services: What Are They?" and has been chosen as the theme.

Five preconference institutes will be offered Public Relations, Alternatives for Bibliographic Control of State Documents, Management, Bibliotherapy/Health Education and Grantsmanship.

Rosemary Lane and Kathy Puffer have been named Conference Local Arrangements Chairpersons. Other members of the Local Arrangements Committee are Wayne Bower, Local Exhibits; Neosha Mackey and Marilyn Fletcher, Registration; Joe Bahamini, Meeting Rooms and Equipment; Margaret Putnam, Local Housing Arrangements; Mildred Ross, Finance; Dorothy Treter, Hospitality; Helen Saunders, Printing and Sign; and Alene Kieweno, Publicity. Jan Beck of Durham, Colorado, will serve as the liaison person for MCLA.

Program planning is being handled by SWLA President-Elect, John Anderson, Director, Tucson Public Library.

T-VI library

A special children's center at Albuquerque T-VI meets needs of adult students and their children. The library has many young customers in the four to ten age group who need something to do while their parents, brothers or sisters are in class. Any T-VI student is welcome to drop their youngster, four years up to the 18-year-old for an hour while they are in class.

Approximately 300 color-coded children's books and several magazine subscriptions are available for use in the library or at home. Colored pencils and paper are also provided for the artistic youngsters. One day a little girl sitting in a pile of books was crying softly for her mother. She was beginning to feel miserable over the whole idea; but not for long, as the AV clerk gave her some consolation and then showed her to the TV section.

The students, the children, and the staff are enjoying the Children's Service Program.

Garo Hope
Benjamin Franklin, American
A bicentennial memoir

With the opening of a new congressional session in Washington and the many state legislatures, it is appropriate to take note of one of America's greatest statesmen who played an important part in the founding of our nation.

Benjamin Franklin was born 270 years ago, January 17, 1706, in Boston, Massachusetts. He was the eldest of the ten children born to Josiah Franklin, a non-conformist, who had fled England and settled down as a tallow chandler and soap-maker.

Franklin, at the age of seven, was sent to school, but a few years later showed his unfitness for this type of endeavor. He seemed to have inherited some of his father's dyspepsia and his skill in athletics, an accusation which was never proven.

In 1743, he retired from his business ventures in printing, publishing, and bookselling at the age of 37 and began a new career in science and politics that made him famous internationally. The next 50 years made Franklin an international figure that is equalled only in ability in the modern age by the Wrights Dr. Albert Schweitzer, now deceased.

Franklin's interest in science led him to a new field of endeavor. He was a founder of the American Philosophical Society, and delved into many experiments. He was the designer of the Franklin stove, a simple and efficient design which became popular in the colonies.

In criticism of some of the pompous colonists, his quip in Poor Richard's Almanac was to become famous: "Begin at first to love learning, which he coined the famous epigram, "He that loves in love with himself will have no rivals," did not help his popularity with the clergy, but disarmed them with his common sense.

"His barb was turned to sharpness by the knowledge that he made a fortune, which he said he would use for the benefit of the commonwealth. When he found that he was the originator of the idea of state aid, on a matching-fund basis, Franklin regarded this as a novel and useful project.

Franklin was always the humanitarian. The ideology he preached, that every man should have his say, that the poor should have a say, that the less fortunate should have a say, that no one should be left out.

Franklin participated in many of the libraries and reading on the basis that "Libraries have improved the general intelligence of the people. They have made the common traders and farmers as intelligent as most gentlemen from other countries, and perhaps, because they are less hindered by the need for common defense and security. For some time, no union could be effected because of the lack of union among those who were even in agreement in requesting the mother country to establish it for themselves.

Franklin was not called on to speak for the colonies during the establishment of our nation and his concluding act as a member of the Continental Congress and as president of Pennsylvania's Executive Council was to demand acceptance of the Constitution in the form presented, rather than have any form at all. This was a not unimportant factor in the discussion that followed. And as intergovernment continued that anarchy would be the inevitable end of the freedom of government.

Franklin contributed much to our liberties. He was responsible for aiding and abetting various political parties in the fight for independence, and he was an able and effective political agent, who helped Washington compose the inspirational message before crossing the Delaware, who composed the stirring "Rights of Man."

Franklin helped frame and signed the Declaration of Independence and the Treaty of Paris, and tried hard to instill into the Constitution national independence and freedom of press.

He was an individual and held no belief in people's leaning on government, but rather the people were responsible for their own welfare. If a man was so ashamed of his country's condition that he would not speak for it, Franklin would not consider him a real American. His methods were simple, but they had an influence on the nation. Through his writings, he had a great influence on the nation.

Benjamin Franklin was a very wise man. He gave us many things. He was a true patriot. We are not ruled by Kings.

We need no Kings, he said.

As he said, he went to France when he was 60 and worked there for us.

Our Freedom to enhance.

As master printer & publisher
He gave innovation
Through caricatures, maps, and drawings
That portrayed the nation.

With proverbs and sayings he did style Poor Richard's Almanac
Clearly concise and straight to the point
Humor it did not lack.

Ben's circulating library was
Begun by subscription
Its impact on American minds
Be better yet—free!

Future library generations
Will take books for granted
Because libraries are there for use
Not to be supplanted.

With new bifocals he strayed his nose
Approval he would nod,
The Franklin stove was his gift to us
As was the lightning rod.

He was the first Postmaster General
Of the United States
The mail moved efficiently for him.
And at more pleasing rates!

As scientist, statesman, diplomat
He knew no bounds, to
To philosopher, public servant
And more descriptive nouns.

Philanthropist and civic leader
Did not limit his mind
Hybrid cabbages and charting tides
Were of a different kind.

Ben Franklin was a man among men
Who was of his time
Most of all he was first and foremost—
A great American.

David E. Heltz
Disabled Veteran
LSCA funds used to brighten
State Penitentiary Library

Planned renovation
Two models of the planned renovation of the New Mexico State Penitentiary Library are shown with reading areas featured predominantly. Bright colored graphics brighten the walls and live plants and a fish tank add interest.

Buy a few plants, install a fish tank — and even a prison library can shake off some of its institutional gloom.

Inmates at the State Penitentiary seem to agree. Through LSCA funds remodelling has begun at La Biblioteca Central, and inmate response to the changes has been enthusiastic — both to the physical improvement and to the creation of a collection of current paperback books. The outdated, unused hardcover collection is being heavily weeded, under the direction of State Library staff.

The goal is to provide the inmate population with a pleasant environment that offers substantial library services, and to utilize the existing library space efficiently.

The library is located in a former dining hall, an enormous room with high ceilings. The very high metal stacks have been replaced by shoulder-height wooden book shelves made in the prison woodworking shop. Graphics now brighten the walls, and inmate library aides are anxious to paint the walls a more cheery shade than the present institutional green. It is hoped that the shabby and uncomfortable furniture can be replaced by inmate-made furniture.

The Design and Planning Assistance Center in Albuquerque has drawn up a plan for complete renovation, dealing with such problems as inadequate lighting and heating, harsh acoustics and poor space organization.

The Center suggests that the library space be divided into several areas, created for the varied uses of the library: an area of high noise activities — the entrance, circulation desk, staff work area, a carpeted magazine and new book browsing area, and a carpeted study and quiet reading area.

The library receives no financial support from the penitentiary, and relies solely on the grant received each year from LSCA funds. Additional help is needed before the proposed improvements can occur. Especially, needed are carpeting — because noise carries excessively in the library — and current paperback books in good condition.

Sandra Scott
New Mexico State Library
A view of technology in the library

Earlier this year, in remarks before the Arkansas State Library Commission Advisory Council, I dealt with the dilemma librarians face in expanding and developing programs to bring technology to the citizenry.

I tied to this is the problem of low public visibility that plagues many libraries in the state. A recent report from the American Library Association indicated that libraries reach out to the citizen with new methods of involvement, public visibility will improve. It seems to me that those concerned with the use of technology as a major tool of making the library more active in the information age.

The term "technology" as employed in its usual sense has a rather ponderous ring and tends to conjure up thoughts of complex scientific achievement. On the other hand, the more familiar terms, "audioslides" and "media," have come to be linked to the notion of art, suggesting the crutch or gimmick approach to the dissemination of information. In truth, the public communication situation determines the function of a resource, be it human or machine.

For purposes of this discussion, then, technology will mean any combination of human skill and technical apparatus that is more than just used as a tool, as a means of furthering human communication goals. This definition may seem a bit vague to some, but it should help clarify the distinction between just putting people and hardware to specific, immutable functions, thus smoothing whatever creative impulses we may have.

Often, when an idea or product becomes popular, a gradual narrowing of applications takes place, a sort of fixation on what is most obvious, and in some respects, this has happened to the cassette recorder. It has become so familiar in the library as a device for the playing of inductively recorded tapes that some of its other capabilities have not been fully exploited.

Cassette tape is the simplest means (other than the book) of giving counting a book out of the library. Churches recognized the convenience of cassette tape some years ago, and it is now the main method of conducting the shut-in ministry.

Just as churches record their messages for local distribution, so could libraries record an unlimited variety of materials for either individual or group listening outside the library. If it were not for religious reason, the religious market is now considered to be one of the most advanced areas of educational technology.

Programs for the elderly, the disadvantaged, the business community, the student body, are few of the manifold uses of cassette tape. As far as content, library personnel can do almost anything with tape and cassette techniques by employing a few sound techniques by employing a few commercial producers. For example, tape presentations are enhanced if background music and voice are placed on the same track. Most ordinary tape recorders have an input for this purpose. A patchcord costing less than two dollars can be connected between a sound player and a cassette recorder for this "what on sound" effect; two cassette recorders can be connected in tandem to "mix" a sound control on material new, newer cassette recorders are ideal for editing. Tapes can be duplicated on either high or low speed duplicating machines.

None of the techniques mentioned above involve a costly recording studio or professional supervision. For librarians, this is a significant advantage, and it is important for the librarians to know more things to do with a cassette recorder.

In addition to the tape recorder, the other hardware technologies we should consider is that technology available to the librarian is photography, especially the 35mm slide format. In the case of photography, you can assume that 35mm cameras are too complex for those who have never photographed anything other than snapshots.

With just a little effort most people can become quite proficient with these cameras, but for those who are not proficient the more basic equipment, but that is a different story. Videotape is being used to record many things. For instance in the Instantas X35 model used with the popular Kodak Instamatic yields good quality slides without adjustments — both on and off the stand.

Suppose that you wish to communicate to young readers the fact that the South has produced a number of outstanding writers in this century. In a recent attempt, I have attempted to generate interest in the novels of Faulkner. The most effective method is photographic documentation of Faulkner's fictional Yoknapatawpha County; many scenes could be locally photographed that closely match his graphic presentation.

An accompanying narration, recorded on cassette tape and synchronized with the slides is the final presentation. Videotapes so thought in a way difficult to achieve in print alone. Similar presentations could be produced on the subject of Shakespeare himself, and by making him come alive and take a stand — in a format tailored to your audience.

There is a wide array of sound/equipment that can be put to work in libraries; it can be placed in three categories:

• "Sync" Recorder/Players (special tape recording that places go-to cues on cassette tape, which in turn automatically advances a slide projector.)

• Slide Projectors: the standard 35mm projector and the increasingly popular rear screen units, devices which project the slide on the wall (within the limits of the room, Rear screen units are unequaled for one-on-one presentations.)

• Control Devices (These include such things as multi-channel slide changers, Several projectors simultaneously, programmers, and even one remote control unit.)

Most of this equipment is easy to transport in order to reach the potential user of the library. A school district in Texas used sound/slide equipment and reading machines into neighborhood supermarkets so that parents might see what is being done for their children. The response was tremendous. Can you think of five places in your community where you could inform the public about your services?

This fall, in discussing audio tape and photography, I have not really mentioned something which seems to be a problem — at least on a limited basis — of an aggressive library. Although I feel that few libraries are, in fact, as aggressive as they should be in providing video equipment at the present time, I would remind the library manager to take a second look at video equipment, especially the 16mm telecine machine.

Perhaps the major advantage of videotape over film is that videotape, unlike film, is not technically structured. Videotape allows for "pragmatic" simply "recording over" film, once exposed, is fixed. Also, everything else being equal, it is far easier and less expensive to produce videotape than film. If this means for the producer and viewer is a factor that will find the use of this medium in the public library.

In acquiring the equipment and investment in equipment, a library commission staff or individual member could produce an original videotape and high quality slides. "Spiced effects" don't matter; location shots.

Still, as of this writing, most library facilities are not producing tapes, but rather are using film. Perhaps in the near future, we can see a casette format, primarily in a playback function. Of course, it is quite costly to do this. But the school system and the educational and library market. Too, many desirable materials are not available on videotape but are available on film.

The Salt Lake City School System has received national recognition for developing a plan whereby, for a small fee, reproduction rights are granted for needed films. The films are reproduced on videotape enabling a wide distribution at a relatively low cost per tape. It would seem that this pioneering movement holds great potential for library applications as well. Think of what a joint venture by the Arkansas Library Commission and the film library of the State University of Education could accomplish in this area.

Critics of video production are quick to point out instances in which the graphic verity are cut to suit the needs of the story and what is moral, properly, or poorly matched with respect to component content. Certainly there are areas where this is a valid assessment, but it is unfair to consider video production as inherently unworthy of the effort. Fear in mind that many school districts and institutions make rather sizable purchases of video equipment without even the barest knowledge of video technology.

Consider, too, that the choice of equipment is frequently determined by those who oversee the system, or, in fact, do not completely understand what is requested. Without belaboring the issue, there is no reason for libraries to exclude video as a delivery source for fear of excessive problems. Indications are that the next few years will bring increased emphasis on leisure activity, continuing adult education, special education, frequent career change, services for disabled people; and so on. And if the library video can have an inestimable impact in these areas, in turn attaining its traditional role in human community, it can now not be completely predicted.

In this view of the library and technology, I have left unsaid a number of things, mainly because my purpose was to stress creativity as much as to discuss hardware, for, in the final analysis, each is dependent upon the other. If nothing else, I hope I have called attention to what I think is the need for libraries to become production oriented. One of the favorite books on my shelf at home is Richard Reeves' The Art of the Documentary, written by Neil Postman and Charles Weingartner (New York: Delacorte Press, 1970), a work highly critical of education in America.

The authors, themselves educators, fear, that unless change is made, the communication process in American education will come to a halt. The common threat running throughout each chapter is the need for originality in human situations (language situations), the need for active - as opposed to passive - response in human exchange. Technology, creatively applied, will help bring this about. My argument for librarians to become involved in technological change is summed up in one paragraph on page 166: "The way to be liberated from the constraining effects of any medium is to develop a particular perspective of it - how it works and what it does. Is being illiterate in the processes of any medium (language) leaves one at the mercy of those who control it."

Jim Bales, member, SLA Advisory Council, Arkansas, Region 5; Baker Library, University of Arkansas.

This article originally appeared in Arkansas Librarians.

Oral History for New Mexico

Don't miss the oral history mini-session during NMLA conventions. Scheduled for Friday morning, April 2-9, with a video replay on Saturday morning, April 3 (if all goes well), the mini-session will deal with the experiences of people involved in oral history. The session, Oral History for New Mexico, is divided into three large areas - putting a project together, what to do with the product (tapes and memorabilia), and a look at some problems that will never use the system, or, if in fact, do not completely understand what is requested. Without belaboring the issue, there is no reason for libraries to exclude video as a delivery source for fear of excessive problems. Indications are that the next few years will bring increased emphasis on leisure activity, continuing adult education, special education, frequent career change, services for disabled people; and so on. And if the library video can have an inestimable impact in these areas, in turn attaining its traditional role in human community, it can now not be completely predicted.

Infomation will be the style — a series of panels and single presentations with lots of trouble-free techniques. This session will feature presentations on the use of tape, with librarians who are involved or have been involved in oral history, special guests will be Michael Cox of the Museum of New Mexico giving some-how-to information on photography and preservation and Frank Garcia, Curator of Old Cienega Village Museum, a living museum which reenacts the life of the colonial Spanish Ranching de Gobernadorry. Exhibits will include samples of taped interviews, information on equipment, books, of course, (including the latest on oral history as a teaching approach), and lots of miscellaneous information.

The oral history mini-session on April 2-9 is not yet known. Look for more information.

Sacramento Peak Observatory

There is a library at the Sacramento Peak Observatory near Sunspot, New Mexico. It began around 1959 with the current Director's wife, Mrs. Dunn, as the librarian. It is a small library containing materials concerning astrophysics, astronomy, mathematics and various aspects of the technology. The library contains about 3,500 books, 3,000 copies of various journals and volumes, 5,000 reports and reprints. 14 journals are subscribed to, related to the field of solar physics, located at a height of 9,700 feet. The observer's drive from Alamogordo, the library serves mainly the staff located at Sac Peak. At this time it is under the jurisdiction of the United States Air Force. The Librarian, Nancy I. Carson, has been at the Observatory since July 1, 1975, replacing Donna Befte. She is a library school graduate from the University of Denver.

State's oldest public library?

The Altrurian Library in Aztec was organized in 1908 and is still actively operating the library in the city complex.

In 1908 a group of young women held a meeting in the home of Meta Weed for the purpose of organizing a literary club. Officers were elected and they voted to hold a meeting to form a library and establish a library for the Aztec community. Mrs. Dora (McCoy) Maddox is the only charter member who is still active.

The history of the library goes back to free quarters in stores, to a law office, to a WPA building and finally to the city complex building.

Josephine Koogler
Librarian, Altrurian Public Library

American Library Association, Guidelines for using volunteers in libraries. PUBLIC LIBRARY TRUSTEE 5:6, My 71.

“Perhaps the greatest of these?” patient library of St. Luke’s Hospital, Spokane, (N) HOSPITAL FORUM (Calif.) 10:6 Ji 67.

Auxiliary establishes employee library: St. Francis Hospital, Cincinnati. VOLUNTEER LEADER 10:6 F69.

Barnes, S.A. Volunteer aides in the reading room. SCHOOL & COM 61:15 Ja 75.


Brown, D. High schools run their own libraries at home. AM LIB 6:238 Ap 75.


“G.I. bill” proposed for volunteer community service. LIB J 98: 1745 Je 1 73.


Greer, E. Volunteers in the Chapel Hill public library. N.C. LIB 32:25-7 Spr 74.

In order to volunteer, complete the following forms: AMER. LIBRARIES 2:407-8 Ap 71.

Hazenbich, Sister F. Care and time given to volunteers pays off. CATH LIB W 44:531-5 Ap 75.


Kaufmann, H. Ehrenvollstich geleistete Gesamtaufgabe (Pamphlet on trade union libraries and general libraries run by volunteers). BIBLIOTEKAR 24:604-7 Je 70.

Lending library for nurses: South Haven, Mich. (N) VOLUNTEER LEADER 11:7 F 70.

Libraries for all types depending on volunteers. LIB J 100:254-4 Fl 75.

Library services—Library services. NEB LIB ASSN Q 4:4-5 Spring ’73.

“Many outreach services depend on volunteers.” School Library Journal 15:9 Fl 76.


Money, D. Volunteers help librarians to serve. INTERLIB 1:10 My 76.

Money, J.P. Use those volunteers; they’re valuable. WYO LIB ROUNDUP 28:20 Dl 74.


Hail, Sister F. Care and time given to volunteers pays off. CATH LIB W 44:531-5 Ap 75.

Ness, S. Teen volunteers. UNABASHED LIBRARIAN 13:10 Fall ’74.

Offering service to shut-ins. LIB J 99:2793 N 1 ’74.

Oren, I., W. and the pro. LEARNING TOOLS 1:10 April ’74.


One volunteer experiment. AM LIB J 231: 241-2 My 74.


Perus, L.G. Volunteers and paraprofessionals in school programs. EDUCATION CANADA 13:16-22 D 73.


Preslan, K. Toys and manpower; or Swinging with a comic book budget. IJ L 57: 48-9 Ja ’75.

Ryman, H. Adventure in creative use of the vacant: PARKS & RECREATION 1:30-Ja ’66.

Saving a school library. AM LIB J 567 Fl 74.

School Library Media Center: Handbook for Aides. Publications, c/o Jan Smith, 1250 S.

Grand Ave., P.O. Box 11846, Santa Ana, Calif. 92711 ED09099.

Smith, C.B. ‘‘Young people to read; volunteer programs that work. Dell, 1973.

Smith, Ruth S. Work shop planning. CHANTILLY LIB BOOK ASL, P.O. Box 350, Bryn Mawr, Pa. 19010. ED057002.

Thompson, J.M. Mini librarians: not a game but for real. WISC LIB BULL 70:63-4 Mi 74.

Tucker, M.P. Volunteers for the library. CALIF SCH LIB 44:21-2 Winter 73.

Volunteer Library, AM LIB J 100:1 F 72.

Volunteer projects: reports from the field. LIB J 99:610 Mr 1 74.

Volunteers (bibliography). CATH LIB W 44:54 Ap 75.


Young Adult volunteers: Orange County (Calif.). PUB LIB R1 99:2695 O 15: SCH LIB J 21:67 74.

Compiled by Cam Kiegel

Albuquerque’s volunteer library expands service

Volunteer services have helped to expand and personalize library services at Albuquerque’s Main Library, 501 Copper NW.

Since the volunteer program was inaugurated in late summer, 1975, more than 100 persons have donated their time in various areas of the library. And at the January orientation for winter and spring volunteers, another 50 persons signed up for training sessions in one or more volunteer assignments.

In general, volunteer assignments are divided into three categories: public service for adults, public service for children, and non-public projects. No volunteer is asked to do busy work, perform undignified duties, or fill the same position as a paid staff member.

A director of volunteers supervises the participants, provides written job descriptions, and conducts orientation, training, and evaluation sessions on a regular basis. The volunteer agrees to perform regularly, responsibly, and to take some initiative in the learning process.

Ellyn McCloskey, vice president, NMLA - Albuquerque, APS

The Vice President’s general duties are to stand in the President when necessary, and (primarily) to plan the program for the Annual Conference during the year of vice-president.

Ellyn McCloskey is currently planning the 1976 Santa Fe Conference program: who will give workshops, what day will be chosen for what program, who will be invited to take part in the program.

The Vice President works closely with the Conference Committee Chairperson (Robert Vore) to see what physical limitations at the Conference Headquarters might require changes in the program. Beginning in early February, the Vice President begins appointing committee members and helps the Conference Committee Chairperson prepare a master calendar for each committee. Nobody believes, but there always are vacancies, and the Vice President is always kindly grateful when someone calls or writes to say, “Hey! I like to work. What can I do?”

In addition to the above duties, the Vice President is (by position) a member of the New Mexico State Library Advisory Council, and the NMLA Representative to the SLICE Advisory Board. The vice-president oversees the development of the library’s "Get Out the Vote" campaign to get the voters to actually vote, and to have them vote for the President’s position as slash and insulting.

Reviews and Views

Grove, Patricia S. comp. A guide to native American library resources at Eastern New Mexico University (comprised of Pents: S. Grove, Laura McGuire, and (Edward) Richter, (1st ed.) Fortales, New Mexico Library, Eastern New Mexico University, 1975.

1. Indians of North America - Bibliography. Z10206G7 Cataloged by Eastern New Mexico University.

Grove, McCuthey, and Richter have prepared a list of the holdings of the Eastern New Mexico University Library on Native American studies. This list is a part of a larger project, which is sponsored by the United States Office of Education and from New Mexico University. The book is divided into sections, based on the type of materials, there are some sections on the United States government documents and a list of New Mexico local and state documents. Although available at the University Library, the list was not included in the bibliography. A list of newspapers and periodicals is not included in this bibliography. Although the list was not included in the bibliography, the library recently began to acquire these media.

This book of 46 pages is devoted to monograph holdings, including children’s and young adult titles, totaling about 1300 entries. Arrangement is alphabetical by author’s last name. Each entry consists of the University call number, author, title, and date of publication. There are no illustrations, nor is the bibliographic material complete.

Meade, Margaret E. The changing culture of an Indian tribe. $7 1966.

A special section at the front lists about 300 subject headings relating to Indians of New Mexico, as well as a chronology, developed by the Library of Congress; these could be of use to the student or researcher at any level at which these LC headings. (Similarly, the UC numbers for monographs, as shown in the specimen entry, could be used by librarians as a classification guide; the government documents are classified by the U.S. Superintendent of Documents Classification, 1973.)

Overall, the lack of annotations and the fact that it is a listing of materials owned rather than a theoretical classification, means that the work is not intended as a purchase list for other libraries, or as a definitive resource for listing for students or researchers, but will be of great value as a guide to the collection at Eastern New Mexico University Library or for interlibrary loan.

Reviewed by Mary Measham, Instructor, Library Science University of Oklahoma
Small public libraries aid history researcher

Of all the institutions available to the historical researcher, one of the most invaluable is the small public library. Librarians and other directors of village and town libraries, city main and branch libraries and of county facilities in out-of-the-way locations should be aware that they are guardians of materials which can be priceless to the serious, as well as the amateur, historian.

While it is indeed true that the state archives and the major university libraries are the first to be examined, these collections are apt to be spotly or fragmented to a surprising degree, usually in the student's precise area of interest. To the historian there is no such thing as enough — to say nothing of too much — at a date, and even when the archive's holdings are adequate there remain many other items which can only be found in the more distant locations. As this is the case, one of the historian's more nightmarish thoughts is of the librarian who is excessively diligent in weeding her collection, or the professional who is but dimly aware of "that old stuff" which all too often turns out to be stored behind the furnace in the library basement, or else next to a leaky attic window. This does happen, and is guaranteed to turn the historian prematurely gray.

All is grist to the historian's mill, and if he is worth his pipe and briecase, his mills will grind exceedingly small. It is for this reason that it is impossible to say exactly what will seem valuable to him.

One of the chief joys of the study of history is its rare variety; the most unlikely items of an area's social, political or economic life can serve as buttresses up his current project or provide insights which can lead him onto an entirely new path. It is here where he collides with the hustling, energetic caretaker who is enthused about sparkling, tidy — and empty — file drawers and a rigorously picked-over book collection. File on! It is all too often exactly that unlikely looking crumb of literary flotsam which he will seize with a glad hurr.

What, specifically, are these treasures? They can be literally anything. Old newspaper files, for example, can be deceptively obvious. They take up space, and dust catchers, become yellow and crumby; they are awkward to handle and perhaps years go by before a patron shows an interest in them. In such cases, the librarian may in good faith feel justified in removing them, particularly if they are only, say, thirty years old and are "only" of the humdrum local news weekly; after all, doesn't the state university maintain a microfilm file anyway?

All too often, the answer is "no." The university's files are broken, or else the microfilm project got hung up for lack of funds; the local historical society's collection is hopeless, and the publisher himself lacks the twenty years' run. When I systematically ransacked the small town libraries in southeastern Michigan, I came across the only existing copies of two separate newspaper titles, now defunct; one of them was unknown even to professional newspaper historians.

Old family letters and personal diaries are obvious treasures. Even the most mundane of these contain a wealth of information on local social attitudes, and by reading between the lines the researcher can often find confirmation of one of his theories or the suggestion of an entirely new line of thought. The existence or activities of persons and companies can be confirmed, or an unsuspected historical relationship be suggested.

In such the same manner, dusty jetsets such as tax receipts, school records, copies of deeds and mortgages — in fact, any documents — can be priceless. If there is one axiom in the study of history, it is that the county courthouse of your area of interest buried down in 1882, destroying the exact records which you need. Every local and branch librarian is faced with the gifts of square Brown's old family papers or (more often!) Mrs. Brown's records of the Wit and Wisdom Club. Fine; save them; once destroyed they are gone forever, and what is tritte or trite today will be pure gold eighty years from now.

A word might be added here about state and local historical societies. It is a temptation for the librarian, where these exist, to turn over to them her extremely miscellaneous historical materials, experiencing a sigh of relief and a virtuous conscience. These groups are too often ephemeral, however, especially at the local level.

While they may excel at storing and displaying antiques and bric-a-brac, they often have curiously little interest in documentation, and no training whatsoever in the organization and storage of written materials. It is my experience that such groups tend to go into periodic eclipse due to a lack of interest, insufficient funds, or simply because of a leadership quarell. All things considered, the library is a far more permanent and professional facility.

What can the librarian do to win the blessing of her possibly-yet-unborn historian patron besides simply saving everything? Arranging material in files is nice, if not vital; when he is hot on the trail of something, the researcher willingly grunts through piles of the most unlikely items. Starting and maintaining a clipping file is excellent; besides saving time, the file can also stimulate interest in local history on the part of the public, and perhaps in the pages who must maintain them. Remember, too, that advertisements are a necessary part of the local social scene. Photographs and picture files are also good, and if these are labelled as to subject and date, the historian's cup overflows. Anonymous pictures and unlabelled subjects can be displayed with a plea for information, which in turn will help to stir the public's interest in your library.

Genealogical material, too, is popular. Here, the historian is usually less interested than the genealogist in his ancestors who delight in searching out their family trees — assuming, that is, that they do not find more horse stories there. The professional researcher, though, often needs to sort out the family relationships of individuals in his area of interest, and finds such material invaluable. Unfortunately, maps surprisingly, books themselves can be highly desirable. The "official" county histories so popular a century ago have many faults, but trying to find one outside the subject county can be hopeless. Similarly, the little unlikely-looking oddities which once were published in a burst of optimism can be rare, indeed, and be totally unknown to the archives and the major collections. Gently "vanity press" items make up another source which is seldom kept, yet yield information unsuspected even by their authors.

If the librarian has space to burn, or can even find a secluded corner in a local historical room, the space can be established with surprising little effort. Service clubs are often eager to clean and paint, and to build partitions. With a cabinet or two, a worktable and chairs, you are in business. Put your local files, your clippings, your local-interest books there, dedicate it publicly, and name it after some beloved local figure, and wait for the public's response. Materials you have never dreamed of will be lovingly entrusted to your care; the chances are that antique (or at least old) furniture, framed pictures and the like will appear as well. Well and good.

Graciously take it in, and the public good will toward your institution will be a bonus. Needless to say, the wandering scholars will bless your name too. You will have a place for the handwritten and probably highly-coloured — but nevertheless valuable — reminiscences of the town patriarchs, and for the typewritten manuscripts of village and township histories and the like. Quid pro quo, you may contribute your library to any library. If time and money are wildly abundant, you can Xerox copies of these and send them off to the state archives, and thus gather additional stars to your crown.

A word to school and institutional librarians who thus far have felt safely removed from this diatribe: Although your situation is far more specialized, you, too, can be of invaluable assistance to the historian. The history, documented and otherwise, of your institution is not to be neglected. Facts about it, and about your library, which everyone knows" have a habit of fading from recall within very short time. Save such material and so insure your own place in the future.

Raymond L. Puffer
History PhD Candidate

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