1950

The Reorganization of the Polson High School library

Catherine Vines

The University of Montana

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THE REORGANIZATION of the POLSON HIGH SCHOOL LIBRARY

by

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B.S., Louisiana State University, 1945

Presented in partial fulfillment of the requirement for the degree of Master of Education

Montana State University
1950

Approved:

W.R. Ames
Chairman of Board of Examiners

Dean of Graduate School
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CHAPTER I

PURPOSE OF REORGANIZATION

The school library has a positive, active, teaching function. It suggests the reading of books which might otherwise be unknown, supplies materials for developing and expanding interests. The school library is a book center. In it the books and materials to satisfy the interests and to meet the needs of the pupils and teachers of the school are organized, cataloged, shelved, and displayed so as to be easily found and used. When these functions are not fulfilled, then the library is failing in its service to the school.

The Polson High School library was reorganized because it was not adequately giving service to the school which it served.

The initial appearance of the library was one of emptiness. All of the books were placed on shelves behind ceiling high stacks occupying one-half of the floor space of the room. Students were not allowed to go behind the stacks but had to ask for books at the library desk. Outmoded and non-functional swinging gates closed the entrances to the stacks. The shelves along the wall were empty of books. A librarian's desk and teacher's desk represented
the only furniture within the room. There were no study tables or chairs.

The books on the shelves consisted of a few good high school selections, books in sets, classics with fine print and yellowed pages, some badly worn books, and many worthless volumes which had been donated as gifts. Many of the latter were sectarian religious books, outdated professional books, and adult novels.

The shelves were made of varnished pine with the end of each book shelf notched to fit in a wedge so that they could be raised or lowered to a different height. The books on the top shelf were too high above the average height of a high school student.

School textbooks were also stored in the library stacks. This took valuable shelf space. There was no other storage room and was the only solution to the problem.

Circulation of the books was restricted by a dual card checking system. Each student was issued a fiction card and one for non-fiction. Students were allowed to check out only one fiction and a non-fiction book at one time. This unnecessarily restricted the use of books. It also created excessive work in typing two sets of cards for every enrolled student each school term.

There was no unabridged dictionary, dictionary stand, or up-to-date atlas. The World Book Encyclopedia
set had three missing volumes.

All of the above mentioned inadequacies did not meet with the present standards of progressive education:

1. There was no encouragement for individual student activity.
2. No facilities within the library for study and research.
3. No opportunity for browsing.
4. No real laboratory to put into practice those library principles learned in the English Class.
CHAPTER II

BASIC STEPS IN THE REORGANIZATION

The first step in the reorganization of the library was the training of student librarians. As the enrollment of the school did not demand the services of a full time librarian, the teacher-librarian had classroom duties and did not remain in library all periods.

A notice was placed on the school bulletin board "for all students interested in library work to meet in library for period assignment and instruction." The reward for the school term was one-fourth unit credit and for one semester one-eighth credit. Students selected for library work were appointed on the following requirements:

1. A passing grade in all subjects.
2. High citizenship rating.
3. Attitude of helpfulness.
4. Willingness to do assigned tasks.
5. Legible handwriting.

The appointing of students for library work was up to the discretion of the librarian. If students were unknown to her she asked opinions from other teachers as to student selection.
After the students were appointed, they were instructed as to the uses of the Dewey Decimal System, the use of the card catalog, the placement and order of books on the shelves, and the charging system. A mimeographed sheet with the description of the Dewey Decimal System printed thereon was given to each student librarian so as to aid him in understanding the organization of the classification system. (See Chart I)¹

A weekly schedule of assigned duties was placed on the library desk each Monday morning to acquaint the student librarians with the week's work. (See Chart II)

Student librarians were given authority to send to the study hall teacher, on duty for the period, all offending students and discipline problems that occurred during the absence of the librarian.

The next step was to bring the books from behind the stacks to be placed on the empty shelves in the main room. Students could then have direct use of the books, browse, and examine books of their personal choice.

CHART I

Sheet Given to Student Librarians as
AN AID IN UNDERSTANDING THE DEWEY DECIMAL SYSTEM

DEWEY DECIMAL CLASSIFICATION

The Dewey decimal Classification system was devised by Melvil Dewey and is used by almost all organized school and public libraries. Under this Classification system the field of knowledge is divided into ten main classes, to which we add fiction as a separate group.

CLASSIFICATION AND CATALOGING

100-199 Philosophy

In the beginning people began to think about themselves and to wonder why they were put on earth. They tried to reason also who was responsible for their being here. Experience has taught them that if they were not good, they would perhaps be punished. These ideas are incorporated in the 100's.

200-299 Religion

Having assured themselves that their presence on earth was due to a Supreme Being, it was only natural that they should worship Him. Thus we have the 200 group which includes the religions of all peoples.

300-399 Social Sciences

It was not long before the people on earth began to realize that they must live together and that laws were necessary for peace and harmony. They sought education, government, and the conservation of natural and human resources. The 300's cover all these things.

400-499 Languages

The necessity for organization accentuated the need for communication; and communication is dependent upon language which is the 400 group.
500-599 Science

Man was not alone in the world. There were animals, flowers, rocks; there were constellations and stars, and many other things which attracted his attention and required his consideration. These things constitute the 500's.

600-699 Useful Arts

All the elements available to man needed to be put to use. Inventions and machinery were employed for improved health, farming, home and manufacturing. This applied science is the basis for the 600 classification.

700-799 Fine Arts

With the comforts of home life begun and with more time for leisure, the finer sensibilities of man expressed themselves in painting, sculpture, music and other fine arts, which are grouped in the 700's.

800-899 Literature

Literature naturally followed man's expression through fine arts, and he began to express himself in writing about various things. He made poems of his feelings; he wrote stories. So the 800's stand for this development.

900-999 History

Because of their achievements the people were able to visit from land to land and to tell of the life and history of their own lands. They were proud of their advancement and they wanted their children to know of their struggles and their progress. The story of mankind became history and is classified in the 900's.

000-099 General Works

With a wealth of accumulated knowledge in all the foregoing fields at hand, it seemed wise to put it together for the use of all people. These encyclopedias or general works are numbered in the 000's.

In our library we have added:

F - fiction books.

B - biography.
BC - collected biography.
SC - short stories.
MC - Montana Collection.
CHART II
FORM FOR STUDENT ASSISTANT'S SCHEDULE

<table>
<thead>
<tr>
<th>WEEKLY SCHEDULE</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann Antiste</td>
<td>1-2-3-4</td>
<td>1-2-3-5</td>
<td>1-2-3</td>
<td>1-2-3</td>
<td>1-2-3</td>
</tr>
<tr>
<td>Alma Franks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2d Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florence Shultz</td>
<td>1-2-3</td>
<td>1-2-3-4</td>
<td>1-2-3-5</td>
<td>1-2-3</td>
<td>1-2-3</td>
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<td>Mary Ann McConnell</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion Boice</td>
<td>1-2-3-5</td>
<td>1-2-3</td>
<td>1-2-3-4</td>
<td>1-2-3</td>
<td>1-2-3</td>
</tr>
<tr>
<td>Kenneth Kidwell</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joy Nequette</td>
<td>1-2-3</td>
<td>1-2-3</td>
<td>1-2-3-5</td>
<td>1-2-3-4</td>
<td>1-2-3</td>
</tr>
<tr>
<td>Sandra Schumacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th Period</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Warren Sizemore</td>
<td>1-2-3</td>
<td>1-2-3</td>
<td>1-2-3</td>
<td>1-2-3-5</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Chad Stevens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty Ray</td>
<td>1-2-3</td>
<td>1-2-3</td>
<td>1-2-3-4</td>
<td>1-2-3</td>
<td>1-2-3-5</td>
</tr>
<tr>
<td>Darlene Coons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bessie Nelson</td>
<td>1-2-3-6</td>
<td>1-2-3-6</td>
<td>1-2-3-6</td>
<td>1-2-3-6</td>
<td>1-2-3-6</td>
</tr>
<tr>
<td>Floy McBroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Charging books.
2. Slipping books.
4. Posting Fine List.
5. Mending.
6. Send fines to office.
The shelves were labeled with commercial metal label holders and printed labels. Shelves were labeled with the following titles:

1. 000-099 General Works
2. 100-199 Philosophy
3. 200-299 Religion
4. 300-399 Social Sciences
5. 400-499 Languages
6. 500-599 Science
7. 600-699 Useful Arts
8. 700-799 Fine Arts
9. 800-899 Literature
10. Fiction
11. Short Stories
12. Biography
13. Reserved
14. Montana Collection

The old card system limited the students' use of books. A new system was devised which enabled students to check out as many books as needed.

In the back of each book was a date-due slip, book pocket, and book card. The simplified procedure was to stamp the date due on the date-due slip for student's notice, then stamp the date due on the book card, write student's name on date-due card and file it behind the date-due file in the card tray on library desk. The student was allowed as many
books as needed.

The paying of fines on overdue books was enforced. A charge of two cents per day for all overdue books checked out for a period of two weeks. A book was subject to a week's renewal if not in demand. The fine list was kept at the library desk and fines deposited in a small box kept in the desk. Fines were turned in every Friday to the principal's office and credited to library account. The money was used for the purchase of library mending supplies.

The titles of new books received by the library were given to a reporter to be published in the high school newspaper.

Book jackets were displayed so as to announce the receipt of new books and encourage reading.

The old classification system for fiction books was 813 for American authors and 823 for British authors. A recent library trend for small high school libraries is to mark the book with an "F" and make no distinction between American and British authors. Many of the visual aid films on library use specify that all books with numbers on the back (Dewey System) are true stories and those without numbers are fiction. The old system was confusing and had to be changed.

A heavy black gummed tape was used to change the numbers on the fiction books.¹ A strip one inch wide with

¹ "Mystik Tape," Gaylord Bros. Library Supplies, Stockton, California
length to cover back of book was cut for each fiction volume. The strip was then adhered to back of book to cover the old number. An "F" with the author's initial underneath was burned on the tape with an electric stylus pencil on white stencil paper.

The biography and collective biography had been numbered under 92 and 920. There was such a confusion and difference in coherency of the classification by librarians in past years that a uniform system had to be used. Red gummed tape was placed on the book backs and the same procedure as for fiction was followed. A "B" was used for biography and "BC" for biography in collections. The different color used for biography was to make a visual distinction to aid student librarians in shelving the books in their proper places.

The numbers on the catalog cards were changed to conform with the classification of fiction and biography.
CHAPTER III

BOOK SELECTION

The Standard Catalog for High School Libraries was used as the basis for the book selection.¹ A new edition of the volume was ordered and placed on the librarian's desk to be used as a professional reference tool.

Another aid, Basic Book Selection for High School Libraries,² was ordered to serve as a guide to book selection. Each book listed in the guide that was already in the library was checked with a red pencil mark so as to avoid duplication in ordering.

Two newspapers were subscribed to on a five-day-week plan. "The Missoulian" was selected for local news interests and "The Great Falls Tribune" for its wide coverage of news.

Magazines were selected from the American Library Association's approval list for high school libraries. Magazines ordered were the following:

American
Coronet
Field and Stream

¹ H. W. Wilson Co., 950 University Ave., New York City, New York
² Ibid.
Life
National Geographic
Newsweek
Popular Science
Popular Mechanics
Readers' Digest
Saturday Evening Post
Science News Letter
Today's Health

"Field and Stream" was subscribed to on the basis of popular demand as it was not on the approved list.

There was need for a girls' fashion magazine but several were circulated as classroom magazines in the Home Economics Department so duplicates were not ordered.

A new Rand McNally Atlas was bought as the other atlases in the library were outdated. A Merriam Webster New International Unabridged Dictionary was the next purchase.

New additions were made to the reference collection until it consisted of the following volumes:

Twentieth Century Authors
Who's Who in America
World Almanac
Living Authors
Douglas' - The American Book of Days
Hazeltine's - Anniversaries and Holidays
Congressional Directory - 81st Congress (gratis from Montana Congressional member.)

Lincoln Library (in two volumes)

Encyclopaedia Britannica - 14th Edition

The World Book

Encyclopaedia Americana

Webster's New International Dictionary with Reference

History - Second Edition (in three volumes)

This small but useful collection provided the basic essentials for high school research.

Students were encouraged to order (through the librarian) reference books and other needed material not available in the library from the Montana Extension Library, University of Montana, Missoula, Montana.
CHAPTER IV

PHYSICAL IMPROVEMENTS

There was a need for improvement in providing facilities for study and reading in the library.

Two dark oak tables with six matching chairs for each table were bought at the costs of forty dollars per table and eight dollars per chair. Six students could be seated at each table. Two extra chairs were bought to be placed at the library charging desk for student librarians, and two chairs were placed at a reference table. The reference table was an old workshop table that had been sanded and revarnished. Even though the total seating capacity did not meet minimum requirements (see Chart III), it was the best possible achievement for the available space.

A new dark oak card catalog file with stand was the next addition. It was one of twelve drawer capacity. This was essential for the reason that the old files were of two drawer combinations, had no special stand, and had to be placed on a table for use.

A dark oak dictionary stand with shelves for atlases was bought for the placement of the new unabridged dictionary and atlas.
There was a need for a magazine stand. After consultation with the superintendent it was planned that the boys' workshop would build it. The stand was constructed of plywood, masonite board, and white pine stripping. The stand was built with a wide base and sloped triangular in shape to the top. The built-in sections had a capacity for holding twenty magazines. Each section was labeled with the title of the magazine which belonged there. The wood was stained dark to match the shade of wood of the library furniture. Ten dollars was the approximate cost of the stand.

A newspaper rack was bought from a leading library supply house. It was attached to a side shelf and at a reasonable height for the average student to reach. The practice finally used was to staple the newspaper on the edges before inserting into the newspaper holders as it remained in the holder better under the strenuous use of high school students.

Only two day back issues of newspapers were stored in the stacks as there was no usual demand for them. Magazines were kept for two years back then discarded. They were tied in bundles with light rope and labeled as to the title, issues, and issues missing.

The shelves were cut down and lowered during summer vacation. This gave better appearance to the library and placed the books at a more convenient height for students.
A typewriter was bought for permanent placement and use in the library. It was placed at the teacher's desk.
## CHART III

**STANDARDS FOR SEATING CAPACITIES FOR HIGH SCHOOL LIBRARIES**

<table>
<thead>
<tr>
<th>SIZE OF SCHOOL</th>
<th>SEATING CAPACITY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum</td>
<td>Optimum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per Cent of Enrollment</td>
<td>Per Cent of Enrollment</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 100</td>
<td>25</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>100 to 200</td>
<td>15</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>200 to 500</td>
<td>12.5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>500 to 1000</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1000 or more</td>
<td>7</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

---

CHAPTER V

BOOK PREPARATION AND REPAIR

The next step was to weed out the undesirable and worn books that were to be taken from the library. The Standard Catalog for High School Libraries was used as a guide in deciding which books to retain for the library. Books not included in the standard list used for checking were carefully considered in relation to their usefulness in the school. In discarding books the following factors were considered:

1. Books too badly worn to be mended or rebound should be discarded.

2. Books worn or with loose pages, the content and print of which are desirable, should be set aside for later rebinding or mending. Suggestions regarding mending are given on pages 99-100. Do not enter in the library records any worn books until after they have been put into good physical condition.

3. Books with very fine print or yellowed paper should be discarded. Classics with such physical make-up have no place on school library shelves.

4. Books far beyond the comprehension of prospective readers should be discarded.

5. Books whose content is definitely out of date should be discarded.

6. Textbooks which are not useful for reference purposes should be taken out of the library.

---

7. Multiple copies of books, such as text editions, which will not be needed for library purposes should be taken off the shelves. Be conscious of the difference between library usage and class text usage. Store multiple copies not needed for library purposes outside the library if possible. In any event do not include multiple copies or textbooks or supplementary textbooks in the library records. In the small school (up to 300 pupils) not more than five copies of a title should be carried in the library records.

8. Mediocre books, the contents of which add neither to the information nor the appreciation of the reader, should be discarded. This includes books in series such as "Tom Swift," "Bobbsey Twins," "Nancy Drew," "Rover Boys," etc.

9. Sets of books which are wholly out of date or are beyond the comprehension of prospective readers should not be included as part of the regular library collection.

10. Books which are retained for the library are more readily handled for initial organization if they are roughly grouped either by general subject—e.g., science, history, etc.—or alphabetically by author.

11. Analyze the book collection on hand and, preferably, complete the mechanical organization and classification of it before making any orders for new books. Orders for new books can be made before the shelf list and card catalog are prepared.

In the preparation of books for placement on the shelves a definite routine method was followed:

1. New books were checked carefully to see that all pages were included and bound in proper order. Uncut pages were cut with a paper knife.

2. The name of the school was stamped on the inside front cover, on the title page and on the "secret page" which was page 23.

3. Temporary book slips were made for each book on
small strips of paper. Written on the slips were:

a. Author's name as it appeared on the title page, giving the surname first.

b. Title as it appeared on the title page.

c. Publisher's name.

d. Copyright date.

e. Classification number.

4. Classification number was typed in the upper left-hand corner of the book pocket and book card. The last name of the author and title of book was typed in the center of the pocket and card.

5. The book pocket, with book card in it, was pasted in the back of inside cover of book. The date-due slip was pasted by the top edge on the flyleaf opposite the pocket. When there were maps on end papers which added to the content of book the preceding blank pages were used.

6. The classification number was burned on the back of the book with the electric stylus pencil on white transfer paper.

7. The book was given a complete covering with "Plasti-Kote" clear plastic paint. This protected the lettering of the classification as well as prolonged the life of the book. This product proved to be superior to shellac.

---

2 New Improved Plasti-Kote Transparent V-2, Plasti-Kote, Inc., Cleveland, Ohio.
Books were repaired by the student librarian through simple methods:

1. Torn book pages were mended with clear, gummed tape.

2. Loose pages were tipped in with paste.

3. Marks were erased from books.

4. Loose bindings were pasted to spine of book and cloth tape used as reinforcement between binding and book.

Books which needed to be rebound were sent to the V. J. Languille Book Bindery, Spokane, Washington. The cost of the binding was taken from the library account in the school office.
CHAPTER VI

CARD CATALOG AND THE VERTICAL FILE

The dictionary card catalog is an alphabetical index to the books in the library. The card catalog is composed of cards with the author on the first line of typing, or the subject on the first line. They are filed in one alphabet and become the index to the library book collection.

Cards were filed under the author's names and titles of books. Subject cards had never been made for any of the library books, consequently that practice was not followed.

The shelf list is a card record of all the books belonging to the library and is arranged by classification number, which is the same order as the books stand on the shelves when properly arranged. Each title is put on a separate card. The shelf list in the library corresponds to the table of contents in a book.

According to modern library trends for small school libraries, the shelf list is now used as the permanent record for all books shelved in the library. The accession book had not been kept up to date for eight years so it was imperative to use the shelf list as the record for the number of books. The shelf list cards were filed in the last row of drawers in the card file.
Purposes of the shelf list:

1. Forms a complete record of the books owned by the library.

2. Tells what books the library has in each classification.

3. Forms a simple, broad-subject index to the library collection.

4. Guides in building up a well-balanced collection.

5. Simplifies procedure for taking inventory.

One basic form was used in making all shelf list and catalog cards. This is referred to as the "unit-card system." The specific information which distinguishes the type of card—shelf list card, title card, author card—is simply added in its proper place. The unit card carries the following information in the order given:

1. Classification or call number.

2. Author's full name with surname first.


4. Publisher's name properly abbreviated.

5. Copyright date.

All cards were typed on standard 3 x 5 inch catalog cards.

There was a definite need for a library "vertical file". A legal size steel cabinet was bought for this purpose. Material for this file was selected because it related to the curriculum, met recreational and informational
interests, and needs of the pupils. Careful consideration was given to materials selected for the file. Various sources for securing free material and pamphlets were:

1. The National Education Association Journal.
3. Free materials sent to the school by private industry and organizations.

Preparation of material:

1. As new material is scanned, all articles and pictures to be clipped are checked with a pencil.
2. If subject is obvious, underline it.
3. Leave narrow margins on all clipped material.
4. Indicate general subject heading in pencil on the outside of the pamphlet.

Filing:

1. Group material together roughly by subject.
2. Examine each piece and indicate specific subject.
3. Put materials on same subjects in legal size manila folders and print the subject on corner of folder.
4. File alphabetically by subject.

The following vertical file topics were used in the library:

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Biology</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Canada</td>
<td>Forestry</td>
</tr>
<tr>
<td>Architecture</td>
<td>Christmas</td>
<td>Flowers</td>
</tr>
<tr>
<td>Art</td>
<td>Conservation</td>
<td>Government</td>
</tr>
<tr>
<td>Biography</td>
<td>Economics</td>
<td>Health and Safety</td>
</tr>
</tbody>
</table>
The students at first were timid about using the file as they believed it to be personal information or records. They had to be encouraged to use it and within time it was one of the most popular sources for reference.
CHAPTER VII

MONTANA COLLECTION

The demand for a Montana Collection of books resulted from the needs of a high school Montana history class. Books on Montana were purchased from a nearby book store.

In preparing the books for the shelves, a one-inch wide strip of green "Mystik Tape" was adhered to the back of the book. "MC" (Montana Collection), with the initial of the author's last name underneath, was burned on the strip with the electric stylus pen and white transfer paper. Regular cataloging and processing followed. The following books were shelved under MONTANA COLLECTION:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Ramon</td>
<td>Charles M. Russell</td>
<td>Trail's End Publishing Co., 1948</td>
</tr>
<tr>
<td>Britzman, Homer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakeless, John</td>
<td>Lewis and Clark</td>
<td>William Morrow, New York, 1947</td>
</tr>
<tr>
<td>Barnett, Grace</td>
<td>Mystery in Mission</td>
<td>Oxford University Press, 1947</td>
</tr>
<tr>
<td>Olive</td>
<td>Montana</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valley</td>
<td></td>
</tr>
<tr>
<td>Burlingame, Merrill</td>
<td>The Montana Frontier</td>
<td>Helena, Montana State Publishing Co., 1942</td>
</tr>
<tr>
<td>DeVoto, Bernard</td>
<td>Across the Wide Missouri</td>
<td>Houghton Mifflen, Boston, 1947</td>
</tr>
<tr>
<td>Dimsdale, Thomas</td>
<td>Vigilantes of Montana</td>
<td>Montana State Publishing Co.</td>
</tr>
<tr>
<td>Josian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faugera, Katherine G. With Custer's Cavalry Caxton Printers, 1942
Fitzgerald, LaVerne Harriet Black Feather Caxton Printers, Caldwell, Idaho, 1938
Getty, Agnes Blue Gold Caxton, 1934
Guie, Heister and Lucullus McWhorter Adventures in Geyser Land Caxton Printers, Caldwell, Idaho, 1935
Howard, Helen Addison War Chief Joseph Caxton Printers Caldwell, Idaho, 1941
Howard, Joseph Kinsey Montana, High, Wide and Handsome Yale University Press, New Haven, Conn., 1946
Howard, Joseph Kinsey Montana Margins Yale University Press, 1946
U. S. Government Printing Office Memorial Services 1934 for Thomas Walsh (Late a Senator from Montana)
Report of the Committee on Books of the Inland Empire Council of Teachers of English Northwest Books Binford and Mort, Portland, Oregon, 1942
Inventory of Public Archives, Montana Historical Records Survey Montana, Inventory of the County Archives (Flathead, Lake, Lincoln, Mineral, Ravalli, Sanders) College, 1940
State of Montana Public Health Services Montana State Board of Health
<table>
<thead>
<tr>
<th>Authors</th>
<th>Titles</th>
<th>Publishers/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Montana's Production 1930-47</td>
<td>Bureau of Business Research, MSU</td>
</tr>
<tr>
<td>Linderman, Frank B.</td>
<td><em>Old Man Coyote</em></td>
<td>Junior Literary Guild, New York, 1932</td>
</tr>
<tr>
<td>Linderman, Frank B.</td>
<td><em>Beyond Law</em></td>
<td>John Day, New York, 1933</td>
</tr>
<tr>
<td>Margaret, Helene</td>
<td><em>Father DeSmet</em></td>
<td>Bruce Publishing Co., 1940</td>
</tr>
<tr>
<td>Marquis, Thomas B.</td>
<td><em>A Warrior Who Fought Custer</em></td>
<td>Midwest Co., 1931</td>
</tr>
<tr>
<td>Mitchell, Sam W.</td>
<td><em>Constitution of the State of Montana With Amendments, 1928-1942</em></td>
<td>October, 1947</td>
</tr>
<tr>
<td>Mitchell, Sam W., Sec'y of State</td>
<td><em>Election Laws of the State of Montana</em></td>
<td>June, 1947</td>
</tr>
<tr>
<td>Price, Con</td>
<td><em>Memories of Old Montana</em></td>
<td>Trail's End Publishing Co., Pasodena, Cal., 1945</td>
</tr>
<tr>
<td>Salisbury, Albert and Jane</td>
<td><em>Here Rolled the Covered Wagon</em></td>
<td>Superior Publishing Co., 1948, Seattle</td>
</tr>
</tbody>
</table>
These books became so valuable that local town clubs, county schools, and adults borrowed from the collection.
CHAPTER VIII

SUMMARY

1. Future plans were made for the installation of fluorescent lighting for the reading room.

2. The library collection numbered 1065 Fiction and Short Stories, 1317 Non-fiction.

3. The Northwest Association Requirements had been met:

   Qualifications of library personnel--Schools having less than one thousand pupils may employ a part-time, teacher-librarian who has received "technical training."

   Book collection--A school enrolling 50 students must average 15 books per pupil; a school enrolling 50-150 pupils must average 10 volumes; 150-300 pupils: 7 volumes; 300 or more pupils: 5 volumes per pupil. In addition it is specifically stated that book selection must be based on the Standard Catalog of High School Libraries and that the library must subscribe to a number of standard current magazines, number to be in proportion to size of enrollment.

   Appropriation--A minimum of $200 per year for books and periodicals. Schools having an enrollment of over 300 pupils must spend at least 75¢ per pupil, annually for books and periodicals.